CHAPTER II

REVIEW OF RELATED LITERATURE

A. The English Communication

1. The Definition of English Communication

Revel in Guntur states that communicative is an exchange between people, of knowledge, of information, of ideas, of opinion, of feeling so they must to be a concept ideas and follow, of what they are going to say.[1]

Widdowson in Hamzah states that an act of communication through speaking is commonly perform in face interaction and accord as a part of dialogue or rather of verbal exchange.[2]

Chainstand in Hamzah Speaking is learning to speak is obviously more difficult than learning to understanding the spoken language.[3]

Tarigan defines that speaking is a language skill that is developed in child life, which is produced by listening skill, and at that period speaking skill is learned.[4]

Based on Competence Based Curriculum speaking is one of the four basic competences that the students should gain well. It has an important role in communication. Speaking can find in spoken cycle especially in

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[1] Henry Guntur Tarigan. *Prinsip-prinsip Dasar Metode Riset Pengajaran dan Pembelajaran Bahasa.* (Bandung: Angkasa, 1990), 3

[2] Hamzah B Uno, *Teori Motivasi dan Pengukurannya di Duinia Pendidikan,* (Jakarta: Bumi Aksara, 206), 6

[3] Ibid., 7

[4] Henry Guntur Tarigan. *Prinsip-prinsip Dasar Metode Riset Pengajaran dan Pembelajaran Bahasa.*, 3-4

Joint Construction of Text stage (Departmen Pendidikan Nasional, 2004). In carrying out speaking, students face some difficulties one of them is about language its self. In fact, most of students get difficulties to speak even though they have a lot of vocabularies and have written them well. The problems are afraid for students to make mistakes.

Speaking is the productive skill. It could not be separated from listening. When we speak we produce the text and it should be meaningful. In the nature of communication, we can find the speaker, the listener, the message and the feedback. Speaking could not be separated from pronunciation as it encourages learners to learn the English sounds.

Harmer, in Tarigan, writes that when teaching speaking or producing skill, we can apply three major stages, those are:

1) Introducing new language

2) Practice

3) Communicative activity.[5]

Speaking has been regarded as merely implementation and variation, outside the domain of language and linguistic proper. Linguistic theory has mostly developed in abstraction from context of use and source of diversity. Therefore, Clark and Clark in Nunan, said that speaking is fundamentally an instrument act. Speakers talk in order to have some effect on their listener. It is the result of teaching learning process.[6]

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[5] Ibid., 12
[6] David Nunan.. *Research Methods in Language Learning*. (Cambridge: Cambridge University Press, 1991), 23

Students' skill in conversation is core aspect in teaching speaking, it becomes vitally aspect in language teaching learning success if languages function as a system for expression meaning, as Nunan states that the successful in speaking is measured through someone ability to carry out a conversation in the language. We confess that there are many proponent factors that influence teaching speaking success and there are many obstacle factors why it is not running well.[7]

According to Ladouse in Nunan, speaking is described as the activity as the ability to express oneself in the situation, or the activity to report acts, or situation in precise words or the ability to converse or to express a sequence of ideas fluently.[8] Furthermore, Tarigan said that *"Berbicara adalah cara untuk berkomunikasi yang berpengaruh hidup kita sehari-hari"*.[9] It means that speaking as the way of communication influences our individual life strongly.

From the explanation above, the researcher concludes that speaking is what we say to what we see, feel and think. When we feel something, we want someone can hear us. So, in this process we can call it is an interaction between two sides.

When someone speaks to other person, there will be a relationship. The relationship itself is communication. Furthermore, Wilson defines speaking as development of the relationship between speaker and listener.

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[7] Ibid., 23
[8] Ibid., 24
[9] Henry Guntur Tarigan. *Prinsip-prinsip Dasar Metode Riset Pengajaran dan Pembelajaran Bahasa*, 8

In addition speaking determining which logical linguistic, psychological a physical rules should be applied in a given communicate situation".[10] It means that the main objective of speaking is for communication. In order to express effectively, the speaker should know exactly what he/she wants to speak or to communicate, he/she has to be able to evaluate the effects of his/her communication to his/her listener, he/she has to understand any principle that based his speaking either in general or in individual.

Based on the statements above the researcher infers that if someone speaks, he/she should understand what he/she is about. In this section, the writer should develop ideas or build some topics to be talked and to make other responds to what speakers says.

Stern in Risnadedi, said watches a small child's speech development. First he listens, then he speaks, understanding always produces speaking. Therefore this must be the right order of presenting the skills in a foreign language.[11] In this learning of language included speaking, there is an activity of speaker or learner and it has to have an effect to build speaker's or learner's desires and express how his/her feeling and acting out his/her attitudes through speaking. Thus the learning of speaking cannot be separated from language.

On the other hand, speaking can be called as oral communication and speaking is one of skills in English learning. This become one important subject that teacher should given. That is why the teachers have

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[10] Wilson, S. *Living English Structure*. (London: Longman, 2003, 5
[11] Risnadedi, , "*Developing Students` Speaking Ability*". (Journal of SMP Negeri 17 Pekan Baru, 2001), 56-57

big challenge to enable their students to master English well, especially speaking English in class or out of the class.

Wallace stated that oral practice (speaking) becomes meaningful to students when they have to pay attention what they are saying. Thus, the students can learn better on how to require the ability to converse or to express their ideas fluently with precise vocabularies and good or acceptable pronunciation.[12]

Speaking ability is the students' ability in expressing their ideas orally which is represented by the scores of speaking. Speaking is only an oral trail of abilities that it got from structure and vocabulary, Freeman stated that speaking ability more complex and difficult than people assume, and speaking study like study other cases in study of language, naturalize many case to language teachers.

2. **Types of English Communication Activities**

Communicative activities are dealt with in a large number of methodology books and their classification is distinguished according to each author´s point of view. However, all of them mention the same or similar communicative tasks but in different extent. Supported by a sufficient amount of literature, I created the following categorization of prevailing communicative activities:

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[12] Adrian Wallace,.. *Junior Comprehension 1*. (England: Longman, 2001), 98

a. Conversation

Conversation is talking between two or more people in which thoughts, feelings, and ideas are expressed questions are asked and answered or news and information are exchanged.[13]

A conversation is communication between multiple people. It is a social skill that is not difficult for most individuals. Conversations are the ideal form of communication in some respects, since they allow people with different views on a topic to learn from each other. A speech, on the other hand, is an oral presentation by one person directed at a group.[14]

Conversation is indispensable for the successful accomplishment of almost all activities between people, especially the coordination of work, the formation of friendship and for learning.

Based on that definition, with conversation the students can share their feeling or thought each other. With this change the teacher can take the pathway to include the teaching material in their activity. Because as usual when the teacher have finished their explanation about tenses, they exactly ask the student to do some exercises at that time and his activity that makes student feel bored. Relation between direct conversation and teaching tense is very close because that have the big feedback in English learning. Should be known teaching needs the role of teacher and students. Then using this method is suitable in English

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[13] William Littlewood, *Communicative Language Teaching.* (Cambridge:Cambridge University Press, 1994), 8

[14] Ibid., 9

teaching grammar. It can keen the student memorizing and also can fluency English speaking of students.

As the explanation before, teaching tenses is felt bored and learning it is quite difficult. But that all will be felt different if the teacher can socialize with something that makes student is challenged with it. Student will feel bored in a teaching because of many factors such as the method of teaching, the material of teaching, the situation of teaching, even the teacher character in teaching. In this case, actually cooperation between student and teacher becomes the main point to apply the material that has been taught. Simple present tense is tense that is used to indicate the action which often happen repeatedly or habitual action. This point makes easy the student to practice it directly through conversation.

The content of conversation is talking about daily activity that student always do before going to the school. Using conversation makes teaching learning is more effective. As usual learning tense has related with memorizing of its patterns and the situation of using it. So, by practicing it in the real situation after learning will help learner to memorize the pattern fast. The conversation may be done at that time is talking about learner habitual action before they are going to study in the classroom. Here is the example of small conversation about habitual action of learner.

b. Information gap activities

Information gap activities are described by Thornbury who claims that in these kinds of tasks there is a knowledge gap among learners and it can be bridged by using the language.[15] So, in order to obtain the information, the interactions have to communicate. Littlewoods labels these activities as functional communication activities. He emphasizes sharing the information among learners and its processing.[16]

The most common information gap activity is spotting the differences in the pictures, exchanging personal information, guessing games and also creating the story based on flashcards shown to the students in random order, for a few seconds and one flashcard per group only. This makes the students cooperate and communicate with each other to find the lacking information.

c. Discussions

Discussions are a commonly used activity in a speaking lesson. A topic is introduced to the students via a reading or a listening passage and then they are asked to discuss a related topic in order to come up with a solution or a response. Celce-Murcia mentions that students need to be reminded that each person within a group should have a specific

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[15] Scott Thornbury. *How to Teach Speaking.* (*Essex:Pearson Education* Limited 2005), 80
[16] William Littlewood, *Communicative Language Teaching.* (Cambridge:Cambridge University Press, 1994), 22

responsibility in the discussion – either keeping time, taking notes or reporting the results made by the group members.[17]

d. Role plays

A widely spread and one of the best communicative activities is a role play which trains the students in the classroom to deal with unpredictable real-life conversation in an English speaking environment. Ladousse points out the special reasons for using the role play in the lessons. It puts students in situations in which they are required to use and develop language necessary in social relationships and helps them to build up their social skills. Using role play is useful especially while teaching shy students who have difficulty participating in conversation about them.[18] Through this activity they are put into various roles and no longer feel that their own personality is implicated. Role play is an essential communicative technique which develops fluency, promotes interaction in the classroom and increases motivation.

e. Simulations

Simulation is a kind of role play but the emphasis is put on creating the atmosphere of a real world. Students pretend they are a part of a simulated environment and take part either as themselves or are given a role and pretend being someone else. To achieve a suitable simulated

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[17] Mariane Celce Mucia, *Teaching English As Asecond or Foreign Language,* (Boston: Heinle, 2001), 106

[18] Gillian Ladousse Porter, *Role Play.* (Oxford: Oxford University Press 1987), 6

environment, the classroom is usually rearranged and, where possible, converted in a required place according to the situation.

f. Guessing games

Guessing games can be used as free activities for revision of vocabulary or as an interesting way to give quite controlled practice. Although they are called "games", they provide intensive language practice, especially in asking questions, so they should not be regarded as an extra activity. Students are fond of these guessing tasks mainly because they enjoy themselves without realizing they also practice and improve their speaking skills.[19]

3. English Communication Strategy

Harmer in Tarigan, writes that when teaching communication or producing skill, we can apply three major stage, those are:

1. Introducing new language

2. Practice

3. Communicative activities.[20]

When introducing new language, the teacher should find out the genre or the text, which is meaningful. In this stage teacher can ask students to pronounce the unfamiliar words, find out the meaning of the expression used in the text.

Other technique used for teaching speaking:

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[19] Ibid., 7

[20] Henry Guntur Tarigan. *Prinsip-prinsip Dasar Metode Riset Pengajaran dan Pembelajaran Bahasa,* 17

1. Information gap by using pictures

2. By using photographs

3. By using song

4. By using mysterious thing

5. Educational drama which covers miming, role play, the empty chair, simulation[21]

As is already mentioned, the fluency-oriented approach, which enjoys popularity in classrooms, emphasizes two points that stem from the Natural Approach suggested by Krashen and Terrell. One is that meaningful communication is the key to develop spoken skills. The other is that the least amount of correction should be given, otherwise communication itself is hampered. Those who believe in the fluency-oriented approach value natural acquisition of a language. Errors are regarded as inevitable by-products observed in the natural process of development rather than simply avoidable mistakes.

The fluency-oriented approach, however, is not free of weakness. Probably, the most crucial is fossilization, errors that have become a permanent part in the way a learner speaks.[22] Ironically, fossilized errors prevent the learner from bettering fluency, as higher accuracy is required for improving fluency in each level. It is doubtful that learners can naturally correct all of their errors for themselves in the course of time. If they can't when should the errors be corrected and how?

[21] H.D. Brown, *Principles of Language Learning and Teacing,* (New Jersey: Prencipe Hall, 2001), 95
[22] Ibid.,

Another weakness is that communication in a target language is not always the most effective way to develop speaking skills. In fact, communication can be quite successful even if the speaker's skills are rather limited. If the goal is simply successful communication, what one should do is as easy as to avoid saying what is above his/her speaking skills. Needless to say, this will never bring development in language skills.

Although the accuracy-oriented approach is rather neglected among the current pedagogues, one can still see in it some advantages over the fluency-oriented approach, especially regarding the points mentioned above. First of all feedback, the learners are provided an opportunity to correct errors. They will become conscious of repeated mistakes before fossilization takes place. It is true that correction of errors that are provided inadvertently May discourage learners from speaking. But correction itself can also be encouraging, given in an appropriate manner, for it enables learners to make sure where exactly the problem lies in their speech. Brown claim that the instructor should decide whether the correction is worth interruption, and if it is, the instructor ought to consider possible causes and then think of appropriate ways of dealing with the error. Learners will also be fully aware of the target language items that they are trying to acquire in practice. This awareness will eventually facilitate the learning.[23]

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[23] H.D. Brown, *Principles of Language Learning and Teacing*

4. **The Process of Communication and Causes of Communication Inhibition**

Although a number of studies have analyzed the process of native speaker's speech, the process of foreign language learners' speech is not yet completely elucidated. From one viewpoint, however, their speaking process is quite similar to that of native language speakers'. Since the aim of this paper is to suggest the ways to improve speech, some basic concepts of the foreign language learners' speaking process will be introduced here briefly.

Many researchers agree that there are five stages in the speaking process: conceptualization, formulation, articulatory buffer, articulation, and auditory feedback. At the stage of conceptualization internal or external stimuli cause intention. It is generally believed that there is no intervention of language in conceptualization. Formulating is the second stage, where the intention is verbalized in the mind. In this stage verbalized concepts are formulated through reciprocal actions of the lexicon, the grammatical encoder, and the phonological encoder. The lexicon, the mental dictionary, supplies the speaker with necessary words, and the provided words are connected in the grammatically and phonologically correct order by the function of the grammatical encoder and the phonological encoder. Before it is uttered, the verbalized concept is temporarily stored in the mind. This stage is called the articulatory buffer. This function allows the speaker to make a certain length of speech

as a unit. While the speech is being made, the speaker is incessantly monitoring his/her own speech. This function, auditory feedback, contributes to the smooth flow of the speech.[24]

Presumably, a malfunction in the second, formulating stage is the main cause of speaking inhibition. In addition to the smaller lexicon, the weaker grammatical and phonological encoders deteriorate both accuracy and fluency. Thus, building a larger vocabulary and strengthening grammatical and phonological competence is one of the most immediate ways to the solution.

5. The Characteristics of Communication

What is equally important to improve spoken skills is how to accelerate processing, which is the crucial part of fluency. To answer this question, arguments from those who focus on speech producing-procedures that are peculiar to foreign language speakers can be helpful. They might be the causes of delay in production of speech. For example, it is said that some foreign language speakers formulate the verbalized concept in their mother tongue and translate it into the foreign language, especially when they have to deal with complicated matters. Naturally, they need more time than other speakers no matter how fast they are as translators.

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[24] Willem J.M. Levelt, *Speaking From Intention to Aryculation,* London: The MIT Press, 2004), 24

a. Communication Strategies

The Longman Dictionary of Language Teaching and Applied Linguistics defines communication strategy as "a way used to express a meaning in a second or foreign language, by a learner who has a limited command of the language. In trying to communicate, a learner may have to make up for a lack of knowledge of grammar and vocabulary" by using such means as avoidance, topic conversion, paraphrasing and so forth.

Paradoxically, some of the communication strategies are notable causes of inhibitions in developing foreign language speakers' spoken skills. While they facilitate harmonious communication, they sometimes turn out to be harmful to the development of both accuracy and fluency. For example, avoidance of the topic that is above the speaker's skills, which probably is the most commonly observed communication strategy. It allows the learner to carry out successful communication. However, it also derives him/her of the opportunity to realize what exactly is lacking in his/her speaking skills in dealing with the very topic avoided. Paraphrasing, another communication strategy often employed speakers of intermediate or higher level, sometimes leads to fossilization result of successful communication without natural or correct use of language.

b. Modification of Existing Speaking Tasks

We have seen several clues that might be helpful in modifying existing tasks. The basic criterion is, as argued from the fluency-oriented view, tasks should be given in the form of meaningful communication. The natural development of three speech-producing devices, namely mental lexicon, grammatical encoder, and phonological encoder, is expected through meaningful communicative activities. At the same time, the tasks should include repetitive exercises that focus on target language items. Errors should be pointed out so that they will not end up being fossilized. None of the criteria should be imposed in a way that will discourage the learner. This chapter will examine how these criteria can be implemented.

c. Fluency plus Accuracy Approach

Although the fluency-oriented approach seems so different from the accuracy-oriented approach, introducing some elements of accuracy in it is feasible. In fact, this view is shared by many teachers. Ebsworth has found that the majority of teachers surveyed favor the judicious use of grammar for accuracy within a meaning-centered communicative approach.[25]

Moreover, many teachers have already been practicing this. Let's take a look at this example. "I went a movie." is a plausible answer by student to the question, "What did you do during the weekend?" From the fluency-oriented view, the teacher is expected to ask about the movie rather than to

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[25] Willem J.M. Levelt, *Speaking From Intention to Aryculation,* 26

correct the sentence. However, the teacher is most likely to say, "Oh, you went to see a movie," instead of jumping to the question, "What movie did you see?" This type of natural reaction, known as consciousness raising, works as feedback from the instructor, reminding the speaker of errors in a positive way. [26]

Learners, however, may still need some other opportunities to become fully aware of their errors, for the instructor's reaction cannot be sufficient. One reason is that the instructor can seldom imply all the errors that should be corrected, especially when the learner is telling a long story. The instructor should restate only a limited number of errors; otherwise the learner's motivation to talk will be fettered. The other is that the learner may not have a chance to repeat the correct sentence if he wants to continue his story. As long as communication is the main purpose, to give up the topic for a repeating exercise should be avoided. For these two reasons, the instructor's natural response cannot always fulfill the necessity of error correction.

Since the instructor cannot give enough correction, it is necessary to seek other sources for feedback. One possible alternative in the class is peer feedback.

Peer feedback needs to be controlled properly by the instructor, for it, like corrections by the instructor, can be detrimental to the learner's motivation. First, the instructor must make sure that adequate amount of feedback is given to the learner. Too many corrections may discourage the

[26] Ibid.,

learner, while too few corrections will fail to do the trick. Secondly, the instructor should see if feedback is given in an appropriate manner. The instructor must avoid introducing such direct corrections among learners as may cause undesirable tension in the classroom.

As it is possible to add accuracy elements to communicative activity, so is it to add communicative elements to repetitive practice. Since the problem of repetitive practice is that monotonous repetition causes lethargy, what the instructor has to do is to create a circumstance to carry out real communication, in which the learner can find the meaning in repeating what has already been said. For example, at a party one must repeat self-introduction each time he/she meets new people. This is real communication, and the person is not likely to get tired of saying the same thing as long as he/she wants to meet more people.

The difficulty of introducing repetition in communicative work lies in how the instructor can build into repetitive communicative work the target language items that will be acquired. In other words, the learners should be able to carry out meaningful communication while they are repeatedly using the target language items that are yet to be fully acquired. For instance, those who have already experienced enough self-introduction will improve no further however many times they do the same self-introduction. To make them change the way of self-introduction without a proper reason may spoil the authenticity of communication. After all, target language items should be

provided only when the learner realizes the necessity of the particular items, otherwise communication will lose its authenticity.

B. The Component Communication English and Technical Assessing

1. Component Communication English

In every teaching process, the teachers should have the component of teaching. The components of teaching is, the objective, the material, speaking activities, media and resources.[27]

1. The objective

The objective of teaching learning is decided for the learner's evaluation of objectives.[28] The activity of teaching which does not free from teacher activity is the object of the teaching. The objective of teaching has an importance role from teacher activity; it can give the positive way to the teacher where the teaching learning process will brought. With the objective teachers can evaluate their activity.

According to Robert M. Gagne as quoted by Hasibuan, there are five kinds of human abilities that should be stated in the objectives of teaching learning process.[29]

a. Intellectual skill. That is important learning result of the scholastic environment system.

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[27] Syaiful Bahri Djamarah, *Guru dan Anak Didik Dalam Interaksi Edukatif,* (Jakarta: Rineka Cipta,2000), 21

[28] Cristopher N.Candli, *The Communicative Teaching Of English* (England: Longman group,1981), 21

[29] Hasibuan, Moedjiono, *Process Belajar Mengajar.* (Bandung: Remaja Rosdakarya,1995), 5

b. Cognitive strategy. It organizes the learning strategy including the ability to solve the problem.

c. Verbal information, an informal and fact information.

d. Motorist skills, for instance writing.

e. Attitude and value, related with emotional intensities, which has by someone. It can be concluded from the tendency of attitude with another or something.

2. The material

The materials are an important component within the curriculum and are often the most tangible and visible component of pedagogy.[30]

Selecting of material is not easy. It needs to match the material with the goal as the objective of the language teaching and learner's characteristics. Like the learners attitude, beliefs, preference, personally, age and intelligence. This is supported by Nunan. Based on Nunan, it is important for the teaching to match the material with the goal and objectives of program and to ensure that they are consistent with one's belief about the nature of language and learning as well as with one's learner's attitudes beliefs and preferences.[31]

3. Learning activities

Learning activities are the core activity in the education. All of the component will be explained in these activities. The activities of the teachers and students will act the activity and responsibility together.

[30] Nunan, *Practical English Language Teaching*, 227
[31] Ibid, 209

4. Method

Method is the way which the teacher used to reach the objectives. Teachers usually use more than one method to teach their material because each method has different advantage and disadvantage.

5. Media

Media is the way which the teacher used to reach their objectives, media is not only an instrument but also the way to make their teaching process easier.

6. Evaluation

Evaluation is important because we must periodically check the students' learning. Slavin states that evaluation is as decision making about student's performance and about appropriate teaching strategies. Evaluation refers to all the means used in school to formally measure students' performance.[32]

There are six student's evaluation serves six primary purposes as follow.[33]

a. Feedback to students

Students need know the result of their efforts and evaluation gives them feedback of their strength weakness.

b. Feedback to teacher

The most important about evaluating students' learning is providing feedback to the teacher on effectiveness of their instructions.

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[32] Robert, A Slavin, *Educational Psicology: Theory Into Practice,* (Massachusetts, Allyn and Bacon,1994), 428
[33] Ibid., 449.

Teacher cannot expect to be optimally effective if they do not know whether students have grasped the main point of their lesson. The teacher can give the evaluation to the students with asking question in the class how far students can get the point about the lesson.

c. Information parents

Information to the parents can give the result information of the evaluation of the students' progress to the parents. Parents will be able to know whether their children's achievement bad or good based on the result of the evaluation.

d. Incentives to increase for students effort

One important use of evaluations is to motivate students to give their best effort to get a good achievement.

2. **Assessing Communication English**

Assessment is an ongoing process that encompasses a much wider domain. Whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously makes an assessment of students' performance. Written work-from a jotted down phrase to a formal essay is performance that ultimately is assessed by self, teacher and possibly other students.[34] (Brown, 2003:4).

Brown states as with all effective tests, designing appropriate assessment tasks in speaking begins with the specification of objective or

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[34] Douglas Brown. *Language Assessment Principle and Classroom Practice*. (New York: Longman. 2001), 4

criteria. Those objectives may be classified in term of several types of speaking performance:

a. Imitative

At one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this is purely phonetic level of oral production, a number of prosodic, lexical and grammatical properties of language may be conclude in the criterion performance.[35]

b. Intensive

A second type of speaking frequently employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical of phonological relationship (such as prosodic element-intonation, stress, rhythm, juncture). Examples of extensive assessment tasks include directed response tasks, reading aloud, sentence and dialogue completion limited picture-cued task including simple sequences and relationship up to the simple sentence level.[36]

c. Responsive

Responsive assessment tasks included interaction and test comprehension but at the somewhat limited level of very short

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[35] Ibid., 141

[36] Douglas Brown. *Language Assessment Principle and Classroom Practice,* 141

conversations, standard greetings and a small talk, simple request and comments and the like.[37]

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[37] Ibid., 142