

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURES**

This chapter the researcher presents the result of reviewing of some literatures related to the topic of the study, concerning speaking, describing picture and guided dialogue.

#### **1. Speaking**

##### **1.1 The Definition of Speaking**

Language is primary communication among human being in community. Language has the function as a tool for communication. Language also used to communicate with other. According to ( Bygate ,1997: 7) speaking is in many ways as undervalued skill. Speaking, however deserved attention as much as literary skill in both first and second language. To most people, mastering the art of speaking is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language (Nunan, 1999:39).

Speaking is primary situation in which learner have an opportunity to use the target language, namely English. Students or learners use the English for variety of different purposes within the lesson, including interacting with the teacher and with other learner and using language to negotiate and complete learning activities and assignment (Richard, 2000:193). Speaking is closely related with skill. According to Oxford

learner's Dictionary, skill is the ability to do something well. While, Business Dictionary says that is ability and capacity acquired through systematic, involving idea (cognitive skills), things (technical skill), and or people ( interpersonal skill). It is something requiring training to do well required training and experience to do well.

From the theory above it can be concluded that speaking skills is ability involving interactive process with include receptive and productive skill. It is productive skill because need organ to speak through oral language and receptive because it need listener to listen our speak.

## **1.2 The Component of Speaking Skill**

According to (Harmer, 2007: 343) speaking is a complex skill because at least it is concerned with component of grammar, vocabulary and pronunciation, fluency and comprehension. Speaking ha some important components, there are :

### **a. Grammar**

Leech (1982:4) states that grammar is a rules which describe how we use a language. The purpose of grammar is to correct way to gain expertise in language in oral written form. Therefore, grammar is needed for students to arrange a correct sentence conversation. According (Richard, 1999:161) Grammar is description of language and they way in which linguistic units

such as words and phrase are combined to produce sentences in the language.

b. Vocabulary

Rezikin (2007:5) states that a side grammar, the other component which is important is vocabulary. Vocabulary means the appropriate diction which is used in communication without having a sufficient vocabulary, one cannot communicate effectively or express their ideas in both oral and written form. Vocabulary is the number of words in language (Hornby, 1995:1331). It means that it cannot speak effectively if they lacked one of the word in language. One important thing to have an accurate speak is knowing about the meaning of the vocabulary. To get the accurate information at first must know about the vocabulary. Another when someone interact or to talk to another and have a good vocabulary so, between us will get the purpose of interaction.

c. Pronunciation

Pronunciation is the way for students' to produce clearer language when they speak. It deals with phonological process that refers to the components of a grammar made up of elements and principles that determine how sounds vary and pattern in a language. There are two feature of pronunciation; poenemes and supra segmental features. A speaker who constantly mispronounces

a range of phonemes can be extremely difficult for a speaker from another language community to understand (Gerald, 2000:11).

d. Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluently in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and “ums” or “ers”. These signs indicate that the speaker does not have to spend a lot of time searching for the language items needed to express the message (Brown, 1997:48). Based on Richards (1999:1441) the features which give speech the qualitative of being natural and normal, including native-like of pausing, rhythm, intonation, stress, rate of speaking and use of injection. Fluency according Richards means the rhythm and intonation when someone to speak in English. To get the received interaction from someone and to avoid many rubbish words when speaking, fluency is needed by someone to get clearly information.

e. Comprehension

Comprehension also is the one components of speaking. Hornby(2000:194) states that comprehension is the mind, act power of understanding exercise aimed in improving is testing ones. There are four component of speaking that must to attention by the students if they want to speak well. Adding from (Hornby,

1995:235) states Comprehension is the power of understanding. For oral communication one important aspect to know the what about the information, some people have to understand the content and all of topic in speaking.

### **1.3 Concept of Teaching Speaking**

According to Hornby (1995:37) teaching means giving the instruction to( a person give a person knowledge skill,etc). while, speaking means to make use of words in an ordinary voice. So, teaching speaking is giving instruction to a person in of words in an ordinary voice order to communicate. Tarigan (1990:3) states that speaking is a language skill that is developed in child life, which is preceded by listening skill and at that period speaking skill is learned. It means that speaking is the basic language. The goal of teaching speaking skill is to communicate efficiency. In teaching speaking there are some part that must be prepare by the teacher, they are as follow :

#### **a. Goals and Technique for Teaching Speaking**

The goal of teaching speaking skills is communicative efficiency, learners should be understood using their proficiency as the result. They should try avoid faulty in grammar, pronunciation ect. To help students in speaking teching the teacher can balanced with use activities approach that combines language input, structured output, and communicative output.

Language input. This approach come on from teacher talk, reading passage or listening activities or heard a thing that come on from out side. The students can get the materials that they can producing themselves.

Language input may be content oriented or form oriented as follow:

- *Content-oriented input* focuses on information, whether it is a simple weather report or an extended lecture on an academic topic. Content-oriented input include the learning strategies and their example.
- *Form-oriented input* focuses on ways of using the language; guidance from the teacher or another source on vocabulary, pronunciation, and grammar (linguistic competence); appropriate things to say in specific context (discourse competence); expectations for rate of speech, pause length, turn-taking, and other social aspect of language use (sociolinguistic competence); and explicit instruction in phrases to use to ask for clarification and repair miscommunication (strategic competence).

In teaching learning an instructor can balanced both of them content-oriented input and form oriented input. Using both of approach very important to used by students when they learn english speaking. It means that when they got presentation the amount of input that is actually provided in the target language depends on students' listening proficiency and also on the situation.

b. Strategies for Developing Speaking Skill

Students often think that ability to speak is a productive skill that needs some techniques and an instructor to teach them to speak well. Effective instructors teach students speaking strategies – using minimal responses, recognizing scripts, and using language to talk about language – which they can use to help themselves expand their knowledge of the language and their confidence in using it.

a. Minimal responses

Minimal responses for students who lack their confidence about their ability to speak, while others can do so and just they are left in silence. It can help them to motivate and build up their appropriate responses about what they are talking about. Minimal responses are to understand what they are said just give a simple response that suits the content of speaking. The minimal responses are about *doubt, agreement, satisfaction or dissatisfaction*. They use these responses and focus on the speaker and give their responses to completely each other.

b. Recognizing scripts

Some communication situations are associated with a predictable set of spoken exchanges – a script. Greetings, apologies, compliments, invitations, and other functions that are influenced by social and cultural norms often follow patterns or scripts. So do the transactional exchanges involved in activities such

as obtaining information and making a purchase. In these scripts, the relationship between a speaker's turn and the one follows it can often be anticipated.

The instructor can help them to build their ability active using a simple another script. They can predict what is the responses that they will hear and they want to say suitable related the script. Through interactive activities, instructors can give students practice in managing and varying the language that different scripts contain.

c. Using language to talk about language

Language learners are often too embarrassed or shy to say anything when they do not understand another speaker or when they realize that a conversation partner has not understood them. Instructors can help students overcome this reticence by assuring them that misunderstanding and the need for clarification can occur in any type of interaction, whatever the participants' language skill levels. Instructors can also give students strategies and phrases to use for clarification and comprehension check.

By encouraging students to use clarification phrases in class when misunderstanding occurs and by responding positively when they do, instructors can create an authentic practice environment within the classroom itself. As they develop control of various clarification strategies, students will gain confidence in

their ability to manage the various communication situations that they may encounter outside the classroom.

c. Types of Classroom Speaking Performance

According to Brown (2001:271),” there are some types of speaking performance that students are expected to carry out in the classroom”,they are as follow:

1. Imitative

Imitation for this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form.

2. Intensive

Intensive speaking is goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language.

3. Responsive

A good deal of student speech in the classroom is responsive; short replies to teacher or student-initiated questions or comments.

4. Transactional dialogue

It is carried out for the purpose of conveying or exchanging specific information, is extended form of responsive language for example conversation.

5. Interpersonal dialogue

It is carried out more for the purpose of maintaining social relationship than for the transmission of facts and information.

#### 6. Extensive monologue

The forms of monologue are oral reports, summaries, or perhaps short speeches. It is suitable for advance levels.

### **1.4 Problem in Teaching Speaking**

An issue which has been extensively discussed in the literature concerns the level of Indonesian learners' EFL speaking proficiency. A number of 18 reports show that Indonesian learners commonly have not attained a good level of oral English proficiency. For example, Mukminatien (1999) found that students of English department have a great number of errors when speaking. The error include pronunciation (e.g. word stress and intonation), grammatical accuracy (e.g. tenses, preposition, and sentence construction), vocabulary (e.g. incorrect word choice), fluency (e.g. frequent repair), and interactive communication (e.g. difficulties in getting the meaning across or keeping the conversation going). Similarly, Ihsan (1999) found that students are likely to make errors which include the misuse of parts of speech, syntactical construction, lexical choice, and voice. Both Ihsan's and Mukminatien's research studies supported earlier results of research conducted by Eviyuliwati (1997) who reported that students had difficulties in using grammar and in applying new vocabulary items in speaking class. With regards to students' frequent

errors in speaking, Mukminatien (1999) suggested teachers provide their learners with more sufficient input for acquisition in the classroom and encourage them to use English either in or outside the classroom.

As the ability to speak English is a very complex task considering the nature of what is involved in speaking, not all of the students in an EFL speaking class have the courage to speak. Many of the students feel anxious in a speaking class (Padmadewi, 1998), and some are likely to keep silent (Tutyandari, 2005).

In short, the problem that Indonesia EFL learners face in developing their speaking performance relate not only to their linguistic and personality factors, but also the types of classroom tasks provided by the teachers. Thus, this section suggests that teachers have an important role in fostering learners' ability to speak English well. For this, teachers need to help maintain good relation with EFL learners, to encourage them to use English more often, and to create classroom activities in order to enhance students' interaction. The next section specifically presents reports on types of activities in EFL speaking classroom.

### **1.5 Teaching Speaking Using Guided Dialogue**

There are some techniques that the teacher can use to teach speaking, one of these techniques is using guided dialogue. Guided Dialogue is a new technique that is a combination between Guide and Dialogue. Guide is the technique used in a controlled classroom. Scott

(1996:38) states that Guide practice follows on directly from controlled practice and will often be done either in pairs or in small group.

In guided dialogue , teacher and students will cooperate in classroom by using this technique. Students discuss about the topic in pairs on one group and share with another in one group using think pair share and the teacher as a classroom guide person who responses to control and manage the classroom. Teacher hold the classroom situation and keep active and reach the topic target by preparing guided question. It can make students to share their idea.

## **2. Descriptive picture**

### **2.1 The Definition of Descriptive Picture**

Picture description is an ideal way of practicing your English speaking in all sorts of field. Pictures provide serious language practice and can be invaluable in the classroom for stimulation discussion and bringing enormous variety to lessons. They also provide the teacher with a flexible and convenient to test any different things in exams. Describing means describe a thing to get the point of the descriptive purpose. Descriptive is a style speaking which focuses on describing a character, an event or a place in great details. It is often poetic in nature; it can describe places, people, events, situations or locations in a highly detailed manner. The author visualizes what they sees, hears, tastes, smells and feels. But In this speaking, we can make a dialogue based on what we see and

understand about the describe, and we can speak up what we get in describing something.

## 2.2 Characteristic of descriptive

There are any three characteristics of descriptive . According to Hunbbel states as follows:

a) **Generic structure**, includes: (a) Identification, defines identifies phenomenon to be described. (b) Description, defines to describes parts, qualities, characteracteristics.

b) **Social function**, it can be define to describe a particular person, place or thing.

c) **Significant lexico grammatical features**, includes: focus on specific participants, use of attributive and identifying processes, use of being / having verbs, use of adjectives, frequent use of 21 epithets and classifies in nominal groups, use of simple present tense.

## 1.3 Describing picture process

a. Focus

Focus on main part of the picture at the beginning.

Useful language : This picture shows about,

There is/ there are,

I Can see

b. Describe as much as you can.

Useful language : In the foreground/ in the background

On the right/on the left

c. Try to use your imagination to make assumption.

Useful language : I think . . . Maybe/perhaps

She looks (happy)

### **3. Previous Study**

The study about speaking ability has been conducted by Nur Mayunita, (2018) entitled “The Effectiveness of Using Guided Dialogue Through Describing Picture Toward Students Speaking Ability At Islamic Junior High School One Durenan”. The study used quasi-experimental design using quantitative approach with two group post-test and post-test design. To get the data, the researcher compare post-test between two group. After getting result of score, the data was counted by using T-test is used to find out whether there is any significant different by using taught and without using Guided Dialogue Through Describing Picture technique. The previous study is different from the present one in term of The Effectiveness of Using Guided Dialogue Through Describing Picture in Students’ Speaking ability at Eighth Grade Students of Islamic Junior High School One Durenan”.The previous study she used pre-experimental design using quantitative approach with one group pre-test and post-test design. To get the data, the researcher used two tests, there are pretest and posttest. After getting result of score between pretest and posttest, the data was counted by using T-test it is used to find out

whether there is any significant different before and after being taught using dialogue technique.

The result of the study showed that after the researcher given the treatments, the average of students' speaking is higher than before. It can be seen from the mean score of speaking test in pretest and posttest. Moreover, the majority of students gave positive response toward the implementation of using dialogue. The students felt that learning speaking taught using dialogue technique was challenging and fun. It can be conclude that teaching is really effective in teaching using guided dialogue.