CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents review of related literature, included: definition of conversation, Clasification of conversation, aspect of conversation, definition of teaching speaking, the goal of speaking, aspect of teaching speaking, evaluation of speaking and English morning conversation program.

A. Conversation

Conversation is a form of interactive, spontaneous communication between two or more people. Typically it occurs in spoken communication, but some written exchanges may also be referred to as conversations. The development of conversational skills and etiquette is an important part of socialization. The development of conversational skills in a new language is a frequent focus of language teaching and learning.

Conversation analysis is a branch of sociology which studies the structure and organization of human interaction, with a more specific focus on conversational interaction. No generally accepted definition of conversation exists, beyond the fact that a conversation involves at least two people talking together.[4] Consequently, the term is often defined by what it is not. A ritualized exchange such a mutual greeting is not a conversation, and an interaction that includes a marked status differential (such as a boss giving orders) is also not a

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[4] Martin Warren, *Features of Naturalness in Conversation*, (2006) p 8.

conversation.[5] An interaction with a tightly focused topic or purpose is also generally not considered a conversation.[6] Summarizing these properties, one authority writes that "Conversation is the kind of speech that happens informally, symmetrically, and for the purposes of establishing and maintaining social ties."[7]

From a less technical perspective, a writer on etiquette in the early 20th century defined conversation as the polite give and take of subjects thought of by people talking with each other for company.[8]

Conversations follow rules of etiquette because conversations are social interactions, and therefore depend on social convention. Specific rules for conversation arise from the cooperative principle. Failure to adhere to these rules causes the conversation to deteriorate or eventually to end. Contributions to a conversation are responses to what has previously been said.

Conversations may be the optimal form of communication, depending on the participants' intended ends. Conversations may be ideal when, for example, each party desires a relatively equal exchange of information, or when the parties desire to build social ties. On the other hand, if permanency or the ability to review such information is important, written communication may be ideal. Or if time-efficient communication is most important, a speech may be preferable.

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[5] Martin Warren, *Features of Naturalness in Conversation*, (2006) p 8-9.
[6] Ibid, 9.
[7] Scott Thornbury ,*Conversation: From Description to Pedagogy*, Slade, Diana (2006), 25.
[8] Mary Greer Conklin.. *CONVERSATION What to Say and How to Say It*, (New York and London: Funk & Wagnalls Company, 1912), 21 - 32.

B. Clasification of Conversation

1. Discussion

One element of conversation is discussion: sharing opinions on subjects that are thought of during the conversation. In polite society the subject changes before discussion becomes dispute. For example, if theology is being *discussed*, no one is insisting a particular view be accepted.[9]

2. Subject

Many conversations can be divided into four categories according to their major subject content:

a. Conversations about subjective ideas, which often serve to extend understanding and awareness.

b. Conversations about objective facts, which may serve to consolidate a widely held view.

c. Conversations about other people (usually absent), which may be either critical, competitive, or supportive. This includes gossip.

d. Conversations about oneself, which sometimes indicate attention-seeking behavior or can provide relevant information about oneself to participants in the conversation.

Practically, few conversations fall exclusively into one category. Nevertheless, the proportional distribution of any given conversation between the categories can offer useful psychological insights into the mind

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[9] Mary Greer Conklin, *Conversation: What to Say and How to Say It,*(New York and London: Funk & Wagnalls Company, 1912), 35 - 60.

set of the participants. This is the reason that the majority of conversations are difficult to categorize.

3. Functions

Most conversations may be classified by their goal. Conversational ends may, however, shift over the life of the conversation.

a. Functional conversation is designed to convey information in order to help achieve an individual or group goal.

b. Small talk is a type of conversation where the topic is less important than the social purpose of achieving bonding between people or managing personal distance.

C. Aspects of conversation

1. Differences between men and women

A study completed in July 2007 by Matthias Mehl of the University of Arizona shows that contrary to popular belief, there is little difference in the number of words used by men and women in conversation.[10] The study showed that on average each of the sexes uses about 16,000 words per day.

2. Conversation between strangers

There are certain situations, typically encountered while traveling, which result in strangers sharing what would ordinarily be an intimate social space such as sitting together on a bus or airplane. In such situations strangers are likely to share intimate personal information they would not

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[10] Roxanne Khamsi, NewScientist.com news service 6 July 2007: Men – the other talkative sex. I thank them for letting them me do this research. Retrieved 8 July 2007. (Original article Are Women Really More Talkative Than Men? Mehl et al., *Science* 6 July 2007: 82

ordinarily share with strangers. A special case emerges when one of the travelers is a mental health professional and the other party shares details of their personal life in the apparent hope of receiving help or advice.[11]

3. Conversational narcissism

Conversational narcissism is a term used by sociologist Charles Derber in his book, *The Pursuit of Attention: Power and Ego in Everyday Life*.

Derber observed that the social support system in America is relatively weak, and this leads people to compete mightily for attention. In social situations, they tend to steer the conversation away from others and toward themselves. "Conversational narcissism is the key manifestation of the dominant attention-getting psychology in America," he wrote. "It occurs in informal conversations among friends, family and coworkers. The profusion of popular literature about listening and the etiquette of managing those who talk constantly about themselves suggests its pervasiveness in everyday life.

Derber distinguishes the "shift-response" from the "support-response". A shift response takes the focus of attention away from the last speaker and refocuses on the new speaker, as in: "John: I'm feeling really starved. Mary: Oh, I just ate. Whereas a support response maintains the focus on the last speaker, as in: John: I'm feeling really starved. Mary: When was the last time you ate?

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[11] Liz Galst, *Cornered: Therapists on Planes* in The New York Times 27 September 2010, accessed on 17,March 2015.

4. Conversation with artificial intelligence

The ability to generate conversation that cannot be distinguished from a human participant has been one test of a successful artificial intelligence (The Turing Test). A human judge engages in a natural language conversation with one human and one machine, each of which tries to appear human. If the judge cannot tell the machine from the human, the machine is said to have passed the test. One limitation is that the conversation is limited to a text, not allowing tone to be shown.

5. Conversing with one's self

Also called intrapersonal communication, conversing with one's self is sometimes able to help solve problems, or serve therapeutic purposes, such as the avoidance of silence.

D. Definition of Speaking

According to David Nunan, in his book that, "speaking is the productive aural/ oral speaking. It consists of producing systematic verbal utterance to convey meaning". It means that speaking is a skill that produced orally that consists of utterance to have meaning.[12]

According to M. Soenardi Djiwandono, in his book state that," Berbicara merupakan kegiatan berbahasa yang aktif dari seorang pemakai bahasa, yang menuntut prakarsa nyata dalam penggunaan bahasa untuk mengungkapkan diri secara lisan.[13]

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[12] David Nunan, *Practical English Language Teaching* (Singapore: Mc Grow-hill,2003),48.
[13] M. Soenardi Djiwandono,*Bahasa dalam Pengajaran* (Bandung: ITB University Press,1996),68.

The statements above mean that speaking is a part of skills of language which active-productive orally skill. Speaking is also a speaker's instrument to express his/her idea directly to the listener whether he/she and listener understand or not about their topic that discussed.

Some students think that speaking is a new language as more difficult than reading, writing, and listening. There are two reasons for this statement. First, unlike reading or writing, speaking happens in real time. Usually a person who asked to talk is waiting us to speak right then. Second, when you speak, you cannot edit and revise what you wish to say, as you can if you are waiting.[14]

E. Teaching Speaking

Teaching speaking is the way or plan of taught in teaching. Exactly, the teacher gives explanation the lesson to the students with the suitable way or interesting way or enjoyable situation for the students. So, the students learn easily.[15] It means that teaching is a human understanding which purpose is to help in teaching learning process in the classroom as well as possible. And Brown (1987) stated that teaching is guiding and facilitating learning, enabling the learners to learn, and setting the condition for learning.[16] Based on the statement above, the researcher can conclude that teaching is an activity, which gives guidance to the students that has a certain rule and a

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[14] Ibid,48.
[15] Martin H. Mouser, *Oxford Learner Pocket Dictionary* (New York: Oxford University Press,1995),425.
[16] Douglas brown, *Principles of language learning and teaching,*(New York: Precentice hall Engle wood clift,1987),7.

certain purpose. Especially, in teaching English the students are ruled to use English vocabularies in order to they can communicate in English fluently.

One of the four skills in English is speaking. Speaking is an ability to say sounds or words to express thought, ideas and feelings. So, teaching speaking means a process of teaching in which the teacher shows and helps someone or students to learn how to communicate and produce communication well in English especially in daily life. Teacher not only shows and helps learners to communicate, but also shows and helps learners how to produce sound system well in English.

Teaching speaking in senior high school based on KTSP is focused on communication in daily life especially on expressing feelings in every situation (transactional and interpersonal), understanding and producing short functional text (e.g. announcement, pamphlets, invitations, etc.), also understanding and producing about monolog text (e.g. narrative, descriptive, news item, etc.). Beside focus on these explanations above, it also needs the pronunciation how to say and how to expressions and texts and needs the generic structure or how to make or produce the expressions and the texts well. The activity in teaching speaking in senior high school is set how to students be more active and are able to express and produce the topics are given by the teacher.

F. The Goal of Teaching Speaking

The goal of teaching speaking skill is communicate efficiency. Learners should be able to make themselves understand and be able to use their current

proficiency to improve their speaking ability. They should try to avoid confusion in expressing because of the wrong pronunciation, grammar, and vocabulary. Many language learners regard speaking ability as the measure of knowing the language. These learners define fluency as the ability to converse with other more than the ability to read, write, or comprehend oral language. The regard speaking is the most important skill that they can acquire and can assess their progress in term of their accomplishment in spoken communication.

G. Aspects of Teaching Speaking

In teaching speaking, there are some aspects of teaching speaking. They are the objectives of teaching speaking, the types of classroom performance, the principle for designing speaking technique, and the curriculum of English for senior high school.

1. The object of teaching speaking for senior high school students

The objectives of this research are to describe the teaching-learning process of teaching English for senior high school students. There are two objective and specific objective.

a. General objective

In general objective, there are three objectives. The students are able to:

1) Improve their ability to communicate in spoken and written to get information level.

2) Have awareness about the essence of English language for increasing nation compete effort in globalization era.

3) Improve the understanding about the correlation between language and culture.

b. Specific objectives

Beside the general objectives in teaching speaking for senior high school students, the specific objectives are also mentioned. In specific objectives, the students are able to:

1) Understand and produce both written and spoken texts which are realized in four language competencies, such as listening, speaking, reading, and writing.

2) Understand and produce short functional text, monolog text, and essay about procedure, descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition, spoof, explanation, discussion, review, and public speaking. The gradation of material appears in the use of vocabulary, grammar, and generic structure of the text.

3) Support competencies, they are linguistic competence (able to use grammar, vocabulary, pronunciation, and writing in communication), socio-culture competence (able to solve all problems that appear in communication process, so the communication keep going on).

2. **The type of classroom speaking performance**

There are six types of classroom speaking performance that can to 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).

a. Imitative

A very limited portion of classroom speaking time any legitimate by spent generating "human tape record" speech, where, for example, learners practice an intonation contour or to 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 particular element of language form.

b. 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 or language.

c. 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.

d. 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.

e. Interpersonal (dialogue)

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

- A causal register

- Colloquial language

- Emotionally charged language

- Slang

- Ellipsis

- Sarcasm

- A convert "agenda"

f. 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 improve.

3. The principles for designing speaking technique

According to H. Douglas Brown, there are seven principles for designing speaking technique that teachers have know in teaching speaking. They use techniques that cover the spectrum of learner's needs, from language-based focus on accuracy to massage-based focus on interaction, meaning, and fluency, provide intrinsically motivating technique, encourage the use of authentic language in meaningful context, provide appropriate feedback and correction, capitalize on the natural link between speaking and listening, give students opportunities to initiate oral communication, and encourage the development of speaking strategies.

H. Evaluation of Speaking

According to Gerald W. Brown, evaluation refers to the act or process to determining the value of something. So, in education, evaluation can be defined as the act or process to determining the value of education or everything refers to education.[17]

Evaluation has important role in education. According to Jahja Qohar Al-Haj, based on the learner, evaluation has some function as follow:[18]

a. Knowing the level of achievement of student

b. Deciding the effectiveness of teaching learning process

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[17] Wayan nur kancana and Sumartama,1986. Evaluasi Pendidikan(Surabaya: Usaha National),1.
[18] Syaiful Bahri Djamarah, Guru dan Anak Didik dalam interaksi edukatif: Suatu Pendekatan Teoritis Psikologi(Jakarta: Rineka Cipta, t.th),249.

c. Giving the report of student's development

d. Making a mistake in practice is better

There are some aspects in evaluation of speaking, as follow:

a. Accuracy

The different aims of accuracy are varied. Accuracy is a component of fluency. Despite this, accuracy can emphasize grammar, vocabulary, and pronunciation. This is perfect for the teacher whose aim is to get a specific language item or feature from their student. Accuracy also allows learners to practice producing connected speech and pronunciation.

b. Fluency

Fluency allows the learner to develop the skill of speaking in its most basic form. The focus is not on accuracy but getting a massage or meaning across to another. With fluency, the learner can practice communicative factual or personal in information using all of any of the language they have at their disposal.

For all speaking it is integral the teacher allows for an exchange between students to express their thoughts and ask questions. There should be a variety of topics for discussion that allows the students to ultimately function well in social situations, whether this is with accuracy or fluency.

c. Grammar and vocabulary

Grammar and vocabulary are used to express precise meanings, attitudes, and opinions without resorting to implication. Eventually, that expected to show that the students can correctly operate a range of

resources which is little short of that available to on educated native speaker, and can maintain the direction and how of the interaction.

d. Pronunciation

Pronunciation is assessed in all speaking exams, in relation to both production of individual sounds and control of prosodic features (stress, rhythm, and intonation).[19]

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[19] Jeremy Hamer, *How to teach for exams* (England, Person Educational limited,2005),108.