

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents definition of speaking, the importance of speaking, component of speaking, teaching speaking, principles for teaching speaking, the type of classroom speaking performances, and Team Games Tournament (TGT)

A. Definition of Speaking

Speaking is very important for human to communicate each other. When we are speaking, of course we always use a language to make our speaking can be understood by listener. The function of language is to communicate with others to survive and to maintain certain interpersonal relationships.¹ The basic concern in speaking ability is to communicate formally and informally subject with sufficient ease and fluency to hold the attention the listener. However, today's world requires that goal of teaching speaking should improve students' communicative skill, because only by this the way students can express and learn how to follow the social and cultural rules appropriate in each communicative circumstance. Speaking is interactive process of constructive meaning that involves producing and receiving information.² Speaking is perhaps the most fundamental of human skills, and because we do

¹ Bei Zhang, An Analysis of Spoken Language and Written Language and How They Affect English

Language Learning and Teaching,

"<http://ojs.academypublisher.com/index.php/jltr/article/view/10128>". Doaj.org. accessed on November 30, 2014.

² Baeley, *Practical English Language Teaching*, (New York Cambridgeunin-Versity Press 1992) pg 2

it constantly, we do not often stop to examine the processes involved. Yet having a simple conversation is anything but a simple process-particularly if someone is speaking a new language.³

Speaking is also the process of building and sharing meaning through the use of verbal and non-verbal symbol in varieties contexts. It can be inferred that speaking is expressing ideas, opinion, feeling to others using words or sounds of articulation in order to inform, to persuade, to entertain that can be learnt by using some teaching and learning methodologies.

B. The Importance of Speaking

Language is a tool for communication. We communicate with others, to express our deals, and to know others' ideas as well. Communication takes place, where there is speech. Without speech we cannot communicate with one another. The importance of speaking skills hence is enormous for the learners of any language. Without speech, a language is reduced to a mere script. The use of language is an activity which takes place within the confines of our community. We use language in a variety of situations. People at their work places, i.e. researchers working either in a medical laboratory or in a language laboratory, are supposed to speak correctly and effectively in-order to communicate well with one another. Any gap in communication results in misunderstandings and problems.

While a picture may be worth a thousand words, those words will no doubt come in handy if the picture is distorted or poorly understood. After all,

³ Kathleen m. bailey, *Issues In Teaching Speaking Skills To Adult Esol Learners* (New York : McGraw Hill 2002) pg 121

the most effective way to communicate is through speech. The four language skills of listening, speaking, reading, and writing are all interconnected. Proficiency in each skill is necessary to become a well-rounded communicator, but the ability to speak skillfully provides the speaker with several distinct advantages. The capacity to put words together in a meaningful way to reflect thoughts, opinions, and feelings provides the speaker with these important advantages:⁴

1. *Ability to inform, persuade, and direct.* Educators, military leaders, lawyers, and politicians, among others, seek to develop their speaking skills to such a level that they are transformed into master communicators. Speaking clearly and confidently can gain the attention of an audience, providing the golden opportunity for the speaker to make the message known.
2. *Ability to stand out from the rest.* When one thinks of speaking skills, one tends to think of it as a common skill. The ability to stand before others and speak effectively is not an ordinary ability. Many people are deathly afraid of public speaking; others have little ability to form thoughts into sentences and then deliver those words in a believable way. A speaker whose skills are honed and developed with constant application and hard work can stand out.
3. *Ability to benefit derivatively.* Well-developed verbal skills can increase one's negotiation skills. Self-confidence is improved. A growing sense of

⁴ The Importance of Speaking Skill, "<http://www.geraldgillis.com/importance-speaking-skills/>." Accessed on December 2, 2014

comfort comes from speaking in front of larger and larger audiences. A reputation for excellence in speaking can accrue over time, thereby imparting certain credibility to the speaker.

4. *Career enhancement.* Employers have always valued the ability to speak well. It is, and always will be, an important skill, and well worth the effort in fully developing.

Speaking skills are important for many things such as education, career success, but certainly not limited to one's professional aspirations. Speaking skills can enhance one's personal life, thereby bringing about the well-rounded growth we should all seek.

C. Component of Speaking

Speaking involves the interaction of several processing components. Even pre-theoretically, it is obvious that speaking at least comprises a level of intentions and ideas, a level of words and sentences, and a level of sound production or articulation. As English learners, we have to know some important component. The component is what aspect influencing how well people speak English. Here is the component of speaking skill according to Syakur. According to Syakur (1987: 5), speaking is a complex skill because at least it is concerned with components of grammar, vocabulary, pronunciation, and fluency.⁵

⁵ Cemink's voice, the components of speaking ability. "<http://beddebah-haterulez.blogspot.com/2012/08/the-components-of-speaking-ability.html>". accessed on November 30, 2014

1. Grammar

It is needed for students to arrange a correct sentence in conversation. It is in line with explanation suggested by Heaton that student's ability to manipulate structure and to distinguish appropriate grammatical form in appropriate one. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

2. 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. Having limited vocabulary is also a barrier that precludes learners from learning a language. Language teachers, therefore should possess considerable knowledge on how to manage an interesting classroom so that the learners can gain a great success in their vocabulary learning. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.

3. Pronunciation

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

4. Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency 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: 4).

D. Teaching Speaking

Teaching and learning is a process that includes many variables. These variables interact as learners work toward their goals and incorporate new knowledge, behaviors, and skills that add to their range of learning experiences. Teaching speaking is sometimes considered a simple process. Commercial language schools around the world hire people with no training to teach conversation.⁶ Although speaking is totally natural, speaking in a language other than our own is anything but simple.⁷

Speaking lessons often tie in pronunciation and grammar, which are necessary for effective oral communication. Or a grammar or reading lesson may incorporate a speaking activity. Either way, your students will need some preparation before the speaking task. This includes introducing the topic and providing a model of the speech they are to produce. A model may not apply

⁶ David nunan, *Practical English Language Teaching First Edition* (new york mc graw-hill/contemporary 2003) pg 48

⁷ Ibid

to discussion-type activities, in which case students will need clear and specific instructions about the task to be accomplished. Then the students will practice with the actual speaking activity.

The goal of teaching speaking skills is communicative efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation.

The mean of teaching speaking to teach English Second Language (ESL) is to:⁸

1. Produce the English speech sounds and sound patterns
2. Use word and sentence stress, intonation patterns and the rhythm of the second language.
3. Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
4. Use language as a means of expressing values and judgments
5. Use the language quickly and confidently with few unnatural pauses, which are called as fluency.

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

⁸ Hayriye Kayi. *Teaching Speaking: Activities to Promote Speaking in a Second Language*.
'<http://iteslj.org/Techniques/Kayi-TeachingSpeaking.html>'. accessed on November 30, 2014.

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. In teaching learning process, the language learners need to recognize that speaking involves three areas of knowledge:⁹

1. Mechanics (pronunciation, grammar, and vocabulary): Using the right words in the right order with the correct pronunciation.
2. Functions (transaction and interaction): Knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building).
3. Social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants): Understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.

As far as now, the studentS think that speaking English is very difficult. Students often think that the ability to speak a language is the product of language learning, but speaking is also a crucial part of the language learning process. As teacher have to know about it. Effective instructors teach students speaking strategies using minimal responses, recognizing scripts, and using language to talk about language that they can use to help themselves expand their knowledge of the language and their confidence in using it. These

⁹ Teaching Speaking, "<http://www.nclrc.org/essentials/speaking/spindex.htm>". accessed on November 30, 2014.

instructors help students learn to speak so that the students can use speaking to learn. Here are some strategies for developing speaking skill:¹⁰

a. Using minimal responses

Language learners who lack confidence in their ability to participate successfully in oral interaction often listen in silence while others do the talking. 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.

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

¹⁰ Teaching speaking, “thpt-lequydon-danang.edu.vn/upload/soft/Teaching%20speaking.doc”. accessed on December 2, 2014

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

Instructors can help students develop speaking 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.

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.

E. Principles for Teaching Speaking

There are some principles for teaching speaking, such as:¹¹

1. Be aware of the differences between second language and foreign language learning contexts.

Speaking learned in two broad contexts: foreign language and second language situation. The challenges you face as a teacher are determined partly by the target language contexts.

A foreign language (FL) context is one where the target language is not the language of communication in the society (e.g., learning English in Japan or studying French in Australia). Learning speaking skill is very challenging for students in FL contexts, because they have very few opportunities to use the target language outside the class room. Sometimes foreign language learners traveling in countries to use where their target language are spoken find that they can neither understand native speaker nor be understood. There is an old story of the college freshmen who struggled with introductory French and then with intermediate French. When he finally passed the course, his parents were so proud they sent him on a trip to Paris. When he got to Paris, he discovered that no one there speaks or understand intermediate French.

A second language (SL) context is one where the target language is the language of communication in the society (such as English in the UK or Spanish in Mexico) second language learners include refugees, international students and immigrants. Some second language learners (especially those who arrive in their new country as children) achieve noble speaking skill, but many others progress to a certain proficiency level and then go no further. Their speech seems to stop developing at point where it still contains noticeable, patterned errors. These can be error in grammar, vocabulary, pronunciation, or any combination of problem that affect the learners ability to communicate by speaking.

2. Give the students practice with both fluency and accuracy

Accuracy is the extent to which students' speech matches what people actually say when they use the target language. Fluency is the extent to which speakers use the

¹¹ David nunan, practical English language teaching first edition (new York mc graw-hill/contemporary 2003) pg 53-56

language quickly and confidently, with few hesitations or unnatural pause, false start, words search, etc.

In language lesson-especially at the beginning and intermediate levels-learners must be given opportunity to develop both their fluency and their accuracy. They cannot develop fluency if the teacher is constantly interrupting them to correct their oral errors. Teacher must provide the students with fluency-building practice and realize that making mistake is a natural part of learning a new language.

3. Provide opportunity for students to talk by using group work, limiting teacher talk.

Research has repeatedly demonstrated that the teacher do approximately 50 to 80 percent of the talking in class room. It's important for us as language teacher to be aware of how much we are talking in class so we don't take up all the time the students could be talking.

Pair work and group work activities can be used to increase the amount of time that learners get to speak in the target language during lessons. One further interesting points is that when teacher is removed from the conversation, the learners take on divers speaking roles that are normally filled by the teacher (such as posing questions or offering clarification).

4. Plan speaking task that involve negotiation for meaning.

Research suggests that learners make progress by communication in the target language because interaction necessary involves trying to understand and make you understood. This process is called negotiation for meaning. It involves checking to see if you have understood what someone has said, clarifying your understanding, and confirming that someone understood your meaning. By asking for clarification, repetition, or explanation during conversations, learners get the people they are speaking with to address them with language at a level they can learn from and understand.

5. Design class room activities that involve guidance and practice in both transactional and interactional speaking. When we talk with someone outside the class room, we usually do so far interactional or transactional purposes. Interactional speech is communicating with someone for social purposes. It includes both establishing and maintaining social relationship. Transactional speech involves communicating to get something done. Including the exchange of good and/or services.

F. The Type of Classroom Speaking Performances

These activities may include imitating (repeating), answering verbal cues, interactive conversation, or an oral presentation. Most speaking activities inherently practice listening skills as well, such as when one student is given a simple drawing and sits behind another student, facing away. The first must give instructions to the second to reproduce the drawing. The second student asks questions to clarify unclear instructions, and neither can look at each other's page during the activity. Information gaps are also commonly used for speaking practice, as are surveys, discussions, and role-plays.

There are six types of classroom speaking performance that can apply to the kinds of oral production that students are expected to carry out in the classroom. They are imitative, intensive, responsive, transactional (dialogue), interpersonal (dialogue), and extensive (monolog).¹²

1. Imitative

A very limited portion of classroom speaking time may legitimate by spent generating “human tape recorder” speech, where, for example, learners practice an intonation contour or try to pinpoint a certain vowel sound. Imitation of 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 goes one step beyond imitative to include any speaking performance, that is designed to practice some phonological or grammatical aspects of language. Intensive speaking can self-initiated or it can even form part of some pair work activity, where learners are “going over” certain forms of language.

¹² H. Douglas Brown. *Teaching By Principles: An Interactive Approach To Language Pedagogy* (New York: Pearson Education Company, 2001). Pg 271-273

3. Responsive

A good deal of students' speech in the classroom is responsive, such as short replies to teacher or student-initiated questions or comments. These replies are usually sufficient and do not extend into dialogue. Such speech can be meaningful and authentic.

4. Transactional(dialogue)

Transactional language, carried out for the purpose of conveying or exchanging specific information, is an extended of responsive language. Conversation, for example, may have more of a negotiate nature to them than does responsive speech.

5. Interpersonal(dialogue)

The other form of conversation mentioned interpersonal dialogue, carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. These conversations are a little trickier for learners because they can involve some or all of the following factors:

- A casual register
- Colloquial language
- Emotionally charged language
- Slang
- Ellipsis
- Sarcasm
- A covert agenda

6. Extensive (monolog)

Finally, students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches. Here the register is more formal and deliberative. These monologues can be planned or impromptu.

G. Team Games Tournament (TGT)

1. Definition of Team Games Tournament (TGT)

Teams-Games-Tournament is one of the team learning strategies. It increased basic skills, students' achievement, positive interactions

between students, acceptance of mainstreamed classmates and self-esteem.¹³

Teams-Games-Tournaments were originally developed by David DeVries and Keith Edwards at the University of Johns Hopkins as a Cooperative Learning Method.¹⁴ TGT is one type of cooperative learning that place students in groups study. Teams-Games-Tournaments (TGT) is a classroom program which addresses the problems of student values, student diversity, and basic skills.¹⁵ TGT is an innovative instructional model which focuses on the learning of basic skills, information, and concepts, rewarding students in small teams rather than at the individual level.

TGT is a classroom management technique in which (1) students are placed on four member teams; (2) the student teams compete in regularly scheduled tournaments; and (3) the tournaments are structured around instructional games.

¹³ Sugeng Prasetyo, *The Usage Of Teams Games Tournamet Method In Teaching Vocabulary In Lementary School*. E Journal “<http://download.portalgaruda.org/article.php?article=97564&val=613>.” Accessed on December 2, 2014

¹⁴ Adi Kumaranata, Cooperative Learning Teams Games Tournaments (TGT).

“<https://adikumaranata.wordpress.com/2011/06/29/team-group-tournament-tgt/>” . accessed on November 30, 2014

¹⁵ De Vries, David L.; Slavin, Robert E., *Teams-Games-Tournaments (TGT)* ”*Journal of Research and Development in Education*, v12 n1 p28-38 Fall 1978”. Accessed on November 30, 2014

2. Team Games Tournament (TGT) in the Classroom

According to Slavin type TGT cooperative learning consists of 5 steps are Class presentation, Teams, Games, Tournament, and Group recognition.¹⁶

- a) Class presentation; the teachers deliver the material, usually by direct instruction from teacher, or teacher led a discussions about material. At the class presentation, students should pay attention and understand the material presented by the teacher, because it will help them when work in the group.
- b) Team; the group usually consists of 4 to 5 heterogeneous students. The teacher divided a group based on student's ability and gender. It make a group can work properly and optimally in the game.
- c) Games; Game consists of the numbered questions. Students select a numbered card and try to answer the questions. Students who answer correctly the question would get a score. These scores are collected as group score.
- d) Tournament; Usually the tournament conducted on weekends or on each unit after the teacher does class presentations and the students do group work sheet.
- e) Awards group; Announced the best group by the teacher

¹⁶ Robert E. Slavin, *Cooperative Learning*, (London: Allymand Bacon, 2005) pg. 166

3. Advantages of Team Games Tournament (TGT)

The advantages of Team Games Tournament (TGT) are:¹⁷

- a. Students are more active during the learning process.

When the students study in the class they will be more active because TGT is the method that is very enjoy. It is study as like competition so the student will more active to get a good score.

- b. Students will better mastery in the material provided

TGT is used in a group. Every student will more study in discussion so that students will be easy to mastery the material.

- c. Improve the student communication skill to each other

Because TGT is conducted in group, so each student will do together and they will share each other and of course they will communication with their friend. It makes the students give full participation

- d. Interest the students to be confidence to speak in front of the class

Students will be interest to speak more and they will be confident to speak because when they are silent, they will not answer the question and they will not be the winner in that tournament

- e. Learning process will be more attractive

The learning process will be more attractive because the method can make student more active, enjoy, can make students confident in speaking and the method is interesting so the student will not bored to

¹⁷ Ibid. *referensi*

join in the class. They will not think that speaking English is very difficult but they will say that speaking English is very easy and enjoy.

4. Disadvantages of Team Games Tournament (TGT)

There are some disadvantages of Team Games Tournament (TGT), such as:

- a. It is difficult to conditioned the students in the class.
- b. It takes a long time during the process because we play the games academic with many group.
- c. The teacher has to make much preparation including the questions, appreciation, prepare a good strategy to make a good condition during the process.