

CHAPTER II

THE REVIEW OF RELATED THEORIES

A. Speaking

1. Definition of speaking

Speaking is the important part of the language. Human are starting to speak from the unborn birth. Allah the exalted said in holy Qur'an.

وَيُكَلِّمُ النَّاسَ فِي الْمَهْدِ وَكَهْلًا وَمِنَ

الصَّالِحِينَ

“ He will speak to the people in the cradle and maturity and will be of the righteous (QS Al Imran : 46) ¹

Based on the explanation above, the writer concludes that the speaking is the important part of the language because it started from unborn, and if we as human can speak better to all people, we are including the righteous people.

Explaining the definition of speaking, Widowson state that “speaking is the active productive skill and it is the ability of someone to

¹ Departemen Agama RI, *AL-HIKMAH Al-Quran dan terjemahnya*, (Diponegoro : CV Penerbit Diponegoro, 2008) , 56

communicate orally with others.”² Speaking is being capable of speech, expressing or exchanging thought through 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 states that “speaking is a productive aural/oral skill and it consists of producing systematic verbal utterances to convey the meaning”.³ 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.”⁴ In short, speaking is oral communication that carry out the feeling through the words to deliver the information.

According to Fulcher, speaking is an ability that is taken from granted learner as it is through a process of socialization through communicating.⁵ With the socialization that the human can communicate each other as it is process in getting ability in speaking. Speaking ability is described as the ability to express oneself in life situation in precise words, or the ability to converse, or to express a sequence of ideas fluently.⁶ In the social that the human in life situation which is push them to express oneself

²Widdowson, H.G. *The Teaching English as Communication* (New York : Boston University of Edinburgh, 1984) p.20

³Nunan, David, *Practical English Language Teaching* (Boston : McGraw Hill, 2003)

⁴Pappas, *Becoming A Creative Teacher: A Manual for Teaching English*, (New York: Routledge, 2011), p.26

⁵Glenn Fulcher, *testing second language speaking* ,(Great Britain Hongkong : longman, 2003) , 239

⁶ Robert Lado Ph.D, *language testing : the construction and use of foreign language text*, (London: longman group.ltd.,1961), 240

in precise the words. As sari louma said “ speaking skill is an important part of the curriculum in language teaching, and this makes them an important objective of assessment as well.⁷ The speaking ability can use to communicate with others through a process of socialization in communicating. And speaking is the important part in language learning and teaching because of today’s world requires that the goal of learning speaking is can improve the speaking skill of the students. There for students can speak English fluently and communicate with each other to express themselves.

2. Background to the teaching of speaking

The role that listening plays in children’s language development was discussed. Speaking is equally important in children’s overall language development. Children learning English as their native language spend time developing speaking skills. If you were to visit a class for native English speaking five years olds in north America, you would undoubtedly see children saying **finger-plays**, simple chants and rhymes with hand or finger motions. They would also be singing with their teacher. Usually the entire class sits together while everyone sings or chants in unison. This is a regular and important part of the school day because teachers working with young learners recognize how important it is for children to develop strong speaking skill.⁸ based on the description above the writer analyze that in teaching speaking the teacher working with young learners recognize the

⁷ Sari louma, *assessing speaking*, (Cambridge university press, 2004), 1

⁸ David Nunan, *practical English language teaching : young learners*, (New york : McGraw-Hill, 2015), p.47

children to know how is student ability in speaking in their class.

3. The Development Of Speaking Skills

Tomlinson state that “ there are five dimension for developing materials for speaking skills, there are : conceptualizing learners needs, translating needs to subject matter and communication situations, identifying verbal communication strategies, utilizing verbal sources from the real life, and designing skill acquiring tasks.”⁹ In conceptualizing that the teacher have to know what is the learners needs, and especially from the real life to designing skill acquiring tasks. Contrary to popular myth, younger children learning English as a foreign language do not develop English – language skills more readily than older learners. However they have a clear advantage when it comes to pronunciation if they begin learning English as a foreign language as an early age (birdsong, 1999). Nevertheless, there are some phonemes which English speaking as well as non-native speaking children have difficulty with. It is uncommon for a six-years-old child to have trouble articulating /r/.the /s/ sound as well as /th/ can also be difficult for some children. As a teacher working on pronunciation. I do not focus too much on sound that are troublesome for children until they are 10 or 11 years old, and even then I am careful not to insist.

I am also very careful to look at children’s mouths when they are

⁹ Brian Tomlinson, *developing materials for language teaching*, (continuum,2003),p.381

having trouble pronouncing different sound. Sometimes the cause of the difficulty can be as simple as baby teeth that have fallen out and are not yet replaced by adult teeth. Or a child may have just received dental braces or a dental retainer and may be slightly struggling with different phonemes because of this.

- **Avoid unrealistic expectations**

What is known about the development of English language skills in native English speaking children can be used to influence the way that we teach English to ESL or EFL young learners. The expectations for children learning ESL or EFL should not be greater or more demanding than the expectations for children learning to speak in English as their native language. When working with the children learning ESL or EFL, I try to keep in mind some of the issues that impact native English speakers and make sure that my expectations are not unrealistic. The two issues that I am most concerned with are mean length of utterances and pronunciation and are described below.

- **mean length of utterances**

Education and linguists examining native English language development look at the child's **mean length of utterances (MLU)**. The MLU are the number of **morphemes** found in a sample of a child's utterances. A morpheme is the smallest unit of meaning in a word. For example, the prefix *bi* means *two* and is considered to be a morpheme. Thus, the word *bicycle* is made up of two morphemes *bi* and *cycle*. The word

cat is also a morpheme. There is some debate about what the MLU is for children produce MLUs which are shorter than older children. The MLU for a five years old is not going to be as long as that of a 10 years old. For example, a five years old might say “do I have to go?” whereas a 10 years old might say yeah, I know I was supposed to go five minutes ago. “the expectations for speaking for children should be tailored to their development. Children should not be expected to produce utterances that are beyond their stage of development for more information about child development

- **Pronunciation and young learners**

As stated above, when young children are learning to speak in English as their native language, they sometimes have difficulty articulating specific phonemes such as /th/ or /r/. These difficulties can occur due to developmental factors. As most children grow and develop, they become able to articulate the different English language phonemes. Some native speaking children even need articulation therapy in order to learn how to pronounce certain sound. Although I am native speakers of English. I personally had trouble as a child with /r/ which was a bit embarrassing because I couldn't even pronounce my first name, caroline, correctly. Fortunately, a speech therapist helped me learn how to properly articulate /r/.

- **Over generalization of error**

Children have a tendency to overgeneralize grammar rules when

they are learning English as their native language. Generalization is a vitally important aspect of a human learning and involves inferring and deriving a rule, or law (brown, 2000). One classic example, *I see the movie I drewed the apple.*

Overgeneralization can also occur when a learner takes rules from his first language and applies them to a second of foreign language. For example, a Spanish-speaking child learning English might say, I I like ice cream chocolate, instead of I like chocolate ice cream.

The process of learning one's native language, it English or another language, requires a great deal of work. When teaching children to speak a second or foreign language, it is important to keep in mind the development of their skill in their native language. Time should be spent at home or at home school helping children to develop skills in their native language because becoming proficient in any language requires attention to the process. Or EFL instruction should not be at the expense of forts language development. Therefore, children should be given opportunities to develop skill in their first language both at school and at home.¹⁰

4. Managing Speaking Activities

When looking at language teaching, it is important to consider the technical knowledge of how people learn language with the practical, implicit, and intuitive knowledge that is gained through actual experience. Nowhere in

¹⁰ David Nunan, *practical English language teaching : young learners*, (New york : McGraw-Hill, 2015), p.49-51

this basic concept true than in managing speaking tasks with young children. For the pure sake of survival, it is crucial that you have well-planned lessons in order to maintain a certain level of control in your classroom. Well planned lessons contain activities where children are interested and stay on task. Echevarria, short, and vogt emphasize the importance of lesson where children are at least 90 percent engaged and are appropriately paced.

- **Managing the noise level**

During a speaking activity, the noise level one can quickly escalate and disturb other classes. Teachers who do not use communicative approaches in their classroom can be specially harsh if the noise level seems to become too high. As part of a well rounded English language curriculum, children should be given numerous opportunities to speak in class even though children get loud, literally in a matter of seconds. Children can be taught children can be taught a number of signals to become quiet. Do not try to shout over children. Think of how counter productive it is for a teacher to shout, “ all right everyone you are too noisy” when she herself is contributing to the noise level instead, it is much more productive to develop visual cue to get children to be quiet and listen for the teachers instructions. If the room is dark when the light are turned off, the light can be used as signal. Another is for the teacher to raise one or both hands as assign for children to stop what they are doing, including talking, raise own hand, wait for the teacher to give the next instruction

Children can unwittingly drift into their mother tongue and not even realize that they have stopped using the target language. This is especially true if they have become very excited and engaged in the activity. It helps if they know exactly what they are supposed to do so that they don't need to ask for clarification of instructions.¹¹

5. 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:¹²

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 (group work), for example, reading aloud that includes reading paragraph, reading dialogue with partner in turn,

¹¹ David Nunan, *practical English language teaching : young learners*, (New York : McGraw-Hill, 2015), p.62

¹²H. Douglas Brown, *Language Assessment, Principle And Classroom Practices*, (California : longman, 2003), 141-142

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.

6. The Assessment of Speaking

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

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:

Accent

1. Pronunciation frequently unintelligible
2. Frequent gross errors and every heavy accent make understanding difficult, require frequent repetition.
3. “Foreign accent” requires concentrated listening and mispronunciations lead to occasional misunderstanding

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 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 virtually impossible
2. Speech is very slow and uneven except for 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 rephrasing and groping for words
5. Speech is effortless and smooth, but predictably nonnative in speed 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 slow, 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.¹³

Table 2.1

Scoring instrument

Weighting Table							
Proficiency Description	1	2	3	4	5	6	(A)
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	

¹³Arthur Hughes, *Testing for Language Teachers*, 2nd Ed.(Cambridge:Cambridge University Press,2003),p.131

Total	16	33	50	65	82	99	
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B. Media

1. Definition Of Media

The word media comes from the Latin *medius* which literally means "middle", intermediary or "introduction". Gerlack and Elly (1971) say that media if understood in general is human, material, or events that build conditions that make students able to acquire knowledge, skills, or attitudes.¹⁴

Gagne and Briggs (1975) implicitly say that learning media includes tools physically used to convey the content of teaching materials, which consists of books, tape recorders, tapes, video cameras, video recorders, films, slides, photographs, drawings, graphics, television, and computers.¹⁵

Media are generally defined as the means by which information is conveyed from one place to another. In the past century, various forms of media have been used to convey instruction and to support learning. Examples of instructional media include traditional means of delivering instruction (chalkboards, textbooks, overhead projectors, and teachers), mass media used for education (newspapers, movies, radio, and television), and the newer "electronic" instructional media (computers, interactive

¹⁴ Asfah rahman, *media pembelajaran* (Jakarta : PT Raja grafindo persada, 1997), p. 3

¹⁵ Asfah rahman, *media pembelajaran* (Jakarta : PT Raja grafindo persada, 1997), p. 4

video, and multimedia systems). All instruction requires the selection and use of at least one medium to deliver instruction. Many alternative media and mixtures of media may be chosen for any given learning goal and group of students. Thus, research questions have compared the learning benefits of various media and mixes of media for different types of learning goals and students at different ages and aptitude levels. Thousands of studies have been and continue to be conducted.

2. Benefit Of Using Media

Hamalik argues that the use of learning media in teaching and learning can generate new desires and interests, generate motivation and stimulation of learning activities, and even bring psychological influence on students. the use of learning media at the learning orientation stage will greatly help the effectiveness of the learning process and delivery of messages and content of the lesson at that time.¹⁶

C. Macromedia Flash

1. Definition Of Macromedia Flash 8

Macromedia flash is a program aimed at designers and programmers who intend to design animation for web page creation, presentation for business purpose and learning process until making of interactive game and other specific purpose.

For that flash is equipped with the tools to create an image that can

¹⁶ Asfah rahman, *media pembelajaran* (Jakarta : PT Raja grafindo persada, 1997), p. 15-16

be made animation. Furthermore, the animation in the stacking by combining the animated scenes to be a movie. The final step is to publish the work to the desired media.

Flash is a vector-based animation program that can generate small files so easily accessed on web pages without requiring long loading time. Flash generates files with the existence of F.L.A. after the file is ready to be loaded into the web page, then the file will be saved in S.W.F format so it can be opened without installing flash software, but simply use flash player installed on windows based browser.¹⁷

2. The function Of Macromedia Flash

The interface of macromedia is very eye catchy and simple. There is timeline in the upper portion of the interface. The tool bar is rested in the left side of the interface there is a large working area which you can design whatever you want, the flash has a lot of panel that can be place on the interface anywhere.

Flash is very high software which programming capability. Expert can write the action script of my program they want to make using this great tool. Macromedia flash has a library that has many control buttons, check boxes and other tools are used extensively in a program it has a motion tweening feature by which you can make an object to move on the path you have defined. On the timeline you specify the initial position and

¹⁷Dhani yudiantoro, *membuat animasi web dengan macromedia flash professional 8* (Yogyakarta :CV Andi Offset, 2006), p.1

than after giving path and defining final position you can specify the final position on the timeline. Flash gives purple color to the layer. After finishing the task you can test the movie and can see how the object moving on the given path.

Features of macromedia flash 8

1. Simple interface.
2. Motion tween.
3. Actions script.
4. Timeline animation.
5. Easy to use.
6. Comprehensive help and tutorials.

3. The Advantages and disadvantages of Adobe Macromedia Flash

Application Program

Advantages

- The most popular web animation technology today so much supported by various parties.
- Small file size with good quality.
- Hardware requirements are not high.
- Can create websites, cd-interactive, web animation, cartoon animation, electronic cards, TV commercials, banners on the web, interaction presentations, games, web apps and mobile phones.
- Can be displayed on various media such as Web, CD-ROM, VCD, DVD, Television, Mobile and PDA.

- Action script. With action script you can create animations by using code so minimize file size. Because of this action script also Flash can to create games because the script can store variables and values, perform calculations, and so on. which is useful in the game. In addition, Flash is a vector-based program.

Disadvantages

The weaknesses that exist in Microsoft power point, such as the addition of a more diverse and interesting animations and more complex navigation settings can be overcome what if we use Macromedia Flash Program. Macromedia is also one of the alternatives in making animated moves which then we are familiar with the term cartoon. With this program we can be creative in accordance with the tastes and imagination, one more thing to be the reliability of this program is to enable the addition of a database program, although in fact this is not too important in making the presentation.

In spite of these advantages it turns out Macromedia Flash is not easy to use especially for beginners. In the macromedia flash we have to memorize some commands to make an interesting presentation. Disadvantages of Flash application program, one of which is a computer that wants to play flash animation must have a flash player. You have to install it, usually online. One more, adobe flash program is not freeware.¹⁸

¹⁸ Dhani yudiantoro, *membuat animasi web dengan macromedia flash professional 8* (Yogyakarta :CV Andi Offset, 2006), p.9

