

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents several theories underlying this study. They are speaking, the process of speaking, teaching speaking and Bamboo dancing method . That section will be divided into sub section; it is aimed to make the readers easier to understand the content of the study.

A. Definition of Speaking

According to Burns speaking is defined as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking.¹ Nunan states that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts.² Speaking is defined operationally in this study as the secondary stage students' ability to express themselves orally, coherently, fluently and appropriately in a given meaningful context to serve both transactional and interactional purposed using correct pronunciation, grammar and vocabulary and adopting the pragmatic and discourse rules of the spoke language.

Most conversations take place face to face which allows speakers to get immediate feedback, i.e. “Do listeners understand? Are they in agreement? Do they sympathize.”³ Thus communication through speaking has many assets, such as facial expressions,

¹ Burns, A & Joyce, H. (1997). *Focus on Speaking*. Sydney: National center for English Language Teaching and Research.p 24

² , David Nunan. 2003. *Practical English Language Teaching*. NY:McGraw-Hill.p 13

³ Cornbleet, S. and Carter, R. (2001). *The Language of Speech and Writing*. London: Routledge.p 16

gestures and even body movements. Speaking also occurs, most of the time, in situations where participants or interlocutors are present. We do speaking in order to communicate with each other. Better communication means better understanding of others and ourselves. Communication is a continuous process of expression, interpretation, and negotiation. The opportunities for communications are infinite and include systems of signs and symbols.⁴ Communication requires a sender, a receiver and a medium. It can be said that both hearers and speakers do interactions by giving responds to what they have heard and listened to. Generally, people who encounter others through this oral communication have a certain goal that they want to achieve, the goal that underlies people to do the communication.

B. Teaching Speaking

Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts". Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

⁴ Savignon, Sandra J. 1983. *Communicative Competence: Theory And Classroom Practice, Texts And Contexts In Second Language Learning*. Urbana. Addison Wesley Publishing Company, Inc.

Emma states that what is meant by "teaching speaking" is to teach EFL learners to:

- a. Produce the English speech sounds and sound patterns
- b. Use word and sentence stress, intonation patterns and the rhythm of the second language.
- c. Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
- d. Organize their thoughts in a meaningful and logical sequence.
- e. Use language as a means of expressing values and judgments.
- f. Use the language quickly and confidently with few unnatural pauses, which is called as fluency.⁵

Then according to Krashen the goal of the classroom is not to substitute for the outside world, but to bring students to the point where they can use the outside world for further acquisition.⁶ Although bringing the outside world into the classroom is not possible in the EFL setting, teachers can prepare EFL learners for further learning as independent learners in an English-speaking environment. The goal is not to produce fluent English speakers but to produce learners who can use their own language abilities and the language input in the real world to meet their own needs to function in English. Language learning can take place only through natural process, which operates when a person involved in using the language for communication. Therefore, communicative ability (inside or outside the classroom) is an important part of the total learning process.

⁵ Emma Rosana Febriyanti, *Teaching Speaking Of English As A Foreign Language: Problems and Solutions*, FKIP Universitas Lambung Mangkurat : 2010.

⁶ Krashen, Stephen. 1987. *Second Language Acquisition*. New York. Oxford.

C. The Component of Speaking

There are some components of speaking. According to David, the components of speaking are pronunciation, grammar, vocabulary, fluency, and comprehension.⁷

1. Pronunciation

The Longman Dictionary of Applied Linguistic emphasizes “the way sounds are perceived by the listener” to define pronunciation.⁸ The pronunciation system of language operates with a finite number of significant elements, which it is the learner’s first task to distinguish in listening and speaking. For English, these may conveniently be divided into two categories: the segmental elements (the vowel and consonant sound) and the prosodic elements (accentuation and intonation).⁹

2. Grammar

Linguist has been investigating the native speaker’s knowledge for years, just as they have been trying to think of the best way of describing that knowledge and the grammatical system. What they have found is that the grammatical system is rule-based and the competent users of the language know these rules in some way.¹⁰ Grammar is generally thought to be a set of rules specifying the correct ordering of words at the sentence level. The Longman Dictionary of Applied Linguistics defines it as a

⁷ Haris, David P (1969). *Testing English As A Second Language*. New York: McGraw-Hill Book Company. P 81.

⁸ Nunan, David (2003). *Practical English Language Teaching (1st Edition)*. New York: McGraw-Hill. P 112.

⁹ A C Gimson (1975). *A Practical Course Of English Pronunciation A Perceptual Approach*. London: Edward Arnold. P 2.

¹⁰ Harmer, Jeremy (1991). *The Practice Of English Language Teaching*. New York: Longman Group, p 13.

description of the structure of a language and the way in which units such as words and phrases are combined to produce sentences in the language.¹¹

3. Vocabulary

According to Pawley and Syder, if learners want to use language fluently and want to sound like native speakers, they need to be able to put words together quickly in typical combination.¹² It means that when someone wants to speak English fluently, they have to memorize many vocabulary.

4. Fluency

Fluency is the ability which speakers use the language quickly and confidently.¹³ Speak in non native language is not easy, the speakers have to practice more. When they often practice the foreign language, automatically their speaking will be fluent. Many language learners regard speaking ability as the measure of knowing a language. These learners define fluency as the ability to converse with others, much more than the ability to read, write, or comprehend oral language. They regard speaking as the most important skill they can acquire, and they assess their progress in terms of their accomplishments in spoken communication.¹⁴

¹¹ Nunan, *Practical English*, p 154.

¹² Nunan, *Practical English*, p 130.

¹³ Jill Hadfield & Charles Hadfield (2008). *Introduction Teaching English*. New York: Oxford University, p 106.

¹⁴ Douglesh H. Brown. *Teaching by Principles: An interactive Approach in Language Pedagogy*. (2nd Ed). (New York: Pearson Education co,2001). 172

D. The Problems of Teaching Speaking

Some other reasons which cause teaching speaking less effective are:

1. The technique or teaching method in the class.

Some teacher still use a traditional way to teach their students in the class, such as reading the dialogue, reciting texts, and doing translation. The teachers don't ask the students to practice their speaking, if the teaching method was just like that, there will no improvement of the students in their speaking.

2. The students are less confident to speak.

One of the problems is students feel really shy about talking in front of other students, they are suffer from a fear of making mistakes and therefore "losing face" in front of their teacher and their peers. Speaking in front of other people needs courage, motivation from inside, and outside such as joyful atmosphere in the conversation and interesting topic. Many people have a good ability in English language skills but when they should communicate with English, they fail in expressing their ideas.

3. The boring material from the teacher.

Language teacher should attempt to associate the language they are teaching with the situation outside the classroom. Emma has explained that people do not learn if they are confused or bored. When school topics do not relate to students' lives, they may find themselves confused or bored. Moreover, when students cannot understand the language instruction, they may become frustrated.¹⁵

¹⁵ Febriyanti, Emma Rosana (2009). Teaching Speaking Of English as a Foreign Language: Problems and Solutions. Retrieved from <http://download.portalgaruda.org/article.php>

E. The Strategies in Teaching Speaking Skill

Strategies is the way which can used by the teacher in teaching. For speaking skill, the teacher should be able to deliver some interesting strategies to make the students enjoy and can study well. When the teacher was able to present a good way, it will influence to the understanding of the students about the material. In contrast, the purpose of real communication is to accomplish a task, such as conveying a telephone message, obtaining information, or expressing an opinion. In real communication, students must manage uncertainty about what the other person will say.

A various number of teaching speaking strategies are utilized and used in the classrooms for many circumstances. Among others, the strategies of teaching speaking are cooperative activities, role-play, creative tasks, and drilling.¹⁶ According to Taher, there are some way to teach the students in the classroom, One way to encourage such learners to begin to participate is to help them build up a stock of minimal responses that they can use in different types of exchanges. Such responses can be especially useful for beginners. Minimal responses are predictable, often idiomatic phrases that conversation participants use to indicate understanding, agreement, doubt, and other responses to what another speaker is saying. Having a stock of such responses enables a learner to focus on what the other participant is saying, without having to simultaneously plan a response. Some communication situations are associated with a predictable set of spoken exchanges which are called script. Greetings, apologies, compliments, invitations, and other functions that are influenced by social and cultural norms often follow patterns or scripts. Instructors can help students develop speaking

¹⁶ Anjaniputra, *Teacher's Strategies.*, p. 2.

ability by making them aware of the scripts for different situations so that they can predict what they will hear and what they will need to say in response. Through interactive activities, instructors can give students practice in managing and varying the language that different scripts contain.¹⁷

F. The Strategies in Learning Speaking Skill

Strategies are techniques that can be used by students to make themselves more successful learners. Strategies include ideas for practicing conversations, ways to learn vocabulary, and etc.¹⁸ There are many different kinds of learners. Some are fast and some are slow. Some learners like numbers and some like words. Some students are good at memorizing word for word; others are good at remembering general ideas. When studying English, some students find it easy to talk and other students prefer to listen. Some people are embarrassed easily, and some don't care if people laugh at them. All these differences are not "bad" or "good", they are just differences.¹⁹

A number of led to the introduction and development of diverse taxonomies. Lopez's research includes the following categories of strategies: clarification/verification, guessing/inductive inferencing, deductive reasoning, practice, memorization, and monitoring.²⁰ The other way to help students in order to have good strategies in learning are as follows:²¹

1. Understand the learning styles

¹⁷ Bahrani, *How To Teach.*, p 27.

¹⁸ Brown, H Douglas (2002). *Strategies For Success: A Practical Guide To Learning English.* New York: Longman, p 13.

¹⁹ Brown, *Strategies For Success.*, p 1.

²⁰ Lopez, *Speaking Strategies.*, p 2.

²¹ Brown, *Strategies For Success.*, p 53

2. Use both right-brain and left-brain processing
3. Plan the goals
4. Improve the self-confidence
5. Lower the anxiety
6. Take risks
7. Use several different kinds of intelligence
8. Recognize the influence of native language
9. Learn a second culture along with second language

G. Description of Bamboo Dancing Method

1. Definition of Bamboo Dancing Method

Bamboo dancing method is almost same with inside-outside circle method. According to Suprijono Inside-outside-circle is the learning that begins with the formation of the group. At the beginning of the division of the group, the class is divided into two large groups.²² In each group is further divided into groups that it will form a small circle and big circle facing each other. Each person is given different tasks so that each partner is dealing in a circle, they can exchange information with each other how to spin in the opposite direction.

After students read a section of text, the teacher divides the group. Half of the students stand up and form a circle with their backs to the inside of the circle. They are A partner. The other half of the students forms a circle facing a partner from the first circle. These students are B partner. A partner will speak first, quickly summarizing what they read. This takes about a minute. Then B partner speaks for the same length of

²² Suprijono.2009. *Cooperative Learning*. Yogyakarta: Pustaka Bealajar.p 97

time, adding to the summary. If the teacher stands in the center of the circle, he/she can easily monitor student responses.²³

Now it is time to move. For students who are A partner raise their right hands and then move two people to the right to meet with a new partner. Repeat the summary with B partner speaking first. For the third move, have all students who are B partner raise their right hand and move two people to the right. After they are with a new partner, they continue with the summary with A partner speaking first. Depending on the size of the class, teachers may have students move more or fewer times to complete the activity. Inside-Outside Circle holds all students accountable for having something to say. The teacher can use this activity as a formative assessment by standing in the center of the circle and listening to the conversations that take place.

Bamboo Dancing method is part of cooperative learning. According to Suprijono, learning process in bamboo dancing method is started by giving question to students. Teacher does little discussion with students. After discussing, teacher will divide students into two groups. For example, there are 40 students in the class and teacher should make two big groups. Each group consists of 20 students. Then for member of each group has to stand face to face. Students must create short conversation.²⁴

Next, 20 students have to stand face to face. It means 10 students will stand in front of 10 students. They must make a line. So they can be couple in conversation. When they finish conversation, they will move their position follow the strikes. So they find others couple. Finally, they get result from their discussion and they present in front of class to

²³ Spencer Kagan,. (1992). *Cooperative Learning Strategies*. San Clement. Kagan publishing

²⁴ Suprijono.*ibid*.p 98

support their presentation. Teacher must facilitate condition so the presentation can be learn for all students inside the class.

2. Steps of Bamboo Dancing Method

There are six steps in bamboo dancing method, there are:

- a. The study begins with the introduction of the topic by the teacher. At this point, the teacher can write the topic or do question and answer to the students about the topic given. This step needs to be done so that the students are more prepared to face the new material.
- b. The teacher divided the class into 2 large groups. Suppose if there are 40 children in a class, then each large group consists of 20 people. On a large group that contain of 20 people divided again into two groups. Each group contains of 10 people arranged face to face with 10 other people with standing position. This pair is called the first couple.
- c. Then the teacher handing out different topics to each spouse to discuss. In this step, the teacher gave enough time to students, so they could discuss the material well.
- d. After discussion, 20 people from every large group who stand facing each other following lined slid a clockwise direction. This way every learners gets new partner and share information different so on. A move clockwise new stop when learners back into its place of origin. The mutual movement shifted and a variety of information that resembles bamboo trees dancing movement.

e. The results of the discussion in every large group then presented to the entire class. Teachers facilitate the occurrence of interactive dialogue, integration and so on. Through this activity intended to yield knowledge discussion by each major group can be understood and become knowledge along with the rest of the class.

3. The Advantages of Bamboo Dancing Method

This Learning Model used for material that requires the exchange of experiences and information between minds of learners. Therefore the advantages of this method are:

1. Students can exchange experiences with each other in the learning process.
2. Increase cooperation among students.
3. Increase tolerance among students.