

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the result of reviewing some theories that are relevant to the topic of the study. These reviews are expected to serve important background information to support the study and the discussion of findings. The literature review consists of speaking and Numbered Heads Together technique (NHT).

A. Speaking

a. Definition of speaking

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown *et al*, 1997). According to this definition, speaking is aiming at exchanging meanings. To achieve the aim, people use their articulators to produce language so that they could express meanings to others. In addition, they also make use of nonlinguistic symbols such as facial expressions and body language in order to make the meanings more clear. Speaking is a two-way process between producing language and receipting it. Byrne (1997:8) states that speaking is a two-way process between speakers and listeners and it involves the productive skills of language and the receptive skills of understanding. This is in line with Widdowson (1996:59) who says that the skill of speaking involves both receptive and productive participation. Receptive aspect of speaking is the skill which is conventionally referred to as “Listening”. While productive aspect of speaking

referred to as “saying”. It can be said that speaking has a productive part when one participant in an interaction assumes the active role of speaker.

b. The basic types of speaking

Brown, (1994, 141- 142) cites types of speaking such as; imitative, intensive, responsive, interactive, extensive. The first type is imitative. At one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence while this is a purely phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of language may be included in the criterion performance.

The second is intensive. It is frequently employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships (such as prosodic elements, intonation, stress, rhythm, juncture

The third is responsive. It include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple request and comments, and the like. The stimulus is almost always a spoken prompt (in order to preserve authenticity), with perhaps only one or two follow-up questions.

The next is interactive. The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and or multiple participants, interaction can take the two forms of transactional language.

The last is extensive (monologue). Extensive oral production tasks include speeches, oral presentations, and storytelling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether. Language style is frequently more deliberative (planning is involved) and formal for extensive tasks, but we cannot rule out certain informal monologues such as casually delivered speech.

c. The Components of Speaking

The way of conveying speaking beside uses mind, there are three kinds of components in speaking like vocabulary, grammar and pronunciation.

a. Vocabulary.

Hornby (1995:1331) states vocabulary is the total number of words in a language. Vocabulary is the list of words; it means that all words can be classified into vocabulary e.g.: noun, adverb, adjective, and etc. Vocabulary helps to learn the four basic skills of English, they are reading, speaking, writing, and listening. Without having large vocabulary, the people will be impossible to easy to study it. And without having many vocabularies it is impossible to make sentences in communication and express their feelings. In communication through language, vocabulary holds the most important role.

b. Grammar.

Joyce and Burns (1999:03) state that grammar can be taken from two definitions. The first definition is from Masquarie Dictionary. It is focus on

grammar as a system, while the second definition that is from Longman definition. It is focus on the idea of grammar as a rule. He only states that grammar is essentially about the systems and patterns we used to select and combine the words. In order to communicate people must share a common system which is why people who speak different languages cannot understand one another- they are using different system, grammar is one of the essential systems, so, it means that people must know about grammar in order to use the language appropriately in social context.

c. Pronunciation.

Kenyon (1969:3), states that “a remarkable aspect of our readiness to criticize pronunciation is the fact, which becomes overwhelmingly obvious to even the beginner in phonetics that we do not know what sounds we ourselves actually pronounce, until we have attained some elementary knowledge of phonetics”. In addition, Johnson (2001:16) states that pronunciation comes a surprise to many there are definite ‘rules’ which given govern how we pronounce our native language. Pronunciation ability depends on the similarity between individual sounds and supra segmental like stress and tone in the first language and second languages, the ways in which these sounds combine with each other, called ‘phonotactic’ grammatically and the relationship between the spelling and sound system.

Nowadays, all around the world, also students of all ages are learning to speak English. They realize that they require mastering in speaking skills as a target language even speaking English is not easy. In speaking English, the learners

have to take rehearsal with the components of speaking, too, such from the explanation above, vocabulary, grammar and pronunciation. Bayle (2005:2) defines “speaking is an interactive process of constructive meaning that involve producing and receiving and processing information. It is spontaneous, open-ended, and involving, but it is not completely unpredictable.”

As stated above, in the process of expressing utterances, people use their mind to think and produce something in their brains, and then they deliver it. Of course when people talk each other, they produce and receive some utterances to get information. After getting information that be hoped, their mind process it again and again and deliver it. That is all the cycles of sequences speaking.

d. Functions of speaking

Numerous attempts have been made to classify the functions of speaking in human interaction. Brown and Yule (1983:09) made a useful distinction between the interactional functions of speaking, in which it serves to establish and maintain social relations, and the transactional functions, which focus on the exchange of information. There are three-part version of Brown and Yule’s framework (after Jones, 1996, and Burns, 1998); *talk as interaction; talk as transaction; talk as performance*. Each of these speech activities is quite distinct in terms of form and function and requires different teaching approaches.

Talk as interaction refers to what we normally mean by “conversation” and describes interaction that serves a primarily social function. When people meet, they exchange greetings, engage in small talk, recount recent experiences, and so on because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speakers and how they wish to present themselves to each other than on the message. It usually occurs on casual or more formal situation.

Thus, talk as transaction refers to situations where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially with each other.

The third type is talk as performance. It can usefully be distinguished has been called talk as performance. This refers to public talk, that is, talk that transmits information before an audience, such as classroom presentations, public announcements, and speeches.

Teaching speaking is a very important part of second language learning. The ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life. Therefore, it is essential that language teachers’ pay great attention to teaching speaking. Rather than leading students to pure memorization, providing a rich environment where meaningful communication takes place is desired. With this aim, various speaking activities such as those listed above can contribute a great deal to students in developing basic interactive skills necessary for life.

These activities make students more active in the learning process and at the same time make their learning more meaningful and fun for them. Speaking or oral communication is typified as an activity involving two or more people in whom the participants are both and speaker having to react to have what they hear and make their contributions at high speed. Each participant has an intentions or sets of intentions goal that the wants to achieve in the interactions.

e. Difficulties in speaking English

Zhang (2009:93) argued that speaking remains the most difficult skill to master for the majority of English learners, and they are still incompetent in communicating orally in English. According to Ur (1996:121), there are many factors that cause difficulty in speaking, and they are as follows:

1. Inhibition. Students are worried about making mistakes, fearful of criticism, or simply shy.
2. Nothing to say. Students have no motive to express themselves.
3. Low or uneven participation. Only one participant can talk at a time because of large classes and the tendency of some learners to dominate, while others speak very little or not at all.
4. Mother-tongue use. Learners who share the same mother tongue tend to use it because it is easier and because learners feel less exposed if they are speaking their mother tongue.

f. Teaching speaking in Junior High School

Teaching speaking in Junior High School should be based on standard of competence and basic competency as stated in the standard of graduate competency. Mulyasa (2008: 109) asserts that related to the school-based curriculum, National Education Department has prepared standard of competence and basic competency for every subject, which is used as a guide for the teachers in developing the school-based curriculum in every school.

Table 2.1 The Standard competence and Basic Competence of VIII grade of Junior High School in second semester for speaking skill

Standard competence	Basic competence
1.Reveal meaning in transactional and interpersonal conversations.	1.1 reveal meaning in oral functional text and simple short monolog to interact with surrounding environment in the form of asking, giving, refusing help, asking, giving, refusing thing, asking, giving and refusing information, asking, giving, and refusing opinion 1.2 reveal meaning in oral functional text and simple short monolog to interact with surrounding environment in the form Asking, giving agreement, response statement, giving attention to speaker, beginning conversation and end the conversation
2. Reveal meaning in oral functional text and simple short monolog in the form of recount text and narrative text to interact with surrounding environment	2.1 Reveal the meaning in simple monolog by using variety oral language accurately, fluently, and appropriately to interact with the surrounding environment 2.2 Reveal the meaning in simple monolog by using variety oral language accurately, fluently, and appropriately to interact with the surrounding environment in the form of recount text

Based on standard competence above it can be seen that there are some points which students should learn that is reveal meaning in transactional and interpersonal conversation and reveal meaning in functional short monolog. According to Nunan, (2003:56) transactional speech involves communicating to get something done, including the exchange of goods and or services. Then, interpersonal communication is the process that used to communicate our ideas, thoughts, and feelings to another person. Interpersonal communication skills are learned behaviors that can be improved though knowledge, practice, feedback, and reflection.

In addition, teaching and learning English in Junior high school level must be reaching at literacy level. Literacy level is one of theoretical and practice consideration in application of KTSP (School Based Curriculum). In other word literacy level is used as attainment priority at stage of education. Depdiknas in wells (1987) determine 4 types of literacy; performative, functional, informational, and epistemic. In perfomative level, students are hoped will be able to read, write, and speak by using symbols which is used. In functional level, the students are hoped will be able to use language to fulfill their daily need such as read newsletter. In level informational, students are hoped to access knowledge by using their language ability. Then, in level epistemic the students are hoped will be able to transform knowledge by using English. In junior High school level the teaching and learning English is targeted to reach functional level in which students learn language as communication tool. It is line with teaching and learning purposes in junior high school that is develop communication

competence in the form of written or oral in order to achieve literacy level of functional. Therefore, it is clear that teaching speaking in junior high school should be able to reach interpersonal, transactional, and functional function in which students can use language as communication tool in their daily life.

g. Guidance for Teachers in Teaching Speaking

Here is some guidance for English language teachers while teaching oral language:

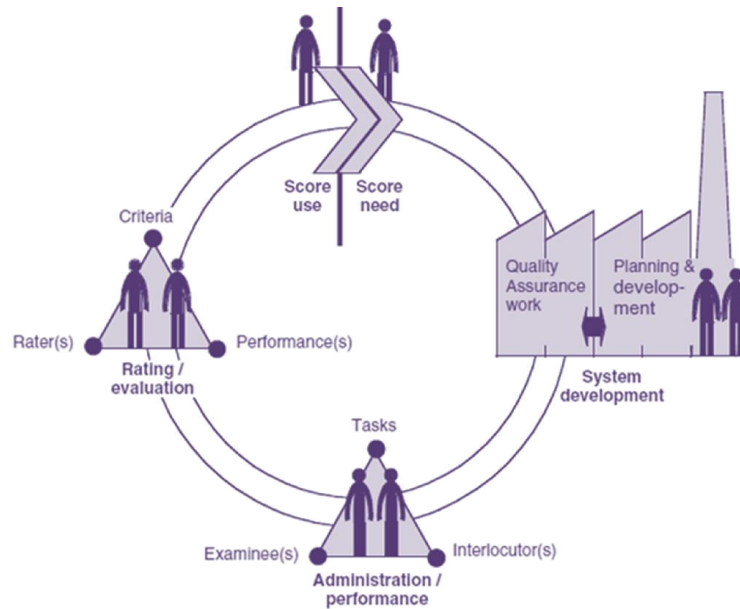
- a. Provide maximum opportunity to students to speak the target language by providing a rich environment that contains collaborative work, authentic materials and tasks, and shared knowledge.
- b. Try to involve each student in every speaking activity; for this aim, practice different ways of student 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.

h. Assessing Speaking

Speaking skills are an important part of the curriculum in language teaching, and this makes them an important object of assessment as well. Assessing speaking is challenging, however, because there are so many factors that influence our impression of how well someone can speak a language, and because we expect test scores to be accurate, just and appropriate for our purpose. This is a high demand, and in different contexts teachers and testers have tried to achieve all this through a range of different procedures. Assessing speaking is a process with many stages. At each stage, people act and interact to produce something for the next stage. While the assessment developers are the key players in the speaking assessment cycle, the examinees, interlocutors, raters and score users also have a role to play in the activities.

Figure. 1 The Cycles of Assessing Speaking



As can be seen in Figure 1, there are some cycle's activities of assessing speaking that teacher should do. The first cycle is about system development. It consist of planning and development stage during which, in a shorter or longer process, the developers define exactly what it is that needs to be assessed, and then develop, try out and revise tasks, rating criteria and administration procedures that implement this intention. The teacher or researcher should also set up quality assurance procedures to help them monitor everything that happens in the assessment cycle.

Quality assurance work extends over the whole assessment cycle. The main qualities that the developers need to work on are construct validity and reliability. Construct is a technical term we use for the thing we are trying to assess. In

speaking assessments, the construct refers to the particular kind of speaking that is assessed in the test. Work on construct validity means ensuring that the right thing is being assessed, and it is the most important quality in all assessments. Validation work covers the processes and products of all the stages in the speaking assessment cycle. They are evaluated against the definition of the speaking skills that the developers intended to assess. Reliability means making sure that the test gives consistent and dependable results.

The cycle continues with two interactive processes that are needed for 'doing' speaking assessment. The first is the test administration/test performance process, where the participants interact with each other and/or with the examiner(s) to show a sample of their speaking skills. This is often recorded on audio- or videotape. The next process is rating/evaluation, where raters apply the rating criteria to the test performances. This produces the scores, which should satisfy the need that was identified when the test development first started. At the end of the cycle, if the need still exists and there is a new group of examinees waiting to be assessed, the cycle can be started again. If information from the previous round indicates some need for revision, this has to be done, but if not the next step is administering a new round of tests.

B. Numbered Heads Together technique (NHT)

a. Definition of Numbered Heads Together (NHT) technique

Numbered Head Together strategy is a cooperative learning strategy that makes the students get involve in speaking process based on the number given by the teacher. It is a structured activity where students are organized into collaborative groups and number (for example, student number 1, student number 2, student number 3 and student number 4.) It is a simple structure with a short time frame and can be use at any point in a learning experience.

According to David et al in Erly (2001: 9) Numbered Heads define this strategy as group discussion to improve students' learning process, so that they can understand the content of material. Moreover, Kielven (2001 : 13) stated that Numbered Heads is one of simplest and useful of group strategy, means the teacher can use this strategy to make students active in learning process. Moreover, this strategy good to be used in the classroom, because the students can share new information to other groups, besides can make students creative in expressing their ideas. In addition, Peter (2011: 89) stated that Numbered Heads Strategy is a effective strategy to increase the concept of accountability because each student is aware of their responsibilities to the group and is given the opportunity to share within their group.

Based on three theories, according to David, Numbered Heads Strategy is a strategy in which teacher give number for each groups. It other word, it can help the teacher to easy call the students. In contrast Kielven mention Numbered Heads is one of simplest and useful of group in the class, because the students have the

number in the group. However, a different statement from Peter said that Number Heads is effective for reviews material and tutoring the students in speaking ability. So, the researcher concludes Numbered Heads is strategies the teacher use in the class with group to answer the question or complete the task given by teacher and to know the students' speaking ability. Then this way can support all class members to be active in the class.

b. Procedures of using (NHT) Numbered Heads Together technique

Kagan's Articles (2001) states, "Cooperative Learning Structures are methods of organizing the interaction of individuals in a classroom. Step-by-step procedures are used to present, practice, and review material. Some regulate interaction between pairs, some are best for teamwork, and others involve the entire class. Here are the procedures of Numbered Heads Together.

- a. Divide the students into groups of four and give each one a number from one to four.
- b. Pose a question or a problem to the class.
- c. Have students gather to think about the question or problem and to make sure everyone in their group understands and can give an answer.
- d. Ask the question or give a problem and call out a number randomly
- e. The students with that number raise their hands, and when called on, the student answers for his or her team.

c. The advantages of using Numbered Heads Together technique (NHT)

Any strategies that are used by the teacher in teaching learning process give purposes to the teacher and students. According to Peter (2011 : 89), advantages of Numbered Heads is to implement in a teachers classroom management and it can be used effectively in learning activity. Furthermore Ryan (2005) says that Number Heads Together provides the teacher with an opportunity to directly engage a large number of students at the one time. These activities make the students easy to speak. In summary, Numbered Heads strategy can improve students in learning process, and make students active in the classroom. This technique also makes good discussion in class. In addition, other advantages of Numbered head Together (NHT) as follows:

1. Positive interdependence

The students are able to learn from each other. They must also work together to ensure there is one product to their learning. They must check that everyone can understand and answer the question.

2. Individual accountability

Students are accountable to each other for sharing ideas. The students may also be required to share their partner's ideas to another pair or whole group. Every student must be able to give the group response the question.

3. Equal participation

Each student within the group has an equal opportunity to share. It is possible that one student may try to dominate. The teacher can check this does not happen.

4. Simultaneous interaction

High degrees of interaction at any one moment all of the students will be actively engaged in purposeful speaking and listening.

5. Multilevel

This kind learning can be used in any kinds of level, but of course it has to be adjusted with the material given

d. Previous Study

There are some studies about Number Heads Together Technique employed in speaking that are conducted by previous researchers. The first research was conducted by Angraeni (2013) entitled “The Application of Numbered Heads Together in Teaching Speaking to the Ninth Grade Students of SMPN 3 Gunung Jati”. In this research the researcher employed quasi-experimental research design with two groups; one group is 9 E class as control group and another group is 9 F class as experimental group. The result of this study showed that there was a significant difference of students speaking score in pretest and posttest. The average score that students got in pre-test was 46.67 ($1400: 30 = 46.67$) while the average score students got in post-test was 87 ($2610: 30 = 87$). From the result of the statistics calculation, it proved that the t account was 12.12 and t table was 2.00 at the significant level 0.05 with the degree of freedom (df) 28. It means that H1 was accepted since t account is higher than t table ($12.12 > 2.00$).

Another research entitled “The Effectiveness of Numbered Heads Together (NHT) Toward Speaking Ability of The Students at the First Year of Senior High School Selatpanjang Kepulauan Meranti Regency” was conducted by Sasli Afandi (2014). The study belonged to quasi-experimental research; X1 class as experiment class and X2 class as control class. The research finding showed that Number Heads Together technique was effective in teaching speaking. It can be proven from the result of data computation in which $T_{\text{arithmetic}} = 2.005$ and $T_{\text{table}} = 1.67$. It means $T_{\text{arithmetic}} > T_{\text{table}}$, so that the first hypothesis (H_a) is accepted.

The studies above proved that Number Heads together have gained success in teaching speaking. The studies above used same research design that was quasi-experimental. The present study was different from the two previous ones in terms of design, setting of the study and level of students. The previous studies belonged to quasi-experimental while the present study belonged to pre-experimental study. Moreover, the previous studies were employed at the third grade students of SMPN 3 Gunung Jati and first grade students of Senior High School Selatpanjang, while the present study were employed at second grade students of MTs Negeri Ngantru.

In the other hand, the researcher has done a little modification from the original NHT in order to make it appropriate with the material that is descriptive text. If the third stage basically is giving questions, so the researcher gives a topic to the students. Here, the researcher makes three topics so the students can choose which topic that makes them interested and easy to

discuss. If at the fourth stage basically to give the time to think the answers of the questions, here the researcher changes with asking the students to discuss the topic which was given by the researcher to their friends. After that, at the stage 5 and 6 is almost the same. But at the stage 5 the researcher gives a little modification where before giving the questions, the researcher asks the students to explain what have they discussed with their friends. After that the researcher gives the questions.