CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter contains critical review of some existing literature related with the topic of this study and previous study which conducted by some researcher.

A. Speaking

1. Definition of Speaking

Speaking is one of the four capabilities a student must have in learning English. Speaking is oral communication who use looking for information through making communication with other people. Speaking is an interactive process of constructing meaning that involves producing *and* receiving and processing information (Brown, 1994:65).

Speaking is defined operationally in this study as the secondary stage students' ability to express themselves orally, coherently, fluently and appropriately in a given meaningful context to serve both transactional and interactional purposed using correct pronunciation, grammar and vocabulary and adopting the pragmatic and discourse rules of the spoke language.

In other words they are required to show mastery of the following sub competencies/ skills: Linguistic competence using intelligible pronunciation, following grammatical rules accurately, using relevant, adequate and appropriate range of vocabulary. Discourse competence is structuring discourse coherently and cohesively, managing conversation and interacting effectively to keep the conversation going. Pragmatic competence is expressing a range of functions

effectively and appropriately according to the context and register. Fluency this means speaking fluently demonstrating a reasonable rate of speech.

2. The Aspects Of Speaking

Eventually, aspects of the speaking skill need to be closely scrutinized and put into consideration. These aspects pose some challenges and identify some guidelines for understanding this skill and hence design instructional activities to prepare learners to communicate effectively in real life situations.

a. Speaking is face to face

Most conversations take place face to face which allows speakers to get immediate feedback. "Do listeners understand? Are they in agreement? Do they sympathize (Cornbleet &Carter, 2001: 76). Thus communication through speaking has many assets, such as facial expressions, gestures and even body movements. Speaking also occurs, most of the time, in situations where participants or interlocutors are present. Such factors facilitate communication (El Fayoumy, 1997: 97).

b. Speaking is interactive

Whether we are speaking face to face or over the telephone, to one person or a small group, the wheels of conversation usually turn smoothly, with participants offering contributions at appropriate moments, with no undue gapa or everyone talking over each other (Bygate, 1998: 43).

Turn taking, a main feature in interaction, is an unconscious part of normal conversation. Turn takings are handled and signaled differently across different cultures, thus causing possible communication difficulties in conversation

between people of different cultures and languages (Mc Donough & Mackey, 2000: 84).

    c. Speaking happens in real time

During conversations, responses are unplanned and spontaneous and the speakers think on their feet, producing language which reflects this (Foster, 2000:120).

These time constraints affect the speaker's ability to plan, to organize the message, and to control the language being used. Speakers often start to say something and change their mind midway; which is termed a false start. The speaker's sentences also cannot be as long or as complex as in writing. Similarly, speakers occasionally forget things they intended to say; or they may even forget what they have already said, and so they repeat themselves (Miller, 2001: 27).

This implies that the production of speech in real time imposes pressures, but also allows freedoms in terms of compensating for these difficulties. The use of formulaic expressions, hesitation devices, selfcorrection, rephrasing and repetition can help speakers become more fluent and cope with real time demands (Bygate, 1987: 86).

Actually, exposing students to these spoken discourse features facilitates their oral production and helps them compensate for the problems they encounter. It also helps them sound normal in their use of the foreign language.

3. The Elements Of Speaking Skill

In English, there are many important elements that related in speaking. There are five elements used in speaking ability such as pronunciation, grammar, vocabulary, fluency, and comprehension.

a. Pronunciation

Pronunciation here a word language is the way in which it is pronounced. It means, it will create misunderstanding toward listeners invited to speak and the massage will be conveyed, will lose and difficult to be comprehended. Harmer (1991:31) said that users of the language must know how to say a word that is how to pronounce it. The pronouncing word devided of three areas; sounds, stress and intonation. In students' speaking ability will be better especially in pronouncing word, those are sets as quality to be rated.

According to Harris (1986:84), there are five sets of qualities must be rated in pronunciation there are pronunciation problems to serve as to make speech virtually unintelligible, very hard to understand because of pronunciation's problem. Most frequently is asked to repeat, pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding, always intelligible, through on is conscious of define accent, he few traces of foreign accent

b. Grammar

Grammar is the study of the classes of words, their inflections, their functions and relations in the sentences. Grammar common in both the written and spoken form of the language, so its existence is strongly needed in learning and speaking skill. That explanation shows that grammar is focuses on some roles to from words that can understand about the arrange of the sentences. In addition, it contents in the speaking focus in the making good sentences and comprehend on spoken language.

In speaking skill, there are sets of quality in grammar can be measured. According to Harris (1986:98) 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 don't, 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 way, 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 will face hardship in pronouncing and producing many words that they want to convey.

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. Vocabulary is the stock of words used by the person, class of people, profession etc., and collection or list

of words, usually in alphabetical order and defined (Barnhart 2008:46). In other words, vocabulary is a set of vocabulary that is used to communicate to all people. Someone will be easier to understand a language if it understands the meaning of the vocabulary used.

d. Fluency

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, Haris (1986:117) says," Fluency is the easy and speed of the flow of speech".

According to Harris (1986:118) 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.

e. Comprehension

According to Harris (1986:120), 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 may be necessary, appear to understand everything without difficulty.

B. Teaching Speaking

Methodological point that as far as teaching speaking skills is concerned one needs to distinguish between „teaching the spoken form of a language‟ and „teaching a language through speaking‟. Consistent with this view, is Nunan‟s description of what teaching speaking involves. According to him, to teach speaking means to teach language learners to: (1) Produce the English speech sounds and sound patterns, (2) Use word and sentence stress, intonation patterns and the rhythm of the second language. (3) Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter. (4) Organize their thoughts in a meaningful and logical sequence. (5) Use language as a means of expressing values and judgments. (6) Use the language quickly and confidently with few unnatural pauses, which is called as fluency. (Nunan 2003:47)

1. Classroom Implications: Teaching Expectations

This section explores several important implications for classroom teaching arising from what was mentioned above. It is crucial for teachers to realise that spoken language is essentially different from the written one. Teachers therefore cannot expect their students to speak in full sentences as if, in fact, they were producing written texts. Not only is this not the way people speak in reality but also expecting and requiring such skills from learners, would place extremely. Teachers should help their students understand the important differences between speaking and writing and instruct them in the ways to use this knowledge

effectively when speaking. For example, learners may be less hesitant to express themselves if they are shown that speakers string chunks of language together bit by bit without composing entire sentences in their minds before they start to speak. high pressure on their speech production for no reason at all. Such expectations might result in the learners" later reluctance or anxiety to speak.

They may also find it useful to learn that repairs, hesitations, repetitions and vague language are acceptable in spoken language because without it speech production would be made impossible. Consequently, all these aspects can be practised in class through the use of meaningful tasks. Meaning the organised nature of speaking can be described in ways that are accessible to teachers and learners, there are likely to be practical classroom applications. (Thornbury and Slade 2007: 27).

2. Classroom Implications: Teaching Speaking Activity

As has been indicated, spoken texts are not normally placed out of context in real life. The same fact should be reflected in the classroom setting. Structures and vocabulary should be viewed in their immediate context. According to (Burns and Joyce 1997:87) inauthentic materials create a false impression of speech presenting them with unrealistic models of spoken interactions.

According (Brown H 2000:271)There are six component to give in teaching materials such as Imitative, Intensive, Responsive, Transactional language, Interpersonal, and Extensive monologues. Imitative is a very limited portion of classroom speaking time may legitimatevely be spent generationg "human tape recorder" speech. Intensive speaking goes one step beyond imitative

to include any speaking performance that is designed to practice some phonological or grammatical aspect of language. Responsive is short replies to teacher or student initiated questions or comments. Transactional language carried out for the purpose of conveying or exchanging specific information is an extended form of responsive language. Interpersonal carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. Extensive monologues in the form of oral report, summaries, or perhaps short speech.

Based on the component of teaching speaking above Brown‟s also list of seven principles for designing speaking activities: (1) Use techniques covering the spectrum of learner needs, i.e. include both accuracy and fluency focused activities. (2) Provide intrinsically motivating techniques which appeal to learners goals and interests. (3) Encourage the use of authentic language in meaningful contexts. (4) Provide appropriate feedback and correction. (5) Capitalise the natural link between speaking and listening. Here the author highlights the fact that language production is often initiated through language comprehension. (6) Give learners opportunities to initiate oral communication. (7) Encourage the development of speaking strategies.

3. Activities to Promote Speaking

a. Discussions

After a content-based lesson, a discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Before the discussion, it is essential that the

purpose of the discussion activity is set by the teacher. In this way, the discussion points are relevant to this purpose, so that students do not spend their time chatting with each other about irrelevant things. For example, students can become involved in agree/disagree discussions. In this type of discussions, the teacher can form groups of students, preferably 4 or 5 in each group, and provide controversial sentences like "people learn best when they read vs. people learn best when they travel". Then each group works on their topic for a given time period, and presents their opinions to the class. It is essential that the speaking should be equally divided among group members. At the end, the class decides on the winning group who defended the idea in the best way. This activity fosters critical thinking and quick decision making, and students learn how to express and justify themselves in polite ways while disagreeing with the others. For efficient group discussions, it is always better not to form large groups, because quiet students may avoid contributing in large groups. The group members can be either assigned by the teacher or the students may determine it by themselves, but groups should be rearranged in every discussion activity so that students can work with various people and learn to be open to different ideas.

Teachers can come out with interesting, authentic and essential topics that students can discuss or talk about especially in the target language. The related topics should be easy and understandable. As a start ESL teachers can relate the topics with students' interests before moving to serious topics like national issues or the world politics. Lastly , in class or group discussions, whatever the aim is,

the students should always be encouraged to ask questions, paraphrase ideas, express support, check for clarification, and so on.

  b. Role Play

One other way of getting students to speak is roleplaying. Students pretend they are in various social contexts and have a variety of social roles. In roleplay activities, the teacher gives information to the learners such as who they are and what they think or feel. Thus, the teacher can tell the student that "You are Ali, you go to the doctor and tell him what happened last night, and what they think or feel.

  c. Simulation

Simulations are very similar to role-plays but what makes simulations different than role plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she or he brings a microphone to sing and so on. Role plays and simulations have many advantages. First, since they are entertaining, they motivate the students. Second, as Harmer (1991:58) suggests, they increase the selfconfidence of hesitant students, because in role play and simulation activities, they will have a different role and do not have to speak for themselves, which means they do not have to take the same responsibility.

  d. Information Gap

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. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need. These activities are effective because everybody has the opportunity to talk extensively in the target language.

e. Brainstorming

On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristics of brainstorming is that the students are not criticized for their ideas so students will be open to sharing new ideas.

f. Storytelling

Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have. Students also can tell riddles or jokes. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening.

g. Interviews

Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions. Conducting interviews with people gives students a

chance to practice their speaking ability not only in class but also outside and helps them becoming socialized. After interviews, each student can present his or her study to the class. Moreover, students can interview each other and "introduce" his or her partner to the class.

h. Story Completion

Before coming to class, students are asked to read a newspaper or magazine and, in class, they report to their friends what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class.

i. Picture Describing

Another way to make use of pictures in a speaking activity is to give students just one picture and having them describe what it is in the picture. For this activity students can form groups and each group is given a different picture. Students discuss the picture with their groups, then a spokesperson for each group describes the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking skills.

C. Flash Card

The word media comes from the Latin medius which literally means "middle", "intermediary" or "introduction". Concerning the limits of Gerlach and Ely media as quoted by Arsyad suggests that, if the media understood in broad outline is human, material, or events that build conditions so that students are able to acquire knowledge, skills, or attitudes. More specifically, the media in the

teaching and learning process is defined as graphic, photographic, or electronic tools to process and rearrange both visual and verbal information.

Flashcards for english language teaching is jargon for pictures (or diagrams, words, etc) that you can show to students, typically something you can hold up when standing in front of whole class (Scrivener 2010:28). The pictures on the flashcard grouped in several series: animals, fruits, colors, shapes, alphabets, numbers, professions, and so on. Flashcard is a graphics media practical and applicable.

Flashcard can be applied in multimedia also, in digital flashcard provided in the application and website form. Digital flashcard allowed to created that by the user then share to their collage or school as the media of teaching in classroom. Digital Flashcard is defined as the flashcard by in corporating multimedia, data analytic and spaced repetition system that time the repeat access to cards so as maximize memory retention (Colbran 2015:04).

Flashcards are usually 8 x 12 cm, 25 X 30 cm, or can be adjusted to the size of the class faced. The flashcard has the following characteristics: Flashcard in the form of an effective picture card, has two front and rear sides, the front side contains pictures or symbols, the back side contains definitions, description pictures, answers, or descriptions, simple and easy to make.

The Flashcard is a media for effective learning card containing images, text, or symbols that are used to help remind or direct students to something related to the image, text or symbol marks on the card, and to stimulate students' thoughts and interests so that the learning process takes place .

The use of flashcard media in learning is a process, how to use an effective learning card containing images, text, or symbols to help remind or direct students to something related to images, text or symbols on the card, and to stimulate thought and the interest of students in improving the recognition skills of symbols of writing materials and activities to decrease the symbol until the students' activities understand the meaning / meaning contained in the writing materials.

Using flashcard media have some steps as follows: (1) The cards have been arranged held at chest level and facing the students. (2) Unplug the card one by one after the teacher finished explaining. (3) Give the described cards to students close to the teacher. Ask students to observe the card, then forward it to other students until all students observe. (4) If the dish uses the game mode: place the cards randomly on a box far away from the students, prepare the competing students, the teacher instructs the students to look for cards that contain pictures, or symbol as per command, after getting the card the student returns to the original / start, the student explains the contents of the card.

D. Previous Study

The same research concerned about teaching speaking had been conducted by the previous researchers as follows:

First, the research was conducted by Mia Zultrianti Sari (2012) entitled "The Effectiveness Of Using Flashcards to improving Students' Vocabulary Achievement " a classroom action research at the second grade students of Elementary school in SDN 3 Mulyasari Ciamis in academic year 2011/2012. This study aimed to obtain the empirical evidence of the use of flashcards in teaching

vocabulary. The data collection by using test within in pre-action, first action , and second action in the classroom. Based on the result of that study, it found that the using flashcards was improve on the students' vocabulary achievement.

Second, the research was conducted by Listiana (2016) entitled "The Effectiveness Of Using Flashcard Toward Students' Vocabulary Of Seventh Grade at SMPN 1 Ngantru Tulungagung" using quantitative approach where using pre-experimental design with one group pre-test and post-test. This study take sample of 33 students from the population of seventh grade is 294 students. The result showed that the difference score among the average of students' vocabulary before and after using flashcard. The alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected. The conclusion of this study is flashcard in teaching vocabulary of seventh grade at SMPN 1 Ngantru in the academic year of 2015/2016 was effective.

Third, the research was conducted by Ismar Dian Arini (2015) entitled "The Use Flashcard to Improve the Speaking Skill of the Seventh Grade Students at Mts Al-Urwatul Wutsqo Jombang" the aim of this research was to investigate whether any or not using flashcards in teaching speaking improves the students speaking skill. The writer using experimental design, in this case the experimental group was given a treatment using flashcard and the control group was treated without using flashcards. The population of the research was the seventh grade students which consisted of 44 students. From this research find out the hypothesis stating that teaching speaking using flashcards improves the students'

skill was accepted. This means that teaching speaking using flashcards significantly improves.

Based on the previous study above, the researcher want to do the research with another subject and that research using pre-experimental research. The result of the effectiveness using flashcard try to do another related to students. researcher will conduct the research with 8th grade students of SMPN 1 Tanggunggunung. So the difference between other research and this research will be in method for teaching speaking, research methodology, setting and participants.

The teachers regarding that media is easier for students and students can be shared with other friends with using their own experiences in learning, so the students in other classes or other schools be able to understand simply with that media. Based on the elaborations, the writer hopes that use flashcard media can give influences to the students' speaking skill.