

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter discussed some aspects related to the literature of this study. They are the definition of speaking, function of speaking, definition of presentation, characteristics of good presentation and techniques of presentation.

#### **A. Definition of Speaking**

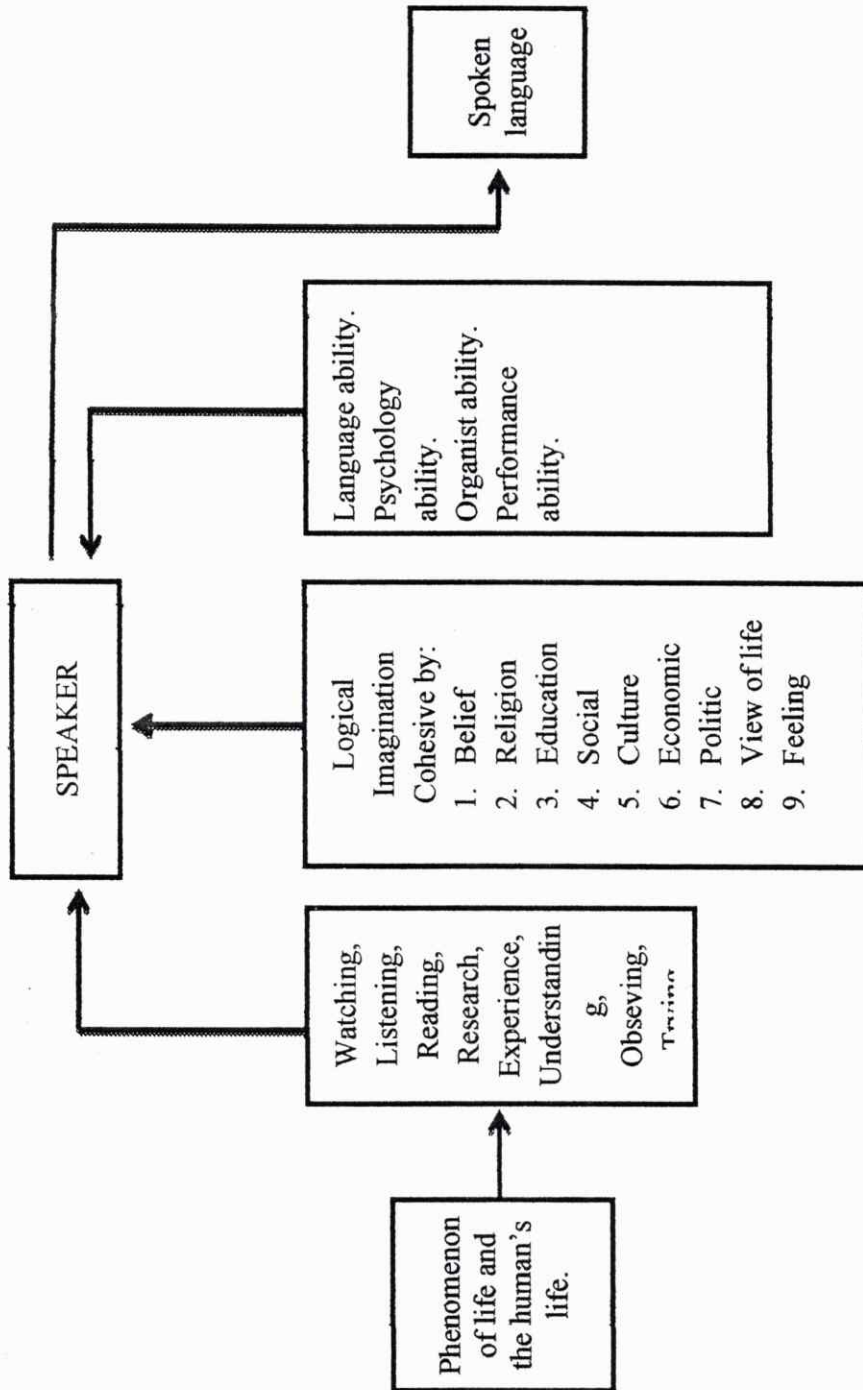
In language learning, one of skill that must be mastered by the students is speaking skill. Speaking skill occupies of the important rank because it is the characteristic of the student's communicative skill. The speaking skill had acquired a very important place as a communication. Tarigan defines that speaking is a language skill that is developed in child life, which is produced by listening and that period speaking skill is learned. Speaking is a language skill that grow in child life, which is gone before by observe attentively, and that time speaking skill is learning.<sup>6</sup> Speaking is an interactive process of constructing that involves producing and receiving and processing information. Based on the Cambridge Advanced Learner's Dictionary, speaking is to say words, to use the voice, or to have a conversation with someone.<sup>7</sup>

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<sup>6</sup> Henry Guntur Tarigan, "*Menyimak sebagai suatu Keterampilan Berbahasa*", taken from <http://felixprastiyan.blogspot.com/2013/05/berbicara-sebagai-suatu-ketrampilan.html>, 16 April 2014

<sup>7</sup> Cambridge Advanced Learner's Dictionary, Third edition.

Table 2.1

Table of the process of speaking<sup>8</sup>:

<sup>8</sup> Yunus Abidin, "Pembelajaran Bahasa Berbasis Pendidikan Karakter", (Bandung: PT. Refika Aditama, 2012), 126

Hymes developed one of the tools that can be remembered easily by thinking about the word, S.P.E.A.K.I.N.G.

- S** : The first letter ("S") designates **Situation**, which includes both the scene and the setting. This is where the activities are taking place and the overall scene in which they are a part.
- P** : The second refers to the **Participants** involved. This area includes the people present and the roles they play, or the relationships they have with other participants.
- E** : Next, the **Ends** or goals of communication can be studied.
- A** : **Acts**, or speech acts include both form and content. That is, any action can be considered a communicative action if it conveys meaning to the participants.
- K** : One can also choose to focus upon the **Key** or tone of speech. How the speech sounds or was delivered.
- I** : **Instrumentality** or the channel through which communication flows can be examined.
- N** : The **Norms** of communication or the rules guiding talk and its interpretation can reveal meaning.
- G** : Finally, one can look at cultural or traditional speech **Genres**, such as proverbs, apologies, prayers, small talk, problem talk, etc.

By using these tools (S.P.E.A.K.I.N.G.) to analyze one unit, such as particular speech community, a researcher can come to learn more about how people communicate and how that communication is often patterned.<sup>9</sup>

The majority of spoken texts are dynamic, fluid and interactive, as meaning is constructed jointly by the participants. Because of this, many spoken texts serve several functions at the same time. Understanding how a range of oral texts work is also part of learning about talk. Using the range appropriately gives us ways to communicate our meanings more fully with others.

To communicate with ease in social and academic contexts, students need to understand and know how the range of oral language texts will operate in different contexts. Each oral text has its own conventions for particular purposes and audiences. These conventions determine the way we present ideas, opinions and information. Teachers need to establish classroom structures and procedures that allow students to develop their understandings of the different forms that oral language texts take, as well as providing opportunities for students to use these forms for different purposes. Developing competence in using the functions of language involves learning *through* language as well as learning *about* language. Students develop topic knowledge in all areas of the curriculum *through* speaking and listening.<sup>10</sup>

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<sup>9</sup> Hymes, Dell. *Foundations of Sociolinguistics: An Ethnographic Approach*. Philadelphia: U of Pennsylvania P, 1974.

<sup>10</sup> *Speaking and Listening Resource Book*, (Department of Education WA 2013), 45

## B. Functions of Speaking

Numerous attempts have been made to classify the functions of speaking in human interaction. Brown and Yule (1983) made a useful distinction between the interactional functions of speaking, in which it serves to establish and maintain social relations, and the transactional functions, which focus on the exchange of information. In workshops with teachers and in designing my own materials, I use an expanded three-part version of Brown and Yule's framework (after Jones, 1996, and Burns, 1998): *talk as interaction*; *talk as transaction*; *talk as performance*. Each of these speech activities is quite distinct in terms of form and function and requires different teaching approaches.<sup>11</sup>

### 1. Talk as Interaction

Talk as interaction refers to what we normally mean by "conversation" and describes interaction that serves a primarily social function. When people meet, they exchange greetings, engage in small talk, recount recent experiences, and so, on because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speakers and how they wish to present themselves to each other than on the message. Such exchanges may be either casual or more formal, depending on the circumstances, and their nature has been well described by Brown and Yule (1983). The main features of talk as interaction can be summarized as follows:

- Reflects role relationships

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<sup>11</sup> Jack C. Richards, "*Teaching Listening and Speaking*" from *Theory to Practice*, (New York: Cambridge University Press, 2008), 21

- Reflects speaker's identity
- May be formal or casual
- Uses conversational conventions
- Reflects degrees of politeness
- Employs many generic words
- Uses conversational register
- Is jointly constructed

## 2. Talk as Transaction

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. In such transactions,

. . . talk is associated with other activities. For example, students may be engaged in hands-on activities (e.g., in a science lesson) to explore concepts associated with floating and sinking. In this type of spoken language students and teachers usually focus on meaning or on talking their way to understanding. (Jones 1996:14)

Examples of talk as transaction are:

- Classroom group discussions and problem-solving activities
- A class activity during which students design a poster
- Discussing needed computer repairs with a technician
- Discussing sightseeing plans with a hotel clerk or tour guide
- Making a telephone call to obtain flight information
- Asking someone for directions on the street
- Buying something in a shop
- Ordering food from a menu in a restaurant

Burns (1998) distinguishes between two different types of talk as transaction. The first type involves situations where the focus is on giving and receiving information and where the participants focus primarily on what is said or achieved (e.g., asking someone for directions). Accuracy may not be a priority, as long as information is successfully communicated or understood.

### 3. Talk as Performance

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

Talk as performance tends to be in the form of monolog rather than dialog, often follows a recognizable format (e.g., a speech of welcome), and is closer to written language than conversational language. Similarly, it is often evaluated according to its effectiveness or impact on the listener, something that is unlikely to happen with talk as interaction or transaction.

Examples of talk as performance are:

- Giving a class report about a school trip
- Conducting a class debate
- Giving a speech of welcome
- Making a sales presentation
- Giving a lecture<sup>12</sup>

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<sup>12</sup> Ibid, 22-27

### C. Definition of presentation.

Presentation is the process of showing and explaining the content of a topic to audience. Presentation skill is the ability to present a structured, prepared and speech-based means of communicating information, ideas, or arguments to group of interested people in order to inform or persuade them.

Presentations and reports are ways of communicating ideas and information to a group. But unlike a report, a presentation carries the speaker's personality better and allows immediate interaction between all the participants.<sup>13</sup> Presentation is an activity of speaking in front of audience or one of many forms of communication. Presentation is a cohesive communication that done through voice, pictures, and body language as activity of submission of topics, opinions or information to others.<sup>14</sup>

Presentation = Communication<sup>15</sup>

Presentation is a form of communication. Presentation and communication is done cohesively through voice, picture and body language. In "Psikologi Komunikasi" book, Jalaludin Rakhmat quotes the definition of communication from Hovland, Janis and Kelly as follow:

“...the process by which an individual (the communicator) transmits stimuli (usually verbal) to modify the behavior of other individuals (the audience)”<sup>16</sup>

<sup>13</sup> <http://www.nwlink.com/donclark/leader/leadpres.html>, accessed at 18 April 2014

<sup>14</sup> Muhammad Maksun, “*Jago Presentasi-Meraih Sukses Bisnis, Kaerier dan Kuliah dengan Presentasi*”, (Yogyakarta: Cable Book, 2014), 9

<sup>15</sup> Muhammad Noer, “*Presentasi Memukau-Bagaimana Menciptakan Presentasi Luar Biasa*”, [www.presentasi.net](http://www.presentasi.net), 2012, 29

<sup>16</sup> *ibid*



#### D. Characteristics of a Good Presentation

The main purpose of presentation is to give information, to persuade the audience to act and to create goodwill. A good presentation should have a good subject matter, should match with the objective, should best fit the audience, and should be good at organizing. Muhammad Noer said in his book:

Libatkanlah audiens dalam presentasi, dari awal sampai akhir. Jangan sampaikan presentasi seakan-akan hanya untuk kepentingan Anda sendiri. Sampaikan pesan dengan sederhana, namun kuat agar audiens terus mengingatnya.<sup>17</sup>

A good presentation contains at least four elements:

1. **Content** : It contains information that people need. But unlike reports, which are read at the reader's own pace, presentations must account for how much information the audience can absorb in one sitting.
2. **Structure** : It has a logical beginning, middle, and end. It must be sequenced and paced so that the audience can understand it.
3. **Packaging** : It must be well prepared. A report can be reread and portions skipped over, but with a presentation, the audience is at the mercy of a presenter.
4. **Human element** : a good presentation will be remembered much more than a good report because it has a person attached to it.

Good speakers not only inform their audience, they also listen to them. A good presentation also pay attention to :

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<sup>17</sup> Ibid 13-14

## 1. The voice

The voice is probably the most valuable tool of the presenter. It carries most of the content that audience takes away. One of the oddities of speech is that we can easily tell others what is wrong with their voice, e.g. too fast, too high, too soft, etc., but we have trouble listening to and changing our own voices. There are five main terms used for defining vocal qualities (Grant-Williams, 2002) :

- a. **Volume** : How loud the sound is. The goal is to be heard without shouting. Good speakers lower their voice to draw the audience in, and raise it to make a point.
- b. **Tone** : The characteristics of a sound. An airplane has a different sound than leaves being rustled by the wind. A voice that carries fear can frighten the audience, while a voice that carries laughter can get the audience to smile.
- c. **Pitch** : How high or low a note is. Pee Wee Herman has a high voice, Barbara Walters has a moderate voice, while James Earl Jones has a low voice.
- d. **Pace** : This is how long a sound lasts. Talking too fast causes the words and syllables to be short, while talking slowly lengthens them. Varying the pace helps to maintain the audience's interest.
- e. **Color** : Both projection and tone variance can be practiced by taking the line "This new policy is going to be exciting" and saying it first

with surprise, then with irony, then with grief, and finally with anger.

The key is to over-act.

## 2. The body

The body communicates different impressions to the audience. People not only listen to the presenter, they also watch the presenter. Slouching tells them the presenter is indifferent or presenter does not care...even though presenter might care a great deal. On the other hand, displaying good posture tells the audience that presenter know what he is doing and he care deeply about it. Also, a good posture helps presenter to speak more clearly and effective. Throughout presentation, display (Smith, Bace, 2002) :

- a. **Eye contact** : this helps to regulate the flow of communication. It signals interest in others and increases the speaker's credibility. Speakers who make eye contact open the flow of communication and convey interest, concern, warmth, and credibility.
- b. **Facial expressions** : smiling is a powerful cue that transmits happiness, friendliness, warmth, and liking. So, if presenter smile frequently you will be perceived as more likable, friendly, warm, and approachable. Smiling is often contagious and others will react favorable. They will be more comfortable around you and will want to listen to you more.
- c. **Gestures** : if you fail to gesture while speaking, you may be perceived as boring and stiff. A lively speaking style captures

attention, makes the material more interesting and facilitates understanding.

- d. **Posture and body orientation** : you communicate numerous messages by the way you talk and move. Standing erect and leaning forward communicates that you are approachable, receptive, and friendly. Interpersonal closeness result when presenter and audience face each other. Speaking with your back turned or looking at the floor or ceiling should be avoided as it communicates disinterest.
- e. **Proximity** : cultural norms dictate a comfortable distance for interaction with others. You should look for signals of discomfort caused bu invading other's space. Increasing the proximity enables to make better eye contact and increases the opportunities for others to speak.

## **E. Tehcniques of Presentation**

There are several techniques in order to get big influence in presentation :

### **First technique :**

1. Use quotations to strenghten the delivery of presentation.
2. Using appropriate body language.
3. Show the facts to support the topic of presentation.
4. Invite the audience to act immediately
5. Make a conclusion in a closing sentence

**Second technique :**

The second techniques are summarized in KUPAS methods (Kuasai, Ungkapkan, Peragakan, Ajukan pertanyaan, Simpulkan)

## 1. Mastery

- Mastery the material : overview of the material, subject matter, target of material.
- Mastery your self : self confidence, motivation, and optimism.
- Mastery the audience : age, background, and experience.

## 2. Delivery

- Assure the audience that the material that you deliver is useful for them.
- Use intonation and an exact choice of words.
- Emphasize the important part by delay the tone of voice, repeating sentences and provide confirmation.
- Adjust the language to the audience.
- Interspersed with humor, stories, and song
- Ask to trigger the audience.

## 3. Modeled

- Use non-verbal language appropriately : speech articulation, variation in tempo, tone and volume, facial expressions, body language, posture.
- The use of tools (visual).

## 4. Giving question

- Give questions in the presentation.
- Give questions that make possible for audience to show their skill.

- Give questions that stimulate the interaction of audience.
- Look at the silent audience.

#### 5. Making conclusion

- In the end of the session, ask the audience what they get during the presentation.
- Give questions about the material to evaluate the audience.
- Give review of the first material to the last material overviewly.

#### **Third technique :**

##### 1. The rule of three

In a small away, this technique divides the main thought that you want to deliver in the three sections. This way will make the audience understand what you want to talk about and remember every section well. Grouping the idea in three sections always provide its own power than the other amount.

##### 2. Anaphora

Anaphora is doing repetition of a word or group of words in chronological sentences. The repetition is done for giving emphasis. The use of anaphorawhen combined with a particular tone are also able to create a dramatic effect, especially towards the closing of a presentation.

### 3. Hyperbole

Exaggerate something to give emphasis. Hyperbole technique if used properly can strengthen and give a dramatic effect in a presentation. Use this technique carefully only on something that is suitable to give emphasis.<sup>18</sup>

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<sup>18</sup> Muhammad Maksum, "*Jago Presentasi-Meraih Sukses Bisnis, Kaerier dan Kuliah dengan Presentasi*", (Yogyakarta: Cable Book, 2014), 51-61