**CHAPTER II  
REVIEW OF RELATED LITERATURE**

In this chapter the writer presents theoretical background or review of related literature. It consists of underlying theories that include teaching speaking, the roles of teacher in teaching speaking, speaking problems, speaking ativities, buzz group activity, the procedures of teaching speaking skill using buzz group, and speaking test and assessment.

1. **Teaching Speaking**

One of the objectives of English teaching is to give students an effective speaking ability. Byrne (1999:8) explains that the main goal in teaching the productive skill of speaking will be oral fluency. In other words, the learners are categorized successful to learn English speaking if they are able to speak English well and fluently. In addition, their utterances should be intelligible, reasonable, without too much hesitation and pause.

Speaking is a productive skill. It involves putting a message together, communicating the message, and interacting with other people (Lindsay and Knight, 2006:57). It means speaking is a productive skill because it askes the speaker to do a process of discovering ideas in mind, expressing the ideas with organ of speech and producing sounds which can be understood as language. Furthermore, the listener can understand the message, and interaction will happen between the speaker and the listener.

English speaking is the most important skill which can influence further skills include reading and writing skill. Hence, the good speaking skill will be able to ease the students to learn other English skills. Thus, Scott and Ytreberg (2010:33) state that speaking is perhaps the most demanding skill for the teacher to teach. The statement of Scott and Ytreberg emphasize that speaking is so important to be learned and it can not be ignored by the learners.

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Good speakers have to let the listeners to comprehend and respond what the speakers say. In this case, the learners are not easy to speak English as a foreign language which forces them to think how to pronounce certain word or phrase, and what the suitable grammar for the situation is. Furthermore, they should consider the use of stress, intonation, or gestures and speak in connected speech in order that the listener comprehends the meaning of their utterance.

Speaking skill seems easy when the speakers say in their mother tongue but not in the foreign language particularly English. Therefore, speaking teachers need to get involved with their students during a speaking activity and participate in speaking activity to help and give guidance in improving students’ speaking skill. In this case, the roles that teachers play will be so crucial.

In teaching speaking, the teachers should make the language learners to recognize that speaking involves three areas of knowledge:

1. Mechanics insist the learners to use the right words in the right order with the correct pronunciation. Mechanics are divided into three parts which are as follows:
2. Grammar

When the learners want to build a sentence, they need to consider grammar. Grammar will make the sentence understanable because it demands them to put a number of elements in the correct order in this case subject, verb, complement, and adverbial. However, there are some changes they are allowed to make their sentence elements, and these will alter the meaning of the sentence. For example, when they change positive sentence into introgative sentence.

However, in spoken language people do not always speak in full sentences, the sentences are still useful in spoken language, for example ‘is it going to windy today’ - ‘Could do’. In addition, the learners have to learn grammar to assist them in learning speaking.

1. Vocabulary

Vocabulary is one of important language elements to support the learners to use the language well. The more vocabularies are mastered by the learners, they will ease the learners to express their ideas. Vocabulary must be recognized to the young learners because they have strong memorization so that when they are teenagers or in the senior high school level, they will have a lot of vocabularies that can support their speaking skill.

1. Pronunciation

Pronunciation is often considered as a difficult element. That is because the way to write a word is different from the way to pronounce it. On the other hand, the learners are difficult to be similar to the native speaker because their mother tounge is so influence the way to produce the word. In addition, when the learners want to pronunciate the words or sentences, they must consider complex parts of pronunciation such as intonation, stress, pitch and so on. However, they have to keep learning it step by step to get a good speaking production.

1. Functions ask the learners to know whether clarity of message is essential or not. There are two functions of spoken communication that are transaction or information exchange; and interaction or relationship building.
2. Transactional Function

Transactional function in communication is focus on information exchange and the meaning of the message. According to Brown (2001: 273), transactional function, carries out for the purpose of conveying or exchanging specific information, is an extended form of responsive language.

It can be seen in the conversation below to get more understanding of transactional function.

X: What is the main idea in this essay?

Y: The United Nations should have more authority.

X: More authority than what?

Y: Than it does right now.

From the conversation, it is known that X asks a questions to Y, then Y responses X correctly. Those mean that both of them understand each other. Therefore, it can be concluded that transactional function happens in the conversation or oral communication.

1. Interactional Function

Interactional function in communication, carries out more for the purpose of maintaining social relationships than for the transmission of facts and information (Brown, 2001:275). In other words, people speak for many reasons, one of them is to be sociable. When they can socialize in a community, they will be able to build good social realations. For instance, greeting to our friends or other people.

Betzy: Hi, Willy, how’s it going?

Willy: Oh, so-so.

1. Social, cultural rules and norms.

Social, cultural rules, and norms also have role in oral communication which asks the learners to understand how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.

The relationship between social, cultural rules, norms and language are clearly discussed in sociolinguistics.

Wardaugh (1998:1) says that:

Sociolinguistics is concerned with investigating the relationships between language and society with the goal being a better understanding of the structure of language and of how language function in communication.

That is true that sociolinguistics discusses more about the relationship between language and society. Therefore, those may look quite complicated to be understood by the beginner or intermediate students. However, the introduction of those can be given to the learners although those are just explained implicitly. For examples, the learners have to know that they have to use formal greeting like ‘good morning’ when they greet their teacher or a new person who they recognize for the first time. Whereas they can greet their friends by using informal greeting such as hi, hello, what’s up etc. These can be included in the norms of using language that the learners should know.

Furthermore, the teachers can give simple explanation to the learners that they have different culture with western countries which most of them use English as westerners’ first language. Hence, the learners also have to know that they can not ask about age, salary, religion, and status when they speak to the English native speakers because those are not polite for them.

All of them can help the learners to understand more about what they are learning. Then after comprehending them, that is hoped that they can use their speaking ability in communication correctly.

1. **The Roles of Teacher in Teaching Speaking**

The roles of teacher in learning language are so influence the success of language learners to master the language. Without the teachers, the learners may not be successful to learn the language because there is no teacher that can guide, explain or motivate them in the process of learning language. According to Harmer (2007:25), there are five important roles of teachers such as controller, assessors, resource and tutor. Here are the simple definitions of each role:

1. Controller

As a controller, the teacher usually stands at the front of the class, dictates everything that happens. There will be little chance for learners to take much responsibility for their own learning because the teachers have more authorities in the class.

1. Prompters

As this role, the teacher has to encourage students, push them to achieve more, and feed in a bit of information or language to help them proceed. This role can make them to be more enthusiastic to learn English.

1. Assessors

In teaching and learning process, the learners may need assessors. Therefore, the teacher should be able to help the learners to evaluate their performance, tell the learners how well they have done and give them grades.

1. Resource

The teacher should inform how to produce the language well, and how choose a suitable expression for certain situation. In short, the teacher must be able to give language information well.

1. Tutor

As a language tutor, the teacher needs to respond to what the learners are doing and advises them on what to do next.

Meanwhile, Byrne (1999:1) clarifies that the roles of teachers are divided into some types that are informant, conductor and monitor; manager and guide; and motivator.

The explanations of those are as follows:

1. Informant

The teacher’s main task is to serve a kind of informant. This means that the teacher has to know the languge, and select the material which is appropriate to be learned. In addition, the teacher has to present this in such a way that the meaning of the new language is clear and memorable as possible.

It is a role that many teachers find attractive, and there is a danger of spending too much time presenting the material so that the students do not get enough time to practice the language themselves.

1. Conductor and monitor

The teacher main task as a monitor is to devise and provide the maximum amount of practice, which must at the same time both meaningful and memorable. As a monitor, the teacher does the minimum amount of talking in the class. As a conductor, the teacher gives each of the learner a chance to participate and monitors their achievement to see that it is satisfactory.

1. Manager and guide

As a manager and guide, the teacher should consider the learners’ ability after presenting the material. Therefore, the teacher should guide and manage the students to be able to use the language themselves inside and outside the classroom.

1. Motivator

Whatever the teacher is doing in the classroom, the teacher’s ability to motivate the learners, to arouse their interest and invole them in what they are doing, will be crucial. Some key factors here will be the teacher’s perfomance that includes the teacher’s mastery of teaching skills, preparation of teaching, selection and presentation of topics, activities, and, of course the teacher’s personality. As a motivator, the teacher also must be flexible and friendly in the classroom.

Although both Harmer and Byrne have different terms of the roles of teacher, basically, the teacher roles in teaching English are the same. Therefore, those can be inferred that the teacher has to manage and control the class; decide the materials and the way to teach; explain materials to the students, and motivate the students to practice English.

The explanations above are about the roles of teacher in general. In relating to teaching speaking, the teacher has certain roles which can not be neglected.

Harmer (2009:347) explains that:

Teachers need to play a number different roles during speaking activities. However, three have particular relevance if they are trying to get the students to speak fluently that include prompter, participant, feedback and provider.

The specific roles of the teachers when they teach speaking can be explained as follows:

1. Prompter

The students sometimes can not think what to say next or in some other way lose the fluency that the teacher expects of them. The teacher needs to struggle to help them in order to get speaking progress by offering some helps to build ideas and suggestions to them. If this can be done well, without disrupting the speaking activity, it will stop the sense of frustation that students feel when they suffer from loss of ideas.

1. Participant

The teacher should participate in the classroom to motivate the students and introduce new information to them. However, in such circumstance the teacher has to be careful that the teacher does not participate too much, consequently dominating the speaking because the students should be more active than the teacher in speaking class.

When the students work in groups, then the conversation happens between the teacher and the students who cause them to talk together communicatively. Those will be good moment in the lesson because interactive activity occurs in the situation. In spite of the teacher has to be careful not to take over the classroom so that the students are less occasions to speak.

1. Feedback provider

As a feedback provider, the teacher has to consider carefully the effect of possible misunderstandings and hesitations of the learners after they get the feedbacks. Therefore, the teacher should make notes when the teacher finds misprounounces or some mistakes of the students in the process of speaking. Then the teacher is suggested to give feedback and correctness after the activity is done correctly. Because if the teacher gives correctness in the middle of a speaking task, that may inhibit the students to convey their ideas in speaking process.

Based on those explanations, in this research, the researcher who is also as a teacher, therefore the researcher needs to take some important roles of teacher when the researcher applies buzz group as an activity to teach speaking. They are informant, prompter, participant, feedback provider and assessor.

As an informant, the researcher has to select the material and the method which is used in the instructional process. Hence, the researcher chooses the material which is how to describe something orally because it must be taught to the class X based on the syllabus of the school. The method which is applied is buzz group activity. Then the researcher has to explain what should be considered when the students want to describe a certain topic orally, and what they have to do in buzz group activity.

As a prompter, when the buzz group activity is conducted, the researcher will encourage the students to participate in their group, and express their ideas in group confidently.

The role of the researcher is also as a participant, the researcher must be able to participate in the class by guiding the students in the buzz group, and helping the students if they have some problems in the process of discussion.

In this research, the researcher has to be an assessor and a feedback provider. As the assessor, every student will be assessed by the researcher so that the researcher will get the scores of the students who represent their speaking ability. Then as the feedback provider, feedback will be given to the students after the teaching process is conducted so that the students can be better in the further speaking activity.

1. **Speaking Problems**

A major cause of difficulty for some students of English is the apparent lack of correspondence between sounds and spelling (Harmer, 2007: 92). That is because the way to spell a word and the sounds of the words when those are spoken or pronounced, are often different. Both sounds and spelling will cause the students feel difficult to learn speaking. Because when they just know the spelling of some words and they make wrong in pronunciation of those words, what they spoke will not be understanable. Furthermore, when a native speaker talks to them with correct pronunciation, they will not understand because they may feel that they hear the strange sounds, although actually, they know the spelling of those utterances or sentences.

In teaching speaking, teachers faces some problems when they invite the students to speak in the class. If the students do not desire to speak in the class the teaching speaking will not be successful because the speaking class insists the students to speak actively in the class. As a result, the teacher has to find the way to get them open up, to talk. Kinds of speaknig activities such as buzz group and role play can be chosen as an alternative to motivate them to speak up in the class.

Besides the problems that are mentioned above there are three general problems when the learners learn the foreign language. According to Byrne (1999:75), the problems which the learners have at this stage may be viewed under three headings which are linguistics, psychological, and cognitive.

In relating to the problems of speaking skill, the three problems can be explained as follows:

1. Linguistic problem

The linguistic aspect sometimes becomes a problem of learning speaking because the learners are difficult to express themselves, and they are too worry if they make mistakes during the activities of speaking. Therefore, they must be given opportunities to try out language for themselves and make the best use of what they know in a variety of situations. At the same time, however, the teacher will still be helping the learners much of the time, especially through the choice of activities which the teacher asks to do. Some activities, such as buzz group, role play or games can help the learners with chances to say what they want to say in the class.

The teacher can let the mistakes which are made by the learners so that he or she does not interupt the activity. However, he or she has to correct the mistakes and give feedback to the whole class so that the mistakes are not repeated by the learners. Furthermore, the linguistic problem can be carried out through those efforts.

1. Cognitive problem

Cognitive problem can prevent the learners to understand the material given in the process of teaching. Hence, the teacher has to consider some aspects to solve it. Byrne (1999:75) says that:

Here we must consider the question of providing the learners with something to talk about: topic, a theme, a problem of some kind. The first thing to note is that the stimulus need not be verbal: a picture (or a set of pictures) may, for example, be far more effective in conveying ideas for the students to talk about.

From Byrne’s explanation, the teacher has to choose the good material of teaching which is suitable to the learners because the process of sorting the materials such as topic and a theme, will influence the learners to understand the material. Stimulus should be given by the teacher so that the learners can response the teacher well. It can be given through the use of pictures because pictures can stimulate them to find ideas, as well as express the ideas easily.

1. Psychological problem

He further ( 1999:75) declares that:

There are two main problems to note here. In the first place, although many students are happy to speak in chorus or under your guidance when doing some kind of drill, they are inhibited when they are asked to express themselves freely in the presence of the whole class. The second problem is that motivation.

It can be concluded that there are two reasons which can cause the psychological problem. First problem is the difficulty to express themselves. The drill activity is as a conventional method to teach is often used to teach speaking. Although, it has some strengths and weaknesses, one of the weaknesses is, preventing the students to convey their own ideas and make their own sentences or utterances. Hence, when they are asked to speak English, they are so shy and afraid if they produce some mistakes. The mistakes will make them to get correctness from the teacher who may be given in front of the other students. Consequently, that is true those make their psychology or their speaking desire is poor.

Second problem is the students’ motivation. The selection of speaking activities can arouse the interest of the learners and make them want to talk enthusiastically in the class. Then, the positive reinforcement can motivate them to be confident to speak in front of class. The reinforcement can be in the form of simple praise such as awesome, exellent, very good etc. Although, actually, they do not speak in perfect English, it can be a good way to arouse the students to speak.

1. **Speaking Activities**

There are various activities that can be used to teach speaking skill. Sorting process of speaking activities also influences the success of teaching speaking. Therefore, the teachers should choose activities that may cause the learners interesting and participating in the class. Here are some activities to teach speaking:

1. Roleplay

In roleplay the learners interact either as themselves in imaginary situations or as other people in imaginary situations (Byrne, 1999:115). In other words, for the former phase, the learners can play themselves in an imaginary situation. They can create fancied situation in pairs, for example, student A wants to buy a pair of shoes, and he asks his friend to show him the best shoe-shop in his hometown. Student B will give the necessary directions to the student A. All they are familiar with the setting, and they have to do is to project themselves into it.

For the later phase, they can play imaginary people in an imaginary situation. Here, the teacher can provide the situation to the students, then they pretend to be someone else like the teacher, or a shop assistant, or one of their parents, etc.

1. Information-gap activities

An information gap is where two speakers have different bits of information, and they can only complete the whole picture by sharing that information–because they have different information (Harmer, 2007:129). There is a gap between the learners because one learner knows or can see something that the other does not, this gives them a genuine reason to speak. Classroom activities that stimulate this type of situation are called information-gap activities.

There are some populars information-gap activity, first, it is called *describe and draw.* In this activity, one learner has a picture and has to describe it to a partner, who draws the picture without looking at the original. Second, *find the differences*. Students each look at a picture which is very similar to the one their partner has. They have to describe their pictures to each other in order to find the differences. Third, *asking for and giving directions*. One learner has certain places marked on a map, the other learner has different places marked. A learner has to give the directions to go a place marked on a map that is asked by other learner and vise versa.

1. Games

Games may be defined as a form of play governed by certain rules or conventions (Byrne, 1999:100). The use of games must contribute language proficiency in some way by getting the learners to use language in the course of the game. There are some possible games to teach speaking as follows:

1. Twenty questions

For this, one player thinks of an object, and the others try to find out what it is by asking not more than twenty questions. This game also gives the students chances to use English to narrow down possibilities through the use of yes-no questions. The players here can be the learners who are helped by the teachers, or the teachers themselves.

In this game, a learner or a player can use some objects in the classroom such as dictionary, pen, eraser etc. The player can ask question to the other students, for instance, *is it dictionary?, is it blue?* etc. The classmates have to answer by using yes/no answer to the player.

1. Memory games

The learners, preferably are divided into groups to play the game. They have to make statements from memory about the picture which they have been allowed to see for a short time by the teacher. For example : *There were two boys in the living room, A man was swimming in the lake* etc. For variations the teacher can make true/false statements about the picture which must be accepted or rejected. For instance:

Teacher (to Group A) : There were two boys in the living room.

Group A : That’s correct

Teacher (to Group B) : A man was fishing in the lake.

Group B : That’s Correct

Teacher : Do you a gree group A?

Group A : No, he was swimming. (etc.)

1. Discussion activities

Some examples of discussion activities include:

1. Debates

Learners can be given a controversial statement and they have to decide wether they agree or disagree and why. In order for debates to be succesful, students need to be given time to plan their arguments, often in groups.

1. Surveys

Surveys can be used to get students interviewing each other. The students can ask for opinions rather than facts to their friends. For example, ‘what do you think about English lesson?’. The learners can then talk about the results of the surveys in the class.

From the explanation above, it can be seen that there are some activities which could be used to conduct speaking activities.

1. **Buzz Group Activity**

Buzz group can be categorized as discussion activities because it asks the learners to work in small groups instead of by the whole class. It facilitates the learners to discuss the same issues or different issues that the teacher assigns. According to Lindsay and Knight (2006:66), buzz group is helpful to give learners enough information about what they will be talking about, and giving them enough time to think about what they want to say. In other words, it is a good idea to put the learners into groups so that they can get more speaking practice. If the learners only speak to the teacher spontaneously, they will be more silent because they sometimes have no idea to response the teacher. Furthermore, their opportunities for practicing are limited.

Slattery and Willis (2009:62) explain that there are four advantages of using buzz group as an activity to teach speaking. Those are as follows :

1. The learners get more opportunities to speak.
2. The learners ask and answer questions actively.
3. The learners learn a lot from each other.
4. The learners gain confidence because they are speaking in private rather than to the whole class.

In buzz group, the teacher can pose a question to a group such as ‘*what can be done to reduce air pollution in Indonesia?*’ or the teacher can ask the students to describe or explain something based on a certain picture, and allow the learners to discuss it in group. One student should act as the group leader and keep the group focussing on the topic. Another student should act as the speaker and present the group’s ideas after the group discussion. Then the teacher has to monitor the activity carefully and gives specific feedback on anything the learners have done well or any errors that need to be pointed out and corrected. However, for speaking assessment, every student has to convey the result of discussion in front of the teacher to get score and feedback from the teacher.

1. **The Procedure of the Use of Buzz Group in Teaching Speaking**

When the teachers want to apply buzz group to teach speaking, they should know the steps or the procedure to conduct it. Harmer (2009:62) explains that a procedure is a sequence which can be described in terms such as first you do this, and then you do that..... . Here are the procedures of applying buzz group :

1. Divide the learners into small groups.

The size of the groups should be worked out in relation to the total number of students in the class. Byrne (1999:77) clarifies that as a general rule of buzz group, it could be said that there should be 5 to 8 students in each group and not more than 5 to 6 groups in the class.

It is better to the learners to rearrange chairs into six circles of approximately five people each so that they can work in group maximally. In this case, the teacher should form groups from students of more or less equal ability, so that the teacher will be free to give attention to those who most need the teacher’s help

1. Ask the Learners to decide a group leader and a secretary of each group.

A group leader will be appointed whose task and keep the discussion on the target and involve at the members of the group. Byrne (1999:77) declares that the function of the group leader does not dominate the group but to coordinate the group activities and serve as a link between the group and the teacher.

The leader has to motivate the learners in group to convey their ideas in the group freely and to express their ideas in English. After deciding a group leader, each group will immediately select its own secretary who will be responsible to write the report of each learner.

1. Pose questions that should be discussed by the learners.

Visual aids or visual materials can help to give clear instructions or questions to the learners. Therefore, they are often used in buzz group activity to provide clear illustration based on the questions given. Byrne (1999:81) explains that visual aids serve mainly to provide a clear contextual setting for the items being taught : either to illustrate their meaning or to elicit responses that relate to what is shown in the picture. That means visual aids can stimulate and help the students to understand tasks or questions given by the teacher.

Here are examples of questions that are possibly discussed in buzz group activity.

Discuss the questions:

1. Who is this man?
2. Where is he? Where is the place like?
3. Is the man alone?
4. How is his appearance?
5. What is he going to do?

Now make up a story about the man orally



1. Ask a learner of each group to present the group’s ideas or ask every students to summarize ideas in their own words orally.

The teacher can ask a learner as a representative to present the result of discussing. The teacher can assess the students’ ability through the process of discussing. Another way, every learner has to explain his or her ideas orally so that the teacher can get a specific score of the learners. The use of discussing in buzz group is to help the learners to get more ideas so that they will be easier to response the questions.

The role of teachers in buzz group activity can not be ignored whether in setting up the activity or in overseeing the learners when they are in progress. These are some of things teachers must do in conducting buzz group:

1. Select the questions or issues carefully.

The teachers should choose the issues or task that the learners have to do. They also have to determine whether they will use visual materials like the picture to support the task or not to the learners. Issues or questions which are discussed can be the newest issues, are faced by Indonesia or a certain topic which relates to the courebook such as explaining the electronic usage, describing the Indonesian Island and so on.

1. Work out the instructions for buzz group carefully.

Presenting the buzz group activity to the learners will be a major factor in its success. The teachers should keep instructions simple, and if necessary they are be able to use the mother tongue. Hence, the activity will run well in its process.

1. Present the activity to the class clearly.

The use of mother tongue in this stage is permitted, but the teacher must try to use English as much as possible because both explaining and evaluating activities is a very real use of language in a classroom situation. Plenty of examples should be given before the students speaking activity is going on.

1. Monitor the students’ perfomance

While the buzz group activity is in progress, the teacher’s main task is to move around the class and to listen in discreetly in order to find out how the learners are getting on. The teacher is not suggested to correct mistakes of language during a group activity but make a note of them as the basis of feedback. Byrne (1999:78) explains that in buzz group activity, the learners should also be told that the teacher is available for consultation if they need help, either to clarify instructions or to help with language.

1. Provide feedback

A major kind of feedback will be concerned with language. If, during the teacher’s monitoring of the activity, the teacher has detected mistakes, and may choose to point these out to the group afterwards or to the whole class.

1. Keep a record.

Keeping record of buzz group activity that the teacher has done is so important, together with any comments on the learners’ performance. These are done to know the progress of students speaking ability in every meeting.

As the resercher’s explanations above, the resercher plans that the researcher will use the fouth procedures and the sixth tasks of the teacher when the resercher conducts the research. Because in this research the researcher will use buzz group activity to teach speaking to know the effect of buzz group in teaching speaking.

1. **Correcting Speaking**

Many teachers watch and listen while speaking activities are taking place. That is done to know if the learners make any mistakes so that the teachers can give correcteness and feedback to the learners precisely. The learners need encouragement and they need to know when they are making mistakes so that they do not repeat their mistakes and are able to change their language.

Lindsay and Knight (2006:68) explain that:

It is more difficult to decide when to correct. Teachers can choose to correct as soon as the mistake is made or at the end of the activity or class. The advantage of immediate correction is that the learner can correct the error and use the corrected language for the rest of the activity. The disadvantage is that it can break the flow of communication and possibly demotivate or embarass the learner.

From those statements, those can be inferred that the teachers have to consider when they will give correctness to the learners whether in the middle of speaking activity or after speaking activity is completed. That needs to be considered because the correctness will inhibit the process of speaking or not. In this case, constant interruption from the teachers when they have detected the students’ mistakes, may destroy the purpose of speaking activity.

The teachers can make note down things when the learners could not make themselves understood or made important mistakes. The teachers are able to point these out to a learner afterwards or, if it seems appropriate, to the whole class after the activity has finished. As with any kind of correction, it is important not to single learners out for particular criticism. The teachers are better to deal with the mistakes they heard without saying who was responsible for them.

1. **Speaking Test and Assessment**

According to Ary et al., as quoted (in Sukardi, 2008:138), a test is a set of stimuli presented to individual in order to elicit response on the basis of which a numerical score can be assigned.

From the definition above, in relating to speaking, it can be said that the test is a set of instruments which are used to assess the students’ speaking ability. Meanwhile, speaking assessment is an effort to get information of students’ speaking ability through the test and the result of it can be presented in the form of scores.

Burns and Joyce (1999: 103) say that:

There are different types of speaking assessment that occur at different point throughout a course. The main assessment types are proficiency assessment, placement assessmnet, diagnostic assessment, formative assessment, achievement assessment, and summative assessment.

To get more understanding from the kinds of assessments above, here will be explained more about them.

1. Proficiency assessment

The proficiency test is concerned simply with measuring a student’s control of the language in the light of what he or she will be expected to do with in the future performance of a particular task ( Heaton 1988: 172). From Heaton’s explanation, it can be inferred that proficiency test as a device to apply proficiency assessment is used to know a student’s ability of language in relation to a specific purposes, for instance, to follow a certain university or college, to know enough English in order to function efficiently in a particular type of employment etc.

1. Placement assessment

Placement assessment is focused to place learners into an appropriate level within an institution like school or university. If they are placed based on the capability of spoken language they can be assessed by using proficiency rating scales or the oral interview.

1. Proficiency rating scales

Proficiency rating scales provide a general description of the learner and so can be used to place that person into a suitable level within an institution (Burns and Joyce, 1999:104). It means that the students’ speaking ability can be seen from the result of the assessment, then the institution can consider in what level they are. In relation to speaking, each of the nine points that can be assessed are extent of vocabulary, grammar, comprehensibility, intonation and stress; topics, complexity of utterance, and self-correction strategies.

1. The oral interview

An interview is intended to denote a context in which a teacher interviews a student for a designated assessment purpose, one of possible goal is to assess the student’s oral production (Brown, 2004: 265). It means that oral interview can be an alternative of placement test and it can be used to know how far the students master the language particularly speaking skill. Furthermore, the teacher or the institution can make decisions to place students in a certain level from the score of the achievement of the oral interview.

1. Diagnostic assessment

Diagnostic assessment is used to identify a student’s strengths and weakness or to diagnose specific learning difficulties which a student may have (Burns and Joyce, 1999:107). In context of speaking assessment, it can be said that by applying diagnostic asessment, the teacher can diagnose how far the students master the speaking skill and what kinds of difficulties that inhibit the students to speak well and fluently.

1. Formative assessment

Formative assessment usually takes place through the teaching and learning process. Formative and diagnostic assessment is quite similar because both of them want to know the student progress in the classroom. However, formative assessment is also used to monitor the students’ learning and how they are managing particular task in the classroom. In context of speaking assessment, it has to consider whether there is a need to revise and modify speaking activities so that the students are able to improve their language as soon as possible.

1. Achievement and summative assessement

Achievement tests, though similar in a number of ways to progress tests, are far more formal tests and are intended to measure achievement of the students. Achievement test has close relation to summative test because summative test occurs at the end of a course study, may be a simple matter of undertaking an achievement assessment. Therefore, in speaking context, the result of achievement assessment can show how well students performed in speaking.

Based on the fifth assessments, the researcher would like to use the achievement assessment in this study. The assessment will be used to measure the students speaking ability between the students who are taught using and without using buzz group. Therefore, the researcher will know the effect of buzz group in teaching speaking after analyzing the scores of the students using statistical method. The use of statistical method will be discussed in the next chapter.