**CHAPTER II**

**REVIEW OF RELATED LITERATURES**

This chapter presents some experts opinion to this study and including the notion of speaking, teaching speaking, the principles of teaching speaking, the strip stories technique, testing the speaking skill.

1. **The Notion of Speaking**

In psycholinguistic, speaking is productive language skill. It is a mental process (O’Grady, 2000:310). Mental process is a process of thinking. In speaking, we use word, phrase, and sentence to convey a message to the listener. A word is a smallest free form (an item that may be uttered in isolation with semantic or pragmatic content) in a language, while a phrase is a syntactic structure that consist of more that one word but still lacks the subject and predicate organization of a clause. The combination of words into one group called a sentence.

Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Chaney, 1998:13). Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

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In acquiring the speaking skill, the students also should master the components of that skill. According to Syakur there are at least five components of speaking skill such as, comprehension, grammar, vocabulary, pronunciation, and fluency (Syakur, 1987: 3)

1. Comprehension

Comprehension is needed in oral communication. It is to avoid the misunderstanding among the speaker and the listener. It includes comprehend the situation, the condition in where the oral communication take place.

1. Grammar

It is very important for students to arrange a correct sentence in speaking. As like what suggested by Heaton (1978:5) that student’s ability to manipulate structure and to distinguish appropriate grammatical form in appropriate ones. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

1. Vocabulary

The students cannot communicative effectively or express their ideas both oral and written form if they do not have sufficient vocabulary. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed. (Willid, 1990). So, Vocabulary is the group of words that a person or group of people knows how to use in communication.

1. Pronunciation

Pronunciation can state as the way for students’ to produce clearer and comprehensible language when they speak. It is dealing with the phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. There are two features of pronunciation; phonemes and supra segmental feature. The factors within learners that affect pronunciation, below are the list:

1. Native language
2. Age
3. Exposure
4. Innate phonetic ability.
5. Identity and language ego
6. Motivation and concern for good pronunciation
7. Fluency

Fluency can be defined as the ability to speak fluently and accurately in speaking such language. Fluency in speaking is one of the aims for many language learners. it is signed by a reasonably fast speed of speak andonly small even there is no number of sign like “emm” and “ers”.

1. **Teaching Speaking**

Teaching means give the instruction to (a person): give a person (knowledge skill, etc) (Hornby, 1995: 37). While according to Kasihani (2007:58) speaking is communication based on situation where students need to show their taught, feeling, and opinion. So, teaching speaking means giving instruction to somebody in order to communication.

What is meant by "teaching speaking" is to teach the students 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 are called as fluency. (Nunan, 2003)

There are three main reasons for getting students to speak in the classroom. Firstly, speaking activities provide rehearsal opportunities – chances to practice real life speaking in the safety of the classroom. Secondly, speaking tasks in which students try to use any or all of the languages they know provide feedback for both teacher and students. Everyone can see how well they are doing: both how successful they are, and how also what language problems they are experiencing. And finally, the more students have opportunities to activate the various elements of language they have stored in their brains, the more automatic their use of these elements become. As a result, students gradually become autonomous language users. This means that they will be able to use words and phrases fluently without very much conscious thought.

Scott Thornbury suggests that the teaching of speaking depends on there being a classroom culture of speaking, and the classroom need to become ‘talking classroom’. In other words, students will be much more confident speakers (and their speaking abilities will improve) if this kind of speaking activities is regular feature of lesson (Harmer, 2007: 123-124)

1. The Kinds of Speaking Activity

According to Kayi (2006) there are some activities to promote speaking as follows:

a) Discussion

The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Here the teacher can form groups of students and each group works on their topic for a given time period, and present their opinions to the class. The main aim of group discussion is to improve fluency; grammar in probably best allowed functioning as a naturally communicative context.

b) Role Play and Simulation

Role play has appeal for students because it allows the students to be creative and to put themselves in another person’s place for a while (Richard, 2003:222). While simulation is very similar to role-play but here students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, he or she can bring a microphone to sing and so on.

c) 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. In this way, not only will the teacher address students’ speaking ability, but also get the attention of the class.

d) Interviews

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 the result to the class.

e) Reporting

In class, the students are asked to report 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.

f) Prepared Talks

A popular kind of activity is the prepared talk where a student makes a presentation on atopic. Such talks are not designed for informal spontaneous conversation; because they are prepared, they are more ‘writing-like’ than spoken orally. However, if possible, students should speak from notes rather than from a script (Harmer, 2001: 274)

g) Dialogue

Dialogue is one of the media in teaching speaking. It helps the students practice in speech, pronunciation, intonation, stress. Dialogue also increases students’ vocabulary. The primary objective of using dialogue is developing student’s competence (pronunciation, intonation, stress) in teaching speaking like native speaker. Therefore, in teaching learning uses dialogue (short and long), the students are motivated by the teachers question to reason rather than to recollect. Dialogues are two sides communication; it means we just not have to express something but we should have to understand what another peoples said.

h) Story Completion

This is a very enjoyable, whole-class, free-speaking activity for which students sits in a circle. For this activity, a teacher starts to tell a story, but after a few sentences he or she stops narrating. Then, each student starts to narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Students can add new characters, events, descriptions and so on.

i) Playing Card

Teacher prepares some cards then asks students to write some questions about the topic and later will be answer by their friends. However, the teacher should state at the very beginning of the activity that students are not allowed to prepare yes-no questions, because by saying yes or no students get little practice in spoken language production. Rather, students ask open-ended questions to each other so that they reply in complete sentences.

j) Picture Narrating

This activity is based on several sequential pictures. Students are asked to tell the story taking place in the sequential pictures by paying attention to the criteria provided by the teacher as a rubric. Rubrics can include the vocabulary or structures they need to use while narrating.

k) 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

The following activities are also helpful in getting students to practice ‘speaking-as-a-skill’. Although they are not level-specific, the last four will be more successful with higher-level students, whereas the first two, in particular, are highly appropriate at lower levels.

1. Information-gap activities
2. Telling stories
3. Favorite objects
4. Meeting and greeting
5. Surveys
6. Famous people
7. Students presentation
8. Balloon debate
9. Moral dilemmas (Harmer, 2007:127-128)

In speaking activities there are six categories apply to the kinds of oral production that students are expected to carry out in the classroom as stated by Brown (2001: 271-274).

* 1. Imitative

A very limited portion of classroom speaking time may legitimately be spent generating “human tape recorder” speech, where, for example, learners practice an intonation contour or try to pinpoint a certain vowel sound, imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form.

Traditional classroom speaking practice often takes the form of drills in which one person asks a question and another gives an answer. Drills offer students an opportunity to listen and to orally repeat certain strings of language that may pose some linguistic difficulty- either phonological or grammatical. Here are some useful guidelines for successful drills:

1. Keep them short (a few minutes of a class hour only)
2. Keep them simple (preferably just one point at a time)
3. Keep them ‘snappy’
4. Make sure students know why they are doing the drill
5. Limit them to phonology or grammar points
6. Make sure they ultimately lead to communicative goals
7. Don’t overuse them
   1. Intensive

Intensive speaking goes on step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or it can even form part of some pair work activity, where learners are “going over” certain forms of language.

* 1. Responsive

A good deal of student speech in the classroom is responsive: short replies to teacher or student-initiated question or comments. These replies are usually sufficient and do not extend into dialogues.

* 1. Transactional (dialogue)

Transactional language, carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language. Conversations, for example, may have more of a negotiate nature to them than does responsive speech.

* 1. Interpersonal (dialogue)

The other form of conversation was interpersonal dialogue, carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. These conversations are a little trickier for learners because they can involve some or all of the following factors: a casual register, colloquial language, emotionally charged language, slang, ellipsis, sarcasm and a covert “agenda”.

* 1. Extensive (monologue)

Finally, students at intermediate to advance levels 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 impromptu.

1. Technique and Strategy in Teaching Speaking

For an effective speaking lesson, teachers need to be aware of, knowledgeable about, and familiarized with the teaching stages of a speaking activity as well as the teaching techniques used for fostering speaking in class. Also, the teacher roles are very crucial to the effectiveness of the teaching activity. Below, there are the stages in speaking activity:

1. Pre-communicative stage
2. Introduce the communicative function
3. Highlight the fixed expressions
4. Point out the target structure
5. Provide the students with the necessary vocabulary
6. Provide the students with the language of interaction
7. Practice Stage
8. Correct the students if necessary
9. Prompt the students if necessary (do it lexically)
10. Ban (monolingual) dictionaries
11. Aim for intelligibility
12. Communicative interaction or production stage
13. Encourage language negotiation
14. Take note of any aspects that may hinder communication (pronunciation, vocabulary, grammar)
15. Respect the students ‘wait’ time
16. Feedback
17. Give the students feedback on their pronunciation, grammar, vocabulary and ask Ss to repeat the task if necessary

The strategy that is able to use to teach students on speaking are:

1. Using minimal responses

It is to help student to build up a stock of minimal responses that they can use in different types of exchanges.

1. Recognizing scripts

Teacher can help students to develop speaking ability by making them aware of the scripts for different situation so that they can predict what they will hear and what they will need to say in response.

1. Using language to talk about language

Teacher can help students to overcome their difficulties by assuring them that misunderstanding and the need for clarification can occur in any type of interaction whatever the participants’ language skill level.

Next, the technique or activities that are able to use for developing to teach speaking by using balancing activities approach that combine language input, structured output and communicative output.

1. Language input comes in the form of teacher talk, listening activities, reading passages, and the language heard and read outside of class. It gives learners the material they need to begin producing language themselves.
2. Structured output, focus on correct form. In structure output, students may have options for responses, but all of the options require them to use the specific form or structure that the teacher has just introduced. It allows for error correction and increased accuracy.
3. Communicative output that gives student opportunities to practice language more freely and can complete a task that teacher has just presented. Here, the criteria of success are whether the learner gets message from other students. As such of this activity is discussion and role-play.
4. The Role of the Teacher in Teaching Speaking

Teaching speaking to the students adds another component to the already difficult profession of teaching. Students entering a classroom with English as their foreign language also face a multitude of challenges in their everyday life. These challenges are often magnified in an academic environment because of their limited vocabularies and the lack of practice. The role of the teacher in a speaking class is to work each day to help the students not only learn English, but also give the knowledge and skills necessary to cope in their every day live.

* 1. Approach and Method Used by Teacher in Teaching Speaking

The approach in language teaching on speaking starts from a theory of language as communication. Speaking in the early seventies usually means “repeating after the teacher, reciting a memorized dialogue, or responding to a mechanical drill” (Richard, 2002: 22). The current method used on teaching speaking today is Communicative Language Teaching (CLT). CLT is derived from communicative approach. The goal of this method is to have one’s students become communicatively competent. It means that how to use language to accomplish some function when we communicate. The classroom activities involve language games, picture strip story, role-play, scrambled sentences and using authentic materials.

Communicative language teaching is best considered as an approach rather than a method. It refers to a diverse set of principles that reflect a communicative view of language and language learning and that can be used to support a wide variety of classroom procedures. These principles include:

1. learners learn a language through using it to communicate
2. authentic and meaningful communication should be the goal of classroom activities
3. communication involves the integration of different language skills
4. fluency is an important dimension of communication
5. learning is a process of creative construction and moves trial and error (Richard, 2002: 7)

Several contemporary teaching approaches such as content-Based Instruction, Cooperative language learning, and task-Based Instruction can all claim to be the application of these principles Communicative Language Teaching (CLT) and hence As be continued as mainstream approaches today.

* 1. Individual Preparation
  2. Vocal Preparation

In speaking class, the activity both teacher and students is tend to use their oral production. So that, the most important instrument for the teachers in the speaking class is their voice. How they speak and what their voice sounds like have a crucial impact on classes. When considering the use of the voice in the management of teaching, there are three issues to think about, as like stated by Harmer (2007: 36)

a. Audibility

Clearly, teachers need to be audible. They must be sure that the students at the back of the class can hear them just as well as those at the front. But audibility cannot be divorced from voice quality: a rasping shout is always unpleasant. Teachers do not have to shout audible. Good voice projection is more important than volume (though the two are, of course, connected). Speaking too softly or unpleasantly loudly is both irritating and unhelpful for students.

b. Variety

It is important for teachers to vary the quality of their voices – and the volume they speak at – according to the type of lesson and the type of the activity. The kind of voice we use to give instructions or introduce a new activity will be different from the voice which is most appropriate for conversation or an informal exchange of views or information. In one particular situation, teachers often use very loud voice, and that when they want students to be quite or stop doing something.

c. Conversation

Just like opera singer, teachers have to take great care of their voices. It is important that their breathe correctly so that they don’t strain their larynxes. Breathing properly means being relaxed and using the lower abdomen to help expand the rib cage, thus filling the lungs with air. It is important too that teachers vary their voices throughout the day, avoiding shouting wherever possible, so that they can converse their vocal energy.

* 1. Lesson Planning

In preparing what activity will be done in the speaking class, one important thing what the teachers should prepare is creating the lesson plan. A lesson plan is a teacher’s detailed description of the course of instruction for one class. A daily lesson plan is developed by a teacher to guide class instruction.

There are also internal and external reasons for planning lesson (McCutcheon, 1980). Teacher plan for internal reasons in order to feel more confident, to learn the subject matter better, to enable lessons to run more smoothly, and to anticipate problems before they happen. Teachers plan for external reasons in order to satisfy the expectations of the principal or supervisor and to guide a substitute teacher in case the class needs one. Lesson planning is especially important for pre service teachers because they may feel more of a need to be n control before the lesson begins.(Richard, Renandya, 2002: 31)

Daily lesson planning can benefit English teachers in the following ways:

1. A plan can help the teacher think about content, materials, sequencing timing and activities.
2. A plan provides security (in the form of map) in the sometimes unpredictable atmosphere of a classroom.
3. A plan is a log of what has been taught.
4. A plan can help a substitute to smoothly take over a class when the teacher cannot teach. (Purgason, 1991)

To prepare a good lesson plan, the teachers should consider what they want to teach and to whom. They will need the materials and a step by step guide. After set the procedures they must be able to assess and evaluate the student. To write lesson plans, the most important thing to remember is the goal of the lesson.

Overall, according to Terry (2008) actually the teachers role in the speaking activity as like below:

1. Organizer

Get the students engaged and set the activity.

1. Prompter

Provide the students with chunks not words.

1. Observer

Analyze what causes communication breakdowns.

1. Participant

Do not monopolize or initiate the conversation.

1. Assessor

Record mental or written samples of language produced by the students.

1. Feedback provider

Tell the students how proficient their performance was.

1. Resource

Provide the students with tools to improve their oral performance

1. The Problems in Teaching Speaking

There are many problems in teaching speaking. It is about how ask the students to speak up in the class. There are some factors that may affect that problem. Some of those factors are the lack of practice and the limitless of vocabulary. Below are some problems that appear in teaching speaking:

1. Inhibition

Unlike reading, writing and listening activities, speaking requires some degree of real-time exposure to an audience. Learners are often inhibited about trying to say things in a foreign language in the classroom: worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech a tracts.

1. Nothing to say

Even if they are not inhibited, you often hear learners complain that they cannot think of anything to say: they have no motive to express themselves beyond the guilty feeling that they should be speaking.

1. Low or uneven participation

Only one participant can talk at a time if he or she is to be heard; and in a large group this means that each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

1. Mother-tongue use

In classes where all, or a number of, the learners share the same mother tongue, they may tend to use it; because it is easier, because it feels unnatural to speak to one another in a foreign language, and because they fell less ‘expose’ if they are speaking their mother tongue, if they are talking in small group it can be quite difficult to get some classes - particular, the less discipline or motivated ones – to keep to the target language. (Ur, 2010: 121)

In order to overcome each of the problems above, Ur (2010:122) suggested to the teachers to do some suggestions below:

1. Use group work

These increases the sheer amount of learners talk going on in a limited period of time and also lowers the inhibitions of learners who are unwilling to speak in front of the class

1. Base the activity on easy language

In general, the level of language needed for a discussion should be lower than that used in intensive language-learning activities in the same class.

1. Make a careful choice of topic and task to stimulate interest

On the whole, the clearer the purpose of the discussion the more motivated participants will be.

1. Give some instruction or training in discussion skills

If the task is based on group discussion then include instruction about participation when introducing it.

1. Keep students speaking the target language

You might appoint one of the groups as monitor, whose job it is to remind participants to use the target language, and perhaps report later to the teacher how well the group managed to keep to it.

Again, sometimes spoken language is easy to perform, but in some cases it is difficult (Brown, 2001: 270). 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.

1. 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.

1. 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.

1. 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 (Ur, 2010: 120)

1. **The** **Principles of Teaching Speaking**

In teaching speaking, there are some principles that should be considered by the teacher. The principles are below:

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

Make sure that what are the task given include techniques designed to help students to perceive and use the building blocks of language.

1. Provide intrinsically motivating techniques.

Try at all times to appeal to students’ ultimate goals and interests, to their need for knowledge, for status, for achieving competence and autonomy, and for being all that they can be. Help them to see how the activity will be benefit them

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

It may take energy and creativity to devise authentic contexts and meaningful interaction, but with the help of a storehouse of teacher resource material it can be done.

1. Provide appropriate feedback and correction.

It is important that the teacher take advantage of their knowledge of English to inject the kinds of corrective feedback that are appropriate for the moment.

1. Capitalized on the natural link between speaking and listening.

Many interactive techniques that involve speaking will also of course include listening. The two skills both speaking and listening can reinforce each other. Skills in producing language are often initiated through comprehension.

1. Give students opportunities to initiate oral communication.

Part of oral communication competence is the ability to initiate conversations, to nominate topics, to ask questions, to control conversations and to change the subject.

1. Encourage the development of speaking strategies.

The concept of strategic competence is one that few beginning language students are aware of. The classroom can be done in which students become aware of, and have a chance to practice, such strategies as. (Brown, 2001:275)

1. **The Strip Stories Technique**

Strip story technique was introduced by Prof. Robert E. Gibson in “Strip Story: A Catalyst for Communication” (TESOL Quarterly 9 {June 1975}: 149-154) which was then further developed by Mary Ann and John Boyd (1978) in TOSEL Newsletter and described with field experience by Carol Lamelin (1979) in the same magazine. While it was initially created to help foreign student deal with the problems of oral communication in real situations. Technique trough this media start from an approach that prioritizes the real creativity of communication so that later students can easily and do not hesitate to communicate with a foreign language.

According to Oxford Pocket Dictionary, “Strip” is part. So, strip story is part of the story. The part or strip of story is written in the pieces of paper to be spread to all of students in the class. Gibson (1975:149) stated that:

The strip story is an adaptation of the scramble sentence type of exercise in which each student memorize on sentence of a story for which the proper sequence is not known. With each student being the sole source of one peace of information, his sentence, the story is put back together strictly through verbal interaction of the class. Many otherwise difficult – to – teach grammatical items are learned and pronunciation problem over-come surprisingly easily and quickly, without the direct aid of a teacher. The reasons for the success of this technique are discussed a long with some of the ways the procedures can be extended to include related skills areas of ESL.

From the theories from Gibson above, it can take the conclusion that strip story is a story which is divided into some strips in which each student is given some sentence of a story at random, and then the sentences must be re-arranged to form a story through verbal interaction. By using the strip story in teaching speaking, it will help the teacher developing students’ speaking ability through the real communication activity and it will also help the students to improve their speaking ability through the comfortable way of mastering English. The goals of using strip story are to build fluency with known language and to practice communication in speaking English.

* + 1. The Activities in Strip Story Technique

The strip story activity provides a fun and useful way of introducing new texts and/or new vocabulary and grammatical items. There are several parts to a Strip Story activity including pre-, during, and post-activities

1. Pre – activity

Before the main activity in Strip Story technique, it is helpful to activate the background knowledge that the student have and to prepare them for new vocabulary and grammatical structure they are going to encounter in the text. To do so, the teachers can use the activity likes ‘Vocabulary Bingo’ or they write down the vocabularies in to the whiteboard and discuss together with the students.

1. During – activity

It is the main activity in using Strip Story Technique. The Strip Story activity is done by the students in a group. The stages of speaking activity by using strip story technique as like stated by Gebhard (1996: 180), such as:

1. The students are put into small groups and given one or two lines of short story.
2. They are told not to show their lines to other students to put the story together.
3. They have to negotiate who has the first line, second line, and so on.
4. An alternative way is take the strips away and having the students put the story together from memory.

The other variation of Strip Story activity that can be used by the teacher is as follow:

1. First, the teacher and the students decide the groups and also the members of the groups.
2. Second, the teacher distribute the strips to the students
3. Third, the teacher gives students time to read the strips and comprehend the sentences
4. Fourth, the students have to comprehend it, hand-writing is not allowed here
5. Fifth, the teacher collect the strips from each student
6. Sixth, each student have to retell what they already understood from their strip to their friends, then they discuss and works out how the strips should be assembled to form the correct sequence of the story through oral communication
7. Finally, they have to present their discussion in front of the class
8. Post – activity

In the post – activity is giving feedback from the teacher to the students. The feedback is about the activity that they have already done before.

### The Teacher Considerations in Strip Story Activity

Choice of story (or other suitable text):

1. Choose a story or sequenced text that is appropriate for your students, for example, a legend, recipe
2. It should be one that students have not heard before (except if you need to make the task easier)
3. It should have words and grammar that the students already know.
4. Students must only read their own sentence, and not read the sentences distributed to other students.
5. The teacher does not take part in the activity, but may prompt suitable phrases for the students to use to negotiate with each other.
6. **Testing The Speaking Skill**

In foreign language learning, the idea of testing communicative competence is becoming recognized as being of great importance. In testing communicative competence, speaking and listening tasks are commonly used. As language teachers, it is important for us to enhance the students’ delivery skills, increase their confidence, and develop their methods of organization and critical thinking skills. On the other hand, as language testers, it is necessary to establish a careful research design and conduct a precise measurement to determine the goals have been met.

* 1. The Difficulties in Testing Speaking Skill

Testing the ability to speak is a most important aspect of language testing. However, speaking is probably the most difficult skill to test because it involves a combination of skills that may have no correlation with each other, and which do not lend themselves well to objective testing. In ( Kitao & Kitao, 1996), it was mentioned that there are not yet good answers to questions about the criteria for testing these skills and the weighing of these factors.

It is possible to find people who can produce the different sounds of a foreign language appropriately; hence they lack the ability to communicate their ideas correctly. This is one of the difficulties that testers encounter when testing the oral production of learners. However, the opposite situation could occur as well; some people do have the ability of expressing their ideas clearly, but at the same time they can not pronounce all the sounds correctly.

Another difficulty is the administration of speaking skills testing. That is because it is hard to test large numbers of learners in a relatively short time. Therefore, the examiner of an oral production is put under great pressure (Heaton, 1988: 88).

The next difficulty discussed here is that speaking and listening skills are very much related to each other; it is difficult to separate them. In most cases, there is an interchange between listening and speaking, and speaking appropriately depends on comprehending spoken input. Therefore, this has an impact on testing speaking because the testers will not know whether they are testing purely speaking or speaking and listening together (Heaton, 1988: 88)

Finally, the assessment and scoring of speaking skills is one of its biggest problems. If possible, it is better to record the examinees’ performance and the scoring will be done upon listening to the tape.

The aspects of speaking that are considered part of its assessment include grammar, pronunciation, fluency, content, organization, and vocabulary. (Kitao & Kitao, 1996).

* 1. Good Speaking Test

Good test are those that do the job they are designed to do and which convince the people taking and marking them that they work. Good tests also have a positive rather than a negative effect on both students and teacher.

* + 1. A good test is valid. This means that it does what it says it will. Validity is concerned with whether a test measures what it is intended to measure. A test of speaking ability in a classroom setting is usually an achievement test. An achievement test should have content and face validities. Since content validity asks if the test content matches the content of the course of study (Bachman, 1990), what teachers can do is to match the course objectives and syllabus design with the test items. Face validity pertains to whether the test 'looks valid' to the examinees. Face validity is a must in a classroom speaking test, because the students' motivation is promoted for speaking if a test has good face validity.
    2. A good test should be marking reliability. Reliability is concerned with the extent to which we can depend on the test results. Not only should it be fairly easy to mark, but anyone marking it should be come up with the same result as someone else. However, since different people can (and do) mark differently, there will always be the danger that where tests involve anything other than computer – scorable questions, different result will be given by different markers. For this reason, a test should be designed to minimize the effect to individual marking styles.
    3. The test should be efficient. A valid and reliable test is useless if it is not practical (Bachman, 1990). The context for the implementation of a test is a vital consideration. The tasks should be the most efficient way of obtaining the information about the test takers. There is much pressure on teachers to make tests as short and practical as possible because teachers cannot afford to spend much time in assessing students' communicative ability.
    4. A good test has authenticity. According to Bachman (1990), authenticity is defined as a quality of the relationship between features of the test and those of the non-test target-use context. There are two approaches on authenticity; the real-life approach and the interactional ability approach. 'Real-life (RL) approach' tries to develop tests that mirror the 'reality' of non-test language use. This approach has been considered as naive because the test setting itself does not exactly resemble its real-life setting. In the second approach, the authenticity of language tests arises from their 'situational' and their 'interactional' authenticity. 'Situational authenticity' refers to the relationship of features of the test method to particular features of the target-use situation.
    5. Test has a marked wash back/backwash effect. Wash back describes the effect of testing on teaching. Backwash can be harmful or beneficial. Positive wash back happens when students study and learn those things which teachers intend them to study and learn. Positive 'backwash effect' will result when the testing procedures reflect the skills and abilities that are taught in the course. The wash back effect also has a negative effect on teaching if the test fails to mirror the teaching because then it will be tempted to make the teaching fit the test, rather than the other way round.
    6. The test has elicitation. The key to effective oral proficiency testing lies in matching elicitation techniques with the purposes and constraints of the testing situation. In the case of school-related speaking assessment, tests are usually brief and consist of a single elicitation procedure. There is a great range of test types, depending on the content of instruction. For example, some tests use a simple question and answer procedure to assess communicative matters such as amount of information conveyed, comprehensibility, appropriateness of vocabulary, and fluency (Madeson, 1980).

Finally, we need to remember that tests have a powerful effect on student motivation (Harmer, 2007: 167-168).

* 1. The Assessment in Speaking Skill

One of the great difficulties in testing speaking is, of course, the assessment. It is necessary to develop a system of assessment that can be applied as objectively as possible, though it is probably never possible to avoid some subjectivity in assessment (Kitao & Kitao, 1996).

There are two ways of countering the danger of marker subjectivity. The first is to involve other people. When two or three people look at the same performance and, independently, give it score, we can have more confidence in the evaluation than it just one person looks at it (Harmer, 2007: 172). If possible, the peaking task should be recorded and the scoring done from the tape. In addition, the marking should be done by more than one person and their reliability checked.

The other way of making the marking more objective is to use marking scales for a range of different items. The scale can be one general scale for overall speaking ability, or it can be divided between several aspects of the skill of speaking, such as pronunciation, grammar, organization, etc. the scale also depends on the speaking task that is used for the test. A test that uses public speaking as the task would be different from one that uses a group discussion (Kitao & Kitao, 1996)

In order to devise a suitable scale, the teacher should first begin to describe clearly the criteria for assessing oral ability. The teacher may, for example, wish to consider each student’s achievement in terms of accuracy, appropriacy and fluency; accuracy, appropriacy, range, flexibility and size; or fluency, comprehensibility, amount of communication, quality of communication, and effort to communicate. Whatever the criteria selected, the teacher should begin by describing in one or two sentences exactly what he or she expects the average successful student to have achieved under each of the headings by the time the test is taken (Heaton, 1988: 99)

The band descriptions for a general scale might be as follows. The number indicates the level, and it is followed by a description of the characteristics of a speaking at that level.

**Table.2.1 Scale for Oral Testing (Kitao & Kitao, 1996)**

|  |  |
| --- | --- |
| 7 | Spoken communication is fluent, appropriate, and grammatically correct, with few if any errors. |
| 6 | Communication is generally fluent and grammatically correct with only occasional errors in grammar or pronunciation. |
| 5 | Student produces numerous grammatical errors and hesitations, but these do not interfere greatly with communication. Utterances are long and connected. |
| 4 | Student produces numerous grammatical errors and hesitations, and these occasionally interfere with communication. Utterances are short and connected |
| 3 | Student’s communication is limited to short utterances and depends in part on previously memorized conversational elements. Difficulty dealing with unpredictable elements. Many hesitation and grammatical errors. Communication only possible with sympathetic interlocutor. |
| 2 | Communication limited to short utterances, almost entirely memorized conversational elements. Unable to deal with unpredictable elements. |
| 1 | No communication possible. |

While according to Heaton (1988), the example of a teacher’s rating scale for the lower intermediate level is below:

**Table 2.2.Speaking Rating Scale (Heaton, 1988:100)**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Accuracy | Fluency | Comprehensibility |
| 6 | Pronunciation is only very slightly influenced by the mother-tongue. Two or three minor grammatical and lexical errors | Speaks without too great an effort with a fairly wide range of expression. Searches for words occasionally but only one or two unnatural pauses. | Easy for the listener to understand the speaker’s intention and general meaning. Very few interruption or clarification. |
| 5 | Pronunciation is slightly influenced by the mother-tongue. A few minor grammatical and lexical errors but most utterances are correct | Has to make an effort at times to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses. | The speaker’s intention and general are fairly clear. A few interruptions by the listener for the sake of clarification are necessary. |
| 4 | Pronunciation is still moderately influenced by the mother-tongue but no serious phonological errors. A few grammatical and lexical errors but only one or two major errors causing confusion. | Although he has to make an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning. Fair range of expression | Most of what the speaker says is easy to follow. His intention is always clear but several interruptions are necessary to help him to convey the message or to seek clarification. |
| 3 | Pronunciation is influenced by the mother-tongue but only a few phonological errors. Several grammatical and lexical errors, some of which cause confusion. | Has to make an effort for much of the time. often has to search for the desired meaning. Rather halting delivery and fragmentary. Range of expression only limited. | The listener can understand a lot of what is said, but he must constantly seek clarification. Cannot understand many of the speaker’s more complex or longer sentences. |
| 2 | Pronunciation seriously influenced by the mother-tongue with errors causing a breakdown in communication. Many ‘basic’ grammatical and lexical errors. | Long pauses while he searches for the desired meaning. Frequently fragmentary and halting delivery. Almost gives up making the effort at times. Limited range of expression. | Only small bits (usually short sentences and phrases) can be understood – and then with considerable effort by someone who is used to listening to the speaker. |
| 1 | Serious pronunciation errors as well as many ‘basic’ grammatical and lexical errors. No evidence of having mastered any of the language skills and areas practiced in the course. | Full of long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression. | Hardly anything of what is said can be understood. Even when the listener makes a great effort or interrupts, the speaker is unable to clarify anything he seems to have said. |

This kind of scale forces us to look at our student’s speaking in more detail than is allowed by an overall impressionistic mark. It also allows for differences in individual performance: a student may get marked down on pronunciation, but score more highly on use of grammar, for example. Again, one way of trying to make marking scales more objective is to write careful descriptions of what the different scores for each category actually represent (Harmer, 2007: 172)

Whatever the criteria chosen, the brief descriptions can be made much more specific at each level in order to reflect the contents of the course being followed.