

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

In this chapter, it provides of some explanation based on the title and some literature based on the research. It includes the general concept of speaking, general concept of Bamboo Dancing method and previous study.

#### **A. General Concept of Speaking**

The general concept of speaking comprises its definition, functions, aspects, basic types and teaching speaking.

##### **1. Definition of Speaking**

Speaking is a skill which is chosen as an object to be improved in this research. According to Harmer (2007: 132), speaking is the activities which are designed to provoke “speaking as a skill”, where there is a purpose for talking which is not just linguistics. Generally, through speaking the students can be delivered about something that they want to extend like their ideas or feeling to their opponent. Johnson (1983: 18) refers to speaking as the ability to produce articulation, sound or words to express, to say, to show and to think about ideas, thought and feeling. So, the speaker must attend what they want to speak to the listener, in order the listener can understandable and respond the message. The researcher hopes the students could explore their idea and imagination through speaking.

From the explanation above it can be conclude that speaking ability is an ability to express ideas and feelings to other person. Speaking includes the speaker and listener, produces and receives a message and must understandable. Furthermore, the use of language in daily activity is as communication in social life.

## **2. The Functions of Speaking**

In our life certainly every people do interaction with other people to transfer or sharing message. One of the ways is by doing speaking. Richard (1990) distinguishes the functions of speaking into three categories which are quite distinct in terms of form and function and requires different teaching approaches. Those functions are categorized into talk as interaction, talk as transaction, and talk as performance.

### **a. Talk as Interaction**

In our daily life every people need interaction with the other because we are social beings. Talk as interaction refers to what we normally mean by “conversation” and describes interaction that serves a primarily social function. People do the speaking activity in order to be friendly and to establish a comfortable zone of interaction with others. For the example when people meet, they exchange greetings, engage in small talk, telling experience and so on. In this case, just focus on the speakers and how they wish to present themselves to each other than on the message.

b. Talk as Transaction

Talk as transaction refers to situations where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially with each other. Jones (1996:14) stated that talk is associated with other activities. For example, students may be engaged in hands-on activities (in science lesson) to explore concepts associated with floating and sinking. In this type of spoken language students and teachers usually focus on meaning or on talking their way to understanding. In this case, each people must have good skill in speaking because when we talk with other people automatically they also must understand about what we say with the aim that there is no understanding between the speakers.

c. Talk as Performance

Talk as performance is different with talk as interaction and transaction. On the talk as performance, speaking activity more focuses on monolog rather than dialog. Classroom presentation, public announcements, and speeches are the example of talk as performance. From the explanation above we know that speaking can be produce from someone when they are saying about something and giving the meaningful or statements. Using correct pronunciation, grammar, and using appropriate vocabulary also very important when we describe about speaking activity.

### 3. The Aspects of Speaking Skill

There are some important aspects which must be considered when we want to learn or practice speaking. The aspects of speaking are:

#### a. Pronunciation

Pronunciation is the way to produce clearer language when we are speaking. Pronunciation refers to the traditional or customary utterance of words. Gilbert (2008: 1) stated that 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.

#### b. Grammar

Grammar is needed to arrange correct sentences in conversation both in written and oral forms. Nelson (2001: 1) stated that grammar is the study of how words combine to form sentences. Usually, the students or people who want to speak English they still lack in the rule of grammatically that used. Harmer (2001: 12) stated that the grammar of language is the description of the ways in which words can change their forms and can be combined into sentences in that language. From the explanation 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. So, when we are going to learn about language we must mastery the rule or the form of grammatical in our language.

### c. Vocabulary

Vocabulary is an essential key before we want to practice speaking. We will get difficult if we do not master many vocabularies. People who master many vocabularies will be easy to express their ideas. Turk (2003: 87) stated that in spoken language, the vocabulary tends to be familiar and every day. It means that in speaking, the vocabulary that will be used must be familiar and it is used in everyday conversation in order to understand each other spoken.

### d. Fluency

The ability to speak communicatively, fluently, and accurately is called fluency. It means fluency refers to express oral language freely without interruption. Pollard (2008: 16) stated that the teacher does not correct immediately whereas the idea being that too much correction interferes with the flow of conversation. From the explanation above we can conclude that the teacher must give freely to the student with the aims they can speak more fluently and easily. In addition, they can also speak fluently without interruption, so the teacher will know students' fluency.

### e. Comprehension

The ability to perceive and process stretches of discourse, to formulate representations the meaning of sentences in speaking is comprehension. Cohen et al (2005: 51) stated that comprehension refers

to the fact that participants fully understand the nature of the research project, even when procedures are complicated and entail risks.

f. Interactive Communication

Thornbury (2005: 129) stated that interactive communication refers to the ability of a candidate to interact with the interlocutor and the other candidates by initiating and responding appropriately and at the required speed and rhythm to full fill the task requirements. Usually, many students get problems such how to say something, when to speak and so on. Brown (2001: 269) stated that the most difficulties faced by students in speaking are the interactive nature of communication.

g. Appropriateness

Harmer (2001: 24) stated that the term of appropriateness is related to some variables. The communicative purpose will be achieved if when the people communicate with the other they have to see what the effect. There are some variables such setting, participants, gender, channel and topic. The people must be considered those variables when practice speaking.

h. Complexity

In a different ways the spoken is complex. Brown et al (2004: 86) stated that what made speaking difficult were related to the type of information that had to be conveyed and were concerned the sale of the task and interrelationships among the different elements involved.

#### 4. Basic Types of Speaking

According to Brown (2004: 141-142), there are five basic types of speaking: imitative, intensive, responsive, interactive, and extensive. All of the basic types are described as follows:

##### a. Imitative

The ability to imitate a word or phrase and possibly a sentence is one of basic type in speaking. Ask the learner to repeat a phrase or structure such “excuse me or can you help me?” for clarity and accuracy. In addition, it can be done as repeatedly.

##### b. Intensive

Intensive is the second of basic type in speaking that focusing on specific phonological or grammatical points. Minimal pairs or repetition of a series of imperative sentence, response task, reading aloud sentence and dialog completion are the example of intensive assessment tasks.

##### c. Responsive

There are interaction and test comprehension but at the somewhat limited level of very short conversations, standard greeting and small talk, simple request and comments in responsive assessment tasks.

##### d. Interactive

Interaction can take the two forms of transactional language, which has the purpose of exchanging specific information, or

interpersonal exchanges, which have the purpose of maintaining social relationship.

e. Extensive

Language style is frequently more deliberative and formal for extensive tasks, but we cannot rule out certain informal monologues such as casually delivered speech.

From the tasks that explain in every basic type above the teacher can select one of them to be applied in the classroom. The teacher can be chose the simple material that will be applied.

## **5. Teaching Speaking**

Teaching is guiding and facilitating learning, enabling learner to learn, setting the conditions for learning (Brown, 2007: 7). It means that teaching speaking is guiding and facilitating learners to speak, enabling learner to learn speaking, and setting the conditions for learning speaking. Although speaking is completely natural, talk inside language apart from our own is anything but simple (David Nunan, 2003: 48), that means even though speaking is natural, teachers are advised to simplify their way in teaching speaking, because it is not our native language. Taught to speak by asking students to repeat sentences and reading memorized textbooks the dialogue has been done by people for years. Teaching speaking include providing students with a language component. They will eventually combine everything and talking, so the students may spend in several



times, repeat after teacher, learn the rules of grammar, read the dialogue and learn the vocabulary.

Besides, Nunan (2003: 53-56) suggests five principles for teaching speaking:

- a. Teacher must be aware of differences between second language and foreign language in the learning context.
- b. The teacher should give students practice with both fluency and accuracy.
- c. The teacher also provides opportunities for the students to talk by using group work or pair work, and limiting teacher talk.
- d. The teacher must make the plan of the speaking tasks that involve negotiation for meaning and also design appropriate classroom to facilitate students to speak.

According to Ur (1996) there are three criteria of successful teaching speaking, are:

- a. Learner talks a lot.

As much as possible of period of time allotted the activity is in fact occupied by the learner talk.

- b. Participation is even.

Classroom discussion is not dominated by minority of talkative participants, all get chance to speak, and contributions are fairly evenly distributed.

c. Motivation is high.

Learners are eager to speak because they are interested in the topic and have something new to say about it, or because they want to contribute to achieve the task objectives.

From the explanation above it is concluded that the teacher is called successful in teaching speaking if the students can talk a lot, active and also motivated to teach in the class. The teacher should be able to make the classroom environment in which the students have real communication, an authentic and meaningful task to promote spoken language as well as others unreal communication in a monolingual class.

## 6. Speaking Assessment

The teacher needs to assess the speaking lesson to know how far the students mastered the speaking lesson. To assess the speaking lesson, students should perform their speaking skill in the teaching and learning process. In assessing speaking, teacher should pay attention of some speaking aspects. Brown (2004: 172) gives the categories of scoring speaking in the following table:

**Table 2.1**

### **Scoring Rubric of Speaking**

<b>No</b>	<b>Categories</b>	<b>Aspects</b>	<b>Score</b>
1.	Grammar	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.	1

		Can usually handle elementary constructions accurately but does not have through or confident control of the grammar.	2
		Control grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.	3
		Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.	4
		Equivalent to that of an educated native speaker.	5
2	Vocabulary	Speaking vocabulary inadequate to express anything but the most elementary needs.	1
		Has speaking vocabulary sufficient to express himself simply with some circumlocutions.	2
		Able to speak the language with sufficient vocabulary to participate effectively, vocabulary is broad enough that he rarely has to grope for a word.	3
		Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.	4
		Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.	5
3	Pronunciation	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.	1
		Accent is intelligible though often quite faulty.	2
		Errors never interfere with understanding and rarely disturb the native speaker.	3
		Errors in pronunciation are quite rare.	4

		Equivalent to and fully accepted by educated native speakers.	5
4	Fluency	(No specific fluency description. Refer to other four language areas for implied level of fluency)	1
		Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family, and autobiographical information.	2
		Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words.	3
		Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.	4
		Has complete fluency in the language such that his speech is fully accepted by educated native speakers.	5
5	Comprehension	Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase.	1
		Can get the gist of most conversations of non technical subjects (i.e., topics that require no specialized knowledge)	2
		Comprehension is quite complete at a normal rate of speech.	3
		Can understand any conversation within the range of his experience.	4
		Equivalent to that of an educated native speaker.	5

## **B. General Concept of Bamboo Dancing Method**

### **1. Method**

According to Richards and Rodgers (2001) states that a method is a theoretically related to an approach, organized by the design, and practically realized in procedure. An approach describes how people acquire their knowledge of the language and makes statements about the conditions which will promote successful language learning. Method is used to apply or facilitate the implementation of an activity in order to achieve the objectives set. In addition, the method that will be applied in the class must be appropriate with the condition. If the methods that will be used in process learning make interest the students it will be brought the successful of process learning.

### **2. Teaching Technique**

Technique is implementation of strategies done by the teacher and students in classroom which is suitable with the method that is used. Teacher should use technique in teaching speaking to make the lesson more exiting, and can easy to be understood by the students. Underhill (1987: 31) explained that there are some techniques which can be used to teaching speaking, namely:

- a. Oral Report.
- b. Learner-learner joint discussion/ decision making.
- c. Role-play.

- d. Learner-learner description and re-creation.
- e. Using a picture or picture story.
- f. Reading aloud.

### 3. Bamboo Dancing

Bamboo Dancing method is one of methods in cooperative learning, in which the students make two lines and stand up face to face like two bamboos that used in bamboo dance from Philippine. Cooperative learning is one of useful methods to help students to understand material given by the teacher. Due to the method, the students are not learning a topic individually, but they can learn in group. They can share about the material each other. Johnson & Johnson (1993: 9) stated that cooperative learning is the instructional use of small group so that students work together to maximize their own and each other's learning. Furthermore, Artz & Newman (1990: 48) said that cooperative learning has been defined as a small group of learners working together as a team to solve a problem, complete a task, or accomplish a common goal. So, every member of teams has same responsibility to make the discussion run well like their expectation.

Bamboo Dancing method aims to enable students to share information at the same time with different partners in a short period of time on a regular basis. Although named bamboo dancing, do not use bamboo. Students lined are described as bamboo. Suprijono (2009: 98)

stated that Bamboo Dancing Method is kind of method that can motivate students to be brave in giving opinion or say something. By using model cooperative learning Bamboo Dancing expected to distribute evenly information or topic known by the students. Kind of this model is totally beneficial for learning in class to be more variety, so the students will not feel bored.

There are steps of Bamboo Dancing method that will be explained below:

- 1) The study begins with the introduction of the topic by the teacher.
- 2) The teacher divides the class into two large groups that each group consists of 10 students (if possible).
- 3) The teacher handles out the topics and she/he gives enough time for the students to discuss the material well.
- 4) After the discussion, 20 students from every large group who face each other following lined slid a clockwise direction. Then, each student gets a new partner and share different information and so on. A move clockwise will stop when the first learners back into origin place.

Besides, there are also the advantages and disadvantages if we want to apply this method. This method has some advantages, these are:

1. Bamboo dancing method has a clear structure that makes students to share the information easier.
2. Bamboo dancing gives changes the students to get the information.
3. Bamboo dancing will make students more speak to certain topic.
4. Bamboo dancing method can make the learning process more enjoyable.

In addition, Bamboo Dance method has some disadvantages as follows:

1. The students will feel panic when they must speak with their partner.
2. The students must be tired when they must stand up and speak up with the partner too long.
3. It has time consuming to arrange the students to form this method.

From the descriptions above, it can be concluded that Bamboo Dance has some disadvantages. However, it is not a big problem as long as the teacher can conduct the class.

### **C. Previous Study**

There are several previous studies doing research in improving students' speaking achievement. Some of them are: Amar Ma'ruf and Rika Rahim (2013) conducted a research entitled "Increasing The Students' Speaking Ability Through Bamboo Dancing Method". It was resulted that



Bamboo Dancing method improved the students' ability in speaking. Another was Renty Oktavian Q. (2015) also conducted a research entitled "Improving Students' Speaking Ability by Using Bamboo Dancing Method at Seventh Grade of SMP Muhammadiyah 1 Jember". The result was same to Amar Ma'ruf and Rika Rahim that the Bamboo Dancing method also improved students' ability in speaking. The third previous study was Linna Endah Nur Wahyuni (2015) conducted a research entitled "The Use of Bamboo Dancing Technique to Improve Students' Speaking Skill In Interpersonal Conversation". This study also showed that there was improvement in the students' speaking skill in interpersonal conversation after Bamboo Dancing method was applied there. Ely Riana Nur Isnaeni and Dede Nurdiwati (2017) conducted a research entitled "The Effectiveness of Using Bamboo Dancing Method to Improve The Students' Speaking Skill in Recount Text. It was resulted that teaching speaking recount text by using Bamboo Dancing method is more effective.

Based on previous studies, it has similarity and difference term. The similarity thing between those previous studies and mine is improving students' speaking skill by using Bamboo Dancing method. The difference is mostly in case of the topic of speaking that given to the students.