

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter, the researcher presents an overview of the definition of speaking, types of speaking, component of speaking, characteristic of successful speaking activities, teaching speaking, the problem of teaching speaking, elicitation technique and previous study.

A. Definition of speaking

In general, language consist of four skill. they are listening, reading, speaking, and writing. one of language skill is speaking. according to Louma (2014) speaking is also the most difficult language skill to assess reliably. a person speaking ability is usually judged during a face two face interaction, in real time, between an interlocutor and candidate. but, speaking is also fundamental of human communication. it means that speaking is to express our felling and to interact and communicate to someone to other. besides, speaking is to express own language, ideas, and express emotion to interaction with others.

It also supported by O' malley (1996:59) speaking is an interactive process of constructing meaning that involves producting, receiving, processing information. it means that speaking is how to producting sentences to communicate with each other, receiving the information from the speaker.

and the listener must be processing about the information. Therefore, speaking have two types in a variety of contexts, there are verbal and non-verbal. according to Kayi (2006) point out that speaking is the process of building and sharing meaning through the used of verbal and non-verbal symbol. in a variety of context. it means that we used verbal.

B. Types of speaking

According to Brown (2003:141) states as with all effective test, design appropriate assessment task in speaking begins with the specification of objective or criteria. Those objectives may be classified in term of several types of speaking performance:

1. Imitative

At one of end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly sentences. While this is purely phonetic level of oral production, a number of prosodic, lexical and grammatical properties of language may be conclude in the criterion performance.

2. Intensive

A second types of speaking 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 of phonological relationship (such as prosodic element-intonation, stress, rhythem, juncture). Example of extensive assessment task include directed

response task, reading aloud, sentences and dialogue completion limited picture-used task including simple sequence and relationship up to the simple sentences level.

3. Responsive

Responsive assessment task included interaction and test comprehension but at the somewhat limited level of very short conversation, standard greeting and a small talk, simple request and comments and the like.

4. Transactional (dialogue)

Transactional language, carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language.

5. Interpersonal (dialogue)

The other form of conversation mentioned in the previous chapter was interpersonal dialogue, carried out more of the purpose of maintaining social relationship of facts and information.

6. Extensive (monologue)

Finally, student at immediately to advanced level are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches, here the register is more formal and deliberative, these monologues can be planned or imprompt.

C. Component of speaking

In speaking there are some point that must be mastery by the learner such as accurately, fluently, and confidently, the student must have to considered component of speaking. Beside that, student must have to know and understand about vocabularies that used by student in speaking and also know about how to pronouncited it because it can be infuence to the listener. According by Dayi (2014) there are five component of speaking:

1. Range

The difference between higher and lower value in a frequency

2. Accuracy

The study of how words and their component part combine for sentences. If the student are not able, the studet cannot combine sentences

3. Fluency

The student able to express oneself readily and effortlessly: a fluent speaker, and fluent language

4. Interaction

In speaking English need interaction in speaking. If do not use interaction, the audience will not understand what you mean

5. Coherence

The coherence is need to speak English. When speaking with coherence so, the sound produce clear and smoothly flowing

Actually the five component above is good to speaking assessment, and it can help student to mastery of speaking. But in this study the

researcher used four components to assess speaking. The components are accuracy, vocabulary, fluency, and content. The fourth component is considered appropriate and able to assess student speaking ability. There are four components of speaking skill introduced by Heaton in Zulfiqar (2013:16), They are: Accuracy (pronunciation, vocabulary, grammar), Fluency, Comprehensibility and Content.

1. Accuracy

Accuracy is when someone can produce correct sentences in pronunciation, vocabularies, grammar and word choice, so it can be understood by the listener. According to Bailey in Nunan (2003:55) explains that, the mean of accuracy means the extent to which students' speech matches what people actually say when they use the target language.

a. Pronunciation

Pronunciation is very important because we must know how to say it means we must know how to pronounce it. According to Alexander et al (1998:830) explains that, pronunciation is the way in which a language or a word particular is pronounced. In addition, Pennington and Richards in Nunan (1991:106) defines there are some recommendations for teaching pronunciation:

- 1) The teaching of pronunciation must focus on longer-term goals; short-term objectives must be developed with reference to long-term goals.

- 2) The goals of any explicit training in pronunciation should be bring learns gradually from controlled, cognitively based performance to automatic skill-based performance.
- 3) Teaching should aim toward gradually reducing the amount of native language influence on segmental, voice-setting, and prosodic features but should not necessarily seek to eradicate totally the influence of the native language on the speaker pronunciation in second language.
- 4) Pronunciation should be taught as an integral part of oral language use, as part of the means for creating both referential and interaction meaning, not merely as an aspect of the oral production of words and sentences.
- 5) Pronunciation forms a natural link to other aspects of language use, such as listening, vocabulary, and grammar; ways of highlighting this interdependence in teaching need to be explored.

b. Vocabularies

Vocabulary is one of five speaking ability components, which has an important role in speaking English skill. That's way, if the students have a lot of vocabularies, their speaking will be fluent and they are not confused 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 will face hardship in pronouncing and producing many words that they want to convey.

Vocabularies is the number of words in language (Hornby. 1995:1331). One cannot communicate effectively or express their ideas both oral and written form if they do not have sufficient vocabulary. So, vocabulary means, the appropriate diction which is used in communication.

According to Lines (2006:121) vocabulary is the collection of words that an individual knows. In addition, according to Richards (1995:370) vocabulary is a set of lexemes, including single words, compounds words and idioms. When we only know the form and meaning and do not know the implementation of vocabulary in sentences, our vocabulary will be useless.

English speaking ability has a set of qualities that must be rated. Harris (1986:84) states that the qualities are as follows:

- 1) Vocabulary limitation so extreme to make conversation virtually impossible.
- 2) Misuse of words and very limited vocabulary make comprehension quite difficult.

- 3) 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.
- 4) The use of vocabulary and idiom are virtually that of native speaker.

c. 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. According to Littlewood in Amin in Zulfiqar (2013:18) defines there are three meanings of grammar as: (1) the basic way where a language is put together, (2) an explanation or description of the way language is put together, and (3) some rules about talking and writing properly. Therefore, they use grammar as the principles to put together the message that they convey. In addition, Harmer (2001:12) explains that, the grammar of language is the description of the way in which words can change their forms and can be combined into sentences in that language. Then in Harmer (2007:210) explores that, grammar can be introduced in a number of ways, or it can show students grammar evidence and ask them to work out for themselves how the language is constructed. So in grammar teaching sometimes happens as a result of

other work which the students are doing, for example: when they study language in a text they have been reading or listening too.

2. Fluency

The features which give speech the qualitative of being natural and normal, including native-like of pausing, rhythm, intonation, stress, rate of speaking and use of injection. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking.

The students can be called master of English or have a good ability in English if they can speak fluently. It means that, the student's fluency in English as a sign that they are master of English. To know about fluency, 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 co halting and fragmentary as to take the conversation in virtually impossible, usually hesitant, 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.

According to Harris (1986:84), that there are five sets of qualities to be rated in comprehending English speaking. They are as follows: cannot 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 maybe necessary, appear to understand everything without difficulty.

3. Comprehensibility

Comprehensibility is the process of understanding of the utterances sent by speaker done by the listener. Also comprehensibility in speaking means that people can understand what we say and we can understand what they say. According to Harmer in Zulfiqar (2013:19) explains that, comprehensibility can occur if two people want to make communication to each other, they have to speak because they have different information. If there is gap between them, it is not a good communication if the people still confuse with what they say. In addition, Clark in Zulfiqar (2013:19) defines that, comprehensibility has two common senses. In its narrow sense it denotes the building of meaning and utilizes the speech act conveyed.

4. Content

According to Jacob in Zulfiqar (2013:20) explains that content should be clear to the listener so that they can understand what the message conveys and get information from it. Content refers to how suitable or substansive the explanation toward the object to be explained. To have

content in speaking, the contents should be well unified and completed. In addition, Tarigan in Bahri, (2004:11) defines the content is an ability in speaking that can be known from mistake, completeness, clarification, and simplicity what the topic is about. Without content and meaning the speaker can't plan or prepare material before expressing ideas. In addition, Nusrtdinova (2009:1) defines there are eight factor to improve English speaking. They are: pronunciation, grammar, listening comprehension, vocabulary, pattern of speak, audience, self-confidence.

D. Characteristic of Successful Speaking

Speaking activities can give students enormous confidence and satisfaction, and with sensitive teacher guidance can encourage them into further study. Therefore, good speaking can and should be highly motivating. Many speaking tasks (role-playing, discussion, problem-solving, etc.)

The statement is supported by Munjayanah (2004: 16) that when people want to speak fluently, sometimes they get difficulties to do it. In order that they can carry out the successful speaking, they have to fulfill some characteristics of successful speaking activity such as:

- 1) Learners talk a lot. As much as possible of the period of time allocated to the activity is in fact occupied by learners talk. This may be obvious, but often most time is taken up with teacher talk or pauses.

- 2) Participant is even. Classroom discussion is not dominated by a minority of talk active participants. All get a chance to speak and contributions are fairly evenly distributed.
- 3) Motivation is high. Learners are eager to speak because they are interested in the topic and have something new to say about it, or they want to contribute to achieve a task objective.
- 4) Language is of an acceptable level. Learners express themselves in utterances that are relevant, easy comprehensible to teach other and of acceptable level of language accuracy.

E. Teaching Speaking

Teacher who teaches as if their practice causes learning, while recognizing that they are in partnership with their students in their enterprise, can be true managers of learning. Teacher is possible not speaking narrowly of classroom management, but rather more broadly of someone who can live with the paradox of knowing that to be successful, one must act as if it does, and it is this commitment to unlocking the learning potential in each student that motivates a teacher to make informed methodological choices (Diane Larsen, 2000:184).

In general, in the process of teaching and learning, including in language learning, there are three main instructional components which serve as the anchor points of instructional design. Those components are learning

goal, learning activity, and evaluation. Those components are closely related and cannot be separated from each other.

Firstly, teacher should construct some general and specific objectives of a certain instructional program as the reference in planning and implementing the instructional activity. Secondly, the planning is applied in a class. It must intend to reach the objectives of learning. Finally, to know the improvement of students' speaking ability, teacher should evaluate them how far the learning goal has been achieved through the implementation of learning activity. Therefore, based on the result of evaluation, teacher can decide whether the learning activity is good or not in order to reach the learning goal. If it is not good, teacher should try another learning activity, but if it is satisfied, it must be improved.

F. Elicitation Technique

According to Scrivener (2005: 98) Elicitation means drawing out information language, and ideas from the students. Elicitation takes biggest part of classroom interaction. It is commonly used to actively involve students in the teaching and learning process. Hence, the most common exchange in the classroom is eliciting exchange (Dailey, 2010). Obviously, it is very beneficial for language learning because it can facilitate students' speaking and provide large opportunity of language practice. To obtain students' verbal response, different kind of elicitation technique can be employed in speaking class such as asking question or providing stimulus examples, picture, gestures, and setting up the discussion

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begin new work; (3) Involving people in question-and-answer movement towards new discoveries is often more effective than simply giving 'lectures'.

According to Scrivener (2005: 99), there are three steps to eliciting. They are:

1. Teacher conveys a clear idea to the students, perhaps by using pictures, gestures or questions. The teacher provides various pictures to guess by students using question.
2. They then supply the appropriate language, information, ideas. The teacher invite students to argue, giving response, their idea about context or pictures
3. Teacher gives them feedback. The teacher do reflection and giving summarize about what have been learned.

Pictures is one of the interesting visual media to use in the classroom and itis the media that often use by teacher to deliver the material. By using pictures from textbook or any supplementary source, teacher can build students interesting to the material. Teacher also can motivate the students to participate by stimulating their curiosity and imagination. Doff (in Thuy, 2011;21) states that the teacher uses pictures to set the scene and ask question about what students see, why they think it happens, what they think will happen next and how they feel what they think about it. The steps to encourage students talk through asking question :

- Opening : Teacher open the teaching learning process

- Questioning : Teacher shows up a pictures and ask some questions about the pictures and give the students time to answer the question based on the pictures
- Main activity : The teacher explains about the main topic based on the pictures has been showed before and the teacher shows other pictures to elicit students to talk or give questions to encorage students' talk.

G. Advantages of Elicitation Technique

By using eliciting, teacher would get advantages in teaching learning process. It also gave real effect on the outcomes of the lesson in terms of ideas, language and pace. So, elicitation technique was very appropriate to the students' characteristic of VIII Class.

H. Previous Study

The researcher reviews related studies to support this paper As Mentioned :

1. Farida Fatmawati 2016 Teaching Speaking By Using Elicitation Technique To The Eighth Grade Students Of Smpn 1 Bangsri Jepara In 2015/2016 Academic Year. this thesis used elicitation teqhnique. this thesis used quantitative research This is an experimental research. The writer uses one group. The population used is the eighth grade students of SMPN 1 Bangsri Jepara in 2014/2015 academic year while the sample is class VIII A. The material is descriptive text. First, the writer gives pre test, and then gives treatment in four meetings, and the last is giving post test to find out the

differences result in before and after being taught by Elicitation. The differences between this thesis are :

- a. Subject of this research are students of MTsN pucanglaban
- b. Material of this research is comparison.

The similarity between this thesis are :

- a. Subject of this research are students of VIII junior high school
- b. Material of this research is elicitation technique

2. Litawati, Era. 2014 The Effect of Elicitation Techniques on Teaching Speaking of Grade-5 of Elementary School. S1 Thesis. English Department. Faculty of Teacher Training and Education at Widya Mandala Catholic University Surabaya. The research was carried out within a period of 12 weeks whilst the researcher was doing a 36-day teaching practice. The subject of the study were 56 students in grade five at an elementary school in Surabaya. This quasi-experimental research was done with two randomly chosen grade-5 classes as the experimental group and the control group. The students in the experimental group were taught using elicitation techniques and the students in the control group were taught using drilling techniques. The two groups were given the same speaking test using pictures in the pre-test and in the posttest. The differences between this thesis are :

- a. Subject of this research are students of MTsN pucanglaban
- b. Material of this research is comparison.

c. In the control group were taught without using drilling technique

The similarity between this thesis are :

- a. Material of this research is elicitation technique
- b. Using quasy-experimental