CHAPTER II

REVIEW OF RELATED LITERATURES

This chapter presents and discusses about definition of speaking, aspects of speaking, basic types of speaking, talk show and the previous study.

A. **Speaking**

1. **Definition of Speaking**

There are different definitions from experts. Thornbury (2005: 20) states that speaking is an activity in real life that is carried out by speaker to carry out his/ her ideas to interact with listeners. The activities are unplanned and their continuity is based on situations.

According to Brown (1994) speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. Speaking is also fundamental of human communication, because speaking is to express our feeling when we are happy or sad, to share our ideas and to interact or communicate by someone to other in daily.

Another definitions come from Ladouse (in Nunan, 1991: 23), speaking is described as the activity as the ability to express oneself in the situation, or the activity to report acts, or situation in precise words or the ability to converse or to express a sequence of ideas fluently. Furthermore, Wilson (1983: 5) defines speaking as development of the relationship between speaker and listener.

From the definitions above, it can be concluded that speaking is an activity in which the speaker produces utterances to express his/ her ideas in order to exchange information, so the listener understands what the speaker means. In addition, McDonough (2003:134) states people who learn about English must have speaking skill to make some conversation to other, because without speaking the learner will not have opportunity to give information with other orally. If the students can speak English fluently that can help them to easy communicate and also explore their idea. In other words, the learners are categorized successful to learn English speaking if they are able to speak English well and fluently. In their utterances should be clear, reasonable, without too much hesitation and pause.

2. **Aspect of Speaking**

The students have to master all components of speaking skill in order to speak clearly and fluently. Fulcher and Davidson (2006;94) state that there are five components of speaking skill that can be defined as follows:

a. **Vocabulary**

Vocabulary is essential for successful second language use because without an extensive vocabulary, we will be unable to use the structure and function we may have learnt for comprehensible communicative. It can be said that one key the success in communicative, which is the power of words. Vocabulary means the appropriate diction or the most important thing in a language especially in speaking; furthermore, knowing many vocabularies we will be easier to express our ideas, feeling and thoughts

both in oral or written form. In spoken language, the vocabulary tends to be familiar and everyday (Turk, 2003:87). It means that in spoken language or speaking, the vocabulary used must be very familiar and it is used in everyday conversation in order to understand the spoken discourse. Vocabulary is a basic building block of language learning. Students need to know words, their meanings, how they are spelt and how they are pronounced. Thus, when teaching vocabulary, the teachers have to make sure that they explain the meaning as well as the spelling and pronunciation.

Vocabulary is the knowledge of meanings of words. What complicates this definition is the fact that words come in at least two forms: oral and written. Oral vocabulary is the set of words for which we know the meanings when we speak or read orally. Written vocabulary consists of those words for which the meaning is known when we write or read silently. These are important distinctions because the set of words that beginning readers know are mainly oral representations. As they learn to read, written vocabulary comes to play an increasingly larger role in literacy than does the oral vocabulary (Hiebert and Kamil, 2005:3). Moreover, Vocabulary is a set of lexemes including single words, compound words and idioms (Richards and Schmidt, 2002:580).

b. Grammar

Grammar is needed for the students to arrange correct sentences in conversation both in written and oral forms. Grammar is defined as a

systematic way of accounting for and predicting an ideal speaker's or hearer's knowledge of the language. This is done by a set of rules or principles that can be used to generate all well form or grammatical utterances in the language (Purpura, 2004:6). Moreover, the other definition of grammar stated by Greenbaum and Nelson (2002:1) argue that Grammar refers to the set of rules that allow us to combine words in our language into larger units.

The grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language (Harmer, 2001:12). Thus, from the statements above can be concluded that the function of grammar is to arrange the correct meaning of sentences based on the context; in addition, it is used to avoid misunderstanding in each communicator. Moreover, Nelson (2001:1) states that grammar is the study of how words combine to form sentences. Thus from statement above can be concluded that grammar is a rule that is needed for the students to combine correct sentences in conversation both in written and oral forms. Grammar refers to the fundamental principles and structure of the language, including clear and correct sentence construction and the proper forms of words (Batko, 2004:24).

c. Pronunciation

Pronunciation is the way for students to produce clearer language when they are speaking. It means that the student can communicate

effectively when they have good pronunciation and intonation even though they have limited vocabulary and grammar. Pronunciation refers to the traditional or customary utterance of words. From that statement can be concluded that pronunciation is the way for students to produce the utterance words clearly when they are speaking (Kline, 2001:69).

English pronunciation does not amount to mastery of a list of sounds or isolated words. Instead, it amounts to learning and practicing the specifically English way of making a speaker's thoughts easy to follow (Gilbert, 2008:1). Moreover, pronunciation includes all those aspects of speech which make for an easily intelligible flow of speech, including segmental articulation, rhythm, intonation and phrasing, and more peripherally even gesture, body language and eye contact (Fraser, 2001:6).

d. Fluency

According Richards (1999:1441) the feature which gives speech the qualitative of being natural and normal include native – like of pausing, rhythm, intonation, stress, rate of speaking and use of interjection. Fluency in speaking is the aim of many language learners. Fluency can be defined as the ability to speak a reasonably fast speed of speaking. It means that speaker does not have to spend a lot of time searching for the language needed to express the message.

e. **Comprehension**

Comprehension is an ability to perceive and process stretches of discourse, to formulate representations the meaning of sentences. Comprehension of a second language is more difficult to study since it is not; directly observable and must be inferred from overt verbal and nonverbal responses, by artificial instruments, or by the intuition of the teacher or researcher. Comprehension refers to the fact that participants fully understand the nature of the research project, even when procedures are complicated and entail risks (Cohen et al., 2005:51). Therefore, in speaking can be concluded that the comprehension refers to the speakers' understanding about what are they saying to the listeners in order avoid misunderstanding information; in addition, its function is to make the listeners easily to catch the information from the speakers.

3. **The Basic Types of Speaking**

Brown, (1994, 141- 142) cites five categories of speaking's types such as; imitative, intensive, responsive, interactive, extensive.

a. **Imitative**

At one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence while this is a purely phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of language may be included in the criterion performance. We are interested only in what is traditionally labeled "pronunciation" no inferences are made about test-

taker's ability to understand or convey meaning or to participate in an interactive conversation. The only role of listening here is in the short-term storage of prompt, just long enough to allow the speaker to retain the short stretch of language that must be imitated.

b. Intensive

It is frequently employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships (such as prosodic elements, intonation, stress, rhythm, juncture). The speaker must have been aware of semantic properties in order to be able to respond, but interaction with an interlocutor or test administrator is minimal at best.

c. Responsive

It includes interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple request and comments, and the like. The stimulus is almost always a spoken prompt (in order to preserve authenticity), with perhaps only one or two follow-up questions.

d. Interactive

The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and or multiple participants, interaction can take the two forms of transactional language, which has the purpose of exchanging

specific information, or interpersonal exchanges, which has the purpose of maintaining social relationships. In interpersonal exchanges, oral production can become pragmatically complex with the need to speak in a causal register and use colloquial language, ellipsis, slang, humor, and other sociolinguistics conventions.

e. Extensive (monologue)

Extensive oral production tasks include speeches, oral presentations, and storytelling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether. Language style is frequently more deliberative (planning is involved) and formal for extensive tasks, but we cannot rule out certain informal monologues such as casually delivered speech.

B. Talk Show Technique

1. Definition of Talk Show

Getting students to talk about their feelings is not always easy. There are any issues that are hard for them to talk about because they may be afraid of ridicule or dismissal. Students need to be given permission to play and explore. Talk show can help them play with personal problem. Talk show can be meant as Talk-interaction. Richard and Schmidt (2004) states that Talk-interaction is concerned with how pragmatic functions are communicated in both mundane conversation and such institutional varieties of talk as interviews and court hearing.

According Oxford Dictionary (2018) define talk show as a chat show, especially one in which listeners, viewers, or the studio audience are invited to participate in the discussion. Furthermore Livingstone and Lunt (1994) state that Talk show is a program which serves entertainment through talk.

2. Talk Show Roles

In talk show technique, all students have to participate in the activity. Each student plays a role. Klippel (1985) divided the roles in talk show technique into three: hosts, guests, and audiences. All of the roles played by the students will open opportunities to speak within their groups. The host will guide the talk show process and ask to guest based on the topic. The guest answer all the question from host and audiences. For the audiences has chance to give question to guest. In addition, Nimehchisalem (2013) stated that this technique is advantageous for engaging students to participate. Based on statement above Klippel (1984:122) claims that role plays can improve students oral performance generally and simultaneously. Therefore, this technique can be applied to help and facilitate the students to speak in speaking class.

3. The Advantages of Talk Show Technique

There are some reasons why talk show is an appropriate technique for English speaking. First, talk show is an interesting program; there is more than one student who will talk in front of the class. Second, this technique appropriate to help students to talk in front of public, because students will talk spontaneously and naturally. It helps some passive or silent students to increase their courage to be

more active in speaking class. The implementation of talk show is focus on the topic discussion. Acting is not really needed in this technique, so it is good for students to focus on what they want to talk and discuss. The success of talk show technique is based on the students participations. It states in Klippel's (1985) theory that Talk show technique is guided by the intention to achieve effective language learning situations.

The benefit of talk show is making students generally find this creative, motivating and memorable. Drawing upon their interpretations and their imaginations, the students can demonstrate their understanding, synthesize information, and make sophisticated connections between texts and their lives.

C. **Speaking Assesment**

In teaching speaking, speaking assessment is very important to measure student's speaking ability. Assessment is an ongoing process that encompasses a much wider domain. Whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously makes an assessment of the student's performance (Douglas Brown, 2001:4).

Nunan (2004:138) states that assessment is procedures for collecting the students' data. Assessment is thus a subset of evaluation. Testing is one form of assessment. It includes the more formal collection of data on learner performance. In other words, assessment subsumes testing and is, in turn, subsumed by evaluation. In order to assess and evaluate oral English communication, the method used is depended on the purpose of the assessment.

Speaking skill is an important part of the curriculum in language teaching, and this makes it is an important object of assessment as well. Assessing speaking is challenging, however, because there are so many factors that influence our impression of how well someone can speak a language, and because we expect test scores to be accurate and appropriate. Therefore, it is very important to emphasize test or assess on speaking class because the learners and teachers are able to measure how much progression they get after learning speaking through the method offered (Louma, 2004:1).

Assessment has important roles in teaching and learning activities. By assessing students, the teacher can measure how far students can understand the material that has been given in the classroom. This is one of the most important aspects of teaching to test the students' comprehension. Fulcher and Davidson (2007:196) state that assessment becomes not so much a desecrate set of activities, but rather a way of looking at the evidence available from learning activities that focus students' practice as learners and researchers. Thus in teaching and learning process the students have to be more active to practice what the teacher explains in the classroom.

The researcher denote that when testing oral production a speaker can produce orally with proper pronunciation, but lacking meaning or the speaker can utter understandable ideas, but making pronunciation and grammar mistakes. In this manner, it is complex to decide what aspects of the oral production can be assessed at a time. Moreover, speech involves a construct of several parts like content,

fluency, vocabulary, and accuracy, and when testing an interaction, they should not be separated.

D. **Previous Study**

There are some relevant studies related to the use of Talk Show technique in speaking skill that had been conducted by the previous researchers.

The first, the research that had been conducted by Palupi (2015) entitled "The Implementation of Talk Show Technique in Teaching Speaking A Narrative Text In SMA Ulul Albab Sidoarjo". She used descriptive qualitative as research method. The result of the study is talk show technique is suitable technique that can encourage students' speaking ability and it can increase the students' confidence to speak in front of the class. This technique can help teacher to teaching speaking in a narrative text in class too.

Another studies was conducted by Mustain (2016) which entitled "The Effectiveness of English Talk Show Program on Students' Speaking Ability at STIKIP PGRI Bangkalan". The method of study is quantitative research and used true-experimental focused on Randomized Posttest only control group as research design. The research findings showed that t value > t critical (45.557>2.034); so H_0 is rejected and H_a is accepted. It meant that, there is a significant different between the students' speaking ability with English Talk Show Program and with non-English Talk Show Program. The result of the study is students are taught by English Talk Show Program perform better in speaking ability than those taught

with non-English Talk Show Program. So, talk show technique given contributes a lot to the students and it could be implemented in the classroom.

The studies above prove the effectiveness of Talk Show activities to improve students' speaking ability. Talk Show encourages the students to be more confident and active to speak with others, and make the students tend to interact and communicate to other students. Based on the previous study above, it can be seen that both of researchers use same technique that used to improve the speaking ability. Therefore, to differentiate this research with another research, the researcher uses quasy-experimental as research design. Besides that, the previous study conduct the research in different students' level and location that is one of senior high school in Sidoarjo and one of fifth semester in English Departmen in Bangkalan. Here the researcher wants to conduct research at MTsN 1 Blitar. Therefore, the researcher concluded that this study has difference on place, school level and research design.