**CHAPTER II**

**THEORETICAL FRAMEWORK**

1. **Speaking**
2. **Definition of speaking**

English speaking ability is very important for people interaction where people almost speak everywhere and every day through English. In this global era, many people used English as a media of communication and it makes people who come from different countries become easier in making interaction and communication. So, what is speaking?

Speaking is one of the macro skills of English language teaching and learning. It is not easy to define what is meant by terms such as speaking skill since it has been defined in various ways in different disciplines. In language teaching and learning itself, many definitions of speaking have been made regarding to some experts. According to Cameron as quote by Gallis[[1]](#footnote-1) Speaking is the active use of language to express meanings so that other people can make sense of them. She also said that attention to precise details of language is required to Speak in Foreign Language in order to share understanding with other people. So, it means, when people speak in foreign language they need to attention to all aspect of the target Language, such as the correct Grammar, appropriate word, the intonation, Body language and so on. Moreover, Brown[[2]](#footnote-2) define speaking is an interactive process of constructing meaning that involves producing and receiving and processing information.

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Furthermore, in language teaching and learning, speaking is considered as ability to be practiced and mastered. Nunan[[3]](#footnote-3) puts it that “speaking is the productive oral skill. It consists of producing systematic verbal utterance to convey meaning”.

Finally, based on definition given by experts above, it can be inferred that speaking is a process of expressing ideas in the spoken language, and it is one of most important aspect of language learning. Being able to speak to friends, colleagues, visitors and even strangers, in their language or in a language which both speakers can understand, is surely the goal of very many learners and the success of learning English can be seen and measured from their performance in speaking and how well they present their English in communication.

1. **The Function of Speaking**

 According to Prof. Jack C. Richard[[4]](#footnote-4), there are three function of speaking.

1. Speaking as an interaction tools or what we familiarly called by ‘conversation’. It is including greeting, small talk, compliment, personal recounts, and narratives, Feedback and response, May be casual or formal and it is also has a Reflect patterns and rules –e.g., for openings, topic choice, and closings.
2. Speaking as a transaction tools could we said as a speaking activity that focusing only on the message. It is including Giving or obtaining information or getting goods and services. Example: asking for a direction and ordering a meal.
3. Speaking as a performance, this is refer to public speaking, the talk which is transmits information before an audience such as a classroom presentation, public announcement, and speeches

From all of the function of speaking above, the function of speaking as a performance becomed the focusing function of this research. Because with asked students one by one and/or in a small group to present the material in front of class could be improve students’ speaking ability.

1. **Micro and Macro Skills of Speaking**

A similiar list of speaking ability could be draw up for the same purpose to serves as a taxonomy of skills that will become the objective of an assessment task. The speakers focus on the larger elements.[[5]](#footnote-5)

1. Microskills
2. Produce differences among English phonemes and allophonic variants.
3. Produce chunks of language of different lengths.
4. Rhytmic structure and intonation contours.
5. Produce fluent speech at different rates of delivery.
6. Monitor one’s own oral production and use various strategic devices pauses, fillers, self corrections, backtracking to enhance the clarity of the message.
7. Macroskills
8. Appropriately accomplish communicative functions according to situation, participation, and goals.
9. Convey facial features, kinesthic, body language, and other nonverbal cues.
10. Words, rephrasing, providing a context for interpreting the meaning of words.
11. **Teaching Speaking**

Teaching English speaking in Classroom is not an easy job. The Teacher should be consider all aspects of their Students. Beside they have the different personality, their knowledge and ability is also different Especially in English Foreign Learners ( EFL ). According to Brown as quoted by Richard[[6]](#footnote-6) Speaking a Language is especially difficult for EFL because effective oral communication requires ability to use the Language appropriately in social interactions. He also adds, diversity in interaction is not only verbal communication but also Paralinguistic element such as intonation, stress and so on, more over it is also non-linguistic element such as body language. In other words, in Teaching Speaking for EFL Classroom the Teacher should give the explanation about cross cultural and cross linguistic (interpretation of gesture and body language) beside teaching the verbal communication.

Beside different in knowledge and personality, the Teacher also have to consider about the Students’ different learning style. Such as visual, auditory and kinesthetic learning style. Moreover, the important thing for Teaching English Speaking is Interaction. According to Rivers as quotes by Richard[[7]](#footnote-7) “communication derives essentially from interaction”.

To make succesful learning, Teachers should provides learners with opportunities for meaningful communication about relevant topics by using learner-learner interaction as the key of teaching English Speaking. Also, Teacher have to teach them how to listen to others, how to talk with others, how to give opinion, how to accept opinion and so on.

While Teaching Speaking, teacher also have to say some *small talk* to make students getting more experiences and be able to use some of the simple exchange like talking about weather, the traffic, the vacation, the hot news today, the resault of sport game and so on. It may look meaningless but it will make them feel relaxe and confort to accepting the topic. Beside interaction, the interactive activities is also one of important thing to teach English Speaking.

Teacher can make students more interactive with give them opportunities to speak. Teacher can stimulate them to speak with audiovisual stimulation like short movie and the Teacher might give a chance for them to giving a review or opinion about that by speak.

Based on Richard[[8]](#footnote-8) there are four effective interactive activities that can make the Classroom live: (1) be based on authentic or naturalistic materials; (2) enable learners to manipulate and practice specific feature of language; (3) allow lwarners to rehearse in class communicative skill they need in the real world; and (4) active pshycolinguistc process of learning.

1. **Visual Auditory Kinesthetic Learning Model**
2. **Definition of Learning Model**

For many years, educator’s classiﬁcation of learning styles was based on the way an individual received and processed information. There are three classiﬁcation that were often used. These classiﬁcations are called modalities. The question that used to be asked in working with a person was, “Does this individual learn best by hearing, seeing or moving?” Those who learn best by hearing are said to have an auditory preference. Some learn best by seeing information. This is called the visual preference. Others need to move and touch, so they are said to have a tactile/kinesthetic preference.

Learning styles may be defined in multiple ways, depending upon one’s perspective. Here are a few definitions of learning styles. Accroding to Brown as quoted by Gilakjani[[9]](#footnote-9), Learning styles as the manner in which individuals perceive and process information in learning situations. He argues that learning style preference is one aspect of learning style, and refers to the choice of one learning situation or condition over another.

Celcia-Murcia defines learning styles as the general approaches—for example, global or analytic, auditory or visual—that students use in acquiring a new language or in learning any other subject. The manner in which a learner perceives, interacts with, and responds to the learning environment. Learning style is sometimes defined as the characteristic cognitive, affective, social, and physiological behaviors that serve as relatively stable indicators of how learners perceive, interact with, and respond to the learning environment”

1. **Definition of Visual Auditory Kinesthetic Learning Model**

Learning styles classify different ways people learn and how they approach information. In more complex terms, some experts define different learning styles as the preferred processes students use when they learn, and some believe that, unlike intelligence, students' particular learning styles are fixed. In other words, students will find it easier to learn in their preferred learning style, and will find learning easier if the conditions are present to allow them to use their learning style.

One of the most common and widely-used categorizations of the various types of learning styles is Fleming’s VARK model (sometimes VAK - an acronym for the Visual (V), Auditory (A), and the Kinaesthetic (K) sensory modalities) which provides the learners with a profile of their learning styles, based on the sensory modalities which are involved in taking in information . This model expanded upon earlier Neuro-linguistic programming (NLP) models. In NLP the senses are split into three groups (Visual, Auditory and Kinesthetic) which are referred to as Representational Systems (rep systems). This term relates to the fact the brain uses the senses to build our internal representation, or model of the world around us[[10]](#footnote-10).

VAK learning model is the model of learning that was develop by Niel Flamming. He stated that children learn from three major styles. Each child will show one of these styles as their primary learning method, but will also have a secondary learning style. The major styles are Visual (learn from seeing an object), Auditory ( learn from listening something), and kinesthetic (learn from act or move their body). All of those skills is becoming engage in VAK learning model. In other words, VAK is not just using one modality but combine all of three modality (seing, listening, and moving) becoming one learning model to increase the students’ achievement and decrease their weakness. Beside that, Mackay[[11]](#footnote-11) state that VAK learning model learning style which students has a mixed and balanced blend of three sensory modalities through sighting, sounding and acting out to learn well in order to increase their ability. From the statement above we can take a conclution that VAK learning model is combining three learning style (visual, auditory and kinesthetic) becoming one modality to improve students’ learning ability.

According to Dunn & Dunn as quoted by Gilakjani[[12]](#footnote-12) by using the following elements: 1) clear statement of what the students needs to learn; 2) multisensory resources (auditory, visual, tactile, kinaesthetic) that teach the required information; 3) activities through which the newly-mastered information can be used creatively; 4) the sharing of creative projects within small groups of classmates; 5) at least 3 small-group techniques; 6) a pre-test, a self-test, and a post-test, the Teacher can use some of these activity to applying VAK learning model in teaching Speaking:

1. Using Small Group Technique. Small group technique is a “circle of knowledge” in which students sit in a circle and discuss a subject collaboratively as well as other techniques. At this stage, teacher divides students into small group consisting of 3-5 students.
2. Using multisensory resources (visual, auditory and kinesthetic) in the teaching learning process. For example picture for visual learners, video for auditory learners and role play for kinesthetic learners. At this point, teacher use picture and video in small group technique. Then, teacher ask students to present the task has given by teacher in front of the class. The description of each point will explaining below:
3. Picture

Picture is important media in learning process. The kind of picture includes flashcards, large wall picture, cue card, photograph or illustrations. Teachers should use picture, power point or overhead project (OHP) to attract students’ attention in the teaching and learning process. The picture can be useful visual learners to absorb the material.

2) Videos

The advantages of watching video in the class are students not only hear language but also see the materials. Moreover, by using video is interesting activity which allows students can take notes of the stories, the events, the settings and others. In addition, watching video will be useful for visual and auditory learners.

3) Role Play

Role play is a way of bringing situations from real life into the classroom. In the learning process, role play is interactive and effective learning, which the students can explore their skill. Meanwhile, role play can engage kinesthetic learners to express their physical potential.

In this reasearch, the researcher is more focus with the the second activity which is the activity by using multisensory resources. The students’ would be asked to do the role playing as a news anchor and informed the report text in front of classroom individually and/or in a small groups.

1. **Advantages of VAK Learning model**

There are some advantages of VAK learning model includes:

1. Students can learn in different ways.
2. The attention and focus of students will be more easily engaged by diverse decreasing disruption in the classroom.
3. Learning will be more effective, because it combine three learning styles.
4. The students become active.
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2. H. Douglas Brown, *Language Assessment : Principles and Classroom Practice, (*New york: Longman, 2004) , 39 [↑](#footnote-ref-2)
3. David Nunan, *Practical English Language Teaching,* ( New york: McGraw-Hill, 2003), 216 [↑](#footnote-ref-3)
4. Jack C Richard and Willy A Renandya, *An Methodology of Current Practice,* (Cambridge: Cambridge University Press, 2002), 201 [↑](#footnote-ref-4)
5. H. Douglas Brown, *Language Assessment : Principles and Classroom Practice, 142-143* [↑](#footnote-ref-5)
6. Richard, *Methodology in Language Teaching,* 204 [↑](#footnote-ref-6)
7. Richard, *Methodology in Language Teaching,* 208 [↑](#footnote-ref-7)
8. Richard, *Methodology in Language Teaching,* 209 [↑](#footnote-ref-8)
9. Abbas Pourhossein Gilakjani, “Visual auditory kinesthetic learning style and their impacts on English Teaching”, *journal of studies in education*,Vol. II, (1 february 2012), 105 [↑](#footnote-ref-9)
10. Sreenidhi Tay Chinyi Helena. “Styles of Learning Based on the Research of Fernald, Keller, Orton, Gillingham, Stillman , Montessori and Neil D Fleming”, *international journal for innovative research in multidisciplinary field*, Vol. III, (4 April 2017) , 18 [↑](#footnote-ref-10)
11. Adrian Mackay, *Motivation Ability and Confidence Building In people*, (New York: Routhledge, 2011), 205 [↑](#footnote-ref-11)
12. Abbas Pourhossein Gilakjani, “Visual auditory kinesthetic learning style and their impacts on English Teaching”, *Journal of studies in education,* Vol. II, (1 february 2012), 104-113 [↑](#footnote-ref-12)