CHAPTER II

THEORITICAL FRAMEWORK

A. Speaking

1. The definition of speaking

Explaining the definition of speaking, Widowson state that "speaking is the active productive skill and it is the ability of someone to communicate orally with others."[1]Speaking is being capable of speech, expressing or exchanging thought trough using language.

Speaking is an important productive skill because students need to acquire information. In speaking students learn to use the right pronunciation, stress, and intonation patterns in order to communicate successfully. Nunan state that "speaking is a productive aural/oral skill and it consists of

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[1]Widdowson.H.G.*The Teaching English as Communicatio*n (New York : Boston University of Edinburgh, 1984) p.20

producing systematic verbal utterances to covey the meaning".[2]Absolutely they must possess basic type of speaking in the first time because it can help teachers to provide their students with practice in using English, to inform students "progress and also to get information about students."[3]In short, speaking is oral communication that carry out the feeling though the words to deliver the information.

Speaking skill is one of the language skills that are very essential to support further oral communication especially in English, but it is the most difficult skill to develop. So that, the writer optimize of multiple intelligences in speaking classes can be achieved through creative and innovative learning activities. Learning materials can be combined in a single theme presented by taking into account student characteristics such as interests, talents, and intelligence, so that every student has the opportunity to succeed according to his or her strengths.

[2]Nunan, David, *Practical English Language Teaching* (Boston : McGraw Hill, 2003)

[3]Pappas et al, *Becoming A Creative Teacher: A Manual for Teaching English,* (New York: Routledge, 2011), p.26

2. The Aim of Speaking

Speaking is one of central elements of communication. It is a system that can be hearing and see the use part of body to get the aim and the purpose of argumentation or ideas that combination. Speaking also refers to desire which enables people to produce certain words in a purpose.

According to Brown and Yule there are two distinction of basic language function. There transactional, in which the primarily purpose of speech is the maintenance of social relationship. Another basic distinction we can make when considering the development of speaking skills is between monolog and dialog. [4]

While Jack C. Richard divides the function of speaking became three parts, they are :[5]

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[4] Gillian Brown & George Yule, *Teaching The Spoken Language* , (Cambridge University Press, 1989), P.16.
[5] Jack C. Richards, Teaching Listening and Speaking (New York Cambridge University press, 2008) p, 24-27

1) Talk As Interaction

Talk as interaction refers to what we normally mean by "conversation" and describes interaction that serves a primarily social function. When people meet, they exchange greetings, engage in small talk, recount recent experiences, and so, on because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speakers and how they wish to present themselves to each other than on the message.

2) Talk As Transaction

Talk as transaction refers to situations where the focus is on what is said or done. The central focused of talk as transaction is convey the message clearly and accurately understood.

Burns (1998) distinguishes between two different types of talk as transaction. The first type involves situations where the focus is on giving and receiving information and where the participants focus primarily on what is said or

achieved (e.g., asking someone for directions). Accuracy may not be a priority, as long as information is successfully communicated or understood.

3) *Talk As Performance*

Talk as performance is refers to public talk that feedback doesn't need , that is, talk that transmits information before an audience, such as classroom presentations, public announcements, and speeches. This is monologue communication.

Based on the explanation above the researcher say the purposes of speaking are very important because the essential of speaking is to give the information to other people. And this research focuses on talk as interaction and as a performance.

3. Types of speaking

This section the writer will explain the types of speaking based on brown. Brown (2004) describes six categories of speaking skill area. Those six categories are as follows: [6]

a. **Imitative**

This category includes the ability to practice an intonation and focusing on some particular elements of language form. That is just imitating a word, phrase or sentence. The important thing here is focusing on pronunciation. The teacher uses drilling in the teaching learning process. The reason is by using drilling, students get opportunity to listen and to orally repeat some words.

b. **Intensive**

This is the students' speaking performance that is practicing some phonological and grammatical aspects of language. It usually places students doing the task in pairs

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[6]H. Douglas Brown, *Language Assessment, Principle And Classroom Practices*, (California : longman, 2003), 141-142

(group work), for example, reading aloud that includes reading paragraph, reading dialogue with partner in turn, reading information from chart, etc.

c. Responsive

Responsive performance includes interaction and test comprehension but at the somewhat limited level of very short conversation, standard greeting and small talk, simple request and comments. This is a kind of short replies to teacher or student-initiated questions or comments, giving instructions and directions. Those replies are usually sufficient and meaningful.

d. Transactional (dialogue)

It is carried out for the purpose of conveying or exchanging specific information. For example here is conversation which is done in pair work. e. Interpersonal (dialogue) It is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. The forms of interpersonal

speaking performance are interview, role play, discussions, conversations and games.

e. Extensive (monologue)

Teacher gives students extended monologues in the form of oral reports, summaries, and storytelling and short speeches. Based on the theory above, it can be concluded that there are some points that should be considered in assessing speaking. The students need to know at least the pronunciation, vocabularies, and language functions that they are going to use. When the students have been ready and prepared for the activity, they can use the language appropriately.

4. Teaching Speaking

Many teachers agree that students should learn to speak the second language by interacting with others. So, students should master several speaking components such

as comprehension, pronunciation, grammar, vocabulary, and fluency. In brief, English teachers should be creative in developing their teaching/ learning process to create good atmosphere, improve the students' speaking skill, give attention to the speaking components, and make the English lesson more exiting. For this reason, the English teacher should apply appropriate methods and techniques of teaching speaking.

Oral skills have hardly been neglected in EFL/ESL courses (witness the huge number of conversation and other speaking course books in the market), though how best to approach the teaching of oral skills has long been the focus of methodological debate. Teachers and textbooks make use of a variety of approaches, ranging from direct approaches focusing on specific features of oral interaction (e.g., turn-taking, topic management, and questioning strategies) to indirect approaches that create

conditions for oral interaction through group work, task work, and other strategies.[7]

To sum up, teaching is an activity which not only done in the classroom but also be done outside the classroom which lead by a teacher as an educator and conveyor the teaching material for the students to the get the understanding.

5. Problems Teaching Speaking

In teaching speaking there are problem that faced by the teacher, the problem not only come from the internal factors but also from the external factors. The problems of these issues will be explained as follows:

a. Internal factors

Internal factors of teaching speaking English for EFL learners are commonly become obstacles in teaching speaking English. The problems are native language, age, exposure, innate phonetic ability, identity and language

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[7]Jack C. Richards, *Teaching Listening and Speaking*, 19.

ego, motivation and concern for good speaking.The problems of teaching speaking will be explained above:[8]

1) Native language

The native language is the most influential factor affecting a learner's speaking. Brownstates, "If you are familiar with the sound system of learner's native language, you will be better able to diagnose learner difficulties".[9] Many L1-L2 carry overs can be overcome through a focused awareness and effort on the learner's part." By the statement it concludes that mother language of learners will be a problem in teaching speaking English, if the teacher cannot understand the fact and decided a way to solve the condition moreover if the linguistic aspects of the native language learners have is

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[8]Nuraini, Kristi. *The Barriers of Teaching Speaking English for EFL Learners.*University of MuhammadiyahJember. Volume 01, No. 1, May 2016, 10

[9] *Brown, H.D. Teaching by principles: an interactive approach to language pedagogy. (Englewood Cliffs, NJ: Prentice Hall Regents (1994). P283.*

English as Foreign Language (EFL) and it is totally different with target language. In the condition, linguistically, the difference of L1 and L2 is the fundamental factor that determines success of a speaking class.

2) Age

Children who are speaking English under the age of puberty stand an excellent chance of "sounding like a native" if they have continued exposure in authentic contexts. Beyond the age of puberty, while adults will almost surely maintain a "foreign accent", there is no particular advantage attributed to age. A fifty year old can be as successful as an eighteen year old if all other factors are equal. Although, Brownargues that remind the learners are older, that "the younger, the better" is a myth[10]. It is because, in fact, every step of age has its own characteristic that sometimes has a potency to be a problem in teaching speaking. Learners are often

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[10]*Brown, H.D. Teaching by principles: an interactive approach to language pedagogy. (Englewood Cliffs, NJ: Prentice Hall Regents (1994). P87*

described as children, young learners, adolescents, young adults or adults[11]. The term children are generally used for learners between the ages of about 2 to about 14.

Brown gives clearer map of children characteristic that could be problem in language teaching. Children are still in an intellectual stage. Therefore, they are centered on the here and now, on functional purposes of language. They have little appreciation for our adult notions of "concreteness" and they certainty cannot grasp the Metalanguage used to describe and explain linguistics concepts. Actually children are often innovative in language forms but still have a great many inhibitions. They are extremely sensitive, especially to peers. Moreover, their egoism is still being shaped, and therefore the slights of communication can be negatively interpreted. Children are also focused on what this new language can actually be used for here and now.

3) Exposure

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[11] Harmer, Jeremy, *How to Teach English*, (Edinburg: Longman2007), p.14.

It is difficult to define exposure. One can actually live in a foreign country for some time but not take advantage of being "with the people." Research seems to support the notion that the quality and intensity of exposure are more important than mere length of time. Brown says that: if class time spent focusing on speaking demands the full attention and interest of the learners, then they stand a good chance of reaching their goals.[12] The statement shows that in terms of exposure the discussion will be very fuzzy. Some learners may be more interest by quality and intensity of exposure the teacher gives in speaking class. Some of the learners may have contradictive condition; they prefer to get long time of exposure in reaching the speaking class goal. The relativity is an obstacle in teaching speaking so the teacher should know the condition of his or her learners in order to be able to give suitable exposure. Innate phonetic ability often referred to as having an "ear" for language,

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[12]Brown (2000, p. 285)

some people manifests a phonetic coding ability that others do not. In many cases, if a person has had exposure to a foreign language as a child, this "knack" is present whether the early language is remembered or not. Others are simply more attuned to phonetic discriminations. Some people would have you believe that you either have such a knack, or you do not. Therefore, if speaking seems to be naturally difficult for some learners, they should not despair; with some effort and concentration, they can improve their competence. In other words, sometime speaking skill often placed as a talent from an individual. The perspective is not wrong because many researches, especially in education have proven that human has specific talent or inelegance.

4) Motivation and concern for good speaking

Some learners are not particularly concerned about their speaking, while others are. The extent to which

learners' intrinsic motivation propels them toward improvement will be perhaps the strongest influence of all six of the factors in this list. Motivation and concern are high, and then the necessary effort will be expended in pursuit of goals. It means that motivation is very important in teaching speaking. The teacher does not have other choice except to try to wake learners' motivation. The problem is that motivation is a very complex thing. The problem here is that how to build both intrinsic and extrinsic motivation from the learners. Moreover, each learner has his own characteristic so it needs many strategies and approach to make up the motivation. In terms of motivating learners' communication, teacher can help learners to perceive or develop their motivation by showing, among other things, how clarity of speech is significant in shaping their self-image and ultimately in reaching some of their higher goals in Speaking English.

b. External factors

The effectiveness of teaching speaking does not only come from internal aspects of the learners but also influenced by external factors. The completeness understanding of problem in teaching speaking should be known by the teacher. The factor is an institutional context that puts English as foreign language in a nation. The context in which the language is learnt is still considerable relevance to kind of English a nation will want and need to study, and the skills they will need to acquire. Teaching Speaking English at Large Class Teaching learners at large class is always debatable, especially for countries that use English as Foreign Language (EFL). Some problems faced at large class are space problem for both teacher and students; physical discomfort; Intimidating atmosphere; Students tend to miss classes to avoid participation in activities; giving individual attention becomes difficult for the teacher; Teacher's feedback is not proper enough and the teacher feels guilty; In the mixed ability classes it is difficult to

solve all the problems. In order to convert the difficulties in having large class, the teacher need to be focused on learners' need. Teacher needs to have an open mind to be innovative to help the learners to attain success regarding speaking. More and more modern approaches and methods should be introduced. Ultimately the experiences gathered from these classes become an invaluable asset for a language teacher.

Learners' Autonomy In teaching speaking English as Foreign Language the learners must be ready to the target language both outside and inside language classroom. The learners have a tremendous advantage. They have an instant "laboratory" available twenty-four hours a day. Because of that, it is easier to teach English as second language than as foreign language. Language teaching in what might broadly categorize as an EFL context is clearly a greater challenge for learners and teachers. Often, intrinsic motivation is a big issue, since learners may have difficulty in seeing the relevance of

learning English.[13] Their immediate use of language may seen far from removed from their own circumstances, and classroom hours may be the only part of the day when they are exposed to English. Moreover, speaking is a skill that very needs many exercises. In EFL, the time to do exercise is limited in the classroom. When the learners out from the class they will use their mother language. From the fact, the teacher should choose the most suitable method in teaching speaking. Therefore, the language that teacher present, model, elicit, and treat takes on great importance.

5) The Assessment of Speaking

Assessment is the systematic process includes collecting information (number, verbal description), analysis, interpreting the information to make decision.

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[13] Brown, Douglas, *Teaching by Principle*.(Pearson Education, Inc . 2001) p. 118

Assessing speaking is challenging, however, because there are so many factors that influence our impression of how well someone can speak a language, and because we expect test scores to be accurate, just and appropriate for our purpose. This is a tall order, and in different contexts teachers and testers have tried to achieve all this through a range of different procedures.

In this research the researcher use the oral test that to assess the oral test writer use scoring instruments that notes by Hughes with the proficiency description as follow:[14]

Accent

1. Pronunciation frequently unintelligible

2. Frequent gross errors and every heavy accent make understanding difficult, require frequent repetition.

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[14]ArthurHughes,*TestingforLanguageTeachers*,2ndEd.(Cambridge:CambridgeUniversityPress,2003),pp.131─3.

3. "Foreign accent" requires concentrated listening and mispronunciations lead to occasional misunderstanding

4. Marked "foreign accent" and occasional and mispronunciations which do not interfere with understanding

5. No conspicuous mispronunciations, but would not be taken for a native speaker

6. Native pronunciation, with no trace of "foreign accent"

Grammar

1. Grammar almost entirely inaccurate except in stock phrases

2. Constant errors showing control of very few major patterns and frequently preventing communication

3. Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding

4. Occasional errors showing imperfect control of some patterns but no weaknesses that causes misunderstanding

5. Few errors, with no patterns of failure

6. No more than errors during interview

Vocabulary

1. Vocabulary inadequate for even the simplest conversation

2. Constant limited to basic personal and survival areas.

3. Choice of word sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topic

4. Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion of any non-technical subject with some circumlocutions

5. Professional vocabulary broad and precise; general adequate to cope with complex practical problems and varied social situations

6. Vocabulary apparently as accurate and extensive as that of an educated native speaker

Fluency

1. Speech so halting and fragmentary that conversation is virtualy imposible

2. Speech is very slow an uneven expect foe short and routine sentence

3. Speech is frequently hesitant and jerky: sentences may be left uncompleted.

4. Speech is occasionally hesitant, with some unevenness caused by reprashing and groping for words

5. Speech is effortless and smooth, but predictably nonnative in speck and evenness.

6. Speech on all professional and general topics as effortless and smooth as a native speaker.

Comprehension

1. Understand too little for simplest type conversation.

2. Understand only show, very simple speech on common social and touristic topics, requires constant repetition

3. understand careful, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing

4. Understand quite well normal educated speech when engaged in a dialogue, but requires occasional or rephrasing.

5. Understand everything in normal educated conversation, except for very colloquial or low frequency items or exceptionally rapid or slurred speech

6. Understand everything in both formal and colloquial speech to be accepted of an educated native speaker.

Table 2.1

Scoring instrument

Weighting Table							
Proficiency Description	1	2	3	4	5	6	

Accent	0	1	2	2	3	4	
Grammar	6	12	18	24	30	36	
Vocabulary	4	8	12	16	20	24	
Fluency	2	4	6	8	10	12	
Comprehension	4	8	2	15	19	23	
Total	**16**	**33**	**50**	**65**	**82**	**99**	

B. Multiple intelligence

1. Multiple intelligence theory

Human intellectual competence must entail a set of skills of problem solving, enabling the individual to resolve genuine problems or difficulties that he encounters and, when appropriate, to create an effective product and must also entail the potential for finding and creating problems.[15]

Intelligence can be defined informally as intellectual ability. A person who solves a difficult

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[15] Gardner Howard, Frames of Mind : the theory of multiple intelligence, (New York :Basic books, 1993), P. 64.

crossword puzzle quickly or gives the right answer to a tricky mathematical problem or gets a high score on an IQ (intelligence quotient) test is showing intelligent behavior, and it is reasonable to infer that such a person is intelligent[16].

Gardner (1983) views Multiple Intelligences classroom activities as a tool through which any content area can be conveyed to students by utilizing their different inner capacities, abilities or intelligences. Using this type of instruction addresses many of the students' intelligences as students are involved in various activities which are based on different types of intelligences.

The eight intelligences that proposed by Garner are:

1. **Linguistics**: The capacity of using a word effectively whether orally or in writing. This intelligence includes the ability to manipulate

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[16] Andrew M. Colman, Aspect of psychology

the syntax or structure of a language, the semantic or meaning of a language, and the pragmatic or practical use of a language.

2. **Logical-Mathematical**: The capacity of using numbers effectively. This intelligence includes sensitivity to logic patterns and relationship.

3. **Spatial**: The ability to perceive the visual-spatial word accurately. This intelligence involves sensitive to color, line, shape, form, space, and the relationship that exist between these elements.

4. **Bodily -Kinesthetic**: Expertise in using one's whole body to express idea and feeling and facility in using one's hands to produce or transform things.

5. **Musica**l: The capacity to perceive, transform, and express musical forms.

6. **Interpersonal**: The ability to perceive and make distinctions in the moods, intentions, motivations, and feeling of other people.

7. **Intrapersonal**: self-knowledge and the ability to act adaptively on the basic of that knowledge .This intelligence includes having an accurate picture of oneself, awareness of inner mood, intentions, motivations, temperament, and desires.

8. **Naturalist**: Recognize and classify of the numerous species of an individual's environment (Armstrong, 2008, pp. 6-7).

Beyond the explanation of the eight intelligences, there are certain points of MI model are important to bear in mind. Amstrong (2008) mentioned the four key points that educator should pay attention to:

1) Each person has all eight intelligences: some people have level of functioning in all or most of the eight intelligences.

2) Intelligences can be developed: Gardner (1989) suggests that "everyone has the capacity to develop all eight intelligences to a reasonably high level of performance".

3) Intelligences work together in a complex way: intelligences are always interacting with each other.

4) There are many different way to be intelligent: there is no standard attributes that one must have in order to be considered intelligent. Someone who is awkward at sport does not mean that she/he cannot be a marvel in building construction.[17]

2. Teachers' Roles in Multiple intelligence Theory

A teacher in MI classroom is totally different with a teacher in traditional linguistic/ logical mathematical classroom. In the traditional classroom, the teacher gives the material while standing in the front of the classroom, give the written assignment to the students, and wait until the students' finished. While, In the MI

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[17] Armstrong, 2008, pp. 15-16

classroom, the teacher continually shifts her method of presentation from linguistic to spatial to musical and so on, often combining intelligences in creative ways. The MI teacher may spend part of the time lecturing and writing on the blackboard at the front of the room. This, after all, is a legitimate teaching technique. Teachers have simply been doing too much of it. The MI teacher, however, also draws pictures on the blackboard or shows a videotape to illustrate an idea. She often plays music at some time during the day, either to set the stage for an objective, to make a point, or to provide an environment for study.

3. **Language teaching and MI theory**

The benefits of using the MI approach in language teaching cannot be neglected. In terms of teaching, the MI theory raises the awareness of language teachers of the diversity of potentials which exist in a language learning class and the different ways that students learn. Also, teachers have the option of analyzing their own profile according to Multiple Intelligences

theory, which will enable them to link their own experiences as learners with their current teaching situation. Therefore, their role is extended beyond teaching; they also influence the lesson development as well as curriculum development[18].

According to Arnold & Fonseca (2004, p.125) : "With MIT applied in the language classroom, teachers are better able to tap into the areas of personal meaningfulness of their students since they are recognizing the differences inherent in the students and putting individuals with their different ways of learning where they belong, back at the centre of the learning process.[19]"

The MI theory promotes the learner-centeredness in a language classroom, by emphasizing language learners' strengths and needs. On the other hand, the language learners are given the opportunity to

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[18]Spirovska, Elena, "*Integrating Multiple Intelligences In Teaching English As A Foreign Language- Seeu Experiences And Practices*" Volume 9, No. 1, 2013, 8.

[19]Spirovska, Elena 2013, p.8

consider the activities and language learning tasks which suit their strengths as learners, thus taking their interests into account and motivating them additionally. Both of these aspects foster learning and provide benefits for educators and students.

4. **MI Theory And Teaching Speaking**

MI is a great opportunity for good second language learners. These learners, according to Arnold and Fonseca (2004, p. 123), are often regarded as "talented people with special verbal abilities who possess more than one code to understand and acquire knowledge". It is important, here, to understand that and many more areas of the brain are involved in literacy acquisition than has previously been assumed by educators working in the field[20]. Because of this, it is highly recommended for teachers to activate MI-based teaching and let their students choose the

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[20]Armstrong 2003, p. 7

learning style in speaking that suit their dominant intelligence.

There are eight forms of design of multiple intelligences: (1) Linguistic intelligence: writing descriptive text. (2) Logical-mathematical intelligence: Problem-solving task, cause-effect inference. (3) Visual-spatial intelligence: photographs and slideshows. (4) Intrapersonal intelligence: Some type of record of introspecting one's own learning experiences and self-presentation. (5) Musical intelligence: Music appreciation, musical performances. (6) Interpersonal intelligence: Collaborative learning, peer reviews. (7) Naturalist intelligence: Can ask students to make observations or classification reports. (8) Bodily-kinesthetic intelligence: Acting, game