CHAPTER II

REVIEW OF RELATED LITERATURED

This chapter presents the review of the literature. It covers some major section. They are speaking skill, the important of speaking, inquiry method and the kind of inquiry method.

A. Speaking Skill

Many definitions about speaking have been proposed by language. Speaking derives from the word "Speak". According to Manser, (1995), "Speak" means say things; talk, be able to use a language, make a speech, express ideas, feelings, etc. Speaking as a fundamental to human communication means that speaking is used to interact and communicate by someone to others, (Allen, 1985: 97). In all of life activities of course, speaking is needed.

Speaking is a productive skill. It involves putting a message together, communicating the message, and interacting with other people. Speaking involves at least two people; a speaker and listener. (Lindsay and Knight, 2006; 26). Tarigan (1990:15). In real life, they discuss each other, exchange information about what they see and hear, etc. Hurlock (1998:176) states that "speaking is language form that used articulation or sentences that used for delivered mean of the idea". He defines that the idea of speaking is the effective one for communication, broader, and the important one. Speaking not only engages coordination between the different 3 voice muscle

mechanisms, but also has a mental aspect which is a capability to catch the meaning and the sound produced. According to Tarigan (1990:15), the goal of the speaking is "communication". For the effectiveness to deliver the meaning of the idea then both the speaker and the listener ought to understand the idea of the conversation. There are many aspects of speaking skill there are utterance, Vocabulary, grammar, content and meaning, and pronunciation.

Basically, speaking the main goal is to communicate. To be able to convey your thoughts effectively, the speaker should understand the meaning of everything and trying to communicate, he should be able to evaluate the effect of communication on the listener so that he can effectively convey their thoughts. As we can see, there are many reasons why people speak to each other. One primar use of language is to establish and maintain social relationship. We say "hello" to people when we meet them, exchange small talk about the weather, work, sport and family relationships. As part of this social use of language we also try to entertain each other by making jokes and telling anecdotes and stories. We may also share views and opinions on a variety of subjects. When we chat to friends there is no agenda of what we should cover. Those involved in the conversation can introduce a variety of subjects. (Peter, 2007:27).

So, from the definition above, it can be concluded that speaking is the delivery of language through the mouth. To speak, we create sounds using many parts of our body. Furthermore, speaking is an interactive process of

constructing meaning that involves producing, receiving, processing information, and the speaking as a piece of a communication.

B. Teaching Speaking

Teaching language is as part of communicative competence, and then language as media of communication plays important role in written or spoken (Nurhayati, 2016:13-35). In teaching and developing communicative and language It can sometimes be easy to get students to speak in the classroom if the atmosphere of the class is good such as students who get on with each other and whose English is in an appropriate level. However, he added that it will be difficult for the teacher to make the students to speak if they are reluctant to speak, the topic chosen is not appropriate, the organization of teaching plan is at fault, and if there is an unpredicted event happened. Therefore, the roles of the teacher and the techniques the teacher used are essential, (Harmer, 2007: 345).

There are many techniques to teach speaking. Brown (2001: 275-276) suggests some principles for designing speaking techniques as follows:

1. Use techniques that cover spectrum of learner needs, from language-based focus on accuracy to message-based focus on interaction, meaning, and fluency.

2. Provide intrinsically motivating techniques.

3. Encourage the use of authentic language in meaningful contexts.

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.

C. The Function of Speaking Skill

The mastery of speaking skills in English is a priority for many second and foreign language learners. Several language experts have attempted to categorize the functions of speaking in human interaction (Richard 1990). According to Brown and Yule (1983), there are three functions of speaking. Three part version of Brown and Yule's framework: talks as interaction: talk as transaction: talk as performance. Each of these speech activities is quite distinct in term of form and function and requires different teaching approaches.

1. Talk as interaction

Speaking as interaction refers to the interaction which serves a primarily social function. When people meet, they exchange greetings, engage in small speaking and chit chat, recount recent experiences because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speaker and how they wish to presents themselves to each other on the message. Such exchanges may be

either casual or more formal depending on the circumstances and their nature has been well described by Brown and Yule (1983).

The main features of talk as interaction can be summarized as follows:

- Has a primarily social function

- Reflects role relationships

- Reflects speaker's identity

- May be formal or casual

- Uses conversational conventions

- Reflects degrees of politeness

- Employs many generic words

- Uses conversational register

- Is jointly constructed

2. **Talk as performance**

Speaking as performance refers to public speaking; it is talk which transmits information before and audience such as public announcements and speeches. Speaking as performance tends to be in form of monolog rather than dialogue, often follow a recognizable format and it is closer to written language than conversational language.

Talk as performance tends to be in the form of monolog rather than dialog, often follows a recognizable format (e.g. a speech of welcome) and is closer to written language than conversational language. Similarly it is often evaluated according to its effectiveness or impact on the listener,

something which is unlikely to happen with talk as interaction or transaction. Richard (1990: 23-25).

The main features of talk as performance are:

- There is a focus on both message and audience

- It reflects predictable organization and sequencing

- Form and accuracy is important

- Language is more like written language

- It is often monologic

3. **Speaking as Transaction**

Speaking as transaction refers to situation where the focus is on the message about what is said or achieved in order to make people understood clearly and accurately. Talk as transaction is more easily planned since current communicative materials are a rich resource of group activities, information-gap activities and role plays that can provide a source for practicing how to use talk for sharing and obtaining information as well as for carrying out real-world transactions. These activities include ranking activities, values clarification activities, brainstorming, and simulations. Group discussion activities can be initiated by having students work in groups to prepare a short list of controversial statements for others to think about. Groups exchange statements and discuss them. Richard (1990:21).

The main features of talk as transaction are:

- It has a primarily information focus.

- The main focus is the message and not the participants.

- Participants employ communication strategies to make themselves understood.

- There may be frequent questions, repetitions, and comprehension checks as in the example from the classroom lesson above.

D. Inquiry

The best reason why using inquiry method is the students get good understanding, improving the speaking skill and interest in English subject if they participate finding new word to speak by themselves. Inquiry is way that teachers use to teach in front of class. In CTL Inquiry method is a process of learning and discovery the transistor feat based in thinking through the process systematically (Kesuma al.cl, 2010: 63). So, Inquiry is process learning to critical thinking in systematically.

The inquiry process is started by one's own curiosity, interest, or passion to understand an observation or solve a problem. Schneider (2012) says that the cycles of Inquiry are:

1. Ask, this step focuses on a problem or a question that students begin to define. It begins with students' curiosity about the topic, ideally with their own questions. Open-ended questions allow the students to explore the topic.

2. Investigate, the students or groups of students collect information, study, collect and exploit resources, experiment, look, interview, draw.

3. Create, the students start making links the information. They write them down in some kind of report.

4. Discuss, the students share their ideas with each other, and ask others about their own experiences and investigations.

5. Reflect, this step consists in taking time to look back. Think again about the initial question, the path taken, and the actual conclusions.

According to Joyce and Weil (1996: 200) during Inquiry process, the teacher's role is to select the problem situation, to help the students in inquiry procedures, to respond to students' idea with the necessary information, to help beginning inquirers establish a focus in their investigation, and to facilitate discussion of the problem situation among the students. In inquiry method, there are several principles. According to Sanjaya (2009, 199-201), there are several principles that are:

1. Oriented to intellectual development

2. the principle of interaction

3. the principle of asking

4. the principle of learning to think

5. the principle of openness.

Teaching the process of inquiry is an opportunity for students to learn and practice skill associated with critical thinking. Helping students develop the ability to think is receiving increased emphasis because of the realization that students will get benefit from being independent and reflective thinkers in the real social world (Douglas, 2000; 259).So, Inquiry is a helping for the

students to be critical thinking to discuss student's problem solving, The students can create their skill to develop learning and it is one of the benefit from being reflective and being independent students.

According to Komalasari (2010: 73-74), learning the methods of inquiry have 5 common components are as following:

a. Question

Learning usually begins with an opening question that provokes curiosity or admiration of students and the students will be a phenomenon. Students are given the opportunity to ask questions, which are intended as guidance to the core question to be solved by the students. Furthermore, teachers deliver the core questions or core problem to be solved by the students. So, the teachers give opportunity to ask some questions which intended to be solved by the students.

b. Student Engagement

In the method of inquiry, the active involvement of students is a must, while the teacher's role is as a passive facilitator. The students do not plan to write answers to questions in the field or to answer the questions at the end of the chapter of a book, but prosecuted involved in creating a product that shows a students' understanding to the concepts which are being studied or in conducting an investigation. However, students' engagement involved in creating a product being learned by the students

c. Cooperative Interaction

Students are required to communicate, work in pairs or in groups, and discuss various ideas. In this case the student is not currently competing. The answer to the problems posed, the teachers can come in many forms, and probably the correct answer. So, Cooperative Interaction let the students to improve their skills from communication work pair or group and discuss about various ideas by correcting answers.

d. Performance Evaluation

In answering the problem, usually the students are asked to create a product that can describe the knowledge about the problem being solved. This product can be a form of slide presentations, charts, posters, essays, and others. Through these product to evaluate teachers, so that performance evaluation, students are asked to create the product and then the students describe the knowledge how to solve the problem.

e. Variety of Resources

The students can use a variety of learning resources for example, textbooks, websites, television, video, posters, interviews with experts and others. So, varieties of resources more emphasize on students take them from wide range of sources.

E. Step To Learning Inquiry

In inquiry method, there are several step to learning inquiry. According to Komalasari (2010; 74), Steps of learning inquiry model:

a. Formulate the problem

Students are governed to formulate the problem, and then the students apply the experiment the problems. The students see the source of problem from they taken the problem, for example:

1. Which cities are including the big city of in Indonesia?

2. How do we categories the big market?

b. Observe or perform field observations

The students can conduct observations by reading the book or others resource to get some information, the students can also observe and collecting the data from the observed object.

c. Analyze and present the results in writing, drawings, reports, charts, tables, and other works.

First the students analyze and present the result of observation, the students make the tables, map and other from the students' observation result. For example;

1. The students make the maps of the big cities in Indonesia.

2. The students make the tables of types of market.

d. Communicating or presenting the work on the reader, classmates, teachers, or other audiences.

In the process of learning students need time to use his brain power to think and gain an understanding of concepts, principles and techniques to investigate the problem.

To create the condition of inquiry method teaching process, the teacher couldn't give the information and the students as receiver although they need it. The roles creating inquiry condition they are; as motivator giving stimulus it can make them active and spirit to think, as facilitator the teacher shows the ways to solve problem, the teacher tries to make the students to be aware any mistakes, as administrator the teacher has responsibility in all activity in the class, as guider the teacher leads students thinking activity to get purpose of teaching which is hoped by the teacher, as manager the teacher arrangement sources of material, time and class organization, the teacher gives reward for student, increase spirit heuristic of students.

F. Kinds of Inquiry Method

According to Kinsvatter et.al (1996: 260-263), the kinds of inquiry they are :

a. Guided inquiry

The extend of the teachers involvements during the implementation of inquiry is the primary deference's between the guided and open forms. As the teacher become more involved, more structure is provided, and this result in less freedom for students to take initiative and direction for their own learning experiences. During guided inquiry the teacher provides the data and the students are questioned to help theminductively arrive at answer, conclusion, generalization, or solution Douglas (2009;206).

b. Open inquiry

Students freedom to initiate and think is expanded in open inquiry. In essence, they assume more responsibility for their own learning and as the result, lesson their dependence on the teacher. The inquiry process remains the same with the focus on inductive thinking as students propose solutions, gather data and draw conclusions Douglas (200; 260). So, students questioning becomes more important during open inquiry because they task ask question and research for the answer. The teachers role is to facilitate by assisting students within the phases of the process. Although, the teacher usually commences open inquiry with a problem related to what is being responsibility for data collection and generalizing.

G. Previous Studies

There are some previous studies that have been conducted in relation with the implementation of inquiry method. In particular, this subheading provides some review of related study, those are:

In Laily Wahidatul, (2012) conducted inquiry method in terms of speaking achievement. It is an experimental study to the Second Grade Students at MTs Sunan Ampel Ringinrejo Academic Year 2011/ 2012. The result of this study is good study, because it can help students to understand and comfortable to speak in the class. It means that this strategy can improve students' achievement in speaking.

In Fahim Agus, (2015) conducted Classroom Action Research study (CAR), to improve students' vocabulary mastery by using inquiry technique in the seventh grade at junior high school of 2 sumbergempol. Result of this study, it gave significant effect. It was proven that the student score of vocabulary increased by using inquiry technique.

Based on the previous studies, inquiry method can improve students' interest in learning speaking. The difference between previous study and this study is about variable. This research uses quantitative approach and pre-experimental as a research design with one group pre-test and post-test. The sample of research is the second grade students of Senior High school. The researcher tries to find out the effect of using inquiry toward students' speaking achievement.