

## CHAPTER II

### THEORETICAL REVIEW

#### A. Speaking

##### 1. Teaching Speaking

Linguist said that "speaking is language". Speak is a language skills develop in a child's life, only preceded by the appearance listened, and at that time speaking skills learned.<sup>1</sup> Child begin can speak when they still children. They learn from appearance listened and read. They often speak, their vocabulary will develop every day.

Speak is the ability to pronounce sounds articulation or words to express, expressed, or express thoughts, ideas, and feelings. Sounds or words, express when want to convey or say something to someone. Through speaking activity or speaking, someone can interaction with society.

Definition of speaking Richard said in his book that speaking is one of the central element of communication.<sup>2</sup> Speaking is a basic skill of language and use to establish and maintain social relationship. Speaking a language is especially difficult for foreign language learners

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<sup>1</sup> Henry G Tarigan, *Berbicara Sebagai Suatu Keterampilan Berbahasa*, (Bandung: Angkasa, 2008) edisi revisi, 3

<sup>2</sup> Jack C Richards and willy A Renandya, *Methodology in Language Teaching*, (New York: Cambridge University Press) 210

because effective oral communication requires the ability to use the language appropriately in social interaction.

Speaking is an ability to express articulation voices and to extend idea and emotion, and feeling. Speaking seem intuitively the most important: people who know a language referred to ‘speaker’ of the language, as if speaking included to other kinds of knowing; many if not most foreign language leaner are primarily interested in language to speak.

To most people, the art of speaking is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language.<sup>3</sup> Speaking has an important part inhuman life. People use their speaking ability to communicate with others.

Based on the opinions described above speaking is an important skill in mastering the language. It can be concluded that the meaning of speech is the ability to speak words in order to convey or express the intentions, ideas, ideas, thoughts, and feelings that are developed and developed in accordance with the needs of the listener to be conveyed can be understood by listener.

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<sup>3</sup> David Nunan, *Language Teaching Methodology*, (UK, Practice Hall Int, 1991), 39

In The Holy Qur'an there are many verses explanation about speaking, one of them is :

وَقُلْ لِعِبَادِي يَقُولُوا الَّتِي هِيَ أَحْسَنُ إِنَّ الشَّيْطَانَ يَنْزِعُ بَيْنَهُمْ إِنَّ الشَّيْطَانَ  
كَانَ لِلْإِنْسَانِ عَدُوًّا مُّبِينًا ﴿٥٣﴾

Which means: "Say to My servants that they should (only) say those things that are best: for Satan doth sow dissensions among them: For Satan is to man an avowed enemy." According to Surat Al-Isra Verse 53<sup>4</sup>, as a human being and His bondmen we have to speak the good word, because there are devils between us who can provoke the conflict between human.

Speaking skill is a good way to teach speaking with use the language in the classroom as the medium of instruction and as a language used to teach the lesson. Students can improve their skill when presentation, discussion, daily conversation and etc.

Teaching in the principle in the guidance the students in a learning process activity or meaning contain that teaching have a relationship with the environment and related in learned must be able to become a second parents and she must be able to attract students

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<sup>4</sup> Agus Hidayatullah, Siti Irhamah Sail, Imam Ghazali Masykur, Fuad Hadi, *AlJamil Al-Qur'an Tajwid Warna, Terjemah Per Kata Terjemah Inggris* (Bekasi: Cipta Bagus Segara, 2012), 287

sympathy as well as she become students idol in classroom. Teaching is guidance of learning activities, and teaching is for purpose of aiding the pupil learners.<sup>5</sup>

Speaking is a complex skill requiring the simultaneous use of a number of different abilities which often develop at the different rates. Either four or five components are generally recognized in analyses of speech process :

- a. Pronunciation, (including the segmental feature-vowels and consonant and the stress and intonation patterns)
- b. Grammar
- c. Vocabulary
- d. Fluency (the ease and speed and of the flow of speech)
- e. Accuracy
- f. Comprehension

## **2. The Use of Speaking**

A communication will happen if the speaker and listener know what they talk about. Someone has an idea in her mind and wants to explain to other, but the problem is that the listener can catch the

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<sup>5</sup> Moh. Uzer Usman, *Menjadi Guru Profesional*, 2<sup>nd</sup>,ed, Bandung : (Remaja Rosdakarya, 1995), 6

information clearly if only the speaker can explain her idea clearly. It shows that speaking competence is very important for everybody. Because without speaking competence, it is impossible to explain idea to other people if someone has no good speaking competence. So, communication will be separated and the message cannot be caught.<sup>6</sup> Speaking activities can make confidence because in speaking students must to try and learn in order to develop their language skill.

### **3. The Purpose of Speaking**

The main purpose of speaking is doing communication. To convey our idea effectively, a speaker must understand the meaning of everything which he wants to be communicated. He must understand how to build the communication with the hearer.

Whether it is as a social tool, or it is as business or professional tool, basically speaking has three common meanings, there are :<sup>7</sup>

#### a. To inform

The speaker must relate his ideas to the exiting knowledge of his listeners, he must be sure that the structure of his speech is clear in order to encourage greater attention of the information by his listeners, and he is must present an abidance of concrete

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<sup>6</sup> Dipodjojo, A.S, *Komunikasi Lisan* (Yogyakarta: P.D Lukman, 1982), 31

<sup>7</sup> Henry Guntur Tarigan, *Berbicara Sebagai Suatu Keterampilan Berbahasa*, (Bandung: Angkasa, 2008) edisi revisi, 16

examples and specific data and so that his leading ideas will be clear, colourful, and timely.

The way of speaking is to inform. It means that by speaking as speaker inform to the listener what do want, and by speaking can inform out idea when want to express idea.

b. To entertain

By speaking, can know people's feeling, whether they are sad or happy. In this condition, people can entertain other people by speaking in funny story, by a joke, or humour.

c. To persuade

People speak in order to persuade other people to do something. By speaking, can asks other people to or not to do certain activity.

## **B. Speaking Skill**

Speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test-taker's listening skill, which necessary compromises the reliability and validity of an oral production test.<sup>8</sup>

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<sup>8</sup> H. Douglas Brown, *Language Assessment, Principles and Classroom Practices* (San Francisco: Longman, 2004), 140

Speaking is a form of human attitude which exploit physical, psychology, neurologist, semantic and linguistic factor which wide extensive. So, speaking regard as human tool which is important for social control.

Learning to speak a foreign language requires more than knowing its grammatical and semantics rules. Learners must also acquire the knowledge of how native speakers use the language the context. As known the ability in a foreign language is at the very heart of what it means to be able to use a foreign language. Personality, ourselves image, knowledge of the world and our ability to reason and express thoughts are all reflected in spoken performance in a foreign language. Most people might spend their everyday life in communicating each other. Revel defines communication as follow: “communication, of ideas, of opinions, of feeling.”<sup>9</sup> Speaking 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 big challenge to enable their students to master English well, especially speaking English in class or out of the class.

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<sup>9</sup> Jane Revell, *Teaching Technique for Commutative English* . (London Macmillan; Press)

While speaking, are not only applying the structural rules of a language but must know when someone said, it must be certain time and the purpose speak. To do conversation, as a speaker should be clever to make people to be our partner, must to speak clearly in order to make the listener understand what the mean it.

It is not easy to be a good speaker. A speaker should have any characteristics. Never be shy to say to others, do not be bored to do communication. While doing communication, should speak loudly, clearly, and correctly especially in pronunciation.

As know that to learn English is not easy, moreover in speaking skill. The problem of speaking skill , Jordan said that difficult in speaking to discuss on may be caused by shyness or personality factors which are independent of the language being used. There is, of course another important factors : many student have individual difficulties with pronunciation, stress, intonation, or overall rhythm. At times, their speech may be virtually unintelligible to others students or the tutor. In these cases, some kind of individual and or self-access help will be needed centre.<sup>10</sup> The problem faced in speaking activities are inhibition, nothing to say, low or uneven participation and mother tongue use.

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<sup>10</sup> RR. Jordan, *English for academic purpose*. (New York: Cambridge University press, 1997), 205



### **C. Assessing Speaking**

According to Lynn Liondquist *Learning Spoken English*, there are five rules must follow when we are learning to speak English :

- a. To learn to speak English correctly, you must speak it aloud
- b. To learn to speak English fluently, you must think in English
- c. The more you speak English aloud, the more quickly you will learn to speak it fluently
- d. You must never make a mistake when you are practicing spoken English
- e. Your success will depend on the amount of time you devote to spoken English study.<sup>11</sup>

### **D. Classroom Activity**

In oxford learner's pocket dictionary activity is situation in which is happening or a lot of things are being done, and classroom is a class of students is taught.

There are many ways activities in the classroom. The discussion below centers on the major types of speaking activities that can be

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<sup>1111</sup> Lynn Lundquist, *Learning Spoken English: in the half time*, (Vasan Publications, 2002), 44-45

implemented: discussions, speeches, role plays, conversations, audiotaped oral dialogue journals, and other accuracy-based activities<sup>12</sup>.

a. Discussion

Discussion are probably the most commonly used activities in the oral skill class. Typically, the students are introduced to a topic via a reading, a listening passage, or a videotape and are then asked to get into pairs or groups to discuss a related topic in order to come up with a solution, a response, or the like. As green, Christopher and Lam in Mariane Celce- Murcia book said that believe that student will be more involve with motivated to participant in discussion if they are allowed to select discussion topic and evaluate theirs fear's performance this ideas is line with the principle of student taking responsibility for their learning.<sup>13</sup>

The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. The group members can be either assigned by the teacher or the students may determine it by themselves, but groups

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<sup>12</sup> Marianne Celce-Murcia, *Teaching English as a Second or Foreign Language*. Third edition, (USA: Heinle & Heinle, 2001), 106

<sup>13</sup> Green Christopher and Mariane Celce – Murcia, *Teaching English as A Second Foreign Language*, Third Edition, (Thomson Learning inc, 2001), 116

should be rearranged in every discussion activity so that students can work with various people and learn to be open to different ideas. Lastly, in class or group discussions, whatever the aim is, the students should always be encouraged to ask questions, paraphrase ideas, express support, check for clarification, and so on.

b. Speeches

Another common activity in the oral skills class is the *prepared speech*. A speeches is a spoken text that can have a variety of purpose.<sup>14</sup> Topic for speeches will vary depending on the level of the student and focus of the class, but in any case, students should be give some leeway in determining the content of their talks. In other words, the teacher can provide the structure for the speech, its rhetorical genre (narration, description, etc.) and its time restrictions , while the students select the content.

c. Role Plays

A third major speaking activity type is the role play, which is particularly suitable for practicing the sociocultural variations

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<sup>14</sup> Mark Anderson and Kahty Anderson, *Text type in English*, (Australia, Macmillan Press. Inc 1990), 74

in speech acts, such as complimenting, complaining, and the like. Depending on the student level, role plays can be performed from prepared scripts, created from a set of prompts and expressions, or written using and consolidating knowledge gained from instruction or discussion of the speech act and its variations prior to the role plays themselves.

One other way of getting students to speak is role-playing. Students pretend they are various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel.

Role play activities are often taught to be one of the most effective ways of integrating language skill in the language classroom. Therefore, it is used more frequently in general English classroom.<sup>15</sup> Role play is very important in teaching practical conversation because it gives students opportunity to practice communicating in different social context and to put themselves in another person place for a while.

#### d. Simulations

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<sup>15</sup> Jo MC. Donough and Christopher show, *Material and Method in ELT, Applied Language Studies*, (Cambridge : Blackwell, 1993), 165

Simulations are very similar to role-plays but what makes simulations different than role plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on. Role plays and simulations have many advantages. First, since they are entertaining, they motivate the students. Second, as Harmer (1984) suggests, they increase the self-confidence of hesitant students, because in role play and simulation activities, they will have a different role and do not have to speak for themselves, which means they do not have to take the same responsibility.

e. Conversation

It is not adequate to have students produce lots of language; they must become more metalinguistically aware of the many features of language in order to become competent speakers and interlocutors in English. One speaking activity which is particularly suited to this kind of analysis is conversation, the most fundamental form of oral communication. Almost all ESL/EFL students can benefit and practice with informal

conversation, but few students report having either the opportunity or the confidence to engage in unplanned conversations with native speakers. A conversation assignment can be helpful in this regard.

f. Interviews

Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions. Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized. After interviews, each student can present his or her study to the class. Moreover, students can interview each other and "introduce" his or her partner to the class.<sup>16</sup>

g. Information Gap

In this activity, students are supposed to be working in pairs. One student will have the information that other partner does

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<sup>16</sup> The Internet TESL Journal, Vol. XII, No.11, November 2006

not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need. These activities are effective because everybody has the opportunity to talk extensively in the target language.

#### h. Storytelling

Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have. Students also can tell riddles or jokes. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening. In this way, not only will the teacher address students' speaking ability, but also get the attention of the class.<sup>17</sup>

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<sup>17</sup> The Internet TESL Journal, Vol. XII, No.11, November 2006

i. Audiotaped Oral Dialogue Journals

Oral dialogue journals are one format where practice with fluency and attention to accuracy can be accomplished at the time same. Ordinarily, the student gives an audiocassette tape to the teacher, who starts the oral journal on the tape by giving some directions for the assignment and perhaps suggesting a topic.

j. Other Accuracy-Based Activities

Classroom activities can be used for accuracy practice. Speaking activities that focused on accuracy invariably involved drills (commonly uncontextualized pattern practice exercise), which have, for the most part, fallen out of favor in language teaching. Brown (1994) recommends that if drills *are* to be used, they should be short, simple, and snappy, they should be used sparingly, and they should lead to more authentic communication activities. In the activities described below, a drill using the particular structure may prove useful as the first step towards more communicative output.



## **E. Motivation**

The term of motivation is usually related to human behavior. Motivation is such kind of internal drive that encourages somebody to do an action. If we have purpose that is sufficiently attractive, we will be strongly motivated to do whatever is necessary to reach the goal.

The word "motive" is defined as efforts that encourage someone to do something. Motives can be said as a driver from within and in the subject to perform certain activities in order to achieve a goal. According to Mc. Donald, motivation is the energy change in a person marked by the emergence of "feeling" and preceded with the response to their goal.<sup>18</sup>

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Motivation is an essential condition of learning, the result or the achievement of the learning activity will be optimum if there is a learning motivation. The more right motivation given, the more

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<sup>18</sup> Henry G Tarigan, *Berbicara Sebagai Suatu Keterampilan Berbahasa*, (Bandung: Angkasa, 2008) edisi revisi, 73

successful a learner. Thus, motivation will determine the intensity of learning process.<sup>19</sup>

Motivation is the extent to which you make choices about (a) goals to pursue and (b) the effort you will devote to that pursuit.<sup>20</sup> So motivation is act to grow from self someone as realise or unrealise to do an act with goal certain, and motivate will stimulated because there is goal.

Motivation is a convenient way of talking about a concept which is generally seen as a very important human characteristic but which is also immensely complex.<sup>21</sup> So motivation is an act what make they have a goal to do something.

This desire to achieve some goal is the bedrock of motivation and, if it is strong enough, it provokes a decision to act. For an adult this may involve enrolling in an English class. For a teenager it may be choosing one subject over another for special study. This kind of motivation- which comes from outside the classroom and may be influenced by a number of external factors such as the attitude of

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<sup>19</sup> A.M, Sardiman, *Interaksi dan Motivasi Belajar Mengajar* (Jakarta: Rajawali, 1990) 75

<sup>20</sup> H. Douglas Brown, *Teaching by Principle An, An Interactive approach to Language Pedagogy* (San Francisco: Longman, 2001) Second Edition 72

<sup>21</sup> Zoltan Dornyei, *Motivational Strategies in the Language Classroom* (UK: Cambridge, 2001) 6

society, family and peers to the subject in question is often referred to as extrinsic motivation, the motivation that students bring into the classroom from outside. Intrinsic motivation, on the other hand, is the kind of motivation that is generated by what happens inside the classroom; this could be the teacher's methods, the activities that student take part in, or their perception of their success or failure.<sup>22</sup> So student's motivation in learning from two factors : external and internal and success can from both it.

Function of motivation human being do an activity based on their necessity concerning with the goal. Many activities which are done by people basically is pushed by something is called motivation.

There are three functions of motivation, there are :

a. To encourage someone to do something

Motivation is as a key and a mover of every activity that will be done. Without motivation it is difficult for someone to do an activity.

b. To determine the way should be taken

Motivation can give a direction and activity that should be done related with the aims of the activity.

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<sup>22</sup> Jeremy Harmer, *How to Teach English* (China: Longman, 2010), 20

c. To select the activities

To determine the activity that should be done to reach a purpose by ignoring the disadvantage activity for the purpose.

On the other hand, states motivation can be categorized into two types, they are :<sup>23</sup>

a. Extrinsic Motivation

Extrinsic motivation is a motivation which concerned with factors outside the student. For example motivation from family, friends and teachers.

b. Intrinsic Motivation

Intrinsic motivation is a motivation which is concerned with what take place in the student himself. For example, a student wants to learn English because he wants to get knowledge to develop his skill.

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<sup>23</sup> A.M, Sardiman, *Interaksi dan Motivasi Belajar Mengajar* (Jakarta: Rajawali, 1990) 89