

## CHAPTER II

### THEORETICAL REVIEW

#### A. Definition of Speaking

According to Brown, speaking is a productive skill that can be directly and empirically observed, those observation are invariably colored by the accuracy and effectiveness of a test-takers listening skill, which necessarily compromises the reliability and validity of an oral production test.<sup>1</sup>It means that when we speak something it can be directly measured by listener. While according to Nunan, in Emma Rosana, states that:

Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (“linguistic competence”), but also that they understand when, why, and in what ways to produce language (“sociolinguistic competence”).<sup>2</sup>

In speaking there are process to be utterance. It consists of linguistic element involved speaking. First is phoneme, phoneme is a

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<sup>1</sup>H. Douglas Brown, *Language assessment principle and classroom practice* (New York: Pearson Education, 2004), 140-141

<sup>2</sup>Emma Rosana F.,”*Teaching Speaking of English as A Foreign Language: Problems and Solutions*”, English Education Journal Lambung Mangkurat University.

small unit of language which has not meaning. It can be consonants like p or b. Second is morpheme, morpheme is a unit of language it can stand alone and has a meaning like hat, already, etc. Third is phrase and clause, phrase is consists two or more words but do not have subject or verb marked for tense. Clauses are two or more words do contain a verb marked for tense. Fourth is utterance, utterance is fully formed grammatical sentence. But these element will be difficult for the leaners who use English as foreign language. Especially learners in Indonesia, they will feel difficult if must to speak by linguistic elements. This is corroborated by Kang Shumin in Richard's book that speaking a language is especially difficult for foreign language learners because effective oral communication require the ability to use the language appropriately in social interactions.<sup>3</sup> Than they can speak by completely but it is not perfect.

Other opinion, Martin said that "speaking is used in, suited to, or involving speech"<sup>4</sup> it means that speaking is a way for speaking information to other people or to express or make know with the voice. The mastery of speaking skill in English is priority for many

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<sup>3</sup> Jack C. Richard and Willy A. Renandya, *Methodology in Language Teaching* (New York: Cambridge University Press, 2008), 204.

<sup>4</sup>Martin H Manser, *Oxford Learner's Pocket Dictionary new edition*, 171.

second language or foreign-language learners.

## **B. Assessing Speaking**

The component which must be assessed in speaking are accent, grammar, vocabulary, fluency and comprehension.<sup>5</sup>

### 1. Accent

- a. Pronunciation frequently unintelligible.
- b. Frequent gross errors and very heavy accent make understanding difficult, require frequent repetition.
- c. 'Foreign accent' requires concentrated listening, and mispronunciation lead to occasional misunderstanding and apparent errors in grammar or vocabulary.
- d. Marked 'Foreign accent' and occasional mispronunciations which do not interfere with understanding.
- e. No conspicuous mispronunciations, but would not be taken for a native speaker.
- f. Native pronunciation with no trace of 'Foreign Accent'.

### 2. Grammar

- a. Almost entirely in accurate a phrases.

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<sup>5</sup>Jack C. Richard and Willy A. Renandya, *Methodology in Language Teaching*, (New York: Cambridge University Press, 2008), 222.

- b. Constant errors showing control of very few major patterns and frequently preventing communication.
  - c. Frequent errors showing some major pattern uncontrolled and causing occasional irritation and misunderstanding.
  - d. Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding.
  - e. Few errors, with no patterns of failure.
  - f. No more than two errors during the interview.
3. Vocabulary
- a. Vocabulary inadequate for even the simplest conversation.
  - b. Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc).
  - c. Choice of words sometime inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.
  - d. Professional vocabulary adequate to discuss special interests general vocabulary permits discussion of any non-technical subject with some circumlocutions.

- e. Professional vocabulary broad and precise general vocabulary adequate to cope with complex practical problems and varied social situations.
  - f. Vocabulary apparently as accurate and extensive as that of an educated native speaker.
4. Fluency
- a. Speech is so halting and fragmentary that conversation is virtually impossible.
  - b. Speech is very slow and uneven except for short or routine sentences.
  - c. Speech is frequently hesitant and jerky: sentences may be left uncompleted.
  - d. Speech is occasionally hesitant. With some unevenness caused by rephrasing and groping of word.
  - e. Speech is effortless and smooth, but perceptibly non-native in speech and evenness.
  - f. Speech on all professional and general topics as effortless and smooth as a native speaker's.

5. Comprehension<sup>6</sup>

- a. Understand too little for the simplest type of conversation.
- b. Understand only slow, very simple speech on common social and touristic topics; requires constant repetition and rephrasing.
- c. Understand careful, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing.
- d. Understand quite well normal educated speech when engaged in a dialogue. But requires occasional repetition and rephrasing.
- e. Understand everything in normal educated conversation except for very colloquial or low; frequency items, exceptionally rapid or slurred speech.
- f. Understands everything in both formal and colloquial speech to be expected of an educated native speaker.

The components which measure in this research are grammar, vocabulary, fluency and comprehension. The rating sheet of speaking test as the follow :

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<sup>6</sup> Arthur Hughes, *Testing For Language Teachers*, (New York: Cambridge University Press,1989), 113.

Table 2.1

**Conversational English Proficiency Weighting Table**

| <b>Proficiency Description</b> | <b>-&gt;</b> | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> | <b>6</b> | <b>Total</b> |
|--------------------------------|--------------|----------|----------|----------|----------|----------|----------|--------------|
| 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       |              |
| <b>Total</b>                   |              |          |          |          |          |          |          |              |

*Adapted from the FSI Proficiency Rating (as cited in Higgs & Clifford, 1982).*

To interpret the students score, the researcher identifies the total of the students score based on level as follow :

Table 2.2

**The Level of Students' Speaking**

| <b>Total Score</b> | <b>Level</b> |
|--------------------|--------------|
| 16 – 25            | 0+           |
| 26 – 32            | 1            |
| 33 – 42            | 1+           |

|         |    |
|---------|----|
| 43 – 52 | 2  |
| 53 – 62 | 2+ |
| 63 – 72 | 3  |
| 73 – 82 | 3+ |
| 83 – 92 | 4  |
| 93 – 99 | 4+ |

### C. Type of Speaking

There are five types of speaking as follows:<sup>7</sup>

1) Imitative

Imitative is the ability to imitate a word or phrase or a sentence. This type is like parrot which imitate the sounds. This used to assess the oral production and the kind of it is phone pass test.

2) Intensive.

Intensive is the type of speaking that assessment the context of production in competences grammatical, phrasal, lexical and phonological. And the kind test of this types is directed response tasks, sentence or

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<sup>7</sup>H Douglas Brown, *Language Assessment Principle and Classroom Practice* (New York: Pearson Education, 2004).141-142.

dialogue completion tasks and oral questioner and picture cued tasks.

3) Responsive.

The responsive types is assessing tasks interactions, it such as question and answer, paraphrasing, giving instructions and directions, test of spoken English (TSE).

4) Interactive.

This type is including the tasks that involve long stretches of interactive discourse it such as interviews, role play, discussion, games. And this type has long duration but less interaction such as speeches, telling longer stories, and extended explanation

5) Extensive.

Extensive speaking tasks involve complex and relative stretches of discourse. The variations of this type on monologues, it such as oral presentation, picture-cued storytelling, retelling a story, new event and translation.

All the types above can be used in the classroom. However researcher will only use extensive type because this type suitable

by the technique which the researcher used in this research.

#### **D. Definition of PowerPoint Presentation.**

Computer is one of teaching media that has been familiar to students in this era, and teachers as the students' facilitator should have known it better than their students to professionally provide the teaching learning process that will achieve the aims of teaching.

Teachers have been familiar with one of softwares in computer especially in microsoft office called as Microsoft Power Point. This software is specialized to help teacher presenting the presentations with digital slides that is possibly added by words, sentences, texts, pictures, audio, videos, and any others. The benefit of using digital presentation is about managing time of teaching. Teachers sometimes have problems with the limited time in delivering materials to students, it is commonly caused by some teaching steps that need tools as teaching aids such as; pictures, audio, videos, long paragraphs, and so on.

PowerPoint is an educational tool for teaching and delivering materials in classes. PowerPoint Presentation or lecture has the power to reveal a talk's organization, to illuminate a speaker's

points, to illustrate patterns and numbers, and to capture and hold an audience's attention. PowerPoint's potential to increase students' understanding is best exploited with slides that illustrate or explain a point visually.<sup>8</sup>

Power Point is a program which is specialized to facilitate people in order to do the presentations. The presenters are able to put or insert the files they would like to show such as; texts or paragraphs, audio files, videos, or even some web's addresses to easily conduct the presentation. For the present days, Power Point is well-known as digital presentation.

#### **E. Teaching Spoken Language**

PowerPoint Presentation is also good for teaching spoken Language, The students can be taught the art of public speaking through slide presentations with power point projector. This will offer them training in public speaking and expressing themselves in English language<sup>9</sup>. With PowerPoint Presentation can develop their research skills, improve their creativity, and gain confidence

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<sup>8</sup>Linda Cronwell, "what the impact of power point lectures on learning?" accessed on October 23 2017. From <http://www.hagerstowncc.edu/docs/fletcher-faculty-development-center/what-impact-powerpoint-lectures-learning>

<sup>9</sup> Emmanuel C. Sharndama1, *Application of ICTs in Teaching and Learning English (ELT) in Large Classes*, (accessed on November 09,2017).37. From <http://www.theartsjournal.org>

speaking in front of others. Using power-point presentations in the classroom can improve the efficiency of English language teaching and learning.

If PowerPoint is used in lectures, the best practice is to limit the amount of information contained on each slide, and to consider developing slides that use the assertion-evidence (A-E) approach to the presentation of information<sup>10</sup>.

Presentation of PowerPoint: no more than 10 slides, no more than 20 minutes, no less than 30-point font. For educational purposes, the number of slides does not seem to matter, but amount of content per slide does matter. found that the number of slides used in college lectures did not affect teaching effectiveness. However, slides containing no more than three bullet points and 20 or fewer words were more effective than slides with higher density.

#### **F. The Benefits of using PowerPoint presentation.**

Microsoft Power-Point is a presentation program developed by Microsoft. It is a part of the Microsoft Office system which is widely used by business people, educators, students, and trainers.

As a part of the Microsoft Office suite, Power-Point has become

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<sup>10</sup> Linda Cornwell, *Best practices for using PowerPoint to teach*, Fletcher Faculty Development Center Hagerstown Community College 2014

the world's most widely used presentation program. It is a complete presentation program that allows teachers to produce professional-looking presentations in EFL classroom.<sup>11</sup> PowerPoint presentations made the content more appealing, therefore, they helped them to take students' attention. And so many benefit of using PowerPoint Presentation are :

- a. The PowerPoint captures the students attention and helps keep them interested.
- b. To help teacher get an easier way to deliver the materials to their learners.
- c. To managing time of teaching<sup>12</sup>.
- d. The presentation is interesting because there are games of color, letters and animation, either text animation or animated images or photographs<sup>13</sup>.
- e. To improve your presentation skills.
- f. Create high-quality presentations with stunning graphics.
- g. More stimulate children to know more information about

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<sup>11</sup> Fateme Samiei Lari / Procedia - Social and Behavioral Sciences 98 (2014), 1673

<sup>12</sup>Ramdan Nugraha. *USING DIGITAL PRESENTATION IN TEACHING SPEAKING*. From <https://scholar.google.com/citationszom%3D-420>, (accessed on April 09 2018)

<sup>13</sup> University of Minnesota, Center for Teaching and Learning (2006). Active Learning with PowerPoint. <http://www1.umn.edu/ohr/teachlearn/tutorials/powerpoint/index.html> (accessed on April 09 2018)

the presented teaching materials.

- h. It enables students to construct creative presentation for their project and assignments.
- i. The presentation itself can be enhanced by using graphics, animation, sound, and interactivity.
- j. Can be stored in optical or magnetic data. (CD / Disk / Flashdisk), so it is practical to carry it everywhere.

### **G. The Disadvantages of Using PowerPoint.**

There are several risky factors associated with the using of PowerPoint, among others are:

a. Equipment failure

The component system sometimes does not work as expected. The main failure in projector is rare but possible. The solution here is to have alternative activities, for example good preparation.

b. File Corruption<sup>14</sup>

This damage caused by magnetic or physical damage so that the presentation will not run. To overcome this problem,

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<sup>14</sup> Peladinos. THE ADVANTAGES AND DISADVANTAGES OF TEACHING BY USING MICROSOFT POWERPOINT from : <https://penalido.wordpress.com/the-advantages-and-disadvantages-of-teaching-by-using-microsoft-powerpoint/>

CD (compact disk) which is unaffected by magnetic field can be used.

c. Incompatible Media

Incompatible media means the incompatible the system available. The best solution is to be aware of the systems to use our own laptop.

d. The most common abuses

The most common abuses in PowerPoint use for teaching and learning include visually poor or boring slide. Too many texts on the slide do not support good reading text, other abuses for example, inappropriate use of multimedia options, for example too much animation or over use of slide transitions. Further, many teachers do not have enough basic knowledge in applying PowerPoint in teaching learning. In addition, PowerPoint can't handle unexpected situations because PowerPoint is unable to handle the students' questions immediately as the teachers do.

- e. Reinforce traditional teacher centred approaches (lecture)
- f. Learners inactivity (slide SHOW)
- g. Distracting (poorly designed slides)

- h. Danger: Limit learners' understanding as they may only look at the 'key points' (reductive)<sup>15</sup>
- i. Needs 'compatible' hardware
- j. Danger Too much information and too fast in presenting (no learners' engagement with content)
- k. Equipment failure
- l. Less understands with the teaching process, only some students could understand well. In the first cycle, the average score of students' comprehension is (12.45). In the second cycle, the average score of students' comprehension is (14.36). And the third cycle, the average score of students' comprehension is (18.63). It means students' comprehension was improved, the students understand with the teaching process and the materials they could do better their learning activities than before.

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<sup>15</sup> Burnaby Kingsway, Facilitating using PowerPoint, Pedagogical criteria for PowerPoint slides. From <https://tell.colvee.org/mod/book/view.php?id=175&chapterid=256> (accessed on 28 June 2018)