# CHAPTER II

# THEORETICAL FRAMEWOR

## A. Theoretical Framework

### 1. Definition of Speaking

Speaking is known as oral skill that plays necessary role in human interaction and communication. Learning to speaking is considered more difficult by students, but speaking is one of things that are important to humans because speaking is part of the interaction with other humans and talking can also help humans to get information or ask for simple things.

There are some definitions given by linguists and the following:

a. According to Oxford dictionary, "speak" mean say things; talk, be able to use a language, make a speech, express ideas, feelings[1].

b. Widdowson "speaking is active or productive and makes use of the aural medium. If people think of speaking in trem of use, however, the situation was rather different. To begin

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[1] Martin H. Manser, *Oxford Learner's Pocket Dictionary,* (New York: Oxford University Press, 1995), 398.

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with an act of communication trough speaking was commonly performed in face to face interaction and occurs as part of dialogue or other from of verbal exchange[2]".

c. Harmer defines speaking ability as the ability to speak fluently

presupposed not only knowledge of language features, but also the ability to process information and language 'on the spot'[3]. It requires the ability to cooperate in the management of speaking turns and non-verbal language. It happens in the real situation and has little time to detailed planning. Therefore, the fluency is required to reach the goal of the conversation.

d. According to Nunan speaking is a single most important aspect of learning a second language or foreign language, and success in measured in terms of the ability to carry out a conversation in the language[4].

[2] H. G Widdowson, *Teaching as Communication,* (New York: Oxford University Press, 1978), 58.
[3] Jeremy Harmer, *The Practice of English Language Teaching.* 3rd edition, (Harlow: Pearson Education Limited, 2004), 269.
[4] David Nunan, *Language Teaching Methodology A text book for teachers* (Edinburgh Longman Pearson Education, 1998), 39.

e.  Meanwhile, Donough and shaw state, "there are some reason for speaking involved expressing ideas and opinions: expressing a wish or a desire to do something: negotiating and/or solving a particular problem; or establishing and maintaining social relationship and friendship. Besides, fluency, accuracy, and confidence are important goal in speaking[5]".

f.  Another definition from Louma speaking as meaningful interaction between people[6].

g.  Speaking also explain in the Qur'an which in Q.S Ar-Rahman: 3-4

$$\text{خَلَقَ ٱلْإِنسَـٰنَ ۝ عَلَّمَهُ ٱلْبَيَانَ ۝}$$

The meaning: He created man (and) He taught him eloquent speech[7].

In pieces of verse Al-qur'an above says that Allah SWT who created man and humans are good at talking. This

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[5] Jo McDonough and Christopher Shaw, *Materials and Methods in ELT: A Teacher's Guide.* 3rd edition, (Melbourne: Blackwell Publishing, 2013), 157.

[6] Sari Louma, *Assessing Speaking* (Cambridge: Cambridge University Press, 2004), 27.

[7] Muhamad Taqiudin Al-Hilal and Muhamad Muhsin Khan, *The Noble Qur'an English Translation of the Meanings and Comentary* (Madinah: King Fahd Complex, 2007), 728.

means, the ability to speak mankind comes from Allah SWT. Our duty as human beings is continue to explore the potential for speaking in order to become better.

Based on several definitions above, it can be concluded that, speaking is something that is very important for humans. every human being needs to communicate with other people, speaking is the most important thing when we get information, with speaking we can do simple things, like asking something to the other person and speaking also is the process of responding and expressing ideas, opinions, feeling and thought with the other people. As human beings, especially social creature needs to express their thoughts, opinions, or feeling in appropriated way in order to have a good social life.

## 2. Types of Speaking

According to Brown some types of speaking as follow:

a. Imitative Speaking

At one of a continuum of type of speaking performance is the ability to simple parrot back imitate a word or

phrase or possibly a sentence. This is a purely phonetic of level of oral production, a number of prosodic, lexical, and grammatically properties of language may be included in the criterion performance. Test takers are assessed if they have the ability to imitate a word while pronouncing, however conveying the meaning is not the purpose. The role of listening here is the short term storage[8].

b. Intensive Speaking

Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or it can even form part of some pair work activity, where learners are "going over" certain forms of language[9].

1) Direct response tasks

2) Read-aloud tasks

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[8] H. Douglas Brown, *Language Assessment Principle and Classroom Practices* (San Francisco: Longman, 2004), 141

[9] H. Douglas Brown. *Teaching by Principles, an Interactive Approach to Language Pedagogy*. 2nd Edition, 273.

3) Sentences

4) Picture-cued tasks

5) Translation

c. Responsive Speaking

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, it help English language instructors asses students' ability to engage in discussion with one or more interlocutors. More creativity on the students' part is required.

1) Question and answer

2) Giving instructions and Directions

3) Paraphrasing

d. Interpersonal Speaking (dialogue)

The other from of conversation mentioned in the previous chapter was interpersonal dialogue, carried out more for the purpose of maintaining social relationships than for the transmission of fact and information. These

conversations are little trickier for learners because they can involve some or all of the following factors.

1) A casual register

2) Colloquial language

3) Emotional charged language

4) Slang

5) sarcasm

6) a covert "agenda"[10].

e. Extensive Speaking (monologue). Extensive oral production task included speeches, oral presentations, and story-telling, during which the opportunity for oral interaction from listeners is either highly limited or ruled out altogether. Language style is frequently more deliberative and formal for extensive tasks, but we cannot rule out certain informal monologues such as casually delivered speech for example: my vacation in

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[10] H. Douglas Brown. *Teaching by Principles, an Interactive Approach to Language Pedagogy*. 2nd Edition, 274.

the mountains, a recipe for outstanding pasta primavera, recounting the plot of a novel or movie)[11].

## 3. Teaching Conversation

For types of speaking the writer only explained about 'conversations' discussed in interpersonal speaking. Two major approach in which learners are more or less set loose to engage in interaction, and a direct approach that "involves planning a conversation program around the specific micros kills strategies, and process that are involved in fluent conversation." The indirect approach implies that one does not actually teach conversations, but rather than students acquire conversational competence, peripherally, by engaging in meaningful tasks. A direct approach explicitly calls students' attention to conversational rules, conventions, and strategies[12].

According to Rob Nolasco and Lois Arthur about conversation. People sometimes use term 'conversation' to

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[11] H. Douglas Brown, *Language Assessment Principle and Classroom Practices* (San Francisco: Longman, 2004), 142.

[12] H. Douglas Brown. *Teaching by Principles, an Interactive Approach to Language Pedagogy*. 2nd Edition, 276.

mean any spoken encounter or interaction. in this book however 'conversation' refers to a time when two or more people have the right to talk or listen without having to follow a fixed schedule, such as an agenda. In conversation everyone can have something to say and anyone can speak at any time. In everyday life we sometimes refer to conversation as 'chat' and the focus of the book is on this type of spoken interaction, rather than on more formal, planned occasions for speaking, such as meetings[13].

Conversations is such a natural part of our lives that many people are conscious of what happen within it. And conversation is open-ended has the potential to develop in anyway[14].

It can be said that in conversations, people need special skills to take part in dialogue. They need to know what language is appropriate and understand what other speakers mean for the topic being discussed.

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[13] Rob Nolasco and Lois Arthur, *Resource Books for Teachers: CONVERSATIONS* (New York: Oxford University Press, 1987), 5.

[14] Rob Nolasco and Lois Arthur, *Resource Books for Teachers CONVERSATIONS,* 6-7.

The purpose of conversation included the exchange of information; the creation and maintenance of social relationships such as friendship; the negotiation of status and social roles, as well as deciding on and carrying out joint actions. Conversation therefore has many functions, although its primary purpose in our own language is probably social[15].

From the explanation above about the purpose of the conversation is to have social relationships with people around and with conversation we can do many things, because conversation have many functions one of which we can mingle with everyone.

## 4. Function of Speaking

According to Richard, there are three function of speaking. They are talk as interaction, talk as transaction, and talk as performance.

a. Talk as interaction

Talk as interaction refers to what we normally mean by

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[15] Rob Nolasco Lois Arthur, *Resource Books for Teachers CONVERSATIONS,* 5.

"conversation" and describes interaction that serves a primarily social function. The focus is more on the speakers and how they wish to present themselves to each other than on the messages[16].

b.  Talk as transaction

Talk as transaction refers to situation where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focuses, rather than the participants and how they interaction socially with each other[17].

c.  Talk as performance

Talk as performance this refers to public talk. That is, talk that transmits information before an audience, such as classroom presentations, public announcements, and speech.[18]

So, it can be concluded the function of speaking is to

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[16] Jack C. Richard, *Teaching Listening and Speaking from Theory to Practice,* 22.

[17] Jack C. Richard, *Teaching Listening and Speaking from Theory to Practice,* 24.

[18] Jack C. Richard, *Teaching Listening and Speaking from Theory to Practice,* 27.

communicate with other people. Then, speaking helps share information, spread ideas and thoughts from one person to other.

## 5. Teaching Speaking

The mastery of speaking skills in English is a priority for many second-language or foreign language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency. Oral skills have hardly been neglected in EFL/ESL courses (witness the huge number of conversation and other speaking course books in the market), though how best to approach the teaching of oral skills has long been the focus of methodological debate. Teachers and textbooks make use of a variety of approaches, ranging from direct approaches focusing on specific features of oral interaction (e.g., turn-taking, topic management, and questioning strategies) to

indirect approaches that create conditions for oral interaction through group work, task work, and other strategies[19].

From the explanation above speaking skills are very important, therefore many teachers in the world will have learning strategies for students, so students can be interested to learn something that specially speaking skill.

## B. Triple P (Presentation, Practice and Production) Model

According to Harmer the Triple P model which does not focus on the repetition of context-free languages, but Harmer focuses on the production of target language according to the context. Students using language through appropriate reproductive techniques. Besides that, students can also respond to the teacher's inquiry by using word, phrase, or sentence that is taught[20]. Presentation, Practice, and production is kind of organization typical of many published English language

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[19] Jack C. Richard, *Teaching Listening and Speaking from Theory to Practice,* 19.

[20] Jeremy Harmer, *The Practice of English Language Teaching.* 3rd edition, (Harlow: Pearson Education Limited, 2004), 80

teaching course[21]. Or an oral three stages, commonly known as the presentation stages, the practice stages, and the production stages[22].

Presentation, Practice, and Production in British-based teaching and elsewhere is the procedure most often referred to as triple P model, which stands for presentation, practice and production. In this procedure the teacher introduces a situation which contextualizes the language to be taught, make sentences the language to be taught, make sentences of their own, and this is referred to as a production[23]. It means that the triple P model there are three steps: Presentation, Practice, Production, this procedure the teacher presented, than the students practice the language using accurate reproduction techniques such as choral repetition. It is good place to start in terms of applying good communicative language teaching in the classroom.

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[21] [21] H. Douglas Brown. *Teaching by Principles, an Interactive Approach to Language Pedagogy*. 2nd Edition, (New York: Addison Wesley Longman, 2001), 128.

[22] Jeremy Harmer, *The Practice of English Language Teaching.* 3rd edition, 80

[23] Jeremy Harmer, *The Practice of English Language Teaching.* 3rd edition, 80

From the explanation above that the Triple P model, the repetition of words or phrases is more meaningful and context-based. In the end, the learner, using new words or phrases learned, will be able to sting the words into their speech and all of them refer to production activities. The implementation of this triple P model is refer to three main stages:

1. Presentation

   In the presentation stage the teacher introduces learning topic to be studied. Presentation activities are sometimes assisted by the media either in the form of images or media-based technologies such as using power point or video. This that need attention in the presentation stage is the media is used must be in accordance with the topics studied. In addition, teachers introduce new words (vocabulary) related the topic

2. Practice

   The second stage is stage of practice. This stage is a stage activity to train the skills of learns or student's language orally (speaking). This exercise aims to shape the habits of

students using language. With repetitive practice will be able to from the habits of learners. Repetition exercise can be done in the repetition, it can also the students response to the teacher's questions or better that the students make a conversation with their classmate and they are practiced in front of the class.

3. Production

The last stage of triple P model is a production where most experts call immediate creativity or direct creativity. This stage the teachers will suggest students to perform various activities such as role play, telling something that related to the topic, described pictures, interviews, games and activities the other meaningful as being from production about a learning topic. Topic stories to be told of course very closely related to the material lesson learned, so that learning materials being studied can be applied directly in convey ideas or communication orally[24].

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[24] Jeremy Harmer, *The Practice of English Language Teaching.* 3rd edition, (Harlow: Pearson Education Limited, 2004), 80-82.

From the explanation above the Triple P model, which begins with the presentation, in this stage the teacher introduces new vocabulary aided by media or video that increases students' interest in learning especially in English. The second stage is practice, in this stage students begin to develop what they get from the first stage. The last stage is production, in this case students have been able to make creativity directly with friends at the class, such as describing pictures role play, and others that are related to the material being taught.

According to Richards in a typical lesson to the situational approach, a three-phase sequence, known as the Presentation, Practice, and Production cycle. Presentation: that new grammar structure is presented, often by means of a conversations or short text. The teacher explains the new structure and checks students' comprehension of it. Practice: students practice using the new structure in a controlled context, through drills or substitution exercises. Production: students practice using the new in different contexts often

using their own content or information, in order to develop fluency with the new pattern[25].

From that explanation above Presentation, Practice, and Production, these three stages help students to develop fluency in speaking English, such as the presentation stage the teacher explains about the materials to be studied. the second stage students practice speaking English with new vocabulary. The last stage students produce language with their own creativity.

Widdowson says that presentation represent the introduction to a lesson, and necessarily requires the creation of the realistic situation requiring the target language to be learned. Practice usually begins with what is termed 'mechanical practice' by means of drills and repetitive exercises, and gradually moving into more demanding procedures like information gap activities, dialog creation and controlled role plays. Practice is seen as the necessary first stage in ensuring accurate knowledge of the new language.

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[25] Jack C. Richard, *Communicative Language Teaching Today*, (New York: Cambridge University Press, 1998), 7.

Production is seen as the culmination of the language learning process, whereby the learners act upon their linguistic knowledge, where they perform their competence and become users of the language. The teacher's role here is to provide occasions where the students can actively apply the language they have been practicing[26].

According to Rod and Naksuko this method overall aims is to get students to learn English language features so thoroughly that they will be able to produce them correctly without thought[27]. The students make easier when their teachers use this method in teaching process successfully.

Based on several explanation of Triple P model, it can be known three experts define about Triple P model in different paradigms, but the Triple P model aims to students to learn English Language, the result is that students will be able to produce correctly without thinking before. This means

[26] Henry Widdowson, *Handbook of Foreign Language Communication and Learning* (Berlin: Walter de Gruyter GmbH & Co, 2009), 344.

[27] Rod Ellis and Natsuko Shintani, *Exploring Language Pedagogy thought Second Language Acquisition Research* (New York: Ronald carter and Guy cook, 2014), 120.

that this way to develop student knowledge, for example for develop their implicit knowledge, in addition guide students to get information from three stages. Such as presentation, practice, and production. In the final stage, students can role play using English language.

## C. The Weakness of Using Triple P Model

The weakness of triple P model is that it needs much time to prepare the material. It means that triple P model requires a lot of time to prepare the material, so the teacher should be able to take a manage of the time so that this model can run well.

## D. The Benefits of using Triple P Model

1. Improve to the creativity of students in speaking
2. Every student learning continues to practice speaking
3. Using multiple media
4. Great fun
5. Motivate students to be confident.