

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter presents the review of related literature. It is discussed about the definition of speaking, the component of speaking, the assesment of speaking, teaching English using media, teaching speaking, and miming.

A. Speaking

1. Definition of Speaking

According to Haris, Speaking is complex skill requiring the simultaneous use of the number of different abilities which often develop at different rates; five components are generally recognized in analysis of the speech process: pronunciation (including the segmental features vowel, consonants, stress, and intonation patterns). Grammar, vocabulary, fluency, (the case and speed of the flow at speech). Comprehension for oral communication certainly requires subjects to respond to speech as well as initiate it.¹

Speaking is process releasing voice that can understand as mind expression from the coordination between centers taking in brain. To show our feeling, opinion we must sat something aloud needs such as pronunciation. Speaking is the productive, oral skill. Speaking is such a fundamental human behavior that we don't stop to analyze it unless there

¹David P Haris, *Testing as Second Language*, (New York: Mc Graw Hill Book Company, 1969), 81

is something noticeable about it. Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information.²

Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbol in the variety of contexts. It means speaking is process expressing what speakers really mean by using words, sentence, sounds to convey meaning and using signs or gesture that are not spoken but still to convey meaning. Brown and G. Yule, stated that the purpose of a speaker in holding a speaking activity or communication is to transfer or to communicate some messages. It means the purpose of the speaker to speak is to transfer their messages to others³.

Language learners need to recognize that speaking involved three areas of knowledge :

- 1) Mechanics (pronunciation, grammar and vocabulary) : using the right word in the right order with the correct pronunciation.
- 2) Function (transaction and interaction) : knowledge when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building).
- 3) Social and culture rules and norms (turn – taking, rate of participants) : understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason⁴.

²Kathleen M. Bailer, *Practical English Language Teaching : Speaking*, (Singapore:McGraw Hill, 2005),2

³George Yule, *The Study of Language*,(Cambridge, New York: Cambridge University, 1985), 95

⁴ <http://www.nclrc.org/essentials/speaking/soindex.htm>

Based on the statement above the learners need to know the component of speaking in conversation, so that the students can learn speaking well.

2. Component of Speaking

Speaking ability is a student skill. The components that are commonly used in speaking are fluency, pronunciation, grammar and vocabulary. It means to be able to speak well in the foreign language; the student must study those components to support the successful in learning speaking. It does not mean that the students have to master the language component first before practice to speak. While they are practicing to speak, they can improve their language components all together. In other words, it means that they can improve their language components by practice to speak. There are five components recognized analyzing in speech process. They are pronunciation, grammar, vocabulary, fluency and comprehension⁵.

a. Pronunciation

The aim of learning pronunciation is not to achieve a perfect intonation of native accent, but simply to get the learners to pronounce accurately enough to be easy and comfortably comprehensible to other speakers. So, the meaning of spoken sentences can also be obtained from pronunciation. An acceptable pronunciation can avoid

⁵David p Haris, *Testing as Second language*, (New York: McGraw hill Book Company, 1969), 81

misunderstanding among speakers. That is way pronunciation is also very useful in mastering speaking skill⁶.

b. Grammar

Grammar is one of the important things in speaking although it is not the most important element. But grammar is another aspect of language that relates whether or not the learners can use the correct from of the language learnt. Ur said that grammar is sometimes defined as they way words are put together to make correct sentences. By mastering grammar well, learners can interpret phrases or sentences on correct form so they can speak in the right form of language, fluency and accurately⁷.

c. Vocabulary

In learning language, there must be vocabulary that should be known as language consists of vocabulary. Hornby defined vocabulary as the total number of words in a language⁸. Learners have to accept the fact to be near native they have to keep improving their vocabulary and stylistic skill either with or without instruction. Only in this way, they can continuously proceed from the zero to the absolute proficiency point, from the novice to the superior speaker and

⁶Andrypramujunarta, *the Problems of learning speaking through retelling story at mahesa English course of Pare-Kediri*, (Unpublished thesis STAIN KEDIRI vaculty of Education English Department 2007)

⁷Penny Ur, *A course in Language Teaching*, (New York : Oxford University Press, 1974),75

⁸As horby, *Oxford advanced dictionary*, (New York : Oxford University Press, 1974),959

writer⁹. Language learners need to learn the lexis of the language. They need to learn what words mean and how they are used. They must learn large and much vocabularies to make their speech fluency. Beside they learn it, they must learn the meaning too. So they can express idea using.

d. Fluency

Fluency is the capacity to speak fluently, confidently and at a rate consistent with the relevant native speech community. Fluency in speaking English is very important to the speaker, and the one of the main aim of learning speaking is being able to communicate using the language with the others effectively. The effective way can be measured by fluency in producing the language, every foreign language learners is expected to produce oral speech fluently in normal speech. As defined by Hornby he is expected to be able to speak a language smoothly and readily D.P Haris states that fluency is the ease and speed of the flow speech. It cannot be denied that mastery in speaking will be predicated by proper Grammar and large vocabulary.¹⁰

e. Comprehension

Comprehension has meaning the mind's act power of understanding as the exercise to improve one understanding.

⁹BambangYudi C, *The Tapestry of English language Teaching and Learning in Indonesia*, (Malang: State University of malang Press, 2004),39

¹⁰David p Haris, *Testing as Second language*, (New York: McGraw hill Book Company,1969),81

3. Assesment of Speaking

Assessing speaking skills in English as Foreign Language (EFL) classes is one of the many language tests which are more complicated than that of other language skills especially in terms of scoring procedures. This is due to the fact that speaking ability involves many aspects, such as structure, vocabulary, pronunciation, intonation, and stress. Structure deals with the ability to choose suitable words while pronunciation. Intonation and stress concern the learners' ability to pronounce English sounds correctly both in individual words and in sentences with correct stress. Therefore, assessing speaking skill means assessing many aspects at a time. Nevertheless, by referring the aspects of speaking to be assessed, there is still a way to reveal the appropriate scoring procedure.¹¹

In assessment of speaking skill, teacher has to know types of spoken test and scoring procedure of speaking tests. By knowing the types of spoken tests and scoring procedure of speaking tests, teacher knows several types of speaking test and how to score the result of the test.

a. Type Of Spoken Test

Testing, both informally and formally, take place at the beginning and at the end of most language course, as well as at various times during the course itself. Typically, a speaking exam consists of a series of short tasks. Each task is designed to demonstrate a different function of the spoken language. The most commonly used spoken test

¹¹ David Nunan, *Practical English Language Teaching: Speaking*, (Singapore: McGraw-Hill Education, 2005), 21

types are interviews, live monologues, recorded monologues, role-plays, and collaborative tasks and discussions.¹²

1. Interviews

Interviews are relatively easy to set up, especially if there is room apart from the classroom where learners can be interviewed. The class can be set some writing or reading task (or even the written component of the examination) while individuals are called out, one by one, for their interview. The rather formal nature of interviews (whether the interviewer is the learner's teacher or an outside examiner) means that the situation is hardly conducive to testing more formal

2. Live monologues

In live monologues, the candidates prepare and present a short talk on a pre-selected topic. This eliminates the interviewer effect and provides evidence of the candidates' ability to handle an extended turn which is not always possible in interviews. If other students take the role of the audience, a question-and-answer stage can be included that will provide some evidences of the speaker's ability to speak interactively and spontaneously. But giving a talk or presentation is only really a valid test if there are skills that learners are likely to need, e.g. if their purpose for learning English is business, law, or education.

¹² Scott Thornbury, *How To Teach Speaking*, (UK: Pearson Education Limited, 2005)

3. Recorded monologues

Recorded monologues are perhaps less stressful than a more public performance, and for informal testing, they are also more practicable in a way that live monologues are not. Learners can take turns to record themselves talking about a favorite sport or pastime, for example, in a room adjacent to the classroom, with minimal disruption to the lesson. The advantage of recorded tests is that the assessment can be done after the event, and results can be “triangulated”. That is, other examiners can rate the recording and their ratings can be compared to ensure standardization.

4. Role-plays

Most students will be used to doing at least simple role-play in class, so the same format can be used for testing. The other “role” can be played either by the tester or other students, but the influence of the interlocutor is hard to control. The role-play should not require sophisticated performance skills or a lot of imaginations. Situations grounded in everyday reality are best. This kind of test is particularly valid if it closely matches the learners’ needs. One problem, though, with basing the test around written data is that it then becomes a partial test of reading skills as well

5. Collaborative tasks and discussions

These are similar to role-plays except that the learners are not required to assume a role but simply to be themselves. For

example, two candidates might be set the task of choosing between a selection of job applicants on the basis of their CVs. Or the learners simply respond with their own opinions to a set of statements relevant to a theme. Of course, as with role-plays, the performance of one candidate is likely to affect that of the others, but at least the learners' interactive skills can be observed in circumstances that closely approximate real-life language use.

b. The Scoring Procedures of Speaking Tests

No language skill is so difficult to assess with precision as speaking ability, and for this reason it seemed wise to defer our consideration of oral production test until last. Moreover, some of the problems involved in the evaluation of speaking skill occur (though generally with less severity) in other form language testing, and hence the preceding chapters may serve to orient the reader somewhat. Speaking is a complex skill requiring the simultaneous use of number of different abilities which often develop at different rates.¹³

Either four or five components are generally recognized in analyses of the speech process:

1. Pronunciation (including the segmental features-vowels and consonants-and the stress and intonation pattern)

¹³ David P. Haris, *Testing English as a Second Language*, (New York: Mc.Graw. Hill Book Company, 1969), 81.

Pronunciation deals with the right intonation, stress and pronunciation of individual sound refers to the correct pronunciation of English sounds.

2. Grammar

In this scale, candidates are awarded marks for the accurate and appropriate use of syntactic forms of structure or how the learners get their utterance correct.

3. Vocabulary

The vocabulary resources mean the examinees' ability in choosing appropriate words and how to solve the problem when they cannot find a suitable word, which is by explaining around the word.

4. Fluency

In this scale, fluency means the ease and speed of the flow of speech or the ability to keep the conversation going.

5. Comprehension

In comprehension, for oral communication certainly requires a subject to respond to speech as well as to initiate it.¹⁴

Scoring procedures in the assessment in speaking proficiency covers component of language proficiency such as pronunciation, intonation, stress, structure, vocabulary, fluency and content. Theoretically speaking, there are two techniques of scoring. They are analytic scoring

¹⁴David p Haris, *Testing as Second language*, (New York:McGraw hill Book Company,1969),82

procedure and impressionistic scoring. Analytic scoring procedure is procedure in scoring speaking skill by giving each learner a separate score for each component then the separate score are summed up to obtain the total score.¹⁵ On the other hand, the impressionistic scoring is a procedure in scoring speaking skill by judging the learners' performance on the basis of the overall impression without separating each component.

The scoring is done a mark sheet consisting of 5 categories to assess with 1-5 scale for each category. The categories are fluency, grammatical accuracy, pronunciation of sentences, comprehension and vocabulary resources.

SCALE OF COMPONENT IN TESTING ORAL PRODUCTION¹⁶

Aspect to be evaluated	Descriptions	Scale
Fluency	Speech as fluent and effortless as that of a native speaker	5
	Speed of speech seems to be slightly affected by language problems	4
	Speed and fluency are rather strongly affected by language problems	3

¹⁵NurMukminatien, *English Language Education (An Annual Publication on the Teaching Learning of English)*, (Malang: Department of IKIP Malang, 1995), 21

¹⁶Ibid, 20

	Usually hesitant often forced into silent by language limitations	2
	Speech is so halting and fragmentary as to make conversation virtually impossible	1
Grammar	Make a few (if any) noticeable errors of grammar or word order	5
	Occasionally makes grammatical and/or word-order errors, which do not, however, obscure meaning	4
	Makes frequent errors of grammar and word order which occasionally obscure meaning	3
	Grammar and word order errors make comprehension difficult	2
	Error in grammar and word order so severe as to make speech virtually unintelligible	1
Pronunciation	Has few traces of foreign accent	5
	Always intelligible, though one is conscious of definite accent	4
	Pronunciation problems necessitate	3

	concentrated listening and occasionally lead to misunderstanding	
	Very hard to understand because pronunciation problems	2
	Pronunciation problems so serve as to make speech virtually unintelligible	1
Comprehension	Appears to understand everything without difficulty	5
	Understand nearly everything at normal speed, although occasional repetition may be necessary	4
	Understand most of what is said as slower than normal speed without repetition	3
	Has great difficulty following what is said	2
	Cannot be said to understand even simple conversational English	1
Vocabulary	Use of vocabulary and idioms is virtually that of a native speaker	5
	Sometimes uses inappropriate terms and/or	4

	must rephrase ideas because lexical inadequacies	
	Frequently uses wrong words	3
	Misuse of words and very limited vocabulary make comprehension quite difficult	2
	Vocabulary limitations so extreme as to make conversation impossible	1

After scoring these categories, the next step is totaling the score. Then the result is multiplied 4. So, the best score is 100 and the worth is 20.

B. Teaching English Using Media

Arsyad says that teaching media means that are used to convey teaching messages¹⁷. Another definition of teaching media is conveyed by National education Association, which says that media are forms of communication either printed or audio visual and the tools¹⁸.

¹⁷ Azhar Arsyad, *Media Pembelajaran*, (Jakarta : PT. Grafindo Persada, 2006), 4.

¹⁸ Ibid, 5

From the two definitions above, it can be conclude that teaching media are the means that are used by the teacher to convey the teaching material to the students. It can be printed or audio visual and the tools.

Media are needed in teaching and learning process because of several factors, they are¹⁹:

1. The teaching process will be more interesting so that the students are motivated to learn the material given by the teacher. By using media, the teacher can attract the students attention to the material given.
2. The material will be clearer so that the students can understand the material easily. Media make students easier in catching the material given by the teacher.
3. There will be a variation in the teaching and learning process. It makes students enjoy the teaching and learning process.
4. Students can do more activities in teaching and learning process.

According to Derek Rowntree, Education Media have functions²⁰:

1. Motivate the students to study.
2. Review what the students have learn.
3. Give a stimulus to study.
4. Active students' responses.
5. Give feedback soon.

From the references above, it conclude that teaching media are needed in teaching learning process. It is because: students are motivated to

¹⁹ Ibid, 24

²⁰ Ahmad Rohani, *Media InstruksionalEdukatif*, (Jakarta : RinekaCipta, 1997), 7

study. Students can catch the material from the teacher clearly. The teaching learning process will be move varieties so that students enjoy it. Students will be more active in giving responses to the material given by the teacher.

C. Teaching Speaking

Teaching is the way or plan to teach in teaching. Exactly, the teacher gives explanation to the students with the suitable way or interesting way and enjoyable situation for the students. So, the students learn easily.²¹ It means teaching is a human undertaking which purpose is to help in teaching learning process in the classroom. And Brown (1987) stated that teaching is guiding and facilitating learning, enabling the learners to learn, and setting the condition for learning.²² Based on the statements above it can be concluded that teaching is an activity, which gives guidance to the students that has a certain rule and a certain purpose. Especially, in teaching English the students ruled to use English vocabularies in order to the students 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 or state thought, ideas and feelings.²³ 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

²¹ Martin H. Manser, *Oxford Learner's Pocket Dictionary*, (New York: Oxford University Press, 1995), 425.

²² Douglas Brown, *Principles of Language Learning and Teaching*, (New York: Prentice Hall Englewood Cliffs, 1987), 7

²³ Henry Guntur Turigan, *Berbicara Sebagai Suatu Keterampilan Bahasa*, (Bandung: Angkasa Bandung, 1998), 22

communication well in English especially on daily life. Teacher not only shows and helps learners to communicate, but also shows and helps learners how to produce sounds system well in English.

1. Aspects of Teaching Speaking

In teaching speaking, there are some aspects of teaching speaking which teachers have to know. They are the types of classroom speaking performances, the principle for designing speaking technique.²⁴

➤ The Type of Classroom Speaking Performances

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 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.

b. Intensive

²⁴Douglas Brown. *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (New York: Pearson Education Company, 2001),271

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.

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 form of responsive language. Conversation, for example, may have more of a negotiated 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 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”

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 impromptu.²⁵

➤ **The Principle for Designing Speaking Technique**

According to Brown, there are seven principles for designing speaking technique that teachers have to know in teaching speaking. They are use techniques that cover the spectrum of learner needs, from language-based focus on accuracy to message-based focus on interaction, meaning, and fluency, Provide intrinsically motivating technique, Encourage the use of authentic language in meaningful

²⁵Douglas Brown. *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (New York: Pearson Education Company, 2001), 271-273

contexts, 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.

- a. Use technique that cover the spectrum to learner needs, from language-based focus on accuracy to message-based focus on interaction, meaning, and fluency

In current zeal for interactive language teaching, teacher can easy to slip into a pattern of providing zesty content-based, interactive activities that do not capitalize on grammatical pointers or pronunciation tips. When the teacher does a jigsaw group technique, play a game, or discuss solutions to the environmental crisis, make sure that the teacher tasks include technique designed to help students to perceive and use the building blocks of language. At the same time, teacher does not bore his or her students to death with lifeless and repetitious drills.

- b. Provide intrinsically motivating technique

In this part, teacher tries at all times to appeal to the students' ultimate goals and interests, to their need for knowledge, for status, for achieving competence and autonomy, and for being all that they can be. Even in those techniques that do not send students into ecstasy, teacher should help them to see

how the activity will benefit them. Often students do not know why the teacher asks them to do certain thing, it usually pays to tell them.

c. Encourage the use of authentic language in meaningful contexts

It is not easy to keep coming up with meaningful interaction. Teacher succumbs to the temptation to do, say, disconnected little grammar exercises where teacher goes around the room calling on students one by one to pick the right answer. It takes energy and creativity to device authentic contexts and meaningful interaction, but with the help of a storehouse of teacher resource material it can be done. Even drills can be structured to provide a sense of authenticity.

d. Provide appropriate feedback and correction

In most English Foreign Language (ESL) situations, students are totally dependent on the teacher for useful linguistic feedback. In ESL situations, students may get such feedback “out there” beyond the classroom, but even then the teacher takes the advantage of their knowledge of English to inject the kind of corrective feedback that are appropriate for the moment.

e. Capitalize on the natural link between speaking and listening

Many interactive techniques that involve speaking will also include listening. Teachers do not lose out on opportunities

to integrate the two skills. As the teacher perhaps focusing on speaking goals, listening goals may naturally coincide, and the two skills can reinforce each other. Skills in producing language are often initiated through comprehension.

f. Give students opportunities to initiate oral communication

A good deal of typical classroom interaction is characterized by teacher's initiation of language. The teacher asks questions, gives directions, and provides information, and students have been conditioned only "speak when spoken to". Part of communication competence is the ability to initiate conversation and the ability to change the subject.

g. Encourage the development of speaking strategies

The concept of strategic competence is one that few beginning language students are aware of. They simply have not thought about developing their own personal strategies for accomplishing oral communicative purposes. The classroom can be one in which students become aware of, and have a chance to practice, such strategy as:

- Asking for clarification (*What?*).
- Asking someone to repeat something (*Huh? Excuse me?*).

- Using fillers (*Uh, I mean Well*) in order to gain time to process.
- Using conversation maintenance cues (*Uh huh, Right, Yeah. Okay, Hmm*).
- Getting someone's attention (*Hey, Say, So*).
- Using paraphrase for structures one cannot produce.
- Appealing for assistance from the interlocutor (*for example: to get a word or phrase*)
- Using formulaic expressions (*How much does _____ cost? How do you get to the _____?*)
- Using mime and nonverbal expressions to convey meaning.²⁶

D. Miming

Miming is the art of expression in silence, in form of acting and mainly using signs and gestures to communicate. To get the message conveyed through this act, you have to look at the person and understand the facial expression and body language. To make the experience unforgettable to the viewers, the miming is done together with some dance and drama enabling one to imagine and understand the concept more.²⁷

²⁶Douglas Bown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (New York: Pearson Education Company, 2001), 275-276

²⁷<http://www.busyteacher.org/3780.how-to-teach-using-gesture-mime-html>.

According Burhan Elfanany, in miming there are basic concept of body language and form of body language.²⁸

1. The basic concept of body language.

Miming is nonverbal communication that does not use oral and written language, but using body language. Reading body language is the integration between communication skills and sensitivity to the responses given, the body language is a kind of communication that is not expressed directly, but uses sign language and symbols used in face-to-face communication with others.

Body language is a form of non-verbal communication or message without words. Body language is a process of exchange of thoughts and ideas which the message is delivered in the form of gesture, facial expression, eye gaze, touch, artifacts or symbols used, silence, time, voice, and posture and body movements.²⁹

Body language is a type of communication that is not expressed directly, but uses sign language and symbols used in face-to-face communication with others. Body language is considered more powerful than the word or phrase that is expressed. Body language is able to express a lot of things about something than the words spoken. Everyone can learn to speak

²⁸BurhanElfanany, *BukuPintarBahasaTubuh*, (Yogyakarta: Araska, 2013), 38

²⁹BurhanElfanany, *BukuPintarBahasaTubuh*, (Yogyakarta: Araska, 2013), 39

fluent with the language of the body so as not to convey the wrong message.

Body language needs to be used and understood because it is used as a weapon of knowledge on how to read and understand body language, so it can make communication style. Become a more effective communicator because it can both communicate with anyone, even with people who are not familiar with their verbal language.

2. Forms of body language

In use, the body language is often used as a signaling message for a purpose. This can be understood by knowing the types of body language. Shapes and types of body language commonly classified into 3 namely:³⁰

a. Eye Contact

Through eye contact, someone can tell other people a message that people will pay attention to the word-for-word through the gaze. Eye contact shows two people communicate.

b. Expression

Expressions of face have the effect of an expression that is used to communicate emotional or react to a message. The

³⁰ Ibid, 76

face of each person is always stated hearts and feelings.

Through face someone could read the meaning of a message.

c. Gesture

Body language is a form of behavior on the movement of hands, shoulders, fingers and toes. When someone says "the tree is tall" or "the house was close", then that person surely moved her hands to describe the verbal description.

