CHAPTER II
THEORETICAL REVIEW

A. Speaking

1. Definition of speaking

The term speaking has many definitions. Some linguists give definitions of what speaking is." Nunan (1998) defines speaking as an ability to carry out a conversation in the language."[1] In verbal ability speaking can express our ideas and information directly. Thus without an ability to speak well we cannot tell others clearly what ideas we have in mind, what information we have, or even what is our opinions toward something.

In line with the definition above, Cameron state (2001) "Speaking is the active use of language to express meaning so that other people can make sense of them, therefore, the label of productive use of language can be applied to speaking"[2] speaking skill can help student direct their communication by verbal linguistic, learned as it is through a process of socialization through communication . When students' be at school or at home and other place they certainly communicate with their friends, teachers, parents and other people, so speaking skill very important in daily life of students.

It means that speaking is the ability to conduct, and join a conversation. speaking is productive skill that can be directly and empirically observed, those observations are invariably colored by

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[1] David Nunan, *Language Teaching Methodology; A Textbook for Teachers*, (Edinburgh: Longman Pearson Education, 1998), p. 39
[2] Lynne Cameron, *Teaching Language to Young Learners*, (Cambridge: Cambridge University Press, 2001), p. 40

the accuracy and effectiveness of attest.[3] Speaking is an activity that cannot be apart from listening since when someone speak, it means that someone else listen. Therefore, a speaker cannot neglect the existence of his listener as his partner in doing an interaction. A good speaking event is when the delivered messages can be understood and is needed by the listener.

2. **The Objective of Speaking**

Speaking is a purposeful activity. Just like other activities such as

listening, reading, and writing. We have reasons and objectives in speaking, the objective of our speech can define the strategy we use to do it. Just as stated by Richards and Renandya that Speaking is used for many different objectives and each objective involves different skill, the different objectives of speaking are as follow

a. In casual conversation, for example, our objective may be to make social contact with people, to establish rapport, or to engage in harmless chitchat that occupies much of the time we spend with friends.

b. When engage in discussion with someone, the objective may be to seek or express opinions, to persuade someone about something, or to clarify information.

c. In some other situations, we use speaking to describe things, to complain about people's behavior, or to make polite request. Each of these different objectives for speaking implies knowledge of the

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[3] H. Douglas Brown. Language assessment principles and class room practice. P. 140

rules of how spoken language reflects the context or situation in which speech occurs."[4]

3. Elements of Speaking

According to Harmer(2001), there are elements which recognized in speaking skill. These elements explain that the ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language „on the spot". Elements which categorized as language features are as follows;

a. Connected speech

To be able to use connected speech is the ability to modify sounds when we speak. To modify sounds are by modifying (assimilation), omitting (elision), adding (linking *r*), or weakening (through contractions and stress patterning).

b. Expressive Devices

Expressive Devices is the use of pitch and stress, vary volume and speed, and the use of paralinguistic (physical and nonverbal language) in producing utterance in order to convey the truth meaning of the message meant by the speaker. By using expressive devices, speakers will be able to show their feeling to whom they are talking to.

c. Lexis and Grammar

The ability to select the appropriate words and to use different phrases in different contexts when we speak is very important, because sometimes there is an utterance which should be said

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[4] Jack C Ricahrds and Willy A Renandya (*eds.*), *Methodology in Language Teaching*, (New York: Cambridge University Press, 2002), p. 201.

differently when we speak in different situations and to different addressee. Therefore, it is very important for learners to know a variety of phrases for different functions such as agreeing or disagreeing, expressing surprise, expressing shocks etc.

d. Negotiation Language

We use negotiation language to give clarification or reformulate what we are saying in order to be clearer, especially when we see that we are not being understood. Negotiation language is used because sometimes the listeners did not understand what we have said. It can be because they did not hear or we talk too fast.[5]

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4. Components Underlying Speaking Proficiency

To be said proficient in speak English, English language learners need to know not only the linguistic knowledge, but also the culturally acceptable ways of interacting with others in different situations and relationships. Those abilities that underlying speaking proficiency is also called as communicative competence", Canale and Swain propose that communicative competence includes;

a. Grammatical Competence

Grammatical Competence is a competence that includes in grammar (morphology, syntax), vocabulary, and mechanics. In speaking, mechanics refers to basic sounds of letters and syllables, pronunciation of words, intonation, and stress. In speaking, the learners must understand how words are segmented into various sounds and how sentences are stressed in particular ways. Thus,

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[5] Jeremy Harmer, *The Practice of English Language Teaching,* (London: Pearson Education Limited, 2001) Third Edition, pp. 269-270

grammatical competence enables speakers to use and understand English-language structures accurately.

b. Discourse Competence

Discourse Competence is concerned with intersentential relationship. In discourse, whether formal or informal, the rules of cohesion and coherence apply which aid in holding the communication together in a meaningful way. In communication, both the production and comprehension of a language require one ability to perceive and process stretches of discourse, and to formulate representations of meaning from referents in both previous sentences and following sentences. With discourse competence, learners can manage turn taking in conversation.

c. Sociolinguistic Competence

Sociolinguistic competence is the competence which involves knowing what is expected socially and culturally by users of the target language; that is, learners must acquire the rules and norms governing the appropriate timing and realization of speech acts. Understanding the sociolinguistic side of language helps learners know what comments are appropriate, how to ask questions during interaction, and how to respond nonverbally according to the purpose of the talk.

d. Strategic Competence

Strategic Competence refers to the ability to know when and how to begin a conversation, how to take the floor, how to keep conversation going, how to end the conversation, and how to solve comprehension problems in a conversation.[6]The four competences explained above is

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[6] Jack C Ricahrds and Willy A Renandya (*eds.*), *Methodology in Language Teaching*,

essential for English learners to be mastered in order to perform English speaking skill effectively. The components which underlying speaking proficiency are linguistic competences and the knowledge of how native speakers use the language in context. The linguistic competences are; grammatical competence, discourse competence, and strategic competence, while sociolinguistic competence is the competence relates to the learners understanding of how native speakers use language in context.

5. Classroom Speaking Activities

In order to teach learners how to speak in the best way possible, there are some kinds of activities that can be used by teachers to promote the development of students" speaking skill. These activities can be applied in classroom settings by teachers. The kinds of classroom speaking activities are as follow:

1) Discussion
2) Information gap
3) Speech
4) Role play
5) Simulation
6) Conversation

6. The Assessment of Speaking

Assessing Speaking can be poses many problems. It can be very time consuming-a nightmare with a big test where thousands of learners have to be tested quickly. Also there are the many different levels on which performance has to be assessed. There are difficulties involved in marking objectively with face-to face contact. It is very

(New York: Cambridge University Press, 2002), p. 207-208

difficult to isolate oral production tasks that do not directly involve direction of aural comprehension. Only n limited context of speaking (monologues, speeches, or telling a story and reading aloud) can we asses oral language without the aural participation of an interlocutor. So the assessment should be objective based on students' skill and knowledge. The information needs to be relevant, it has actually focused and assessed what it aimed at, therefor decision can be appropriately made.

Even though Speaking is difficult to be assessed, but it does not mean that speaking is not possible to be assessed. Scrivener in his book mentions the tasks that can be used to assess speaking. they are; for example, narrating a picture story, practicing a role-play, pair work information-gap exchanges, discussion, etc. if there is enough time to conduct the speaking assessment, then a „three learners with one teacher" activity is very good to assess, setting a task that gets the three learners to interact together while teachers watch and evaluate.[7]

7. **Element of assessing speaking**

Assessment on the other hand, it is an ongoing process that encompasses a much wider domain. Whatever a student responds a question, offers a comment or tries out a new word or structure. The teacher subconsciously makes an assessment of the students' assessment.

There are several principles of language assessment can and should be applied to formal tests. According to Brown (2004) there are five cardinal criteria for "testing a test" they are :

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[7] Jim Scrivener, Learning Teaching; A Guidebook for English Language Teachers,
(Oxford: Macmillan Publisher, 2005), p. 308

1. Imitative. At one and 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 included in the criterion performance. We are interested only in what this traditionally labeled "pronunciation"; no inference are made about the test-taker's ability to understand or convey meaning or to participate in an interactive conversation. The only role of listening here is in the short-term storage of the prompt, just long enough to allow the speaker to retain the short stretch of language that must be imitated.

2. Intensive. A second type of speaking frequently employed in assessment context in the production of short stretches of oral language designed to demonstrate competence in narrow band of grammatical, phrasal, lexical, or phonological relationships (such as prosodic elements-intonation, stress, rhythm, juncture). The speaker must be aware of semantic properties in order to be able to respond, but interaction with an interlocutor or test administrator is minimal at best. Example of intensive assessment tasks include directed response task, reading aloud, sentence and dialogue completion; limited picture-cued task including simple sequence; and translation up to the simple sentence level.

3. Responsive. Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversation, standard greeting and small talk, simple requests and comments, and the like. The stimulus is almost always a spoken prompt (in order to preserve authenticity), with perhaps only one or two follow-up question or retorts.

4. Interactive. The difference between responsive and interactive speaking is in the length and complexity of the interaction which sometimes include multiple exchange and/or multiple participants, interaction can take the two form of transactional language which have the purpose of maintaining social relationship. (in the three dialogues cited above, A and B were transactional, and C was interpersonal.) in interpersonal exchanges, oral production can become pragmatically complex with the need to speak in a casual register and use colloquial language, ellipsis, slang, humor, and other sociolinguistic convention.

5. Extensive (monologue). Extensive oral production tasks include speeches, oral presentation, and story-telling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responds) or ruled out altogether. Language style is frequently more deliberative (planning is involved) and formal for extensive tasks, but we cannot rule out certain informal monologues such as casually delivered speech (for example, my vacation in the mountains, a recipe for outstanding pasta primavera, recounting the plot of a novel or movie).

8. Assessing scoring component of speaking

according to Arthur Huges there are five component to measure score speaking they are :[8]

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[8] Arthur Hughes, Testing For Language Teacher, (New York: Cambridge University Press, 21) P 1231-132

Proficiency Descriptions
Accent   1. Pronunciation frequently unintelligible   2. Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetitions   3. "foreign accent" requires concentrated listening, and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary.   4. Marked " foreign accent " and occasional mispronunciations which do not interfere with understanding.   5. No conspicuous mispronunciations, but would not be taken for a native speaker.   6. Native pronunciations, with no trace of "foreign accent".
Grammar   1. Grammar almost entirely inaccurate except in stock phrase.   2. Content errors showing control of very few major patterns and frequently preventing communication.   3. Frequent errors showing some major patterns uncontrolled and causing occasional irritations and misunderstanding.   4. Occasional errors showing imperfect control of same patterns but no weakness that causes misunderstanding.   5. Few errors, with patterns of failure.   6. No more than two errors during the interview.
Vocabulary   1. Vocabulary inadequate for even the simplest conversation.   2. Vocabulary limited for basic personal and survival areas (time, food, transportation, family, etc.)   3. Choice of word sometimes   inaccurate , limitations of

vocabulary prevent discussion of some common professional and social topics.

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

5. Professional vocabulary broad and precise; general vocabulary 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 is so halting and fragmentary that conversation is virtually impossible.

2. Speech is very slow and uneven except for short or routine sentences.

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

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

5. Speech is effortless and smooth, but perceptively non-native in speech and evenness.

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

Comprehension

1. Understands too little for the simplest type of conversation.

2. Understands only slow, very simple speech on common social and touristic topics; require constant repetition and rephrasing.

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

4. Understands require quit well normal educated speech when engaged in a dialogue, but requires occasional repetition or rephrasing.

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

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

WEIGHTING TABLE							
	1	2	3	4	5	6	SCORE
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	12	15	19	23	
						Total	

B. **QUANTUM TEACHING**

1. **The definition of quantum teaching**

Word "Quantum" means of interactions between the packets of energy in the photon energy, while learning is a teaching quantum

interaction that occur in the classroom between student with effective learning environment ..[9]

Quantum is an interaction that changes energy into light.[10] They conclude that Quantum teaching is an arrangement learning festively with the whole of its environment. And it is also linking to interactional and variation that is maximizing in learning process. It is focusing to dynamic relational in interactional-class as frame work and basic reference for learning procss." [11] it means quantum teaching method more using approach and student interactional.

By using *Quantum teaching* we can teach in using right and left sides of student's brain functionally "the left side brain is associating to logical analytic, mathematical information, and linear processing. While the right side brain is comprehending and memorizing visual projection, feeling, and audio. It is more efficient in holistic information, integration and emotional."[12] Every sides brain have each function to empower the role.

2. The important of quantum teaching

Quantum teaching creates the effective learning, arranges curriculum, directing the essences, and makes process learning easier. There are the advances of this method:

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[9] Bobby DePorter et, all Quantum Teaching: Mempraktekkan Quantum Learning di Ruang-ruang Kelas (Bandung: Kaifa, 2007), 5.

[10] Bobby DePorter & Mike Hernacki. Quantum Learning : Memnbiasakan Belajar Nyaman Dan
Menyenangkan (Bandung: Kaifa, 2003). 16

[11] Bobbi Deperter, Mark Reardom, Sarah Singger-Nouri, *Quantum Teaching,(Alin and bacon, Boston 1999)p 32*

[12] H. Douglas, Prinsip Pembelajaran dan pengajaran bahasa, (pearson education, Jakarta,2007) 2 nd edition p. 133-134

1) Participating by changes the condition

2) Motivated student to what their interest it is called transplanting

3) Sense of togetherness by using the advances eight keys

4) Developing of memory SLIM-n-BIL

5) The audio lingual student follows the overflow communication principles

6) MPT treats the transitional process

3. The procedure of quantum teaching

Procedure tells the students what they hope and take action. Your class prosedures includes to ask the student to take a line as orderly in front of the class, as a place to collect the home work, the way to arrange the students' group position, or first five minutes of the lesson uses to repeat the lesson before. The appropriate procedure will make a daily that could be a important thing for the students, is not in the lower class, but also for all learner community. The procedure is impressing a stability, control and structure.[13]Quantum teaching has a procedure known as TANDUR (Grow, Experience, Naming, Demonstrate, Repeat, and Celebrate)

1. Grow, grow the student's learning interest with provides students a view that the subject matter delivered will benefit the lives of the students.

2. Experience, create or bring common experiences that can be understood by all students.

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[13] Bobby DePorter et, all Quantum Teaching: Mempraktekkan Quantum Learning di Ruang-ruang Kelas (Bandung: Kaifa, 2007), 91

3. Naming, in presenting the material of learning, the teacher provides keyword, concept models, formulas or input.

4. Demonstrate, students must demonstrate the material of learning being taught so that students can master the material well.

5. Repeat, repetition will strengthen nerve connections and sharpen students' memory.

6. Celebrate, every effort is done by students deserve given recognition. So that students more confident and more enthusiastic to participate in the next material.[14]

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[14] Goman Rumapea, Edi Syahputra, Edy Surya, Application of Quantum Teaching Learning Model to Improve Student Learning Outcomes, (Medan: State University of Medan, 2017) Vol. 4, Issue 2