

CHAPTER II

REVIEW OF RELATED LITERATURES

This chapter highlights some theories functioning as the basis of the research and also presents some relevant studies previously conducted by other researchers. The explanation of the theories present as follows.

A. Speaking Skill

1. Definition of speaking Skill

Language is primarily an instrument of communication among human being in a community. Language has functioned a bridge or a tool for communication. Speaking is one of the ways used by people to communicate with others. According to Bygate (1997), speaking is in many ways an undervalued skill. Perhaps this is because we can almost all speak, and so take the skill too much for granted. Speaking is, however, a skill which deserve attention every bit as much as literary skills, in both first and second languages. It is the skill by which they are most frequently judges, and though which they my make or lose friends. It is the vehicle part excellence social ranking, of social solidarity, and of professional advancement and of business. It is also a medium through which much language is learn, and which for many is particularly conductive for learning.

Besides, New Webster Dictionary (1994) states that speaking is an act to express one's ideas, feelings, purpose and though orally. It is also called oral communication. Speaking as communicate actively has a kind of scope or area that skill can apply. Speaking needs the performance, expression, intonation, stressing, pronunciation, grammar, and confidence to explore the idea or opinion, speaking is a complex skill because at least it is concerned with components of pronunciation, grammar, vocabulary and fluency (Syakur: 1987)

B. Teaching Speaking

1. The notion of Teaching Speaking

What is meant by “teaching speaking” is to teach ESL Learners to produce the English speech sounds patterns, to use word and sentence stress, intonation patterns and the rhythm of the second language, to select appropriate words and sentences according to the proper social setting, audience, situation and subject matter, to organize their thoughts in a meaningful and logical sequence, language as a means of expressing values and judgements, and to use language quickly and confidently with few unnatural pauses which is called as fluency (Nunan in Kayi: 2003).

However, today's world requires that goal of teaching speaking should improve students' communicative skill because students can express themselves and learn how to use a language.

The goal of teaching speaking skills is to communicate efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary and to observe the social and cultural rules that apply in each communication situation.

Therefore, in teaching speaking, the teacher should monitor students' speech production to determine what skill and knowledge they already have got and what areas need development. The teacher should help students to develop their knowledge by providing authentic practice that prepares students for real-life communication situations. The teacher also helps students develop the ability to produce grammatically correct, logically connected sentences that are appropriate to specific context, and to do so using acceptable (that is, comprehensible) pronunciation.

2. The Teacher Roles in the Classroom

An oral lesson which aims to teach new structures or functions is often divided into three stages, commonly known as the presentation stage, the practice or accuracy practice stage, and the

production, freer or fluency practice stage (Spratt, 1989). Besides, according to Byrne (1997) the role of language teachers in the classroom also have specific roles at three different stages and the purposes of those stages were explained by Read (1989), as follows:

a. The presentation stage

In this stage, the teachers introduce something new to be learned. The purposes of this stage are to give students the opportunity to realize the usefulness and relevance of new language item, to present the meaning and form, and to check the understanding. The activities are build up of appropriate situational and linguistic context for new language, listening to and repetition of model sentences.

b. The practice stage

In this stage, the teachers give them opportunities to work on their own. The purposes of practice stage are to provide maximum practice within controlled, but realistic and contextualized frameworks, and to build confidence in using new language. The activities are drills (choral and individual), 2, 3, 4 line dialogues, information and opinion gap etc.

c. The production stage

In this stage, the teachers give them opportunities to work on their own. The purposes of this stage are to provide the opportunity for students to use new language in freer, more creative ways, to check how much has really been learnt, to integrate new language with old, to practice dealing with the unpredictable, to motivate students and can be used for revision or diagnostic purposes. The activities are games, role plays, discourse chain, discussion, information and opinion gap, pair work group work, etc.

C. Dialogue

1. The Notion of Dialogue

Communication is two-way process: what A says helps to share B's replay, which in turn influences A's answer and so on. But, A, however accurately he may think he can predict what B will say, never knows for sure what exactly will be said. Often big jumps are made which could in no way have been predicted. Traditionally, dialogue practice was provided in such a way that students A and B were fully aware of what each would say before the dialogue began (Matthews and Read, 1998)

The Oxford English dictionary defines dialogue as "The conversation written for and spoken by actor "on a stage" or "a

conversation carried on between two or more person”. It is a verbal exchange of ideas between people and such fits the standard vision of how dialogue would function in the classroom. Dialogues are a very useful teaching technique once an initial set of vocabulary is understood. The purpose of using dialogue is to present a situation of real thing.

By using role playing dialogues, the students come to own the language-to internalize the phrases used to they become a part of their repertoire of English. According to Stevick (1994), dialogue is a sample of how the language is used as the strategy to “over learns” the dialogue. “overlearning” means not merely memorizing; it means memorizing so thoroughly that one is able to recite the whole very rapidly almost without thinking about it. In later steps, the learner the learner examines selected points of grammar that are illustrated in the dialogue, goes through a series of drill on these points and finally uses the new material in genuine or simulated communication.

Winston (2011) states that dialogue is concentrated conversation among equals and offers helpful ways to work together cooperatively, encourages mutual understanding between diverse perspectives, and leads to stable, resilient outcomes. Besides, Woods (2002) also states that dialogue present spoken language within a context and are thus typically longer than drills.

However. Those used for oral practice should be short so students remember them.

3. The Criteria of Good Dialogues

In teaching the target language dialogue plays an important role. Almost any language class begins with dialogue. The following considerations are necessary to construct a good dialogue (Setiady, 2007)n

- a. The dialogue should be short
- b. The dialogue should have not more than the roles
- c. He dialogue should contain repetition of new grammar
- d. The context should be interesting for the language learners
- e. Previous vocabulary and grammar should be included in the dialogue

D. Dialogue in Language Learning

Learning to use a language freely is lengthy and effortful process. When selecting learning activities, the teacher must always remember that the goal is to make students to be able to interact freely with others; to understand what others wish to communicate in the broadest sense, and to be able to convey to

others what they themselves wish to share. To do this effectively, however, the students must understand how the English language works and be able to make the interrelated changes for which the system of the language provides mechanism.

Linguistic aspects of spoken language with which students need to be familiar in their communication and various types of bridging activities are by using many kinds of dialogues. The topic of the situation give function to alert students to the possibilities of learner-centered classes in which the curriculum is drawn directly from students' own lives. It emphasizes the importance of teachers both structuring classes in which students' experiences can be heard and actively listening to and engaging in dialogue with their students. (Rivers and Temperley, 1978)

2. Learning English in the Secondary School

Broadly, English is likely to be taught in three types of situation at secondary level. The teacher may be dealing with a class of students who are learning English solely because the school system demands it, with anything between one and five periods a week to contend with, and very little strong motivation. Alternatively, students may be quite strongly motivated in a foreign language situation, perhaps because they see themselves as specialists in English, or because they anticipate having to use it for university level work, or because there is an obvious role for

English to play in the community outside school. Usually with classes of this kind the teacher has quite a number of periods, between three and eight, say, to use every week. Finally, there is the situation in which English is a medium for all or part of the instruction in the school. In circumstances like this the teacher is obviously able to develop more advanced work than in the other two situations. In classroom management and organization the same principles apply to all three types of situation, but the appropriate goals for each course will vary according to its type. (Zacharias: 2003)

3. Learning Through Dialogue

What do we mean by dialogue? How do we learn through dialogue? In this unit, we hope to define this term and consider why it is so important for children's learning and your teaching. 'Talk in learning is not a one-way linear communication but a reciprocal process in which ideas are bounced back and forth and on that basis take children's thinking forward' (Alexander 2004: 48). In dialogue, ideas are bounced back and forth, participants are equal partners striving to reach an agreed outcome and trying out and developing what Mercer has described as the joint construction of knowledge or becoming involved in a process of 'inter thinking' (Mercer 2000). You can do this in dialogue with your pupils; pupils can do it with each other in a process of 'joint enquiry' (Barnes and Todd 1995). In order to create a dialogic repertoire in the classroom, 'It is not sufficient..., to repeat or reformulate a pupil's contribution: what is

said needs actually to be reflected upon, discussed, even argued about, and the dialogic element lies partly in getting pupils themselves to do this' (Alexander 2004: 20).

Teaching through dialogue enables teachers and pupils to share and build on ideas in sustained talk. When teaching through dialogue, teachers encourage children to listen to each other, share ideas and consider alternatives; build on their own and others' ideas to develop coherent thinking; express their views fully and help each other to reach common understandings. Teaching through dialogue can take place when a teacher talks with an individual pupil, or two pupils are talking together, or when the whole class is joining in discussion.

Dialogic Talk – Promoting Extended Talk and Thinking

The lack of extended talk and opportunity to articulate ideas has a limiting effect on children's thinking skills which has been recognized as a problem that needs to be tackled. The research carried out by Robin Alexander has had considerable impact on print and video materials for the classroom. This material has a new focus: the relationship between speaking and listening and children's learning. Rather than a teacher's questions eliciting brief responses from pupils, we see that dialogic talk is a type of interaction where teachers and pupils make substantial and significant contributions.

If we think of dialogue as a vehicle for a process of joint inquiry through which learners construct meaning, then questions and answers are vital. In dialogic talk the questions asked by children are as important as the questions asked by the teacher, as are the answers given. You are not using questions solely for the purpose of testing pupils' knowledge but also to enable them to reflect, develop and extend their thinking. And when you have asked questions you need to pay attention to the children's answers: 'there's little point in framing a well conceived question and giving children ample "wait time" to answer it, if we fail to engage with the answer they give and hence with the understanding or misunderstanding which that answer reveals' (Alexander 2004: 19).

You can use questioning to lead children through a line of reasoning by responding to their answers. This may mean spending rather longer on individual children's responses while you help them to explore their understanding. In a whole class setting this may mean fewer children making an oral contribution but it gives you a chance to model the types of language that children should be using to solve problems, test evidence, analyze ideas and explore values. Carol Smith expands these ideas and gives further ideas about ways in which you can think about your questioning. She suggests that when teachers speak to children about their work, asking questions is the most commonly used strategy to assess their learning and progress, but that should not be the sole objective. If these questions are 'kept open', they can lead into other areas of discussion and

further questions, positively encouraging further thinking. She feels that, the best way to support children in developing their ability to respond to open or semi-open questions is to encourage them to prepare their own questions either for the plenary in the literacy hour or for other groups to respond to in guided/independent times. (Smith 2005)

In order to develop dialogic talk in the classroom, to make learning through speaking and listening more effective, she recommends that we should give children more time to think before expecting a response: We often expect an immediate answer from children, asking 'reliable' children with their hands up. The quality of response will always be better if time is given for individual thought to a whole range of questions. The use of 'talk partners' in both literacy and numeracy can give children an opportunity to think answers through, sometimes with the aid of a 'white board.' By allowing children plenty of time at first, to think their answers through, you might find they need much less time, as their experience deepens, to discuss and arrive at their answer. (Smith 2005) She also develops the use of 'talk partners'. Ideas can be shared first with a partner, a teaching assistant or small group; after a little more time, the quieter child will feel able to speak in front of the whole class. Review times during a teaching session help everyone to clarify their thoughts and ideas and frequently spur on those children having difficulty with self-motivation. (Smith 2005)

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4. Review of Previous Study

First, the research conducted by Dewi (2011). Her reasons of conducting this research were, first, it is related to the students' low motivation to speak English. Some of them are too shy to express their idea in English, feel worry if their friends will laugh at them and feel worry if they make any mistakes. Second, the students' capability in mastering grammar, vocabulary, incorrect grammar and bad pronunciation. Third, the speaking material in which the teacher has to translate all the sentences first before explaining what kind of expression it is. Fourth, it is dealing with the teaching approach in which the teacher dominates the teaching process using Bahasa Indonesia, so it can not increase their ability to speak fluently. Besides, the teacher rarely uses instruments to support teaching material such as picture show, role play, game or simulation so that the students feel bored when they are taught English speaking.

Finally, the researcher found the innovative teaching strategy, that is, Dialogue. Under some considerations that dialogue is a good way to get students to practice saying target language without any hesitation and within a variety of context (Ur: 1996), dialogues are popular activities in ESL textbook for a number of linguistic as well as cultural reasons. It is one of the materials that can support communicative competence in language teaching classes. Besides, dialogue is a part of language which is very important in learning language. Everything in dialogue is meaningful and relevant to the situation of the students' everyday life.

Findings prove that dialogue is an effective approach in teaching speaking to improve the students' speaking skill. The research findings include: (1) dialogue can improve the students' speaking skill in term of: (a) improving the students' accuracy, (b) improving the students' fluency in speaking, (c) improving the students' vocabulary, (2) dialogue can improve the teaching learning process, in terms of: (a) improving the classroom atmosphere, (b) improving the students' involvement, (c) improving the students' self-confidence, (d) improving the students' ability in solving the problems, and (e) improving the students' motivation and interest.

Second, the research conducted by Rahmawati (2004), which the background of research was at the Muhammadiyah University Tangerang a lot of students give little attention to the speaking lesson, and even most of them do not want to attend the class or do assignments. It seems that they get bored with the class situations and the lecture's presentations. The student's capability in speaking still lacks, because the students do not have habits in expressing English in the classroom.

Besides, English lecture in Muhammadiyah University Tangerang seldom uses dialogue and prose passage as a means of teaching speaking, because they only focused on reading skills. So the first year students at Muhammadiyah University Tangerang are rarely given oral communication exercises. Most of them always speak Indonesian although they cannot say or understand the true meaning and say them in English.

This might be due to the reconstruction process that occurs at the time they use dialogue or prose passage in the real communication. That is why they cannot communicate each other very well.

Results of the reeseach indicated that dialogue is effective for teaching speaking. Dialogue feedback was developed that has the potential to increase cognitive learning, improve the quality of students speaking ability, and increase the consistency in speaking. Besides, based on the result of the test (quantitative), students had the tendencies to speak English more easily using dialogue.

In her research, she also stated that dialogue helped students to have rule retention, and worked effectively to teach dialogue. This research finding was in line with the finding of Melissa (2004) EFL students, especially in Indonesian setting, lack exposure to English. In this situation, a dialogue can be an effective way to teach speaking because the learners need to know the basic concept underlying dialogue. Dialogue is “the mode aimed for within learning groups, where it is clear that the purpose of communication is assisting people in their learning”. Dialogue is useful mode in the context of coaching or mentoring.

Third, the research that was conducted by Azizah (2013). The background of her research was most of the Indonesian students face difficulties in speaking. Speaking has a very important role in learning English. Speaking is needed to communicate their own experience to each

other. To communicate foreign language need more and more experience such as talk with each other using dialogue. In this thesis the writer wants to give applying the dialogue as one of the way to improving students speaking skill.

Results showed that the use of dialogue is effective to improve students' speaking skill on second grade of SMP Negeri 2 Salam Magelang in the academic year of 2012/2013. It can be seen that the mean score of post-test was higher than pre-test. The mean of pre-test is 68.25 and the mean of post-test is 77.85. In addition, the result of t-test was 8.86.

By looking backward to preceding finding, this present research has difference in the research design, it used Action Research. So, if the first previous research tried to know the extent of the improvement of students' speaking skill through dialogue activities and to identify when the dialogues are implemented in the speaking class, but in this present research tries to investigate the native English speaking teacher's technique in teaching speaking and to elaborate the implementation of the teaching speaking technique used by native English speaking teacher.

From the second previous research, this present research is different from those in three cases: the aspect of being search, the subject of the research and the research design. This previous research investigated whether there is an effect of the use of dialogue on the students' speaking ability then, whether there is an effect of the use of

prose passage on the students' speaking ability and to whether the use of teaching speaking through dialogue is more effective than the use of teaching speaking through prose passage which used quantitative research design and the subject is students university.

In the other hand, the present research investigated the native English speaking teacher's technique in teaching speaking and elaborated the implementation of the teaching speaking technique used by native English speaking teacher which the research design used was Descriptive Qualitative Design and the subjects are Native English Speaking Teacher and Junior High School students.

The third previous research is also different from this present research in term of the aspect of being search and the research design. The third previous tried to find out whether dialogue is effective or not to improve students' speaking skill which used quantitative descriptive research design. While this present research investigated the native English speaking teacher's technique in teaching speaking and elaborated the implementation of the teaching speaking technique used by native English speaking teacher which used Descriptive Qualitative as the research design.