

## CHAPTER II

### THEORITICAL FRAMEWORK

#### A. Speaking

##### 1. Definition of Speaking

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.

There are a lot of definitions of the word “speaking” that have been suggested by the researchers in language learning. According to Gert and Hans in Efrizal, “Speaking is speech or utterances produced by the speaker with an intention of being known and then, the listener processes the sayings in order to know the speaker’s intention”.<sup>1</sup> According to Chaney, “Speaking is the process of making and sharing meaning by using verbal and non-verbal symbols in different contexts”.<sup>2</sup> According to Chaney speaking is "the process of building

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<sup>1</sup>Mukminatus Zuhriyah, “Storytelling to Improve Students’ Speaking” English Education Jurnal Tadris Bahasa InggrisSkil, Vol. 10, No. 1, (Jombang: Hasyim Asy’ari University, 2017), p. 4.

<sup>2</sup> Lai-Mei Leong, “An Analysis of Factors Influencing Learners”. p. 2.

and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts".<sup>3</sup>

Based on the statement researcher can conclude that speaking is ability to produce the language to communicate that carry out the feeling though the words to deliver the information.

## **2. The Important of Speaking**

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. In everyday speech, it must have goals which should be understood by some speakers or listeners. In addition, you must have the confidence to use your knowledge without hesitation.

According to Ari Fertel, there are five rules that should be implemented in teaching and learning to speak English, as follows<sup>4</sup>:

- a. Don't Study Grammar too much; it means that speaking without thinking.

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<sup>3</sup> Maryam Bahadorfar and Reza Omidvar, "Technology in Teaching Speaking Skill", *Acme International Journal of Multidisciplinary Research*. Vol. 2, (University of Mysore, April 2014), p. 1.

<sup>4</sup> Siti Miftahul Khair, *the Effectiveness of Kagan Structures in Teaching Speaking*. (Mataram: University of Mataram. 2015), p. 8.

- b. Learn and study Phrases; in reality, many students study vocabulary to make a proper sentence rather than study phrases.
- c. Practice speaking what you hear; speak out loud the material you are listening to and practice what you hear.
- d. Submerge yourself; you only need to surround yourself with English by making rules with your existing friends that you will only speak English.
- e. Study correct materials; study English material that you can trust, that is commonly used and that are correct for example; real English novel, English magazine or audio (BBC, VOA, AJ. Hoge etc).

Based on the explanation above the researcher say the important of speaking ability is confident. Thus student no need to be afraid if they will make a mistake in English pronunciation. In addition, students can improve their speaking ability by listened the audio and read a magazine. In this research focused on listen the audio by VOA to improve students speaking ability.

### 3. Types of Speaking

This section the writer will explain the types of speaking based on brown. Brown describes six categories of speaking skill area. Those six categories are as follows<sup>5</sup>:

#### 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, reading information from chart, etc.

#### c. Responsive

Responsive performance includes interaction and test comprehension but at the somewhat limited level of very short

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<sup>5</sup> H. Douglas Brown, *Language Assessment, Principle and Classroom Practices* (California: longman, 2003), p. 141-142

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. 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.

Based on the explanation above the type of speaking that researcher used are imitating and dialog. The aim of this research is to improve the student's pronunciation by shadowing. The imitating speaking focuses on intonation and pronunciation.

#### **4. Problem Teaching Speaking**

According to Lai-Mei Leong's Journal, there are some problems for speaking skill that teachers can come across in helping students to speak in the classroom<sup>6</sup>:

- a. Students encounter in class. When they want to say something in the classroom they are sometimes inhibited. They are worried about making mistakes and fearful of criticism. They are ashamed of the other students' at
- b. They do not have any motivation to express themselves. It is very difficult for learners to answer when their teachers ask them to tell things in a foreign language because they have little opinions about what to say, which vocabulary to apply, or how to use grammar accurately.
- c. The participation is very low. In a class with a large number of students, each student will have very little time for talking

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<sup>6</sup> Lai-Mei Leong, "an Analysis of Factors Influencing Learners". p. 3.

because just one student talks at a time and the other students try to hear him/her. In the speaking class, some learners dominate the whole class while others talk very little or never speak.

- d. The last problem related to the speaking ability is that when some learners share the same mother-tongue, they try to use it in the speaking class because it is very easy for them.

Based on the explanation above the students have some problems to speaking English such as student participation, student encounter in class and student's low motivation. These problems must be overcome by the teacher. The teacher should use suitable method and approach.

## **5. Teaching Speaking**

Teaching speaking is sometimes considered a simple process. Commercial language schools around the world hire people with no training to teach conversation. Although speaking is totally natural, speaking in a language other than our own is anything but simple. The mastery of speaking skills in English is a priority for many second-language or foreign-language learners. So, students should master several speaking components such as comprehension, pronunciation, grammar, vocabulary, and fluency. 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.<sup>7</sup>

Based on the explanation the researcher can conclude that learning English is not only from the textbook but also from another source. Besides, the teacher must have a variety approach and strategy to make a learning English interesting.

## **6. The Assesment of Speaking**

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

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<sup>7</sup> Jack C . Richards, *Teaching Listening and Speaking* (New York Cambridge University press, 2008), p. 19.



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<sup>8</sup>:

#### 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 and 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.

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<sup>8</sup> Arthur Hughes, *Testing for Language Teachers 2<sup>nd</sup> Edition*. (Cambridge: Cambridge University Press, 2003), p.131.

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 sentences.
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.

Table 2.1

**Scoring Instrument**

<b>Weighting Table</b>							
Proficiency	1	2	3	4	5	6	(A)
Description							
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>	<b>16</b>	<b>33</b>	<b>50</b>	<b>65</b>	<b>82</b>	<b>99</b>	

And total of weighted score is then looked up in the following table:

Table 2.2

**Conversion Table**

<b>Conversion Table</b>	
<b>Score</b>	<b>Rating</b>
83-105	Excellent
65-82	Very Good
50-64	Good
33-49	Enough
16-32	Low

## **B. Shadowing Technique**

### **1. Definition of speech shadowing**

Shadowing has been defined by some people and every person has a different definition. According to Kadota & Tamai Shadowing is defined as an act or task of listening in which the learner tracks the target speech and repeats it immediately as exactly as possible without looking at a text<sup>9</sup>. Shiki et al. stated that

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<sup>9</sup> Takayuki Nakanishi, "Extensive reading and the effect of shadowing". p. 4

shadowing technique can be defined as a prompt process of verbal expression repetition, while repeating is an off-line task since it supplies learners with silent pauses to make the sounds.<sup>10</sup> Lambert defined shadowing as ‘a paced, auditory tracking task which involves the immediate vocalization of auditorily presented stimuli, i.e. word-for word repetition in the same language.’<sup>11</sup> Jack C. Richards & Richard Schmidt Several a technique sometimes used in language teaching and also in training simultaneous interpreters in which the student repeats what a speaker says.<sup>12</sup>

Based on statement about the researcher can conclude that shadowing technique is an advance technique where you listen to a text in your target language , and then speak it aloud at the same times as the native speaker. Shadowing was initially used to train beginner interpreters who needed to learn how to listen and speak simultaneously in their target language.

## **2. The Differences between Repetition and Shadowing Technique**

Repetition or drilling is a technique commonly used in older methods of language teaching particularly the audio-lingual method

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<sup>10</sup> Sumarsih, “The Impact of Shadowing Technique”. p. 1

<sup>11</sup> Yo Hamada, “Shadowing: Who benefits and how? Uncovering a booming EFL teaching technique for listening comprehension” (Akita University, 2016), p. 2.

<sup>12</sup> Jack C. Richards & Richard Schmidt Several, *Longman Dictionary of Language Teaching and Applied Linguistics* (United Kingdom: Licensing Agency Ltd. 2010) p. 525

and used for practicing sounds or sentence patterns in a language, based on guided repetition or practice. A Repetition which practices some aspect of grammar or sentence formation is often known as pattern practice. The teacher provides a word or sentence as a stimulus (the call-word or cue) after that, students make various types of responses based on repetition, substitution, or transformation.<sup>13</sup> Lambert defined shadowing as a paced, parrot-style auditory tracking task, conducted with headphones. Rather than a passive activity, however, shadowing is an active and highly cognitive activity in which learners track the heard speech and vocalize it as clearly as possible at the same time that they hear it.<sup>14</sup>

Based on the explanation above, the researcher concluded that repetition and shadowing technique are similar but the different of the technique is from the audio. The repetition can be spoken by a teacher and the respond of the student can be different to what the teacher has spoken. While, shadowing technique can be spoken by native speaker and the respond of the student must be similar with the audio, including accent, grammar, intonation, stressing word etc.

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<sup>13</sup> Jack C. Richards & Richard Schmidt Several, *Longman Dictionary of Language Teachin.* p. 184

<sup>14</sup> Elham Zakeri, "The Effect of Shadowing on Efl Learners' Oral Performance in Terms of Fluency", *International Journal of English Language Teaching*, Vol.2, No.1, (The University of Tabriz: European Centre for Research Training and Development UK, 2014), p. 1.

### 3. Types of Shadowing

According to Nicholson mentioned that there are three types of Shadowing: Phonemic Shadowing, Phrase Shadowing, and Adjusted lag Shadowing. Their differences are described below.<sup>15</sup>

- a. Phonemic Shadowing involves repeating each sound as it is heard, without waiting for the completion of meaning unit, or even completed word, so that the shower remains right 'on top' of the speaker. The instructors ask learners to stay as close behind the speaker as they can.
- b. Phrase Shadowing involves repetition of the speech at longer pauses. In the form of shadowing, those who shadow generally wait for a phrase or chunk of meaning before they begin their repetition task. In phrase shadowing, students are instructed to maintain a lag which will allow you to identify an idea before shadowing.
- c. Adjusted Lag Shadowing seems more difficult than phonemic shadowing. It does not require that the students listen for a unit of meaning before repeating it simply stipulates that repeaters must stay the required number of words behind the speaker. For

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<sup>15</sup> Julia Fouladi Nashta & Ramin Rahimy, "The investigation of the effectiveness of dialogue shadowing" p. 4



adjusted lag shadowing, trainees are told to consciously stay between five to seven or, perhaps, seven to ten words behind the speaker.

According to Jack C. Richards & Richard Schmidt Several types of shadowing are sometimes used.<sup>16</sup>

- a. Lecture shadowing – a listener silently shadows the speaker
- b. Reading shadowing – one student reads aloud and one shadows
- c. Conversational shadowing – a listener shadows a speaker, either by completely or partially reproducing the speaker.

Wiltshier categorizes various types of shadowing as: Full shadowing, Slash shadowing, part shadowing and silent shadowing<sup>17</sup>:

a. Full Shadowing

The Student listen the audio and recite all words that have been spoken by the speaker. The students watch the video and listen to the input then repeat it as soon as it is heard. In class, student read transcript with highlighted target prosodic features of the input: the sound, intonation and stress patterns. They did this once in class and continued at home at their own pace.

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<sup>16</sup> Jack C. Richards & Richard Schmidt Several, *Longman Dictionary of Language Teaching*. p. 525

<sup>17</sup> Elham Zakeri, “The Effect of Shadowing on Efl Learner”.p. 2.

b. Slash Shadowing

This is like full shadow but with pauses. This gives the student more time to shadow. It is easier than full shadowing. Slash shadowing allowed student to recognize the word and focus on meaning.

c. Part Shadowing

The Student listen the audio and say the part of speech text mostly important words. In part shadowing, student focus on shadowing certain prosodic features in the input and just shadow this features. The mental load in part shadowing is much lighter than in full shadowing.

d. Silent Shadowing

The Student listen the audio and repeat the text on your head. This is done in students' head.

Shadowing can be classified as direct shadowing and indirect shadowing. Direct shadowing is the listener listens and repeats directly what the speaker says without looking at the script and indirect shadowing is the listener listens and repeats what the speaker says by looking at the script.

In this research the researcher use slash shadowing because slash shadowing gives the student more time to shadow. It is easier than full shadowing.

#### **4. The Implementation speech shadowing**

Dialogs or short conversations between two people are often used to begin a new lesson. Students memorize the text through mimicry, replay the text and repeat in your voice, try to match the accent of your target language confidently. Steps for a speech shadowing session and they are as follow.<sup>18</sup>

- a. Playback of a speech/conversation recording.
- b. Student performs speech shadowing (repeats the heard speech with minimal delay as clearly and loudly as possible).
- c. Instructor listens to the shadowed speech and provides evaluation/feedback to the student.
- d. The student attempts to improve based on the given feedback and retries the process on a later date.

This research is in accordance with has been describe above such as the student listen the audio then the student try to shadow what the audio/speaker said.

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<sup>18</sup> Carson Lee, Shinobu Hasegawa, "Speech Shadowing Support System in Language Learning" (The Ninth International Conference on Mobile, Hybrid, and On-line Learning, Japan Advanced Institute of Science and Technology Nomi, 2017), p. 2.