

CHAPTER II

REVIEW OF RELATED LITERATURE

There are some points discussed in this chapter. And it covers Definition of Speaking, Component of Speaking Skill, Teaching Speaking, Types of Teaching Speaking Performances, Speaking Activities, Teacher role in Teaching Speaking, The Characteristics of Successful Teaching Speaking, Market Technique and Previous Study.

A. Definition of Speaking

Speaking is a two way process which involves the productive skill of speaking and receptive skill of understanding. In learning English, speaking skill is learning to know how to create a communication, and transfer the information directly in English. Brown (2001:267) states that speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information language which is essential components of learning. In addition, speaking is an essential tool for communicating, thinking, and learning and to achieve those all to be better speaker absolutely needs the large vocabularies. Sedita (2005: 1) argues that vocabulary knowledge is important because it encompasses all the words we must know to access our background knowledge, express our ideas and communicate effectively, and learn about new concepts. It means that by having large of vocabulary is one of the benefits is a student can speak effectively.

Additionally in general Speaking is the most important skill. By having speaking skill a student or someone capable to apply the words in a concept to express, inform, entertain and etc. Beside to have good speaking, a student or someone needs having the large vocabulary. Furthermore in this grade speaking is the students are able to describe the picture detail, means be able apply the vocabularies suit the pictures.

B. The Components of Speaking Skill

Speaking is using of words in an ordinary voice, uttering words,. Hence speaking is the ability to apply words or a language to express one self in an ordinary voice. Therefore to achieve good ability in speaking student should know the component of speaking. Besides Vocabulary component, there are some other components of speaking ability that the students should consider in speaking: there are pronunciation, accuracy, fluency, and Grammar.

1) Pronunciation

Pronunciation is the way to produce the words, and the manner of producing the words affected the meaning of the words. Amep (2002:1) states that pronunciation refers to the production of sounds that we use to make meaning. Learners with good pronunciation in English are more likely understood even if they make errors in other areas, whereas learners whose pronunciation is difficult to understand will not be understood, even if their grammar is perfect. In order have the correct pronunciations and confidences in speaking, the teacher gives the example to produce the correct pronunciation, and have to pay attention when they are producing the languages.

2) Accuracy

Accuracy can defined as the ability to speak precisely. For oral communication, it certainly requires a subject to respond, to speech as well as to initiate it. the teacher should pay attention when the student produce the language, how well they pronoun it.

3) Fluency

Fluency can be defined as the ability to speak fluently and accurately. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and “ums” or “ers”. According to Yingjie (2014 : 2), there are four abilities of speaking fluently: a) the ability to talk at length with few pauses; b) be able to produce the sentences

coherently, reasoned and semantically; c) have appropriate expressions in a wide range of contexts; d) be creative and imaginative in language use.

4) **Grammar**

It is very important for students to arrange a correct sentence in speaking. Noonan (2004: 19) stated “when students learn about grammar, this knowledge can help them “notice” (pay attention to) not only the meaning of the input, but also its grammatical form. Even though they might not yet speak the form correctly”. So, the teacher must pay attention to student grammatically, because to prevent the fossilizing language, then build correct grammatical in their spoken language.

From the explanations above, the researcher tries to improve the students speaking skill by enriching the vocabularies that support by those components; in order students has the correct habit in producing languages.

C. Teaching Speaking

In teaching speaking, the teacher make the students understand and capable producing the language effectively. According to Kayi (2006) what is meant by "teaching speaking" is to teach ESL learners to produce the English speech sounds and sound patterns, use word and sentence stress, intonation patterns and the rhythm of the second language, select appropriate words and sentences according to the proper social setting, audience, situation and subject matter, organize their thoughts in a meaningful and logical sequence, use language as a means of expressing values and judgments. So teaching speaking is the way of teacher gives instruction to students to express their emotions, communicative needs, interact to other person in any situation, and influence the others. Here learners should be able to make themselves understood, use their current proficiency on what speech material is given by the teacher. The aim of teaching speaking is to create the student speaking effectively.

D. Types of Classroom Speaking Performances

There are some types of classroom speaking performances can be used the students. According to Brown (2001:271) there are six categories speaking performance that the students expect to carry out in the classroom, they are Imitative, Intensive, Responsive, Extensive, and Interpersonal.

a) **Imitative**

A very limited portion of classroom speaking time may legitimately be spent generating “human taperecorder” speech, where for example, learner 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.

b) **Intensive**

Intensive speaking goes one-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.

c) **Responsive**

A good dealt of student speech in the classroom is responsive short applies to teacher or students initiated questions or comments. These replies are usually sufficient and do not extend into dialogues. Such speech can be meaningful and authentic.

d) **Extensive (monologue)**

Extensive monologue is extended monologues in the form of oral reports, summaries, or perhaps short speeches. In this, the register is more formal and deliberative. This monologue can be planned or impromptu.

e) **Interpersonal (dialogue)**

Interpersonal dialogue carried out more for maintaining social relationships than for the transmission of facts and information.

E. Speaking Activities

There are many activities of speaking which offer students to practice their speaking ability and make students more active in teaching and learning process. As Hayriye Kayyi (2006:) inferred, there are many activities of teaching speaking activity, such as :

a) **Discussion**

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.

b) **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. 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.

c) **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. 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.

d) **Reporting**

In the 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.

e) **Prepared Talks**

A popular kind of activity is the prepared talk where a student makes a presentation on a topic. 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 text (Harmer, 2001: 274). However based on the statement above, the researcher concluded that a good speaking activity should be previously prepared by the students rather than to see from the text.

f) **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 a native speaker. Therefore, in teaching learning uses dialogue (short and long), the students are motivated by the teacher's question to reason rather than to recollect. Dialogue is two-sided communication, it means we just do not have to express something but we should have to understand what another person said (Podo, 1995:25). The statement above told us that dialogue is very effective to be used in teaching speaking because it

can help teacher improve his students' speech, pronunciation, intonation and stress in speaking activities.

g) **Picture Describing**

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.

h) **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.

i) **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 characteristic of brainstorming is that the students are not criticized for their ideas so students will be open to sharing new ideas.

j) **Story Telling**

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 and development.

F. Teacher Role of Teaching Speaking

In teaching speaking as foreign language, the teacher must understand some roles, based on Hayriye (2006:1) provides that some suggestions for English teachers in teaching speaking. They are as follows:

- a) Provide maximum opportunity to students to speak the target language by providing a rich environment that contains collaborative work, authentic materials and tasks, and shared knowledge.
- b) Try to involve each student in every speaking activity; for this aim, practice different ways of student participation.
- c) Reduce teacher speaking time in class while increasing student speaking time. Step back and observe students.
- d) Indicate positive signs when commenting on a student's response.
- e) Ask eliciting questions such as "What do you mean? How did you reach that conclusion?" in order to prompt students to speak more.
- f) Provide written feedback like "Your presentation was really great. It was a good job. I really appreciated your efforts in preparing the materials and efficient use of your voice..."
- g) Do not correct students' pronunciation mistakes very often while they are speaking. Correction should not distract student from his or her speech.
- h) Involve speaking activities not only in class but also out of class; contact parents and other people who can help.
- i) Circulate around classroom to ensure that students are on the right track and see whether they need your help while they work in groups or pairs.

- j) Provide the vocabulary beforehand that students need in speaking activities.
- k) Diagnose problems faced by students who have difficulty in expressing themselves in the target language and provide more opportunities to practice the spoken language.

G. The Characteristics of Successful Teaching Speaking

To support the teaching learning process of speaking skill, the teachers must know about the characteristics of students and also the characteristics of successful speaking activity. If the teacher knows about the characteristics of each student, the teacher can easily give the material to students. According to Underhil (1987; 120), there are some characteristics of successful speaking activity:

1. Students talk a lot

As much as possible period of time allotted to the activity occupied by students talk. This is obvious, but often most time is taken up with teacher talks or pauses. It means the students must be active to speak with their friends as much as possible. It is very clear that the students are busy, but they seldom spent their time to talk with their teacher.

2. Participation is even

Classroom discussion is not dominated by a minority of talkative participants: all get a chance to speak, and contributions are fairly evenly distributed. It means that the classroom discussion is not dominated by one participant only, but all of participants get a same chance to speak.

3. Motivation is high

Students are eager to speak: because they are interested in the topic and have something new to say about it, or because they want to contribute to achieve an

objective task. It means that the students have high motivation to speak English. By having a high motivation, the students will be interested in learning English, especially in speaking. They often try to deliver their own idea confidently.

4. Language is of an acceptable level

Students express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy. It means that they use the components of speaking which are relevant with the acceptable level of language such as, pronunciation, grammar, fluency, and comprehensible. So, the students often try to speaking English correctly in real communication.

H. Market Technique

Market Technique is the modified technique, where the researcher combines the drilling method with describing picture activity of speaking. This technique of teaching speaking facilitated many groups effort between the students; the groups will take a role as seller and buyer. Generally, in the market the seller sells vegetables and the buyer buy the vegetables, but in this technique the vocabularies sold by the seller to the buyer. The buyer should memorize it. Then they apply and developed it when describing. The students here as students center, Office of Qatar Faculty and Instructional Development (2001: 01) stated in student centered teaching; we center our planning, our teaching, and our assessment on the needs and abilities of our students. Means that the teacher must prepares the topic, the media, and method of assessment based on students' ability and background, in order the students to be as the student center learning will be run totally. In this technique, the teacher provides the vocabularies contain the meaning based on theme of picture, and the teacher pronounces how the correct pronunciation. The teacher determines the students into many groups. A half of the groups will take a role as the sellers, and the half the others will take a role as the buyers. Every seller has different

vocabularies, further the vocabularies must moved by the teacher to the other seller based on allocation time. The seller here drill the vocabularies, and the buyer here must listening (how the seller produce each vocabulary), writing (the buyer must write the vocabularies, after they listen from the seller) and Pronunciation (after the buyers write the vocabularies they have to pronounce the vocabularies), and memorize the vocabularies. After that, they have do these activities, they will Rechange the model of the seller will take a role as buyer, and the model of buyer will take a role as seller, and do the same before. Further, the teacher divides the pictures (relate the theme) for every student, the purpose of the picture here is supporting and helping the student to make a paragraph including the vocabularies based on topic, and they have to tell it in front of the class. This technique assumes the Cooperative learning in which students work in teams on problems and projects. Ricard and Rebecca (2007: 01) stated that cooperative learning is An approach group to work that minimizes the occurrence of those unpleasant situations and maximizes the learning and satisfaction that result from working on a high-performance team. One of the criteria of cooperative learning that will use is Face-to-face interaction, at least part of the time. Much of the learning in cooperative learning takes place as teams discuss and debate conflicting strategies and solutions. This criterion precludes the “divide-and-conquer” strategy in which different team members complete different parts of the assignment and simply staple the parts together, so that each student only knows about the part he or she did (Ricard and Rebecca: 2007: 02).

I. Previous Study

There is previous study written by the student English Department Faculty of Languages and Arts Semarang State University entitled “Using a Chain Drill to Improve Students Fluency in Speaking Skill at Seven Grade Students of SMPN 05 Sragen” by Kusuma. Utami Handayani (2011) the Research Design of Kusuma’s is Classroom

Action Research, which consisted pre-test and two cycles, each of cycle consisted two treatments of chain drill, and each of cycle also consisted planning, implementing, observing, and reflecting. The result of the study shows that after the writers conducts the action the student's speaking fluency is higher than before, it can be seen from the result of the observation and student's score during the activities and test.

The relevance of the Kusuma's research with this research was the focus of the research. Both of them focused on the use of a teaching technique to improve students in speaking English. There was also difference between Kusuma's research and this research. This research design was quantitative research, and Kusuma's research was action research. And this research about applying Market technique technique toward students' speaking skill (vocabulary). Nevertheless, Kusuma's research was about applying chain drill to improve students' speaking fluency.