

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter deals with theories used as the basis for supporting the research. Those are General Concept of Speaking, speaking skill, teaching speaking, and oral presentation. The explanation of each literature is explained briefly as follows:

A. General Concept of Speaking

1. Definition of Speaking

There are many definitions of speaking according to experts. Harmer (2007:284) state speaking is the ability to speak fluently and presupposes not only knowledge of language features, but also the ability to process information and language ‘on the spot’ while Quianthy (1990:7) defines speaking as the process of transmitting ideas and information orally in variety of situation.

From the statement above, it showed that speaking is the ability to speak smoothly in conveying information and has a special knowledge of the language. So that, it can convey information from someone to someone with oral in various situation.

Nunan (in Kayi, 2006:1) defines speaking as the use of language quickly and confidently with few unnatural pauses, which is called as fluency. Speaking is the process of building and sharing

meaning through the use of verbal and nonverbal symbols, in a variety of contexts. (Chaney, 1998:13)

From the statement above, can be conclude that the speaking is ability to produce the language and share their ideas.

2. Funtion of speaking

Several language experts have attempted to categorize the function of speaking in human interaction. According to Brown and Yule, as quote by Richard and Renanda (2007), “the function of speaking is classified into three, there are talk as interest, talk as transaction, and talk as performance”. Each of these speech activities is quite distinct in term of form and function and requires different teaching approaches. There are the explanations of the function of speaking.

a. Talk as Interaction: Being able to interact in a language is essential. This refers to what we normally mean by conversation. The primary intention in talk as interaction is to maintain social relationship. Meanwhile, some of the skill (involved in using talk as interaction) are: opening and closing conversation, choosing topics, making small-talk, recounting personal incidents and experiences, turn-talking, using adjacency pairs, interrupting, and reacting to others.

b. Talk as transaction: This type of talk or speaking refers to situation where the focus is 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 this type of spoken language, students and teachers usually focus on meaning or on talking their way to understanding. Meanwhile, some of the skills involved in using talk for transnational are: explaining a need or intention, describing something, asking questions, confirming information, justifying an opinion, making suggestions, clarifying understanding, and making comparisons.

c. Talking as performance: This refers to public talk or public speaking that is talk which transmits information before an audience such as morning talks, public announcements, and speeches. Talk as performance tends to be in the form of monologue rather than dialog. Often follows a recognizable format and is closer to written language conversation language. Some of the skills involved in using talk performance are using an appropriate sequence, maintaining audience engagement, using check on the audience, using correct pronunciation and grammar creating an effect on the audience using appropriate opening and closing. Talk as performance needs to be prepared in much the same way as written text.

3. Types of Speaking

Nunan (in Brown, 2001:250) writes that the generally there are two types of spoken language, as follow:

a. Monologue

Brown states that monologue is the speaking where one speaker uses spoken language for any length of time, such as in speeches, lectures, readings, news broadcasts, and the like, then the listener have to process the information and the speech will go on whether or not the listeners comprehends what the speaker means.

b. Dialogue

It is different with monologue; Nunan says that dialogue is the speaking that involves two or more speakers. The interruption may happen in the speech when the interlocutor does not comprehend what the speaker says.

Like Nunan, according to Haemer (2007:343) finally, we might make a difference between speaking, that is planned (such as lecture or wedding speech) and speaking that is unplanned, such as a conversation that takes place spontaneously.

B. Definition of Oral Presentation

Oral presentation is an activity in which the presenter shows their knowledge toward particular subject in front of audiences. It occurs in organized setting and limitation of time. According to Chivers and Shoolbred (2007:5), “doing presentation is very good learning experience”. By doing presentation, the students expected to get meaningful real-life experience.

In addition, Al-Issa and Al Qubtan (2010:227), states that oral presentation is one of activity which can encourage students to take initiative, think beyond the mandated textbook, and use language creatively, purposefully, and interactively and an important feature of the ELT classroom in different parts of the world. Thus, the students are taught to improve their creativity through the language.

Oral presentation is a kind of activity of communicating ideas and information in front of the audiences. Unlike a report, an oral presentation carries the speaker’s personality better and allows immediate interaction between all of participants or audiences (Clark,2010). According to King (2002:401) oral presentation is an effective communicative activity that has been widely adopted by EFL conversation teachers to promote oral proficiency. Thus, based on some definition above, the researcher concludes that oral presentation is an activity of sharing ideas and or information in front of audiences which has purpose to improve students’ oral proficiency.

C. Types of Oral Presentation

Oral presentation can be divided into three types: controlled, guided, and free (Al Issa and Qubtan, 2010:232). This division depends on a number of factors such as choice of topic, time allocated to the presentation, grammar, vocabulary, method of presentation, and most important, learners' proficiency levels.

The first type is controlled. It can be done by determining the students' proficiency levels and presentation method. The students' language proficiency is usually for beginner to elementary. Hence, the teacher has to confine the topic to either what is in the textbook or something he or she feels the students can present with ease.

For the presentation method, because of the students at this language level are young (6-12 years old), they have limited or in some contexts no knowledge about computers and software (e.g., PowerPoint) and other technological equipment (e.g., OHPs). In other contexts, such technology is not available. Hence, the teacher can ask learner to prepare their short oral presentation on paper and read them to their classmates. The aim behind implementing the controlled presentation should be to provide opportunities for young students to gain confidence in taking the floor, to maximize their classroom participation in a meaningful way, and to practice the target language.

The second is Guided. In this type, the teacher determines the students' proficiency level, aids and materials, and memorization. The

students' proficiency level for guided type can be classified as at the lower-intermediate or intermediate level of English proficiency. Therefore, they can be guided in terms of the topics that would suit their language level. They should be guided to the appropriate level of grammar and lexical items.

For the second consideration aids and material, students with this level of English proficiency can be guided to prepare their work using PowerPoint or OHP slides if the associated equipment is available. Such slides can include the important points about the topic. "research has shown that oral presentations that use visuals are more persuasive, more interesting, more credible, and more professional, more effective than presentations without such aids" (Rice University, "Select and Use Visual Aids Effectively,").

In this type, memorization is always the possible of some students done in their presentation. Memorization is a distinct feature of many education systems round the world, particularly within the Asian and African contexts. Memorization can be helpful, because any language includes certain phrases, expressions, and lexical and structural items that have to be memorized and drawn upon when necessary. Hence, students can be allowed to memorize, because "good" memorization helps them gain more confidence, integrate the four skills, use English correctly and effectively, speak more fluently and accurately, and remember what to say.

The last type is free. In this type some consideration should be determined; those are students' proficiency level, and speaking and answering questions. In the free type of oral presentation, students' proficiency level is expected to have upper-intermediate to advanced levels of proficiency. Students at this level are usually 16-22 years old and should be given the freedom to choose the topic they would like to tackle, plan the topic the way they consider most appropriate, and use any kind of language level.

In addition, students giving the free type of oral presentations can handle question from their classmates after they have completed their presentation. It also can be used to measure how deep the presenter comprehension toward the topic.

D. The Advantages of Oral Presentations

Al Issa and Al-Qutban (2010:228) state that there are some advantages which can be gotten from oral presentation technique, includes: (1) integrating language skill, (2) practicing speaking, (3) making decision, (4) preparing for real life, (5) acquiring knowledge through language, (6) promoting learner-centeredness, and (7) expanding the teacher's roles. The discussion of the advantages are as follow:

Integrating language skill. Oral presentation help integrate the language skills. The literature on teaching English has emphasized integrating the four skills and giving them equal weight (Al-Issa, 2006).

Oral presentation facilitates this. While the presenter is presenting his or her work using an overhead projected, for instance, everybody else is reading the notes appearing on the slides, listening to the talk, and taking notes in preparation for presenter questions about the topic.

Practicing speaking. Speaking is one of the least practiced and most neglected skills in almost any EFL classroom, despite its importance in people's daily social activities and interactions. This is particularly the case in teacher-centered and large classes, where more emphasis is often placed on the receptive skills. Al Issa added that oral presentation is an efficient way to encourage the presenting students to practice meaningful oral English and the rest of the class to practice listening.

Making decision. Oral presentation helps facilitate the decisions making process for students. Such as, when students are given the freedom to choose a topic to present, for instance, in an intermediate level EFL classroom, they are indirectly asked to make a decision and take initiative. This is something that is missing from many classrooms teaching subjects other than English or teaching English but through the chalk and talk method and transmission-based approach (Al-Issa, 2006).

Preparing for real life. Taking the floor and standing in front of other people, such as one's classmates, to present one's work is challenging because it requires confidence and courage. Yet it is a marketable skill that is much needed in various jobs round the world.

Hence, presenting in the EFL classroom prepares students for the job market that they will enter when they leave school.

Acquiring knowledge through language. Languages in general, and English in particular, are powerful tools for acquiring infinite knowledge and information (Al-Issa:2005).

Promoting learner-centeredness. Giving oral presentation helps students replace memory- and transmission-based learning, which are still in vogue in many education systems in the developing world (Al-Issa:2007), with interactive, dynamic, reflective, and independent learning critical thinking. Oral presentation also promoted and encourage learning through discovery and research.

Expanding the teacher's roles. Teachers in the traditional EFL classroom have specific roles to play in terms of exercising authority over as well as transmitting and controlling knowledge, information, and classroom activities. According to king (2002:404) the teacher's role in oral presentations not only involves preparing detailed guidelines, organizing groups, helping students to select topics, guiding their research and helping them learn the use of various visual.

E. Oral Presentations and Speaking Skill

Oral Presentation and speaking skill are two things which that help each other. Students need to develop speaking skill in order to be fluent and communicative in their presentation.

Oral presentation develops speaking skill in contrast there is no oral presentation without speaking. Nadia (2013:44) states that when someone is able to speak to an audience, they will success in making them achieve their goals. In addition, EFL classes, oral presentation concern as a learners' activity that have to be appropriate in their context and still a basic form of speaking in public that is actually raise the students' confidence and effective development of their oral proficiency Nadia (2013), cited in King (2004:403). Finally, through oral presentation the students can improve their public speaking skill.

F. Previous Study

There are some studies related to the use of Oral Presentation in teaching and learning process. Now, the researcher summarizes some previous studies which can be the guidelines for the researcher in conducting the new one, and the way this research is different from the previous ones. The following explanation of some previous studies that related to the use of Oral Presentation.

The first research was done by the researcher Hildawati (2017) entitled “The effectiveness of using oral presentation technique on students’ speaking skill at first grade on junior high school in MTS al-Ma’arif Tulungagung. In this research was done to know the different score of the students’ score achievement in speaking ability before and after being taught using Oral Presentation technique. Referring to the data in the form of students’ score gained from pre-test and pos-test. To find out whether there is different of students’ score in speaking ability before and after being taught using Oral Presentation technique, the researcher used percentage formula and divided the test result into five criteria; those are excellent, good, fair, poor, very poor.

With the guideline of T_{count} and T_{table} where $df = 34$ got from $T_{table} = 1.69$. So, $T_{count} (17.140) > T_{table} (1.69)$ means that H_0 is rejected and H_a is accepted. Therefore, it concluded that there are the significant differences between pre-test and post-test score where mean of post-test is 74.6571 higher than mean of pre-test is 63.8571 means that teaching speaking skill through using Oral Presentation technique is effective.

The other previous study written by Suhardin (2011) entitled “The Use of Oral presentation Technique to Improve Students Ability to the First Grade Students SMP 1 Gorontalo”. She found the result of the implementation Oral Presentation technique in students’ speaking ability. It can be seen from mean score of pre test and post test is 60 to 73.3. It means that the students’ mean score improved up 13.3 point. In pre-test,

the mean score of pronunciation 11.9. For vocabulary the mean score is 12.2. It means that the students still used the wrong word frequently, conversation some what limited the mean score of fluency 12.2. It means that the students still made frequent errors of grammar or order. And the last, the mean score of grammar is 11.1. It means that the mean score of grammar here refer to that speed and fluency are rather strongly affected by language problems. After know about the result of pre-test, the researcher give treatment to the students, then to the post-test that the evaluation would same to the pre-test. The result of post-test can be seen that for the first one pronunciation mean score is 14.3. The next for vocabulary 14.8. For fluency, the mean score is 14.8. For the mean score of comprehension is 15.8, whereas for mean score of grammar is 13.4. It means that, in post-test, the comprehension is still highest aspect achieved by the students and grammar also still the lowest aspect.

It can be concluded that the speaking ability became better after they got the treatment for three times. Actually, the students' performances in post test were better than pre-test. Because, in the research, in pre-test was aimed to measure how far student ability in speaking. And the result of pre-test was showed that student ability in speaking were still low which is the mean score pre-test is only 60. Then, the researcher giving treatment through Oral Presentation Technique to emphasize the students understanding of the material and also to make the students more practice their speaking in the classroom. And the last is post-test, the researcher

gave the same topics and same instruction of pre-test and post-test. Then, the result of post-test showed that the students' speaking ability improved. And the result of post-test is 73.3.

This research has some similarities and differences between previous studies. The similarity is they are using same Oral Presentation technique, pre experimental research with quantitative approach and data collection method there are pre-test, two treatment, post-test and same level of education. While, the different both of them is the place of the study.

The previous study in this research has some similarities and differences with this research. The similarity is they are using Oral presentation technique, pre experimental research with quantitative approach and data collection method there are pre-test, two treatment and post-test. While, the different both of them is the place of the study and level of education. So, the researcher conducted the present research with entitled "The effectiveness of Using Oral Presentation Technique Toward the Thai Students' Speaking Ability at State Islamic Institute Tulungagung".