

CHAPTER II

THEORETICAL FOUNDATION

A. Speaking Skill

1. The Definition of Speaking

Richard said in his book that the speaking is one of the central elements of communication.¹ Speaking is a productive skill that can be directly and empirically observed by speaking people can give opinion and information. And speaking is the product of creative construction of linguistic strings, the speaker makes choices of lexicon, structure, and discourse.²

In other definitions, Harmer defines “Speaking as a form of communication, so a speaker must convey what he/she is saying effectively.”³ Speaking as interaction, and speaking as a social and situation based activity. All these perspective see speaking as an integral part of people daily life. When

¹ Jack C Richards and willy A Renandya, *Methodology in Language Teaching*, (Newyork: Cambridge University Press),p.210

² H. Douglas Brown, *Languange Assesment and Classroom Practices*, (San Fransisco University), p.140

³ Jeremy Harmer, *How to Teach English*, (London: Addison Wesley Longman, 1996) p. 14

someone speaks, he or she interacts and uses the language to express his or her ideas, feeling and thought. He or she also shares information to other through communication.

Besides that, Brown defines “Speaking as 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 necessarily compromises the reliability and validity of an oral production test. From those statements above, the writer can conclude that speaking is an activity involving two or more people in which the participants are both the listeners and the speakers having to act what they listen and make their contribution at high speed.”⁴

It means that as long as human beings are alive, they continue to learn because the encounter human and non-human teachers. It is a mark of adolescent immaturity when

⁴ H. Douglas Brown, *Teaching by Principle: An Interactive Approach to Language Pedagogy*, Second Edition. (New York: Addison Wesley Longman, 2000), p. 140

someone thinks that he or she is no longer in need of teaching, people seemed to have taken two nearly opposed lesson.

Thus, the writer concluded that speaking ability is ability or skill to convey our ideas, opinions or message orally. Speaking ability is always used in everyday life, it is the only one way when we want to communicate to each other orally. Some people think that speaking ability in foreign language is difficult because the target language is different with mother language. In order to have a good ability in speaking we must always practice it.

2. Basic Types of Speaking

There are four basic types of speaking that stated by Brown, there are as follow:

- a. Imitative is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. This is a purely phonetic level of oral production, a number prosodic, lexical, and gramatical properties of language may be included in the criterion performance.

- b. Intensive is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationship (such as prosodic elements intonation , stress, rhythm, juncture).
- c. Responsive is include intraction and test comprehension but at the somewhat limited level of very short conversation, standard greeting and small talk, simple request and comments and the like. It mean that the stimulate is almost always a spoken prompt in order to prerve authenticity with perhaps only one or two follow up question or retorts.
- d. Interactive is complexity of the interaction, which sometimes includes multiples exchanges and / or multiple participants. It mean that the interaction can take the two forms of the transactional language, which has the purpose of exchanging specific information or interpersonal exchanges which have the purpose of maintaining social relationship.

- e. Extensive (*monologue*) is an oral production include speeches, oral presentations and story telling, during which opportunity for oral interaction from listener is either highly limited (perhaps to nonverbal response) or ruled out altogether.⁵

From several basic types of speaking above, the writer chose extensive as the one of types of speaking, because on my research the speaking skill match with the Stand-up Comedy.

3. Elements of Speaking

Speaking is a skill of conveying word and sound of articulation to express or to deliver ideas, opinions, or feelings, speaking has some elements that have to be considered by any speakers as follows:⁶

- a. **Pronunciation** (including the segmental features – vowels and consonants – and the stress and intonation patterns).

⁵ H. Douglas Brown, *Language Assesment : Principles and Classroom Practices*, (San Francisco : Longman, 2004), p. 141

⁶ Shareesh Chauday, *Testing Spoken English*, English Teaching Forum, Volume 36, 1997, p. 22

According to Martin Hewings, “Pronunciation is a feature of speech”.⁷ That includes many components of speech which are combined together to form the pronunciation of language, such as sound, syllables, word, and intonation. This particular component range from the individual sound that make up speech, to the way in which pitch, the rise and fall of the voice. Pronunciation is considered as the ways in which language or a particular word is pronounced and it is a particular person’s way of pronounce a word or word. To pronounce is to make the sound letter, word, etc. Especially in the correct way.

b. Grammar

In definition of grammar, H. Douglas Brown States that, “Grammar is a system of rules governing the conventional arrangement and relationship of word in a sentence”.⁸ In order to speak English well, especially in

⁷ Martin Hewings, *Pronunciation Practice Activities*, (London: Cambridge University Press, 2004), p. 9

⁸ H. Douglas Brown, *Principles of Language Learning and Teaching*, Second Edition, (San Fransisco : State University, 2001), p. 36

formal situation, the learners have to be mastered in grammar.

c. Vocabulary

Vocabulary is defined as the “word” in foreign language. Words are perceived as the building blocks upon which knowledge, of a second language can be built. However, a new item of vocabulary maybe more than a single word. For example, *police man* and *Father-in-law* which are made up of two or three words but express a single idea. There are also multi-word idioms such as *call it a day*, where the meaning or phrase cannot be deduced from an analysis of the word components.⁹

d. Fluency

This refer to the ability to talk with normal levels of continuity, rate and effort and to link ideas and laguange together to form coherent, connected speech. The key indicators of fluency are speech rate and continuity. The key indicator of coherence are logical sequencing of sentence,

⁹ Penny Ur, *A Course in Languange Teaching: Practice and Theory*, p. 60

clear making of stages in a discussion, narration or argument, and the use of cohesive device, for example; connectors, pronouns and conjunction within and between sentences.¹⁰

e. Comprehension

The last speaking element is comprehension. Comprehension can make people getting the information they want. It is defined as the ability to understand something by a reasonable comprehension of the subject or as the knowledge of what situation is really like. Beside that, Harmer state “The ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language on the spot.”¹¹

According to the writer, the five factors of speaking ability above have important especially on speaking skill.

¹⁰ Rebecca Highes, *Teaching and Researching Speaking*, (Longman: 2002), p. 86

¹¹ Jeremy Harmer, *The Practice of English Language Teaching*, (UK. 2002), p. 269

4. The Difficulties of Speaking

There are many difficulties on the language subject itself. As we have known that Indonesia use English as the foreign language. People who learning English are not easy to learn it. Many problems appear and found in learning English. One of the difficulties in learning English by Indonesia students are in speaking skill. Students difficult to speak English when the conversation class is being held. Penny Ur state that there are some problems is speaking when students face in learning process. The problems are as follow:

- a. Inhibition**, “Unlike reading, writing and listening activities, speaking requires some degree of real time exposure to an audience. Learners are often inhibition about trying to say things in foreign language in the classroom: worried about mistakes, fearful of criticism or losing face, or simply shy of attention that their speech attracts.”
- b. Nothing to say**, “even if they are not inhibited, you often hear learners complain that they can’t think of

anything to say: They have no motive to express themselves beyond the guilty feeling that they should be speaking.”

c. Low or uneven participation, “Only one participant talk at a time if he or she is to be heard; and in large group this means that each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not for all.”

d. Mother tongue use, in classes where all, or a number of, the learners share the same mother tongue, they may tend to use it; because it is easier, because it feels unnatural to speak to one another in a foreign language and because they feel less exposed if they are speaking their mother tongue.¹²

From the theories the writer conclude the difficulties above trying to say something in a foreign language and worried about making mistakes, fearful of criticism or

¹² Penny Ur, *A Course in Language Teaching Practice and Theory*, p.

losing face, or simply shy of the attention that their speech attracts, because they have no motive to express themselves and low confidence, mother tongue and low participation.

5. Assessing of Speaking

The objective of teaching spoken language is the development of the ability of interacts successfully in that language and that this involves comprehension as well as production. The basic problem in testing speaking/oral ability is essentially the same as for testing writing. Hughes state in his book the criteria for assessing speaking ability there are as follow:

a. Accent

1. Pronunciation frequently unintelligible
2. Frequent gross errors and very heavy accent can make understanding difficult, require frequent repetition.
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 mispronunciation which do not interfere in grammar or vocabulary.
5. No conspicuous mispronunciation, but would not be taken for native speaker.
6. Native pronunciation, with no trace of foreign accent.

b. Grammar

1. Grammar almost entirely in appropriate or inaccurate phrases.
2. Constant errors showing control of very few major patterns and frequently preventing communication.
3. Frequent errors showing major patterns uncontrolled and causing occasional irritation and misunderstanding.
4. Occasional errors showing imperfect control of some patterns, but no weakness that causes misunderstanding.
5. Few errors, with no patterns of failure.
6. No more than two errors during the interview.

c. Vocabulary

1. Vocabulary inadequate for even the simplest conversation.

2. Vocabulary limited to basic personal and survival areas.
3. Choice of words sometimes inaccurate, limitation of vocabulary prevent discussion of some common professional and social topics.
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 vocabulary adequate to cope with complex practical problems and varied social situation.
6. Vocabulary apparently as accurate and extensive as that an educated native speaker.

d. Fluency

1. Speech is 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 perceptibly nonnative in speech and evenness.
6. Speech on all professional and general topics as effortless and smooth as a native speaker.

e. Comprehension

1. Understands too little for the simplest type conversation.
2. Understand only slow, very simple speech on common social and touristic topics; requires constant repetition and rephrasing.
3. Understands careful, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing.
4. Understands quite well normal educated speech when engaged in a dialogue, but requires occasional repetition or rephrasing.

5. Understands everything in normal educated conversation, except for very colloquial or low-frequency items or exceptionally rapid or slurred speech.
6. Understands everything in both formal and colloquial speech to be expected of an educated native speaker.¹³

In this case, the writer just focuses on three aspects, there are; grammar, vocabulary and comprehension. Speaking is also the most difficult language skill to assess reliably. A person speaking ability usually judge during a face to face interaction, I real time, between an interlocutor and a candidate. The assessor has to make instantaneous judge about a range of aspect of what is being said, as it is being said. It means that speaking can measure by interaction between students to another one.

B. The Definiton of Stand up Comedy

Stand-up Comedy is one of the new types of humor in Indonesia, where in mid 2011 exactly in June, Stand-up Comedy Indonesia was born through a TV program Stand-up Comedy

¹³ Arthur Hughes, *Testing for Language Teachers*, (Cambridge University Press, 1989), p. 111

Indonesia (SUCI) in Kompas TV. This type of humor is more emphasis on logic, where Stand-up Comedy is a humor that requires the process of thinking both from speakers and partners. The main purpose of Stand-up Comedy is not just to make the laugh laugh, but this kind of humor makes the partners say to think the intent of the message the speaker is saying.

Stand-up Comedy is a comedy delivered monologue to the audience in giving observations, opinions, telling personal experiences, expressing anxiety, lifting reality, photographing the social life of the community and presenting it with humor.¹⁴

Stand-up Comedy is a form of comedy art performance. Usually, a comedian appeared in front of the audience and spoke directly to they. The appearance of comedians is sometimes filmed later later released on DVD, via internet or television.

The performers are usually referred to as Comic, Stand Up Comic, Stand Up Comedians, or in Indonesia are often called comics / comics and comedians because comic words have

¹⁴ Pragiwaksono Pandji, *Merdeka dalam beconda*, (Jakarta, 2012),p.xxi

become comic meanings (pictorial readings) in the sense that they are in fact.

Usually, comedians or comics bring short stories funny ones, short jokes (called bits), and one-liners, which are usually types this is called the action show monologue, or comedy routine.

Some comics use properties (tools), music, or magic tricks to launch their performance actions, but that is a development of Stand-up Comedy which is generally without equipment, even costume or appearance "ordinary" makeup. Stand up comedy is often displayed in comedy clubs, bars, neo-burlesques (theater), colleges and buildings theater, but there is no limit on where the comedy show should be held.

Often, now famous comics perform at large building, Hall, Ballroom, even Stadium or Outdoor. Clean Stand-up Comedy is often performed by a professional comedian outside the place usual performances, such as in certain gatherings, corporate events (called corporate stand up comedy), fundraising night, conference, even in places of worship. Many smaller places hold

activities "Open Mic", where anyone can go up on stage and bring stand up, as an effort to stand up amateurs practice, build enthusiasm them, and look for opportunities to get into the professional world.

Stand-up is a performance art intended for direct provoke laughter from the audience. Unlike theatrical comedy, where creating a comedy from a structured drama with characters and certain situations.

Feedback from the audience is instant and important for the action of a comedian in Stand-up Comedy. The audience expects a comic to bring intense laughter and these comics always under great pressure in bringing and delivering materials

Stand-up them. Pressure like this feels thrilling and fun at the same time threatening. Actor comedian Will Ferrell (in Papan) mentions stand up comedy as "difficult, lonely, and cruel" (hard, lonely, and vicious).

If a comic is unable to provoke laughter from the audience, usually bored viewers will begin to disturb the comic, and this action usually called 'Heckling'. A sign from a stand up master

comedy is the ability to not only face and soak a 'Heckler', but also overcome and entertain the audience with attacks Ripping. The skill of a comic is usually varied, because usually a comic doesn't just appear, but also acts as a writer manuscripts, editors, promoters, producers, even stage technicians for the action that.

Many comics prepare themselves for years to develop a 45-minute material, and usually repeat bits over and over and slowly refined the material. Stand up comedy appearance may only involve a comedian (usually called one man / woman show or solo performance in the event corporate), while Stand-up Comedy shows usually consist of several comedians who appear in line up.¹⁵

Stand-up comedy is a form of comedy or comedy art delivered monologously to the audience.¹⁶

From the above definition can be deduced that the Stand-up Comedy not only convey the message with the nuances of

¹⁵ Papan, Ramon, *kiat Tahap Awal Stand Up Comedy Indonesia* (Media kita,2012)p.1

¹⁶ Nugroho panji, *potret stand up comedy*, (pustaka baru press, 2012),p.1

humor, but by watching and listening Comedy Stand-up get knowledge and new insights.

1. The Concept of stand up comedy

Stand-up Comedy has some structure to delivered joke.¹⁷

States that traditionally joke contains two parts: setup and punch.

The setup and punch are usually defined in this way:

- a. The Setup is the first part of joke that sets up the laugh.

Before you delivered your joke you have to lead the joke by the set up. It is can make people who listen your joke will have some curiosity and make them think about your joke.

It is mean that setup is not may funny but it is consist a factual happening or opinion. Based on your setup people who are listen it will have some questions that appear from them self.

- b. The Punch is the second part that makes you laugh. The punch is the part of joke that delivered something funny. It

¹⁷ Greg Dean, *step by step stand up comedy* (bukune, Jakarta, 2012),p.1

is make people who are listen the joke will surprised. It is because punch is really unexpected with the people mind.¹⁸

Here the example:

Setup: "I spent my time in the library in break time,"

Punch: "I find comfortable place to sleep there."

Using Stand-up Comedy in teaching speaking is a one way that can improve speaking ability of senior high school students. It is suitable activity that can build motivation and make students confidence. In other word, Stand-up Comedy can make student brave in delivering the idea. In this activity teacher have an important role to guide the students in learning process. Teacher should combine the material and media to support the activity. So, in this chapter there are many steps that will discuss about using Stand-up Comedy to improve speaking ability of senior high school students.

¹⁸ Dean, greg. 2012. In Ernest prakasa (EDS), *Step By Step to Stand Up Comedy (indonesian version)*. Jakarta:bukune

2. The Teaching Preparation

Before the teacher come into the learning process, the teacher should consider the preparation of material which is appropriate to the students. It is really necessary in teaching because it make the successful in teaching and learning process. The teacher should be able in determining and choosing the topic that will be given to the students. It should suitable with the level and the ability of the students.

After that, teacher also selects the topic and the media that can support the learning process. It is really necessary to support learning process. It is should be prepared by the teacher before he/ she come to the class.

a. Selecting The Topic

Topic is the important thing that should be prepared by teacher. Based on the topic students can develop their idea. In Stand-up Comedy the topic can be in the form of:

1) Recount text

Recount text is the text about past events or a piece of text that retells past events. It is really a good text that will

deliver when perform Stand-up Comedy. The students can mix they past experience become the good joke. It also makes the students easier to understand the topic.

2) Narrative text

Narrative is the text that talks about story. Narrative is also to amuse or to entertain the readers with a story. Due to the purpose of the narrative text, it can combine narrative text with standup comedy in speaking skill.

3) Anecdote

Anecdote is a text which retells a funny and unusual incidents in fact or imagination, its purpose to entertain. It is easy to use it in Stand-up Comedy because anecdote is funny story, It is really appropriate with the criteria from Stand-up Comedy.¹⁹

b. Selecting the media

The selection of the media that will be used in the classroom depends much on the theme chosen. It can helps students when delivered speech in front of the class. The

¹⁹ Deiter, R. (2000). *The Use of Humor as Teaching Tool in the Classroom*. NACTA

media can increase curiosity and also interest of the audience. There are many media that can be used in Stand-up Comedy class such as; multimedia, and picture.

1) .Multimedia

Multimedia can helps students in delivering the speech in front of the class. The multimedia can be power point presentation and video. This power point presentation shows the picture and words that related to the topic. It can help students understand and know about what they performed. Besides, teacher can play the video of stand-up comedy. It can help students in understanding how to deliver it in front of the class. The teacher also plays the video that related with the topic such as: story or motion picture.

2) **Picture**

Using picture in Stand-up Comedy is making easy for students understand with the topic that delivered. By using picture teacher can give the example of Stand-up

Comedy. Picture also brings the background knowledge to the students to understand the topic.

c. Step to Using Stand-Up Comedy

In using Stand-up Comedy teacher should consider the steps in the learning process. It really determines about the success of the learning process. Teacher should consider when using the steps in the learning process because if the steps not suitable with the students' ability, the learning process will not run well. So, there are some steps in using Stand-up Comedy: they are modeling, select the topic, set the joke, practicing a performance, and practicing a delivery.²⁰

1) Modeling

Modeling is the first step in the using of Stand-up Comedy in learning process. Teacher can make the class attention focus on the model that will deliver. It will take time around 10 until 15 minutes. It will make

²⁰ Stephenson, S. (2014). *Teaching with Comedy. Middle Web*. Retrieved March 28, 2014, from <http://www.middleweb.com/14010/ha-ha-building-serious-skills-using-stand-comedy/>

students understand about the learning that will they learn.

In this process, teacher should guide the students by giving information about Stand-up Comedy. It can be delivered by showing the power point and video. Teacher will explain about definition and joke content in Stand-up Comedy such as: setup and punch. Besides the content, Stand-up Comedy also should focus on performance such as: gesture, body language, body movement, and etc. For example, the teacher plays the video of Stand-up Comedy performance, so the students will see how to perform Stand-up Comedy.²¹

2) Select the topic

In this step the teacher will recommend the topic to the students because the topic should be appropriate with the curriculum. The topic then will be discussed together based on the daily activity or their environment

²¹ Audrieth, A. L. (1998). *The Art of Using Humor in Public Speaking*. Retrieved February 10, 2014, from <http://www.squaresail.com/auh.html>

problem. The example of the topic can be seemed like: national exam, independent days, tribute to peace and etc. The teacher led the students to choose the best topic that makes them understand and do not face difficulties. Then, teacher asks the students to gather information about the topic around 10 until 15 minutes. The information can develop into the joke. The information should not difficult for students and can be related to their daily life.

For example:

- a) Topic: national exam
- b) Question: what the interesting thing that can be discussed from the topic?
- c) List of the answer: limit score

Cheat

Answer key

Student

Teacher

School

Rule system

3) Set the joke

Is the step to determine the joke which is delivering in the performance. In this step teacher lead the students to set the joke such as: make concept and script of joke and how to practicing the joke. First teacher ask students make the joke based on the information that discussed before. Teacher guide the students by giving a simple example that easy to understand by the students.

For example:

Setup: Susan can answer the entire of the question with the fire in her face. No, she does not happy

Punch: she choose the wrong key answer

By giving the example in front of the class the students will understand how to deliver the Stand-up Comedy. In this part the teacher also explains about the topic to the students. It is will be easy if the teacher has been given the background knowledge to the students before. In this

step, students will use recount text, narrative text and spoof text in the Stand-up Comedy activity.

4) Practicing a performance

After setting the joke, the teachers give time for the students to practice their Stand-up Comedy. The students can practice with their friends in the small group. Furthermore, teacher still have to control the students discussion by go around the class. If the students face difficulties in practice, they can ask the teacher to help them.

There are several things that have to consider by the students in performing the Stand-up Comedy, such as; gesture, body language and movement. It is really important things when the students deliver their stand-up comedy, so they can control their self in front the class. However, in practicing the performance the students have to pay attention to these aspects.

5) Practicing a delivery

This is the main step of the Stand-up Comedy activity. The teacher will ask the students to perform in front of the class by choosing the students randomly. When the students perform their stand-up comedy teacher will have a rubric to assess. In the rubric there will be three columns, they are; pronunciation, intonation, and fluency. However, it will be better if the teacher informed about it before the students performed in front of the class²²

²² *Journal of English language teaching, vol. 2 No,1, September 2013, Sarie F*