

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter is describes some theories functioning as the basis of the research and the previous study.

#### **A. Speaking**

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

The definitions of speaking are many variations. According to Mead and Rubin (1985), speaking is an interactive process in which an individual alternately takes the roles of speaker and listener, and which includes both verbal and nonverbal component. Speaking (having conversation) is an essential part in human life. It is an activity of talking to somebody about something o having a conversation with somebody (Hornby, 2010: 143). Trigan (2001: 24) also defines that speaking is a skill of conveying words or sound of articulation to express or to deliver ideas, opinions, or feelings.

Meanwhile, Bryne (1988: 8) stats that oral communication (or speaking) is a two ay process between speaker and listener and involves the productive skill of speaking and the receive skill of understand. Furthermore, According to Cornblet and Carter (2001: 17) Speaking is significant to an individual's living processes and experiences as ability of seeing and walking, it is also the most natural way to communicate. It means without speaking, people must be in almost total isolation from any

society. Based on the definitions above, it can be inferred that speaking is three process of sharing one's knowledge, interest, attitudes, opinions, or ideas with another person to interact or communicate with society.

## **2. Components of Speaking**

The theories from Brown (2003: 157) decided into six components of speaking, they are:

### **1. Grammar**

Harmer (2011: 6) said that grammar is the way in which words change themselves and group together to make sentences.

### **2. Vocabulary**

Thorpe (2013: 11) said that vocabulary is the name for the words that we must know in order to listen, speak, read and write effectively.

### **3. Comprehension**

Pang (2013: 14) said that comprehension is the process of deriving from connected text.

### **4. Fluency**

Ur (1996: 103) said that fluency is receiving and conveying message with ease.

### **5. Pronunciation**

Ur (2009: 47) said that the concepts of pronunciation are the sound of language, stress, rhythm and intonation.

### **6. Content**

Flohr (2008: 3) said that content is the message or information exchange in communications.

### **3. The Element of Speaking**

Harmer (2001: 269-271) mentions some elements of speaking; they are language features and mental/social processing.

#### **1. Language Features**

There are many kinds of language features can be learned by the students, they are: negotiation language, expressive devices, lexis and grammar, and connected speech.

#### **2. Mental/Social Processing**

There are many kinds of mental/social processing can be learned by the students, they are: language processing, interaction with others, and information processing.

### **4. The Problems in Speaking**

Nurhayati (2016b) mentions problems of speaking include inhibition, nothing to say, low confident or uneven participation, mother-tongue use. The students do not want to speak English because they are too shy to talk in English, they are afraid of making mistakes or their friends will laugh at them, and they are also anxious because they had not many chances to speak or because the teacher always gave critics and correction on their mistakes right away.

Other opinions the problems in speaking can be seen from two aspects. Psychological aspect and language aspect.

### **1. Psychological Problems**

According to Juhana (2012:101), there are some psychological factors that faced by the students when they speaking in the class:

#### **a. Fear of Mistake**

Many theorists argued that fear mistakes becomes one of the main factors of students' reluctance to speak in English in the classroom. Aftat (2008) in Juhana (2012:101) adds that this fear is linked to the issue of correction and negative evaluation. In addition, this is also much influenced by students' fear of being laughed at by other students or being criticized by the teacher.

#### **b. Shyness**

Shyness is an emotional thing that many students suffer from at some time when they are required to speak in English class. Shyness is the one of common problem in student's speaking performance. Shyness also being a problem in speaking learning class, so paying attention on this aspect is also quit important in order to help the students do their speaking performance in the classroom, Gebhard (2000) in Juhana (2012:101). According to Baldwin (2010) in Juhana (2012:101), speaking in front of people is one of the more common phobias that students encounter and feeling of shyness makes their mind go blank or that they will forget what to say.

c. Anxiety

Anxiety is a feeling of tension, apprehension and nervousness with the situation of learning a foreign language, Horwitz et al (2001) in Juhana (2012:102). Anxiety is one of problems that can make the students do not feel comfortable when they doing speaking performance. According to Horwitz (1991) in Juhana (2012:102), anxiety about speaking a certain language can affect students' performance. It can influence the quality of oral language production and make individuals appear less fluent than they really are.

d. Lack of Confidence

Lack of confidence usually occurs when students realize that their conversation partners have not understood them or when they do not understand other speaker. In this situation, they would rather keep silent while others do talking showing that the students are lack of confidence to communicate. Tsui cited Nunan (1999) in Juhana (2012:102) says that student who lack of confidence about themselves and their English necessarily suffer from communication apprehension.

e. Lack of Motivation

In speaking performance, motivation influences the success of speaking performance. Motivation also will influence the score of speaking performance. Zua (20018) in Juhana (2012:103) adds that motivation is an inner energy.

## **2. Language Problems**

According to Penny Ur (1996), the student's speaking difficulties are: inhibition, lack of topical knowledge, low or uneven participation, and mother tongue use.

### **1) Inhibition**

The students feel worried about making mistakes, fearful of criticism or losing face. They are shy of the attention that their speech attracts.

### **2) Nothing to Say**

Learners often complain that they cannot think of anything to say and they have no motivation to express themselves. Rivers (1968) believes that the learners have nothing to express maybe because the teacher had chosen a topic which is not suitable for him or about which he knows very little. It is difficult for many students to respond when the teachers ask them to say something in a foreign language because they might have little ideas about what to say, which vocabulary to use, or how to use the grammar correctly (Baker & Westrup, 2003).

### **3) Low or Uneven Participation**

In a large group, each student will have very little talking time because only one participant can talk at a time so that the others can hear him/her. The students have not the same opportunity to

speak English. There is a tendency of some learners to dominate while others speak very little or not at all.

#### 4) Mother Tongue Use

The students feel that mother tongue is easier than the second language. The students often include mother tongue use when they speak in second language. This problem will make the students feel comfortable to do it. Harmer (1991) suggests some reasons why students use mothertongue in class.

### 5. The Function of Speaking

There are some functions of speaking which is used as an oral communication for human. The development of their speaking skill also influences their ability (Nurhayati, 2016a) .Brown and Yule (in Richard, 2007:2) categorize these functions into three. They are talks as interaction, talk as transaction and talk as performance.

#### 1. Talks as Interaction

The ability to interact in language is very important because much of our daily communication remains interaction. So, talks as interaction refers to what many people normally mean by “conversation” in which the main purpose of talks as interaction is to maintain social relationship (Richard, 2010: 2).

Then, some skills (involved in using talk s interaction) are opening and closing conversation, choosing topics, making small

talk, recounting personal incidents and experiences, interrupting, reacting to others.

Based on the statement above, mastering the talk as interaction is difficult because it requires many features that should be mastered either. That is why some students sometime avoid this kind of situation because they often lose for word and feel difficulty in presenting a good image of themselves.

## 2. Talks as Transaction

It refers to situation where the focus on what is said or done. The message is the central focus here and making oneself understood clearly and accurately, rather than the participants and how they interact socially with each other. In transaction, talk is associated with other activities.

According to Richard (1990), “talk as transaction” has several main features. They are containing primarily information focus, the main focus is the message and not the participants, participants employ communication strategies to make them understood, there may be frequent questions, repetitions, and comprehension checks, there may be negotiation and digression, and linguistic accuracy is not always important.

Then, some of the skills involved in using talk for transactions are explaining a need or intention, describing something, asking questioning, confirming information, justifying



an opinion, making suggestions, clarifying understanding, and making comparisons.

From those statements, talk as transaction seems easier for students because it only focuses on messages delivered to the others. It is also more easily planned because current communicative materials contain many activities that can be involved some group activities, such as information gap, role plays, etc.

### 3. Talks as Performance

It refers to public talk or public speaking, that is talk with transmits information before an audience such as morning talks, public announcement and speeches. Talk as performance tends to be in the form of monologue rather than dialogue. Similarity it is often evaluated according to its effectiveness or impact on the listener, something which is unlike to happen with talk as interaction or transaction. Examples of talk performance are giving a class report about a school trip, conducting a class debate, making a sales presentation and giving a lecture.

According to Richard (1990: 5), the main features of talk as performance are; there is a focus on both message and audience, it reflect organization and sequencing, form and accuracy is important, language is more like written language. Some of the skills involved in using talk as performance re using an appropriate

format, presenting information, in an appropriate sequence, maintaining audience engagement, using correct pronunciation and grammar, creating an effect on the audience, using appropriate vocabulary, using appropriate opening and closing.

From the statements above, it is clearly seen from the features and skills involved in using talk as performance than initially talk as performance needs to be prepared in much the same way as written text. Therefore, this kind of talk requires a different teaching strategy. This involves providing examples for model of speeches or oral presentation.

## **6. The Types of Speaking Activities**

To help students develop communicative efficiency in speaking, there are some activities used in the classroom to promote the development of speaking skills in our learners. The discussion below centers on the mayor types of speaking activities that can be implemented as follow:

### **1. Discussion**

“Discussion is probably the most commonly used in the speaking skills classroom activity” (Murcia, 2001; 106). It is a common fact that discussion really useful activity for the teacher in order to activate and involved the student in classroom teaching. Typically, students are introduced to a topic via reading, listening

passage or a video tape and are then asked to get into pairs or groups to discuss a related topic in order to come up with a solution, a response, or the like.

According Murcia (2001: 107), there are several steps that should be done by the teacher before starting the discussion activity, they are:

a. Planned (random) grouping or pairing of students may be necessary to ensure a successful discussion outcome.

b. Students need to be remind that each person should have a specific responsibility in the discussion, whether it is kept on time, take note or report results.

c. Students need to be clear about what they are discuss, why they are discussing it and what outcome is expected. In order to manage a good discussion activity, the writer concludes that the steps above are really important to do because most teachers hope that they will be able to organize discussion session in their classroom, particularly if the exchanges of opinion provoke spontaneous fluent language use.

## **2. Information gap**

Related to this theory, Harmer (1990: 910) states: “One type of speaking activity involves the so-called “information gap” where to speakers have different parts of information making up a

whole. Because they have different information, there is a “gap” between them”

In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information.

### **3. Speeches**

Another activity in the oral skills class is the prepared speech. Murcia (2001: 17) states that topic for speeches will be very depending on the level of the students and the focus of the class, but in any case, students should be given some leeway in determining the content of their talks.

The teacher can provide the structure for the speech its theoretical genre and its time restriction. Speech can be frightening for the speaker and after while boring for listener, so it is a good idea to assign the listeners some responsibilities during the speeches.

### **4. Role plays**

One way of getting student to speak in different social context and to assume varied social roles is to use role play activities in the classroom. Murcia (2001: 107) states:

“Role plays can be performed from prepared scripts, create from a set of prompt and expression or written using and consolidation knowledge gained from instruction or discussion of the speech act and its variations prior to the role plays themselves.”

Because socio cultures are so crucial in the production in speech acts, it is suggested that discourse rating task, in which students rate dialogue on various continua of formality and the like, can raise awareness about language and can help transfer this knowledge to production activities such as role play.

## **5. Conversation**

One of the recent trends in oral skills pedagogy is the emphasis of having students analyze and evaluate the language that they or others produce. According to Murcia (200: 108) one of a speaking activity 20 which is particularly suited to this kind of analysis of conversation, the most fundamental form of oral communication.

One way to approach this activity is to sign students to find a native speaker or near native speaker they now and arrange to tape recording a 1-5 minutes interaction with this person. Natural conversations the native may fall into the role of interviewer and ask all questions while the non-native merely responds.

## **B. Teaching Speaking**

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

Teaching speaking is a challenging responsibility as there are many problems related to every day practice (Nurhayati, 2016b). Teaching generally is the activity to help someone to get new knowledge in certain place. According to Brown (2007: 8) teaching can be defined as showing or helping someone to learn how to do something, giving someone instructions, guiding someone study or something, providing someone with knowledge, and causing someone to know or understand. Especially in the context of teaching language consists of some component of skills as the focus learning. Those are listening, reading, speaking and writing.

Nunan (Kayi, 2006) mentions that teaching speaking is teaching ESL learners producing the English speech sounds and sound patterns, using word and sentence stress, intonation patterns and the rhythm of the second language, selecting appropriate words and sentences according to the proper social setting, audience, situation and subject matter, organizing their thoughts in a meaningful and logical sequence, using the language quickly and confidently with few unnatural pauses, which is called fluency.

Furthermore, Brown (in Humairoh, 2011: 7) states that teaching speaking is to provide speaking skill: fluency, accuracy and interaction. Interaction itself is focused on nature of most communication. Based on the definitions above, teaching English as a foreign language in senior

high school seem very difficult. It occurs because in the process of acquiring speaking skill, the students need to master some aspects of speaking. So, to solve those problems the teacher should select the good techniques to make the students motivated in learning English. Byrne (in Humairoh, 11: 6) stated that the aim of the teacher who teaches a foreign language is to set the learner into a situation where the learners actively participate as a member of community. It means the teacher should apply the suitable techniques related to the topic given. So, the students are not only able to enjoy and feel comfortable but also motivated in teaching and learning process.

## **2. Procedures of Teaching Speaking**

As Zhang (in Humairoh, 2011: 6) states that language teaching activities in the classroom are aimed at achieving in individual language use. The teacher is the most effective factors that determine the success of the students speaking abilities, and also the teacher as the more powerful person in the classroom speaking activities.

The first phase is pre teaching. This phase involves introducing the topic and preparing students for the lesson. The goals of pre teaching activity are to increase concentration, motivation, creativity and also give students a sense of purpose and a reason for ending before they gain new information.

The second phase is whilst teaching. In this phase, the students are provided with a set of instructions to give them a purpose for speaking and

to serve as a guide for them as they speak. In teaching speaking activities should provide learners to speak more than teacher.

The third phase is post teaching. In post teaching phase, the students are given short comprehension questions, vocabulary work opportunity for discussion of the topic and the author's reasoning, and summary writing assignment. The goal of this last phase is to help students develop and clarify their picture.

### **3. Principles for Designing Speaking**

According to Brown (2004; 275), there are some principles to design speaking activities. Those principles are:

1. Use technique that cover the spectrum of learner needs, from language based focus and accuracy to message based on interaction, meaning, and fluency.
2. Provide intrinsically motivating technique.
3. Encourage the use of authentic language in meaningful context.
4. Provide appropriate feedback and correction.
5. Capitalize on the natural link between speaking and listening.
6. Give students opportunities to initiate oral communication.
7. Encourage the development of speaking strategies.



#### **4. Assessing Speaking**

There are five types of oral production as stated by Brown (2003: 141) that are imitative, intensive, responsive, interactive and extensive. Those each types of assessing speaking have its types of test.

1. Imitative Speaking. This type of speaking is focus on repetition.
2. Intensive Speaking. This type of speaking focus on producing short stretches of discourse through which they demonstrate linguistic ability at a specified level of language.
3. Responsive Speaking. This type of speaking involves brief interactions with another speaker.
4. Interactive Speaking. The kind of test is more interpersonal interaction.
5. Extensive Speaking. This kind of test is used complex, relatively lengthy stretches of discourse.

#### **C. Point-counterpoint Strategy**

##### **1. Definition of Point-Counterpoint**

In teaching and learning process, teacher should have the interest strategy. An interest strategy of teaching is needed in teaching and learning process in order that the goals in curriculum will be achieved. The teacher should be creative to manage the strategy. Good strategy will make teaching and learning process running well. Good strategy should be

improved by good teacher. He is not only improve students' ability but also effective and efficient. According to Harmer, there are some characteristics that the teacher should point out to be a good teacher, there are a teacher should make his/her lesson interesting, a teacher must love his/her job, a teacher should have his/her personality, a teacher should have a lot of knowledge, a good teacher is an entertainer in positive sense, not in a negative sense.

Point counterpoint method is similar with the debate active method, this is one of the method to stimulate discussion and get deeply comprehend about some issues (Kamaruddin, H, 1992). It's designed to stimulate critical thinking and discussion by debating issues (Beschrijving, 2010). In his journal, Beschrijving wrote Point Counterpoint makes a stirring supplement to any introductory American Government course. By presenting two sides of an issue, the reader illustrates to students just how important political are deciding key issue.

Point Counterpoint Method is a teaching method firstly introduced by Rogers. Point counterpoint is an innovative method that promises great effective language learning results. This method allows students to build interpretative strategies as they focus on integrating prior knowledge, teacher interpretation, information from other, and knowledge the structure (Rogers, 1988). Rogers claimed that by using this method one can teach languages approximately three to five times as quickly as conventional

methods. This claim depends on relevant information that has been proved like the teaching researches above.

Point counterpoint method is one of popular teaching methods, which focuses on how to bring the students to actively in discussion where relate between mental potential of the students and learning efficacy (Sriyadi, 2011). Joseph F. Boggs, from Ohio State University in his journal states that in the line of “teaching them how to fishing” rather simple than fact-feeding, the teaching critical thinking through Point counterpoint method is described, by demonstrating in the classroom and written formats that there is often more than one equally correct answer to question, the many facets of specific issues are demonstrated in an educational context.

## **2. The Role of Point-counterpoint**

According to Hisyam Zaini (2008) that the roles of point counterpoint method are:

1. The teacher will start the activities by checking the students tendolist and seating arrangement is circle half and it will used permanently.
2. The teacher will introduce the method of learning that will be used and also objective of study.
3. The teacher will choose one topic that it has some perspectives.

4. The students divided into some groups based on how many perspectives that found.
5. Ask the students to prepare their argument based on perception of the group represented.
6. Let the students to get together and ask them to sit near from their group friends.
7. Begin the discuss with ask one of the student to tell the argument.
8. After that, ask the other students to tell their conception, objection and correction.
9. Summarize the discuss that have done just now with underscore it and look for the point of view of that.

### **3. The Advantages of Point-Counterpoint**

There are some advantages of using this strategy :

1. The students are required to actively issuing opinions in the group
2. The students are required to think critically about the issues discussed in the groups
3. Exercises the students to present the results of the discussion and receive responses from other groups

### **D. Previous Studies**

In this sub chapter, the researcher presents related studies to Point Counterpoint strategy. The previous studies states below :

In 2013, Lia Alfina who conducted a study of Point-counterpoint in thesis. She conducted point-counterpoint in reading comprehension. It was conducted by multiple choices test. The result show that point-counterpoint give beneficial in improving students' reading comprehension.

In 2014, Aldian Kurnia Putra who conducted a study of Point-Counterpoint in thesis. He conducted Point-Counterpoint in social lesson. He use classroom action research in his research. It was conducted by observation, interview, and test. The result show that point-counterpoint can effectively be used to supplement and enhance creativities the students in social lesson.

In 2015, Maharida who conducted a study of Point-counterpoint in writing journal. He conducted Point-counterpoint in students' speaking ability. It was conducted by evaluation test and observation sheet. The result showed that point-counterpoint can effectively be used motivated the students in speaking skills.

In 2008, Fajar Setyowati who conducted a study of Point-Counterpoint in thesis. She conducted Point-Counterpoint in students' speaking ability. The data from her research were the field note, the interview script, the lesson plan, and the score of pretest and posttest

Based on previous studies, it has similarities and difference term. The similarities are mostly conduct point-counterpoint strategy to help the students in learning. The differences are mostly in case of the skill in

english, research design. The sample of research is eleventh grades students of senior high school and investigating their achievement in speaking achievement.