

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter describe about review of related literature. It includes definition of speaking, teaching speaking, speaking skill, media in teaching speaking, and the description of Bamboo dancing method.

A. Definition of Speaking

In language teaching learning, we often talk about four basic language skills, such as: listening, speaking, and writing, in terms of their direction and modality. Modality refers to the medium of the language (whether it is aural/oral or writing). Thus, speaking is the productive, oral skill. Speaking consist of producing systematic verbal utterances to convey meaning between two people or more. Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information and speaking is an interactive is an interactive action in producing, receiving and processing utterances which have meaning to convey information.¹

According to Tarigan states that speaking is the ability to pronounce articulation of sound or words to express though, ideas and feels. Speaking is a system of sign which is audible and visible using muscles of human being for the purpose of that ideas. So, speaking is only sound or word pronunciation. Speaking is a means to communicate the ideas that are arranged and developed

¹Kathleen M Bailey, *Practical English Language Teaching Speaking*, (New York: McGraw-Hill, 2009),2.

with the listener's need. Speaking is an instrument which tells to the listener directly, is the listener or speaker understand or not in the speaking materials. Is he can the confidence and adaption or not, when he pay attention and enthusiastic or not.²

From the explanation above, the researcher conclude that speaking is the processes communicate through the use of verbal and non verbal symbols and also sharing and express their opinions, feeling, and ideas. Speaking is one of the skills that have to be mastered by students in learning English.

B. Teaching Speaking

In this modern era, English is one of the most important languages in Indonesia, since many job vacancies which should be mastered, both in orally and written. Improving the speaking skills of students is difficult, but the added benefit is building confidence in students for speaking skills and strategies. Teaching speaking is the process of acquiring and learning one of the four English skills among the student and the teacher. This process needs much time to accomplish. It is usually practical learning, it can be understood easily by practicing.

To make the learning process, especially in teaching speaking, the English teacher should know the principle of the teaching speaking, and they are four principles for teaching speaking:

² Djago Tarigan and HG Tarigan, *Teknik pengajaran ketrampilan Berbahsa* (Bandung: Angkasa IKAPI, 1986), 26.

1. Understanding the differences between second language and foreign language learning contact. A foreign language context is one where the target language is not the language of communication in the society. A second language context is one where the target language is the language of communication in the society.
2. Give student practice with both fluency and accuracy. Fluency is the extent to which speakers use the language quickly and confidently. Accuracy is the extent to which student's speech matches what people actually say when they use the target language.
3. Provide opportunities for students to talk by using group work or pair work, and limiting teacher talk. Pair work and group work activities can be used to increase the amount of time than learner get to speak in the target language during lesson.
4. Plan speaking task that involve negotiation for meaning, when learners make progress by communicating in the target language because interaction necessary involve trying to understand and make yourself understood. This process is called negotiation for meaning.³

C. Speaking Skill

Speaking is a productive skill. It involves putting a message together, communicating the message, and interacting with other people.⁴ According to oxford Advanced Dictionary, speaking skill is to “express or communicate

³David Nunan, *practical English language teaching first Edition* (New York: Mc Graw-Hill Companies, 2003), 55.

⁴Cora Lindsay, *Learning and Teaching English* (New York: Oxford University Press, 2006), 57.

opinions, feelings, ideas, etc., by or as talking and it involves the activities in the part of the speaker as psychological (articulator) and physical (acoustic) stages".⁵ Scott Thronburg also said "Speaking is so much a part of daily life that we take it for granted". The average person produces tens of thousands of words a day, although some people may produce even more than that.⁶

The main goal in teaching the productive skill of speaking is to develop the students speaking competence. Speaking competence is ability to make us in an ordinary voice to express his feeling and ideas using appropriate language. On the other hand, speaking can be called as oral communication and speaking is one of skills in English learning. This becomes one important subject that teacher should give. That is why the teachers have big challenge to enable their students to master English well, especially speaking English in class or out of the class. It means that someone can speak fluency, grammatically correct and understandable for the listener.⁷ To speak English we have to know the important component. The component is what aspect influencing how well people speak English. To measure speaking competence according to Harmer, speaking skill consists of three elements: pronunciation, fluency, stress and intonation.⁸

⁵Oxford Advanced Dictionary.

⁶Scott Thronbury, *How to Teaching Speaking* (London: Longman, 2003), 1.

⁷<http://rujukanskripsi.blogspot.com/2013/06/definition-of-speaking-skill.html>.

⁸Jeremy Harmer, *The Practical of English Language Teaching* (England: Person Education Limited, 2007) .343

1. Pronunciation

Pronunciation is a way in which a language or particular word or sound is spoken.⁹ It means that the sound of the word is same as the structure of the word in phonology. If we get it then we can speak better. If we want to be able to pronounce the word correctly, we must learn and practice pronunciation every day and every time. If we do it, so we will be able to speak better.¹⁰

2. Fluency

Fluency is an important element in speaking. Speaking fluently will help us to be able to speak well in front of people. Speaking fluently is difficult. If we want to speak fluently, we must practice every day and every time. We can practice in front of the mirror by our self. Then we must watch movie and listen music program that use English language. As we know that, foreign people can speak fluently, so we can learn from them.¹¹

3. Stress and Intonation

Stress is an extra force used when pronouncing a particular word or syllable.¹² Then intonation is the rise and the fall of the voice in speaking.¹³ If we get both of them, we will be able to speak better.

⁹Martin H. Manser, *Oxford Learner Pocked Dictionary*, (New York: Oxford University Press,1995) 343

¹⁰Jeremy Harmer, *The Practical of English Language Teaching* (England:Person Education Limited,2007) ,343

¹¹Ibid, pg.343.

¹²Jonathan Crowther, *Oxford Advanced Learners Dictionary* (Oxford New York: Oxford University Press, 1995).62

¹³Ibid, p.1181

From all definition, it can be inferred that speaking skill is an ability in expressing opinion, feeling, and ideas to other by using sounds or words in order to inform, entertain and persuade that can be learn by using some teaching techniques. The researcher concludes that speaking is more complicated than it seems at first and involves more than just pronouncing words.

D. Assessment of Speaking

Assessment of speaking skill is different with the assessment of writing and vocabulary skill. Assessment of speaking skill deals with the procedure of scoring speaking test. Those are about comprehension, fluency, vocabulary, pronunciation, and grammar.¹⁴

There are four Criteria in Testing speaking and pronunciation. The first criterion is that we must test what we are teaching to the student and what we are teaching to the student and what the student must learn. A test that is used to measure in assessment of speaking skill is called valid test. The second, we must believe that the result of the test is reliable. Reliability deals with the consistency.¹⁵

The third criterion is practicality. It is the fact that the criterion needs some resources such as time, money, personnel. The forth criterion is wash back. It is

¹⁴David P.Haris, *Testing English As A Second Language*, (New York: McGraw Hill Company, 1969), pg.84

¹⁵KatleenM.Bailey, *Practical English Language Teaching Speaking*, (New York: International Edition, 2005), pg.21

the effect of the test in teaching learning speaking. The effect means whether the student result of the test encourages the student to prepare their speaking tasks.¹⁶

There are two kind of speaking test, indirect and direct test. Direct test is the learners speak the target language directly. Indirect method (conversation cloze test) means we give a test to the students by blanking a paragraph. The students fill the blank with a suitable word based on the paragraph.¹⁷

E. Methods in Teaching Speaking

There are some methods suggested for developing speaking skill namely: Role plays, Game, Problem-solving, Songs, and Discussion.

1. Role play

One of the methods suggested for developing speaking skill is role playing. That is creating a dramatic situation in a classroom, or in a part, simply acting out dialogues, but also in part relabeling objects and people in the room to prepare for imaginative role playing. Such a role playing can help teachers expand the classroom indefinitely and provide natural context for the language being used and encourages the students to speak up without worrying about set patterns, gets them to use their imaginations, and creates an amusing atmosphere that would make them forget that they are in the classroom.

¹⁶Ibid, pg.22

¹⁷Ibid, pg.23

2. Game

Game is one of activities which can help to create dynamic, motivating classes. The reason is that real learning takes place when the students in a relaxed atmosphere, participate in activities that requires them to use what they have been drilled on. Games are not only suitable for children but also for adult.

3. Problem-solving

Material which focus on problem solving offer further opportunities for students to work in pairs or small groups, to share information and opinions on topics, which are meaningful to them. The basic principle lying behind such activities is that the teacher sets up a situation where there is “an information gap” among the participants, and this gap has to be bridged either orally or in written form.

White suggest that more advanced students be given problems which require going out into the community or on campus to interview people who can supply concrete information about the problem. Classroom activities include the preparation of informal “script” to be used as guides during the interviews. After the students have completed their research, they present their findings to the class by re-enacting they interview and the answering questions from the group in the guise of persons whom they interviewed.

4. Songs

Using songs in EFL Classroom, especially speaking can be both enjoyable and educational. Songs usually provides a peaceful and happy

mood for the listeners. From a pedagogical standpoint, songs can be incorporated into the classroom for a variety of reasons. Songs can be used as materials for discussion, i.e., Paraphrasing. In addition Richard suggests that songs can be used, as useful aid in the learning vocabulary, pronunciation, structures, and sentence patterns, and Pomeroy suggests that songs can be used to teach aspects of culture, especially the culture of the Target Language Speaker.

5. Discussion

Group discussion may be composed of three to five students. If such group work is used regularly and introduced with a careful explanation of its proposal, the class will soon accept it as a natural activity. The main of group discussion is to improve fluency, and grammar is probably best allowed to function as a naturally communicative context.¹⁸

F. Description of Bamboo Dancing Method

Bamboo dancing method is almost same with inside-outside circle method. According to Agus 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. 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

¹⁸Endang Fauziati, *Teaching English as a Foreign Language*, (Surakarta: Universitas Muhammadiyah Press, 2005), 127-135.

circle, they can exchange information with each other how to spin in the opposite direction.¹⁹

Besides that, based on Kagan Inside-Outside Circle is a summarization technique that gets students up and moving. It provides a way to get students who normally would not talk to interact with others. 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 from 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 time, adding to the summary. If the teacher stands in the center of the circle, he or she can easily monitor student responses.²⁰

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

¹⁹Agus suprijono, *Cooperative Leraning Teori dan aplikasi PAIKEM*, (Surabaya: PustkaPelajar. 2009)

²⁰Kagan, *How to use inside-outside circle*. Copyright 2012.Learning Sciences International.

can use this activity as a formative assessment by standing in the center of the circle and listening to the conversation that take place.

Bamboo Dancing Method is part of cooperative learning. According to Agus Suprijono learning process in Bamboo Dancing Method is started by giving question to students. Teacher does title 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.

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 support their presentation. Teacher must facilitate condition so the presentation can be learning for all students inside the class.²¹

G. Step of Bamboo Dancing Method

According to Istarani there are six steps in Bamboo Dancing Method, there are: The study begins with the introduction of the topic by the teacher; the teacher divided the class into 2 large groups, On a large group that consists of 20 people divided again into two groups, Then the teacher handing out

²¹ Agus suprijono, *Cooperative Lerning Teori dan aplikasi PAIKEM*, (Surabaya: PustkaPelajar. 2009)

different topics to each spouse to discuss. After discussion, 20 people from every large group who stand facing each other, the results of the discussion in every large group then presented to the entire class. So in this research the researcher wants to describe more detailed about step of Bamboo Dancing Method. There are:

1. 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 prepare to face the new material.
2. The teacher divided the class into 2 large groups. Suppose if there are 40 children in a class, then each large group consist of 20 people.
3. On a large group that consists 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.
4. Then the teacher handing out different topics to each group to discuss. In this step, the teacher gave enough time to students, so they could discuss the material well.
5. After discussion, 20 people from every large group who stand facing each other following lined a clockwise direction. This way every learner's 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.

6. 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.²²

H. 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. Increase tolerance among students.

²²Istarani, 58 *Model Pembelajaran Inovatif*, (Medan: Media Persada, 2011)

I. The Disadvantages of Bamboo Dancing Method

In addition, the model has the advantages of learning Bamboo Dancing Method also have a few disadvantages, namely:

1. The member of the group is too much so the students are confused in teaching learning process.
2. The teacher should prepare a wide variety of topics.
3. Some students course active because the group are too much
4. Interaction learning not occurring along well.²³

²³Ibid, .25.