

## **CHAPTER II**

### **LITERATURE REVIEW**

In this chapter, the researcher will present previous study and several theories which related to the topic. The theories includes teaching listening, teaching reading, reading while listening and speaking skill.

#### **A. Speaking Skill**

Human being is social creature, it means human cannot live without the other. Based on this statement, human being do all the activity with the other. It is the reason that some people can work together. It also means that every human activity may be influenced by other human. From this point, human daily activity cannot be divided with social contact. Social contact plays essential role in human life, without it there are no conversation, agreement, cooperation, and etc.

Social contact itself, occurs when two or more human. They will have conversation when they meet, and it is representation of social contact. In social contact, people may doing many activity which involve other people. Conversation is done to deliver the message and idea. Then, other will response and give feedback based on what thing they deliver. In general, social contact need speaking as media to convey the message.

Speaking is activity which involves producing sounds and shaping the form of word. Besides that, speaking is one of productive skill, that producing sounds, make sentence and clearly understandable. Speaking also common and core activity in human life, everyday people interact with the others. The first thing they do is, speaking. It

represent direct delivering messages, this is the difference between speaking and writing. In writing, people may consider in several factors, in order to make a well writing.

Therefore, speaking is essential skill to be mastered. It is essential because it becomes success indicator of language learning (Nunan, 1991). It is caused because people will analyze and listen other people speak to determine how well they learn something. Other reason, people always converse to the other to convey the idea. However, when conveying idea, people cannot make the audience feel uncomfortable. There are some reason why speaking is essential skill to be mastered.

However, some people may feel difficult to say something. Usually, it related in public speaking context. The common factor which makes speaking is difficult are lack of vocabulary and worrying of making mistake (Heriansyah, 2012). According to the factors, speaking will be difficult to do. However, speaking have to be practiced every time and anywhere if people want to get big achievement. To fix the problem, several solutions may be done. Example, learning the technique, reading a lot of reference to get knowledge and listen more.

In life, the most influencing thing are speaking and listening. It indicates that before conveying idea, people listen and process information first. It means that people can get information from listening (Palmer, 2014). From this point, the conclusion is listening and speaking is connected. Moreover, listening influence speaking skill. It also related with social contact, which interaction is held. In social contact, people talk and listen.

Furthermore, human spend 16% of the time for reading, 30% for listening and 45% for speaking. People may not realize this fact, but it make sense when listening and speaking is connected. To produce word and sentence, people should have information

first. Then, they can convey to the others. Based on the percentage, people can develop their speaking skill automatically. It is entailed by social creature statement.

In reading while listening context, speaking can be said as interactive process. Interactive process is, constructing which involves producing, receiving, and processing information (Bailey, 2005). It indicates that reading and listening may affect speaking skill. Information will be received by verbal and nonverbal sensory, then processed in the brain. Then, people will convey it to the other, by speaking. However, speaking may be unpredictable, unless there is something noticeable in it. Thus, people will always analyze speaking continuously.

Speaking process cannot be described well due to the complexity of brain process. Based on dual coding theory, information is received by verbal or nonverbal sensory, depends on form of information. Then, information will be transmitted into oral sensory to produce sounds. Besides that, producing sounds can be started by speaker's intention to express something. (Hogeweg, 2009). It means that speaking is affected by emotional condition. Then, it influence brain to send messages into productive sensory.

In other word, after gaining information which will be received by verbal and nonverbal sensory, brain will process it. Then, the idea will be sent to productive sensory. It can produce sound and shaping form of word, it called speaking. Besides that, speaker will be triggered by something, then speaker want to speak up. Thus, speaking is affected by receiving, processing and delivering information. It also makes speaking is essential skill to be mastered.

When speaking is considered as success indicator of language learning, speaking can be assessed. The objective is to measure how well speaking skill of individual. Then,

several studies are conducted to form the formula of assessing speaking. It is also used to assess the effect of reading while listening on speaking skill.

Assessing speaking may be different from the other assessment, because speaking may be unpredictable. However, there are several methods to assess speaking skill, one of them is retelling a little story (Brown, 2004). The advantages of this method is, test-taker will speak naturally. It related with the topic which want to know about the effect of reading while listening on speaking skill.

## **B. Teaching Speaking**

English as a language has four components to learn, one of it is speaking. Speaking is essential to be mastered because it is used for deliver our idea. Then, every school gives English as subject to learn. However, people cannot learn English whole, they need process to learn English. It means that in learning activity need process to understand the information, then the information will be completed by the other information.

Then, the goal of teaching speaking is to simplify how to learn speaking. It can be started from introducing word, then pronunciation, making sentence and making a paragraph. Next, students understand about the core of language. Thus, they will learn speaking easily. In this context, students can use Direct Method which focuses on everyday vocabulary and sentences (Bailey, 2005). The students can start to find new words and memorize it. Also, they can start to form a sentence.

However, Direct Method is strongly affected by the development of Audiolingual Method. It emphasizes on repeating sentences which have been heard, which got by textbook audio (Bailey, 2005). The goal is to familiarize the students with the sounds and pattern of English. Thus, they may understand and memorize the sound and pattern

unconsciously. Moreover, when the students can converse the idea to the others fluently, will be a bonus.

Related with the previous, unconsciously it will make a new habit for the students. It means that the information which acquired from Direct and Audiolingual grow their memorize skill. Then, it will be implemented when they utter the idea (Duhigg, 2021). The reason is, they will memorize the word and sentence strongly due to the strength of repetition. Thus, speaking cannot be formed instantly. Besides that, student can expect that they can speak fluently by using Role-Play method.

Role-Play method is a method which asks students to imagine that they are in different situation. Furthermore, the students will think and involve deeply, according to their role (Killen, 2016). The advantages of using this method is, the students will deeply think and feel about the scenario, and push them to speak naturally. Moreover, the interlocutor will know about the students understanding by using this method.

In other word, Role-Play method can be said as simulation which emphasize the student to adapt a different situation. Students will imagine the role they get and try to act the role well. Therefore, English teacher should learn and know about the aspect of speaking aspects before teach it to the students, it will be explained below:

#### 1. Grammar

Grammar can be known as structure and pattern of sentences. However, some people know it as a rule of making sentence. Also, it is known as a packet of rule which connecting some words into a sentence. It means that before making clear speech, students have to learn about English grammar. Students learn about the grammar in the basic level of academic. However, they just use it particularly in writing, the goal is to ask them to make academic writing.

## 2. Pronunciation

When the students producing sounds, teacher can see and understand the process. It means, pronunciation is the process of producing sounds which carry word, sentence and meaning inside of it. Learning pronunciation, make them learn phonetic and phonology. Then, they could speak just like a native speaker.

## 3. Fluency

Speaking fluency means that the speaker can deliver the message clearly and the audience understand it. Fluency is the aspect which should be trained well, it can be watch video or with other strategy. Building well fluency also related with psychological aspect, which means that stress and mental health influence to build well fluency.

In line with aspects of English above, teacher should know about how to make the class condition joyful. It influence the teaching process, if they enjoy the class, they will understand the material. Then, motivating tips will be explained below:

1. Start the class with the music and singing a song
2. After 15 minutes of learning, ask them to break
3. In the break session, teacher can singing or play a motivating video
4. End the class with uttering the conclusion.

### **C. Reading While Listening (RWL)**

Reading while listening has been invented to be beneficial to L2 learners' listening comprehension, as well as with other languages competences by Chang in 2008. It engages other study to reveal other fact of reading while listening. Then, many study are conducted and reveal some benefit of reading while listening. For example, vocabulary

inquiry, fresh strategy which make student enjoy the learning process, and surely, listening comprehension.

Before getting deeper into reading while listening, dual coding theory will be explained first. Dual coding itself was used on imagery as memory aid 2500 years ago. Dual coding explain about human behavior and experience in associative processes which operates on a rich modality specific verbal and non-verbal representations (Clark & Paivio, 1991). Thus, dual coding plays major role in various educational domains, and it implicates educational psychology and science.

Dual coding is empirically characterization of mental process and experience which held human behavior and experience. It explains psychological phenomena by collective action of nonverbal and verbal system, which are specialized for process imagery and linguistic information. It is relevant with several human condition, as well as motor skill, emotion, and other things of psychology.

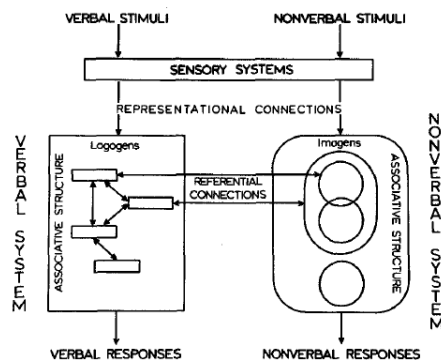
This theory emphasizes imagery. Imagery plays significant role in concept of thought and memory (Paivio A. , 1991). Imagery in here, is objectively measured by procedures which systematically related to memory and other tasks. Therefore, in this study, imagery in dual coding theory is evolved. Imagery was being a concept of mental and experience, then it is improved into broader thing. Then, it differ two things, they are symbolic systems and specific sensorimotor system. Symbolic system deals with a word, and specific sensorimotor deals with listening skill-one of it.

Then, when talk about imagery. It deals with our mind and receptive skill. First, information will be received by our receptive skill-it can be reading or listening-and it processed in our mind. Then, our mind will process and draw it into some picture which

related with the information. Surely, we can memorize our idea well, after imagine the information. In human brains, information will separately differ based on category.

Human brain consists of several part, in context of imagery, it will classified into two types. Left hemisphere processes perceptual recognition, episodic memory, and comprehension. Besides that, it also controls speech. Right hemisphere processes face recognition, sounds, and imagination. That is why, when human recognize a familiar picture, right hemisphere work better than left hemisphere. However, both of them can connect each other and still have connection (*Picture 1*). It indicates that human brain can process two different information in single time.

**Picture 2.1 Verbal and nonverbal symbolic systems.**



Human may not realize that they can process two different information in same time. It is called associative, which every part of brain associate with each other to understand the information. For example, when verbal say “School”, nonverbal will imagine some words related with “School”, such as hate, boring, late. Furthermore, nonverbal also imagine the sound and picture of school itself. This process, called link associative.

The process, when nonverbal stimulated with stimulus-it can be sounds or picture-the signal will be delivered into verbal. In verbal, it will be linked with the storage which



keep the data, and associate it. Then, the description will be created, after imagine something. It also work for verbal to nonverbal, the process is equal with the first sample. Thus, based on neural correlates, the connection-associative-happens because every side of brain transmit signal into the other, and it happens quickly.

Based on dual coding theory, information will be strongly memorized when we maximize the role of it. It means that human brain can receive several information, and process them together and differently (Paivio A. , 2007). When information is memorized strongly, human brain can process and make a product. Productive skill consists of writing and speaking. Automatically, after getting information, a product will rise up (e.g. opinion, scientific writing and it can be emotion).

Reading while listening is a combination of two receptive skill, reading & listening. Based on previous statement, information will be memorized well and processed differently, but aid text comprehension. The benefit, can be tracked by investigating language domains, especially output (Tragant & Vallbona, 2018). Reading while listening engages both verbal and nonverbal sensory systems. Several previous studies reveal that reading while listening affects some part of language, especially productive skill.

First benefit, reading while listening significantly improved vocabulary acquisition. Surely, it triggers our brain to receive many new words, and shape of it. Besides that, it will also improve our memory with grammar form (Teng, 2018). The study of vocabulary acquisition gains positive result which reveal reading while listening can enhance vocabulary. It is caused by the activity, which combination of reading and listening skill. It also engaged our brain to receive two sources of information differently.

When it is compared with reading-only strategy, reading while listening effectively increase vocabulary of students.

Second, it motivates students to learn more. Reading while listening provide new perspective of learning process, which combines two receptive skill (Tragant & Vallbona, 2018). Inexperienced learners will be motivated to learn English more. On Elsa Tragant and Anna Vallbona study, students seems like more comfortable to learn English, using reading while listening strategy. The aid of this strategy is text comprehension, which is enhanced well using RWL. Generally, reading while listening is interesting approach and strategy to use.

In reading comprehension, reading while listening equally effective as repeated reading (Winn, Skinner, Oliver, Hale, & Ziegler, 2006). The result of the study shows that reading while listening and repeated reading, significantly improved reading fluency of adult learners. Logically, reading while listening will be focused on text comprehension, and the audio supports text comprehension. Besides that, repeated reading make the information which is gained from reading, is also understood well. It is caused by repeated action.

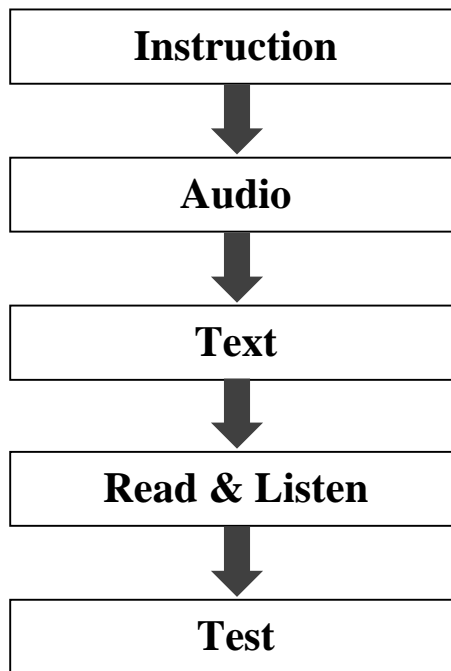
When verbal and nonverbal support each other, people will be more focused and the context will be understood well. Students listening skill may increase only 10% when using reading while listening. However, students prefer reading while listening that listening-only. It makes them doing task easier and the context understood interestingly, by using reading while listening (C & Chang, 2009). Then, it suggests that reading while listening to be learning listening media, because it can boost test score in short term.

Besides it is effective on listening and vocabulary acquisition, it also efficient in fluency and comprehension (Hawkins, Marsicano, Schmitt, & McCallum, 2015). Again,

it is caused by nonverbal and verbal sensory work and complementing each other. It means that the information will be transmitted into other part, which may error on receiving information. That is way, the other part complete it. Thus, people will gain information accurately effective and efficient and increase fluency and comprehension.

In summary, reading while listening is the implementation of dual coding theory. The reason is, reading while listening is the process of obtaining information using two skills of language, listening and reading. The process of reading while listening will be illustrated here:

**Picture 2.2: Reading While Listening Implementation**



#### **D. Previous Study**

Reading while listening have been used for solving several problems of language. According to Teng (2018), reading while listening significantly improved vocabulary acquisition. The result of this study said that reading while listening is effective strategy to memorize new words. The reason is that processing information using two skills (reading and listening), make the student remember easily.

According to Winn, Skinner, Oliver, Hale, & Ziegler (2006), reading is more effective media than repeated reading. In this case, reading while listening provide stronger information than repeated reading. It is caused by the process of gaining information, which make it remembered stronger. Moreover, students feels comfortable when they use reading while listening. They feel easy when they use reading while listening (Tragant & Vallbona, 2018). In this case, this research wants to improve students' speaking skill.

According to Hawkins, Marsicano, Schmitt, & McCallum (2015), reading while listening is more efficient than repeated reading to improve fluency and comprehension. The reason is, that reading while listening is stronger to memorize new information than repeated reading. Besides that, the students more comfortable when using reading while listening strategy than repeated reading. Therefore, the impact of reading while listening also stronger on short stories, the students feel comfortable to read short stories by using reading while listening than listening only (C & Chang, 2009).