

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the theories that suit to this research. The reviews of related literature it consists of: Speaking (Definition of speaking, The purpose Speaking, Types Talking, Characteristics of Ideal Speakers, The Elements Used in Speaking Skill, The Activities of Speaking), Speaking ability, Teaching Speaking, The Fishbowl Technique, Procedures of Teaching Speaking by Using Fishbowl Technique, The Advantages and Disadvantages of Using Fishbowl Technique.

A. Speaking

1. Definition of Speaking

According to Brown (2004:172) that speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Its form and meaning are independent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environmental, and the purposes for speaking. It is often spontaneous, open-ended, and involving. However, speech is not always unpredictable.

Moreover, Richards (2002:201) states that developing proficiency in English speaking we can use casual conversation. For example, our purposes may be to make social contact with people, to establish report, or to engage in the harmless chitchat that occupies much of the time we

spend with friends. When we engage in discussion with someone, on the other hand, the purpose may be to seek or express opinions, to persuade someone about something, or to clarify information. In some situation, we use speaking to give instructions or to get things done. We may use speaking to describe things, to complain about people's behavior, to make polite request, or to entertain people.

According to Widowson (1984) speaking is active production skills and used oral production. It is capability of someone to communicate orally with others. The one who has skills in speaking can be identified from his/her ability in using oral language fluently, clearly, and attractively. It also supported by Harmer (2002) who state that the ability to speak fluently supposes not only knowledge of language features, but also the ability to process and language spot. It means that the learners judge that having a good speaking they can speak fluently, can be understood by other people, understand the conveyed information and mastered all the language components that include pronunciation, listening and grammar skills. Tarin (1998:40-45) suggests also speak some basic concepts such as:

- a. Speaking is the process of communicating individuals. Speaking sometimes used as a tool to communicate with their environment. When this is linked to the function of the spoken language is used to learn the environment, and control the environment as a means of acquiring knowledge and adapt.

- b. Speaking as a means of broadening horizons, Speaking at least can be used for two things. First, to express ideas, feelings, and imagination. Second talk is also used to increase knowledge and expand the experience.
- c. Talk is behavior. Speaking is an expression of speech. Through the speaker, in fact expressed a picture of himself. Speaking also symbolizes the personality of the speaker. Talking is also a dynamic speaker in the sense of purpose to the incident involving him, his audience, or to a particular object.
- d. Speaking is a private jet. Personal picture can be identified in various ways. We can trend, his favorite, and he spoke. Speaking to expect through their gestures, behavior, tendencies, likes, and manner of speech. Speaking at essentially describes what is in the heart, such as thought, feelings wishes his idea.
- e. Speaking of speaking influenced a wealth of experience is self-expression. If the person of the speaker filled with rich knowledge and experience, it can easily decipher the relevant knowledge or experience it. When a poor speaker of knowledge and experience, then the question will be experiencing difficulty in speaking, Based on the opinion of the above it can be concluded that the talk was not only utter sounds or words, but also a tool to communicate ideas organized and developed according to the needs of the listener, acquire or increase the knowledge, and declare oneself personality description.

Based on some theories of speaking above, the writer can conclude that speaking is an activity of someone to express his or her ideas in spoken language by using words or sounds of articulation in order to inform, to persuade, and to entertain that can be learned by using some verbal and nonverbal symbols. Furthermore, speaking is an ability to interact with others to understand what someone says and to create utterance that can be understood. To make a good communication in speaking activity, the speaker should pay attention to some characteristics of a successful speaking. Then, the students have to learn the way how to deliver their knowledge, information and opinion orally in speaking activity and how to use the language in social context and language need to create a successful speaking, unless they will have difficulty in receiving and transferring the information.

2. The purpose Speaking

Basically speaking the main goal is to communicate. To be able to convey your thoughts effectively, the speaker should understand the meaning of everything and trying to communicate, he should be able to evaluate the effect of communication on the listener so that he can effectively convey their thoughts.

The general objective of talk by Tarin (1990: 149) there are five categories, namely:

a. Entertaining

Speaking to entertain meaningful speakers attract listeners with a variety of ways, such as humor, spontaneity, exciting,

humorous stories, adventures, and so to lead to happy atmosphere in the audience.

b. Inform

Speaking for the purpose of informing, to report, if implemented someone wants to: (a) Describes a process, (b) Decipher, interpret, or interpret any matter, (c) Give, distribute, or impart knowledge (d) Explain the link.

c. Stimulating

Speaking to stimulate much more complex than other speech purposes, because it has to be talked philtering, influence, or convince his audience. This can be achieved if the speaker really know the will, interests, inspiration, needs, and aspirations of his audience.

d. Move

In speaking of the speaker is required to listen to authority, role model or idol society. Through cleverness of speech, skills to exploit the situation, plus his mastery of the science of the soul masses, the speaker can move the audience

e. Convincing

Speaking convince aims to convince listeners of something through a convincing conversation, along with opinions, facts or evidence so expect the listener attitudes can be changed

3. Types Talking

Talking theoretically has some types. Tarin (1981: 22-23) divides some speaking activities into two types, namely:

1) Speaking in Public (Public Speaking)

Type of conversation include the following :

1. Speaking in situations that are told or reported, is called informative speaking.
2. Speaking in situations that is to persuade, invite, or persuade is called persuasive speaking.
3. Speaking in situations, such as in family, friendship is called fellowship speaking.
4. Speaking in situations of negotiating calmly and carefully is called deliberative speaking

2) Speaking at Conierence

The talks include the following:

1. Discussion group (group discussion) that can be divided into: (a) no formal (informal) example study groups (study groups), group policy makers (policy making groups), and comics. (b) official (formal) that includes conferences, panel discussions, and symposia.
2. Parliamentary procedure is one of the most effective means by which individuals can take orderly action as a group.
3. Debate means that give students additional opportunities to hear their classmates' views and to express opinions regarding topics that matter to them.

4. Characteristics of Ideal Speakers

Rusmiati (2000: 30) revealed that there are a number of good traits to be known, understood, internalized, and applied in speech. These features are:

1. Choosing the right topic. Good speaker can always choose the subject matter or interest, actual, and beneficial to the listener, and always consider the interests, abilities, and needs of the audience
2. Mastering the material. Good speakers are always trying to learn, understand, appreciate, and master the material to be conveyed
3. Understanding the background of the listener. Before the conversation took place, a good speaker and listener
4. Determining the situation. Identify the space, time, equipment support discussion and atmosphere
5. Having clear goals. Talks a good talk can formulate a firm, clear, and understandable
6. Contact with the audience. Speakers try to understand the emotional reactions, and feelings, trying to hold an inner contact with the audience, through the eye, attention, nod, or smile
7. Having high linguistic ability. The speaker can choose and use words, phrases, and sentence to describe his thoughts, to present the material in the language of effective, simple, and easy to understand
8. Mastering listener. Good speaker should be good listeners attention, direct, and motivate listeners to the conversation
9. Use of assistive devices

10. Looks convincing

11. Plans

5. The Elements Used in Speaking Skill

According to David (1986:81) there are five elements used in speaking ability such as pronunciation, grammar, vocabulary, fluency and comprehension.

a. Pronunciation

Pronunciation here, however refers to the standard of correctness and regional differences. It means, it will create misunderstanding toward listeners invited to speak and the message will be conveyed, will lose and difficult to be comprehended. Harmer (1991:11) said that users of the language must know how to say a word that is how to pronounce it. This knowledge is made up of three areas: sounds, stress and intonation.

To clear about pronunciation, according to Manser (1995:133) pronunciation is a way in which a language and a word are spoken. From the explanation above, it can be concluded that pronouncing a sound or language can result a certain sound or a lot of sounds. It means that pronunciation is one of five important elements of speaking ability with the aim is to make students be able to communicate with others well and understandable.

To make students' speaking ability much better, especially in pronouncing words, there are sets of quality to be rated.

According to Haris (1986:84), there are five sets of qualities must be rated in pronunciation, they are :

1. Pronunciation problems to serve as to make speech virtually unintelligible.
2. Very hard to understand because of pronunciation problem.
Most frequently is asked to repeat.
3. Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding.
4. Always intelligible, though one is conscious of definite accent.
5. He few traces of foreign accent.

b. Grammar

Grammar is one of three English components and also one of speaking abilities to support and help students to have a good ability in communicating well. Grammar is common in both the written and spoken form of the language, so its existence is strongly needed in learning and speaking skill. Manser (1995:82) stated "Grammar is a great deal of rules for forming words and making sentence"

The explanation above shows that grammar is focuses on some roles to form words that can be easily understood and match with the rules. In addition, it also focuses on how to make good sentences and easily comprehended.

In speaking ability, there are sets of quality should be rated in grammar. According to Harris (1986-84) that there are five qualities that should be rated, as follow:

1. Errors in grammar and word order to serve to make speech virtually unintelligible.
2. Grammar and word order errors make comprehension difficult must often rephrase and/or restrict him to basic pattern
3. Makes frequent errors of grammar and word order which occasionally obscure meaning
4. Occasionally makes grammatical and/or word order errors, which do not, however, obscure meaning
5. Makes few (if any) noticeable errors grammar and word order

c. Vocabulary

Vocabulary is one of five speaking ability components, which has an important role in speaking English skill. That's why, if the students have a lot of vocabularies, their speaking will be fluent and they are not confuse in pronouncing or producing a lot of words just because have many vocabularies. Conversely, just few vocabularies they have, it does not guarantee their speaking will be fluent, and also will face hardship in pronouncing and producing many words that they want to convey.

According to Manser (1995:45) vocabulary is a list or words with the meaning, especially in the back of book used for teaching a foreign the language or total number of words in a language.

Like in speaking ability has components, vocabulary has components too. Fachrurrazy (2002:58) stated: "The elements of vocabulary are spelling, syllabication, pronunciation, stress, part of speech, meaning, use/usage, derivatives, idiom and expression".

English speaking ability has a set of qualities that must be rated. Harris (1986:84) states that the qualities are as follow: vocabulary limitation so extreme to make conversation virtually impossible, misuse of words and very limited vocabulary make comprehension quite difficult, frequently uses the wrong words; conversation sometimes limited because of inadequate vocabulary, sometimes using inappropriate term and or must refresh ideas because of lexical inadequacies, the use of vocabulary and idiom are virtually that of native speaker.

d. Fluency

The students can be called master of English or have a good ability in English if they can speak fluently. It means, the student's fluency in English as a sign that they are master of English. To know about fluency, according to Manser (1995:61) fluency is an ability to speak a language smoothly and easily.

Actually, the students who can speak English fluently, they will not have any difficulties in pronouncing or producing a great deal of word. Be sure their pronunciation production of words must be effective and suitable with the reading in the dictionary not up to their wish only. For instance they use jargon language. Harris (1986:81) says, "Fluency is the easy and speed of the flow of speech".

According to Harris (1986:48), that there are five qualities that must be rated in fluency of speaking. There are as follow: speech is fragmentary as to take the conversation in virtually impossible, usually hasitant, often force into silence by language limitation, speech and fluency are rather strongly affected by language problems, speech as fluent and errorless as that of native speaker.

Harris's opinion is based on a lot of consideration in evaluating something, for instance in speaking English skill. He also considers that speech and fluency are rather stongly eracted by language problem. It means, the people will understand about other people speaking if the pattern of grammar of the language are correct. Even though their speaking is so fast and fluent, but their language pattern are wrorg, their speaking can be understood and comphrehended by their opponent of speaking consequently, they will confused just because of their errors of using their language pattern

e. Comprehension

Manser (1995:81) states that comprehension is the power to understand something. The power refers to the students' ability to make their speaking can be understood easily by other students's listening or inviting to speak. Comprehension here is closely related to good pronunciation, mastering grammar well, has a great deal with vocabularies and fluency too. For example, students are capable of speaking fluently, and having majority vocabularies, but they mispronounce lots of words and cannot arrange good sentences. It is impossible that the students who are listening to comprehend their speaking.

From the case above, comprehension of speaking English is one of speaking ability components that should be paid more attention by the students if they want to have a good ability in speaking skill. Otherwise, their speaking will not be understood.

According to Harris (1986:84), that there are five sets of qualities to be rated in comprehending English speaking. They are as follows: can not be said to understand even the simple English conversation, has a great difficulty following what is said can comprehend only "social conversation" spoken slowly and with frequent repetition, understand early everything at normal speed, although occasion and repetition may be necessary, appear to understand everything without difficulty.

6. The Activities of Speaking

In speaking there is many kinds of the activities. Speaking is a productive skills. It involves putting the message together, communicating the message. In teaching and learning English we need to encourage the learners to practice both production and interaction. Production is related to the learners' ability to produce sound and practice to speak. Interaction is related to the learners to interact, to communicate or hold relationship with other people.

Speaking activities concentrate on getting learners to produce sound, phrases or grammatical structure from activities which are controlled by teacher. This activities to do until the learners have more freedom to choose the language that they used.

In control activities the teacher usually gives guided to do his/her instructions. The teacher makes their class effectively and having fun. There are many kinds of speaking activities that can be held by the teachers and learners :

a. Role Play

One way of getting students to speak is role-playing. Role play is excellent way in which to simulate, in the classroom, real communication that is relevant to experiences outside the classroom. Role play has appeal for students because it allows the students to be creative and to put themselves in another person's place for a while.

In role-play activities, teacher gives information to the learners, Such as who they are and what they feel based on their character.

They asked to act and speak like those characters. In the role-play activities, the students have to speak and act from their new character's point of view (Harmer: 2007)

b. Games

Games may be defined as a form of play by certain rules or convention. The use of games must contribute language proficiency in some way by getting the learners to use language in the course of the game. Games can help the students study easily because games makes the learning fun. In the learning process, especially for young learners games will be effective. The young learner will be more concentrate learning if the subject that they have is fun and happier. They will be happy to follow their class and not bored. In the games usually the learners are divided into groups to play the games. They are given games which has provided by the teacher. Firstly teacher gives the instruction how to play the games and asked the students to play the games, and then the students play the games based on rules that they had agreed. The teacher will guide the games.

c. Story telling

Story telling is universal function of language and one of the main ingredient of casual conversation (Thorn burry:2005). Story telling can summarize a tale or story which they had heard from somebody or they may create the stories that they have to tell their classmate. Story telling help the learners express their ideas in the beginning, development, and ending, included the character a story

has to have. Both of teacher and students can be included inside in the story telling. In the story telling the teacher can start the story first and then ask the students to retell the story. The teacher can also ask the students directly to telling the story about something that they had read/heard or students' good experience.

d. Discussion

Discussion can be defined as talk or write about something. The example of discussion is debates. In the debates, the students can give a controversial statement and they decide whether they agree or disagree and why. In order to make the debates successful, the students make in groups.

e. Picture description

The other activities on speaking is picture description. The students are given one or some picture and then describe what about the picture. In this activity, the students can be divided into groups and given different picture and then they have discussion about their story. And then each group describe the story to whole of class. Picture description also can be given to individual. Each of them describes the picture one by one.

B. Speaking Ability

Speaking can be described as the ability of person to express their ideas. Littlewood (1981: 1) states that speaking ability is a combination of structural and functional aspect of language. The structural aspect concentrates on the grammatical system, describing way in which linguistic items can be

combined. It is understood that speaking is a very difficult and complex skill to be learned especially by the foreign language students. There are many different abilities included in this skill. Arthur Hughes (1990: 110) says that speaking ability on four components: contents, fluency, eye context and pronunciation. In short, speaking involves different abilities, which should be used simultaneously.

C. Teaching Speaking

Teaching speaking is a very important part of second and foreign language learning because the students' ability in learning language will be proven by their ability in uttering something by that language. As stated by Kayi (2006:1) that world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance. Thus, teaching speaking has important role in Teaching English as Foreign Language (TEFL)

According to Harmer (2007:123) there are three basic reasons for getting students to speak in the classroom. Firstly, speaking activities provide rehearsal opportunities-chance to practice real-life speaking in the safety of the classroom. Secondly, speaking task in which students try to use any or all of the language they know provide feedback for both teacher and students. Finally, the more students have opportunities to activate the various elements of language they have stored in their brains, the more automatic their use of these elements become.

1. Speaking Activities

To determine what speaking activities would be applied, the teacher should consider some aspects. Harmer (1998) as cited in Achmad (2012:2) said “Good speaking activities can and should be highly motivating. He (2007:12) also added “Good speaking activities can and should be extremely engaging for the students. Furthermore, Harmer (2007:129) give some suggestions about the activities in the speaking classroom, those are: a) information-gap activities, b) telling stories, c) favourite objects, d) meeting and greeting, e) survey, f) famous people, g) student presentations, h) balloon debate, and i) moral dilemmas. By doing those activities with high attention, the students are expected to improve their speaking.

2. Teacher’s Roles in Teaching Speaking

In every classes, the teacher has different roles in teaching process, include in teaching speaking. According to Harmer (2007:347), there are three particulars relevance to get students to speak fluently; prompter, participant, and feedback provider.

As a prompter, the teacher helps the students to solve their difficulty in speaking by giving suggestion or guidance. Because in speaking class especially EFL/ESL class, it is very common if the students cannot say anything because they do not know what they have to say next or how to pronounce well of certain words.. By playing as a prompter, and without disrupting the discussion, it will stop the sense of frustration that some students feel when they come to a dead end of language or ideas.

Which have to be attention, the teacher do not allow to be too adamant because the teacher will risk taking initiative away from the students. On the other hand, if the teacher is too retiring, he/she may not supply the right amount of encouragement.

As a participant, means that the teacher joins to the students' activity such as participate in discussion. When it goes well, students enjoy having the teacher with them, and for the teacher, participating is often more enjoyable than acting as a resource. However, it will be a danger if the students are easily dominate and proceedings.

The last role is the teacher as a feedback provider. In giving feedback, especially in speaking task, the teacher should know when and how to give it. When the students are in the middle of a speaking task, over-correction may inhibit them and take the communication out of the activity. However, helpful and gentle correction may get students out of difficult misunderstanding and hesitation. And when students have completed an activity, is vital that we allow them to assess what they have done and tell them what in our opinion, went well.

D. Fishbowl Technique

Fishbowl is a technique which involves groups of people seating in circles in order to promote students' engagement and opportunities to closely observe, take notes, and give responses orally (Briggs, 2014, Yee, 2001). Fishbowl is a way to organize a medium-to large-group discussion that promotes student engagement and can be used to model small-group activities and discussions. Fishbowls have been used by group work

specialists and in counseling. Fishbowl takes its name from the way seats are organized with an inner circle and outer circle. Typically, there are three or five seats in the inner circle with the remaining seats or desks forming a larger outer circle. Not all classroom arrangements allow for the creation of a distinct inner and outer circle, but seats or tables can be arranged in a similar pattern with a table or small group of chairs more or less in the middle of the room and other students facing this group (Furr & Barret, in Hensley, 2002:3).

Fishbowl discussions have multiple purposes. Fishbowls can be effective teaching tools for modeling group processes (Hensley, 2002; Priles, 1993), for engaging students or other groups in discussions of cross-cultural or challenging topics (Slade & Conoley, 1989), or for giving students greater autonomy in classroom discussions (Dutt, 1997; Gall & Gillett, 1980). Fishbowl strategy can create productive environments for initiating important, yet potentially charged, conversations, and we can imagine a number of topics that would work well within the Fishbowl format (Garrison and Munday, 2012). Fishbowl discussions can be used to model discussions of challenging or controversial material in any subject area (Bruce, 2007). Fishbowl is a technique which involves groups of people seating in circles. It means that Fishbowl is used to organize medium to large group activities which consist of different abilities. The chairs are positioned into two circles, an inner circle and outer circle. Fishbowl offers the students' opportunities to closely observe, take notes, and give responses. Every student has his or her own turn to talk after the other

students talk. While one student is talking, the others should observe to each word or idea produced by one student. They have to listen carefully in order to understand what the student is talking about. They take notes to some certain points before giving response. They may also give correction to some mistakes or ask questions to some confusing statements. Then, they have to respond orally to what they have observed and listened. They may ask for the repetition to clarify the obscure ideas of the topic.

According to the definitions, it can be concluded that Fishbowl is a technique which facilitates the students to talk about a certain topic and allow them to have opportunities to listen and respond by asking and answering questions orally. There are two distinct groups with different activities. The students in inner circle give their opinion to the story while the students in outer circle actively observe them.

A creative teacher usually uses a lot of technique in teaching to help her in delivering message while teaching. The teacher believes that it is better to use an appropriate technique to attract the students' attention and to make them understand the material easier. One of kinds of technique is Fishbowl technique. Fishbowl technique is related to the students' discussion in circle. This technique can help students in building their confident to speak more because they will be placed in equal condition, so there will not be a high level student or low level student.

E. Procedures of Teaching Speaking by Using Fishbowl Technique

There are some steps that should be considered for conducting Fishbowl so that each student has an equal position to talk. Brozo (2007)

presents some steps how to use Fishbowl in speaking classroom activities. Those are presented as follows.

- 1) Identifying a focus for classroom activities. The topic is related to the students' interest in order to maintain their motivation and attention.
- 2) Asking students to turn to a neighbor and talk about their thoughts related to the topic. Tell to the students to take notes on their activities.
- 3) Demonstrating the format and expectations of a Fishbowl activity. That is giving clear instruction about the rules of Fishbowl activity and the goal that will be achieved.
- 4) Getting the activities started by telling the participants sitting in a cluster to talk among themselves about the ideas and opinions they raised when conversing with a partner.
- 5) Telling the other students to listen carefully to their classmates while they engage in a small group activity and take notes.
- 6) When the small group finishes or is stopped, ask the other students to have responses. This is an ideal time to model appropriate comments and questions.
- 7) Making some variations of Fishbowl technique to make it more interesting for the students.

Teuscher (2009: 2) also presents some variations to conduct Fishbowl. Those variations are as follows.

- 1) Develop one or more topics for the group activities.

- 2) Set up chairs in a Fishbowl design. Make an inner circle and a surrounding outer circle.
- 3) Instruct the members of the inner circle to talk based on the topic discussed while the outer circle listen, take notes, and learn.
- 4) Allow members of the outer circle to tap on inner circle members in order to switch positions.

F. The Advantages and Disadvantages of Using Fishbowl Technique

1. The Advantages of Using Fishbowl Technique

There are some advantages of using Fishbowl to teach speaking proposed by experts. Bruce. D, Taylor (2007) identifies some advantages of using Fishbowl in teaching speaking. Those are presented below:

1) Effective teaching tools for modeling group processes.

Fishbowl can be effective teaching tools for modeling group processes. It means that Fishbowl is a technique which can be used to conduct group activities where there are different abilities among the students. The smarter students may help to the lower ability students. Each student has an equal position to talk or ask questions.

2) Can be modified based on the students' level

Fishbowl allows the teacher to modify the activity based on the students' level. When they are mature enough to talk about general topic, they may have real discussion. The interesting topic can maintain students' attention so that they will fully concentrate to the learning process.

3) Give students greater autonomy in classroom discussion

This technique gives students greater autonomy in classroom discussion. During the activities, the students are allowed to show their expression by giving their ideas, opinions, or thoughts orally. Besides, they may also help each other when one student do not understand or make a mistake.

4) Stimulate students mind

It is not easy for the teacher to ask the students to understand what they are learning. When the students are sitting in a circle and they have equal opportunities to talk, it really helps them to develop their knowledge.

5) Provides class interaction

In Fishbowl, there is an interaction between the students. The other students have to give their attention to one student who is talking. They show their understanding by giving response or asking some questions

6) Allows students to learn from peers

Among the students can give any correction when there is a mistake. One student also may help the other students who cannot answer a question.

7) Improves oral and listening skill

One of the major problems students have in a language classroom is the ability to speak. Fishbowl is used to provide the students a chance to talk confidently. They may say anything during

classroom activities. It also asks the students to develop their listening skill because they have to respond after talking.

According to the advantages above, it could be concluded that Fishbowl is used to improve speaking ability. In this technique, the students experience to be speaker, listener, and observer. When the students become a speaker, they may talk everything of what they are thinking about. Fishbowl also offers the class an opportunity to closely observe to what the other students are talking in order to give response. While they are observing, they also listen and give their attention and concentration to the other students.

2. The Disadvantages of Using Fishbowl Technique

Fishbowl has many advantages but it also has some disadvantages according to Bruce. D, Taylor (2007) such as;

1. There can be a possible conflict among students,
2. False information may be presented,
3. It may be hard for some students to express themselves,
4. The focuses of the topic may be altered,