

CHAPTER II

REVIEW OF THE RELATED THEORIES

This chapter presents the review of related literature. It covers definition of speaking, characteristics of speaking as a language skill, function of speaking, principles of teaching speaking, speaking assessment, technique of teaching speaking, definition of narrative text, social purpose of narrative text, generic structure of narrative text, linguistic features of narrative text, kinds of narrative text, cross talk, the definition of cross talk, the description of cross talk, teaching speaking through cross talk and the advantages of cross talk.

A. Speaking

We know that speaking is one of ability that must be mastered by the students. We can express our ideas by using speaking. However, in teaching speaking process, the students too shy and afraid to speak English in the class. The students also difficult to make a good sentence in English because they have less vocabulary mastery that's why they cannot express their idea. In this speaking section consists of definition of speaking, characteristics of speaking as a language skill, function of speaking, principles of teaching speaking, and speaking assessment.

Speaking is one of the four major language skills. Those are reading, listening, writing and speaking itself. Furthermore, speaking is one of the central

elements of communication. According to Carter and Nunan (2001:16) speaking is physically situated face to face interaction, usually speakers can see each other and so can refer to the physical context. There are five components are generally recognized in analysis of the speaking process that are grammar, vocabulary, comprehension, fluency, and pronunciation. Teaching speaking should improve the students' communicative skill because students can express themselves and learn how to use a language. Jones (2009:12) comments: in speaking we tend to be getting something done, exploring ideas, working out some aspect of the world, or simply being together.

From the description above it can be conduct that teachers should know most of criteria in order to be successful in setting the good material and facilitate the students learning.

a. Characteristics of Speaking as a Language Skill

Speaking as a language skill is important in communication. According to Jones (2009 :16) stated that as the result through speaking activity, the speaker of a language could communicate interactively with each other, understand others, and make a good social relationships among others. Related to the importance of speaking skill, Finocchiaro (2013:15) stated that spoken language is considered primary in the teaching of a foreign language. In the fact, the students will learn spoken language before getting written language.

The main objectives of teaching speaking skills is to make the students able to express various kind of meaning in spoken words for the purpose of

communications and other language function. To be specific, the students are supposed to demonstrate their ability in developing short conversation into more elaborated one, use different kinds of speech acts, and express different kinds of feelings. Truly, students need to have such as much chance as possible to practice at English classes.

According to Harmer (2013:129-131), there are some activities to conduct of conversation such as information gap activities, telling stories, favorite objects, meeting and greeting, surveys, famous people, students presentations, balloon debate, moral dilemmas. Some of speaking activities above can be managed as an individual task or group work support with use of introduction media.

b. Function of Speaking

According to Richards (2012:22-28), there are three functions of speaking. They are talk as interaction, talk as transaction, and talk as performance. Firstly talk as interaction refers to what we normally mean by “conversation” and describes interaction that serves a primarily social function. The focus is more on the speakers and how they wish to present themselves to each other than on the message. Some of the skills involved in using talk as interaction, that are: opening and closing conversation, choosing topics, making small talk, joking, recounting personal incidents and experiences, turn talking, using adjacency pairs, interrupting, reacting to others, and using an appropriate style of speaking. Secondly, 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. Some of the skills involved in using talk for transactions are: explaining a need or intention, describing something, asking questions, asking for clarification, confirming information, justifying an opinion, making suggestions, clarifying understanding, making comparisons, agreeing and disagreeing. The last function is talk as performance. This refers to public talk, it is talk that transmits information before an audience. Talk as performance tends to be in the form of monolog rather than dialog, often follows a recognizable format and it is closer to written language than conversational language. Some of the skills involved in using talk as performance are: using an appropriate format, presenting information in an appropriate sequence, maintaining audience engagement, using correct pronunciation and grammar, creating an effect on the audience, using appropriate vocabulary, and using an appropriate opening and closing.

So, it can be concluded the function of speaking is to communicate with other people. Then, speaking helps share and spread ideas and thoughts from one person to another.

c. Principles of Teaching Speaking

According to Chitavelu et al (2005:65-68), there are some principles of teaching speaking, such as: to take account of the student as a person, reduce anxiety by moving from easy to more difficult, maintain a careful balance between accuracy and fluency, provide a good model for students to imitate, provide appropriate stimuli for eliciting speech, vary interaction modes, give clear

instruction, monitor student activity, make sure you have made adequate preparation for your class, handle errors sensitively and effectively.

Based on the explanation above, the teacher should know the characteristic of the condition in the classroom to be successful in setting the good material and facilitate the students learning.

According to Brown (2007 : 275), there are seven principles for designing speaking technique, as follow :

- a) Use techniques that cover the spectrum of learners need

Teachers design the techniques to help students to perceive and use the building blocks of language.

- b) Provide intrinsically motivating techniques

Try at all time to appeal to students' ultimate goals and interests. Even in those techniques help them to see how the activity will benefit them.

- c) Encourage the use of authentic language in meaningful contexts

It takes energy and creativity to devise authentic contexts and meaningful interaction.

- d) Provide appropriate feedback and correction

Students are totally dependent on the teacher for useful linguistic feedback. Teacher also important to give correction on students' speaking.

- e) Capitalize on the natural link between speaking and listening

Many interactive techniques that involve speaking will also of course include listening. So, developing speaking skill is important to build listening skill.

- f) Give students opportunities to initiate oral communication

Building students' skill in speaking, teacher can ask questions, give directions, and provide informations. Then, students have been conditioned to speak up.

- g) Encourage the development of speaking strategies

Teachers must develop their own personal strategies for accomplishing oral communication purposes. It is very important.

Sevent principles above can apply in teaching speaking in the classroom and help students improving their speaking skill.

d. Speaking Assessment

According to Thornbury (2011:127-129), there are two main ways to assessing the learner's speaking ability such as holistic scoring is a single score on the basis of an overall impression. It has the advantage of being quicker, and it is probably adequate for informal testing of progress. And analytic scoring is a giving a separate score for different aspects of the task. It takes longer, but compels testers to take a variety of factors into account. Speaking assessment or scoring (Brown:2010:172-173) to evaluate the students' test.

No	Elements of Speaking	Score	Criteria
1	Grammar	1	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
		2	Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.

		3	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.
		4	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.
		5	Equivalent to that of an educated native speaker.
2	Vocabulary	1	Speaking vocabulary inadequate to express anything but the most elementary needs.
		2	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.
		3	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.
		4	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.
		5	Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.
3	Comprehension	1	Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech. Repetition, or paraphrase.
		2	Can get the gist of most conversations of non-technical subjects.
		3	Comprehension is quite complete at a normal rate of speech.
		4	Can understand any conversation within the range of his experience.
		5	Equivalent to that of an educated native speaker.
4	Fluency	1	No specific fluency description. Refer to other four language areas for implied level of fluency.

		2	Can handle with confidence but not with facility most social situation, including introductions and casual conversations about current events, as well as work, family, and autobiographical information.
		3	Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words.
		4	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.
		5	Has complete fluency in the language such that his speech is fully accepted by educated native speaker.
5	Pronunciation	1	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
		2	Accent is intelligible though often quite faulty.
		3	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.
		4	Errors in pronunciation are quite rare.
		5	Equivalent to and fully accepted native speakers.

Table 2.1 The classification of the score levels adapted from Douglas Brown(2010:172-173)

The researcher does not use the scoring guide above completely, but modifies it into the samples one can be seen below:

No	Elements of Speaking	Score	Criteria
1	Accuracy	1	Almost all sentence structure are in appropriate
		2	Some inappropriate sentence structure
		3	A little inappropriate sentence structure
		4	Appropriate sentence structure
2	Vocabulary	1	Very limited vocabulary use
		2	Fair vocabulary use
		3	Fair and appropriate vocabularies use

		4	Large and appropriate vocabularies use
3	Content	1	Hardly understanding interlocutor spoken
		2	Less understanding interlocutor spoken
		3	Fair understanding interlocutor spoken
		4	Understanding interlocutor speaking
4	Fluency	1	No utterance
		2	Speak unclearly
		3	Speak well enough
		4	Speak fluently, no significant pause
5	Pronunciation	1	Influent pronunciation
		2	Poor pronunciation
		3	Fair fluent pronunciation
		4	Fluent pronunciation

Table 2.2 The modified scoring rubric

e. Technique of Teaching Speaking

Technique is method of doing that need skills. Technique of teaching foreign language is defined by Anthony (2013:15) as something implementation that which actually take place in a classroom; it is particular tricks, strategy or contrivance used to accomplish an immediate objective. Technique must be consistence with method and therefore in harmony with an approach as well.

The goal of teaching speaking skills is communicative efficiency. Learners should be able to make them selves understand, using their current proficiency of the fullest. They should to 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. Anthony (2013:96) states :

A technique is implementation that which actually take place in classroom. It is a particular tricks, stratagem, or contrivance used to accomplish an immediate objective. Technique must be consistence with method and therefore in harmony

with an approach as well. Technique depend on composition of the class particular problems can be tackling actually successfully by the use of different technique.

In a balance activities approach, the teacher uses a variety of activities from these different categories of input and output. Learners at all proficiency levels, including beginners, benefit from this variety, it is more motivating and it is also more likely to result in effective language learning.

B. Narrative Text

According to Anderson (2003:2-3), texts consist of spoken and written word that have the purpose of conveying a message. The text types represent the most common ways in which language is structured to achieve a particular purpose. Writers and speakers use these structures in order to help the reader or listener understand this text.

a. Definition of Narrative Text

In Junior High School there are four kinds of text to study. They are descriptive, recount, narrative, report, and procedure. In this study the researcher uses text narrative to improve the students speaking ability in eighth year students. According to Anderson (2003:2-3) Narrative text is a text tells a story, in doing so, entertains the audience. In other words, narrative text is an account of a sequence of events, usually in chronological order. It is a text which retells the story or previous experiences.

b. Social Purpose of Narrative text

According to Grace (2007:154), the purpose of narrative text is to entertain the reader with a story that deals with complications or problematic events which lead to a crisis and in turn finds a resolution. In short sentence, purpose a narrative serves to entertain or inform reader by telling them a story.

c. Generic Structure of Narrative text

Narrative text always deals with some problems which lead to climax and then turn into a solution to the problem. There are many opinions of generic structure of narrative text. First, the generic structure of narrative text consists of orientation, complication, and resolution (Bima et al:2012:20). Moreover, Anderson (2003:3), also gave the similar explanation about the generic structure of narrative text, that are:

- a) Orientation in which the narrator tells the audience about who is in the story, when the story is taking place and where the action is happening.
- b) Complication that sets off a chain of events that influences what will happen in the story.
- c) Sequence of events where the characters react to the complication.
- d) Resolution in which the characters solve the problem created in the complication.
- e) Coda that provides a comment or moral based on what has been learned from the story (an optional step).

Third, the generic structure of narrative text are (Grace:2007:154) :

a) Orientation

sets the scene: where and when the story happened, introduces the participants of the story: who and what is involved in the story.

b) Complication

Tells the beginning of the problem which leads to the crisis (climax) of the main participants.

c) Resolution

The problem (the crisis) is resolved, either in a happy ending or in a sad (tragic) ending.

d) Re-orientation

This is a closing remark to the story and it is optional. It consists of a moral lesson, advice or teaching from the writer.

d. Linguistic Features of Narrative Text

The language features is selected for intensive study across more than one topic and text type based on course objectives. According to Anderson (2003:3), narratives usually include the following grammatical features:

a) Noun that identify the specific characters and places in the story.

b) Adjectives that provide accurate descriptions of the characters and settings.

c) Verbs that show the actions that occur in the story.

d) Time words that connect events, telling when they occurred.

e. Kinds of Narrative text

According to Bima et al (2012:21), there are many kinds of narrative texts, some of them are a myth, a legend, a fable, and a fairy tale. In this study the researcher uses fable text to improve the students speaking ability.

- a) Legend is a narrative of human actions that are perceived both by teller and listeners to take place within human history. Typically, a legend is a short, traditional and historicized narrative performed in a conversational mode.
- b) Fable is a short allegorical narrative making a moral point, traditionally by means of animal characters whose speak and act like human beings.
- c) Fairy tale typically features such folkloric characters as fairies, goblins, elves, trolls, dwarves, giants or gnomes, and usually magic or enchantments.
- d) Myth
 Myth is a traditional story which may describe the origin of world, a place, and/or of people. It is considered a true sacred story in the remote past.

C. Cross Talk

In teaching English, teacher should be creative and inovative about method and strategy. It is very important to help students interest and easier in learning English. One kind of method can be used in teaching speaking English is cross talk.

a. Definition of Cross Talk

Cross talk is one of method to improve speaking ability. It is an interesting technique to teaching and learning speaking in the class. Cross talk is a group

speaking activities. Group activities in both teaching and testing can be used to provide an opportunity for meaningful and active involvement. This technique can also be used to test oral communicative ability (Heaton, 1913:102-103).

Cross talk method consists of definition of cross talk, the description of cross talk, teaching speaking through cross talk, and the advantages of cross talk method.

One of the most common techniques for eliciting oral production is through visual picture, photographs, diagrams, and charts. Interesting methods to teaching speaking ability is Cross Talk. According to Underhill (2008:73), cross talk is the students read a set of text or series of short story and she/he re-telling each one of part of the story.

Cross talk allows learners to internalize important aspects of story beginning and endings, setting, characters, and plot lines. It provides practice in expressing ideas in thought units, using colorful and descriptive language, developing ideas in sequence, and choosing effective action words. It encourages learners to experiment with voice, tone, eye contact, gestures, and facial expressions. It also lets them practice techniques for holding audience attention.

b. The Description of Cross Talk

According to Underhill (2008 : 74) Cross Talk method is put into groups of about four students, sitting in circles. It is also a common group speaking activity which all the students speaking one by one. The researcher gives a set of

the story of narrative text, and then the researcher asks the students to read the text silently for few minutes. After that, the students are re-telling the parts of the stories to other friends in one group. Then, the students re-telling the full story use own words one by one in front of the class.

c. Teaching Speaking Through Cross Talk

When teaching speaking, teachers have to find many techniques to develop the learners' motivation. The teacher should be creative in teaching speaking. There are many techniques can be used to teach speaking, one of them is cross talk. It can be used to improve the students speaking skill, and to give them more experience in learning speaking, so they are able to learn speaking accurately and fluently.

In teaching speaking, the subject sample in this research, the writer is carrying out several activities using cross talk, Underhill (2008:75). Firstly, she prepares stories to be discussed. Secondly, she asks the students to make a group and to read the part of the text silently. Thirdly, she asks the students to re-telling part of the story to the other friends in one group. The last, the teacher calling on name randomly to re-telling about the full story use the own words in front of the class one by one. With this way, the students can understand about the content of the story faster.

d. The Advantages of Cross Talk

In the Underhill (2008:80) the advantages of cross talk are not as simple as

it looks like. The first advantage is to sharpen their imagination. Students will make their own visualization from any story they read. They will learn to create their own language to retelling story such as the situation and the characters of the certain story. Gradually, the visualization they make will be helpful to improve their creativity. The second advantage is giving effective media for students to learn moral values and ethics as well as stimulate them to have empathy. Those values are including honesty, modesty, solidarity, and hard work. They will easily learn these morality and important habits from the characters of the story. The third advantage is to grow their reading interest. Hearing a lot of stories is potential in growing their interest in reading books. They might start from any story books as their first reading material. Gradually, they will have interest to read other genres such as science, general issues, spiritual books or many others.

D. Achievement

Achievement is result of student activities that have been done in learning activities. Achievement is used to know the students' ability. Students achievement is a student doing well academically, obtaining life skills and giving to their community (www.yourdictionary.com). According to Marray – Ward (2009 : 2), students achievement is the outcome of education the extent to which a students, teacher or institution has achieved their educational goals Especially the English achievement is to know the students' ability in English. Oftenly, the end of students' activities at the school is to get achievement. Usually, achievement written in score from the result test.

Students achievement is commonly measured by examinations or continuous assessment but there is no general agreement on how it is best testing or which aspects are most important procedural knowledge such as skill or declarative knowledge such as facts. In this research, the researcher measure the students achievement in speaking ability.