

CHAPTER II

THEORETICAL FRAMEWORK

A. Definition of speaking

1. Speaking

Speaking is a vitally important method of communication. Speaking is defined as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking (Burns & Joyce, 1997)¹. Speaking is defined operationally in this study as the secondary stage students' ability to express themselves orally, Speaking is the verbal use of language to communicate with others. Speaking is concerning putting the ideas into words about perception, feeling and intention to make the other people grasp the message that

¹ Shiamaa Abd El Fattah Torky , *The Effectiveness of Task –Based Instruction Program in Developing the English Language Speaking Skills* (Aim Shams University , 2006) p 30

is conveyed. It can also be said that speaking is people's ability in expressing their idea to other people.

For most people, the ability to speak a language is the most basic means of human. Lynne common defines "Speaking is the active use language to express meaning so that other people can make sense of them". Speaking is the verbal use of language to communicate with others. Speaking is concerning putting the ideas into words about perception, feeling and intention to make the other people grasp the message that is conveyed. It can also be said that speaking is people's ability in expressing their idea to other people.

People engage in speaking for having a good communication. Speaking has important role in communicating to others human. Speaking has been well known as one of important aspects of communication in which the ability of language learner measure by the ability to carried out the language in oral communication. Explaining the definition of speaking, Widowson state that

” Speaking is the active productive skill and it is the ability of some one communicate orally with others.²”

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According to the material above the writer conclude that speaking is a way of communicating or a means of communicating with many people to express their opinions or wishes in a voice.

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

³ Galis Nawang Ginusti, *Improving The Speaking Skills of Grade Students of SMP Negeri 2 Godean Through Pictures*, (Thesis, English Education Department Faculty And Arts, The State University Of Yogyakarta, Yogyakarta, 2014), P.8.

2. The Function of Speaking

Function of speaking an important dimension of conversation is using a style of speaking that is appropriate to the particular circumstances. According to Brown and Yule cited in Richard (2008: 21), there are three functions of speaking, those are: *talk as interaction, talk as transaction, and talk as performance.*⁴

First, talk as interaction refers to what we normally mean by conversation and describes interaction that serves a primarily social function. When people meet, they exchange greetings, engage in small talk, recount recent experiences, and so, on because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speakers and how they wish to present themselves to each other than on the message. Such exchanges may be either casual or more formal, depending on the circumstances. There are some main features of talk as interaction, a) has a primarily

⁴ Jack C. Richards, Teaching Listening and Speaking (New York Cambridge University press, 2008) p, 24-27

social function, b) reflects role relationships, c) reflects speaker's identity, d) may be formal or casual, e) uses conversational conventions, f) reflects degrees of politeness, g) employs many generic words, h) uses conversational register, i) is jointly constructed.

Second, talk as transaction refers to situations where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially with each other. The main features of talk as transaction are: a) it has a primarily information focus, b) the main focus is on the message and not the participants, c) participants employ communication strategies to make themselves understood, d) there may be frequent questions, repetitions, and comprehension checks, as in the example from the preceding classroom lesson, e) there may be negotiation and digression, f) linguistic accuracy is not always important.

Third, talk as performance refers to public talk. That is talk that transmits information before an audience, such as classroom oral presentations, public announcements, and speeches. Talk as performance tends to be in the form of monolog rather than dialog, often follows a recognizable format (e.g., a speech of welcome), and is closer to written language than conversational language. The main features of talk as performance are: a) a focus on both message and audience, b) predictable organization and sequencing, c) importance of both form and accuracy, d) language is more like written language, e) often monologic⁵.

According to the material above the writer conclude the function of speaking is very important especially in style of language in certain circumstances there are three function of speaking, those are:

⁵ Richard, C Jack ,*Teaching Listening and Speaking from Theory to Practice* (Cambridge: University Press, 2008), 27.

a. The first talk as interaction.

Talk as interaction more focus on the conversation and want to get to know each other more than the message that they want to convey to each other.

b. The second talk as transaction.

Talk as transaction more focus on what is said and done, and this focuses more on the message delivered than knowing each other.

c. The last talk as performance

Talk as performance more leads to talking or conveying information in front of the audience example public announcements.

3. Type of speaking

Speaking is used for many different type, and each type involves different skill. Type of speaking is an important part of speaking skill, in this section the writer will explain the types of speaking based on brown. Brown

(2004) describes five categories of speaking skill area.

Those five categories are as follows⁶:

a. Imitative

In 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

Intensive speaking involves producing a limit amount language in a highly amount context. And this is the students' speaking performance that is practicing some phonological and grammatical aspects of language. It usually places students doing the task in

⁶ H Douglas Brown, *Language Assessment, principle and classroom practices*, (California: Longman, 2008), 141-142.

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 text 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)

A transactional dialog that you need to do if you want to get something done or get information. 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)

The 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.

According to the material above the writer conclude that type of speaking skill are describe five categories of speaking skill area, those five categories are as follows:

1) The first is imitative.

In the imitative this category focus to include the ability to practice an intonation and the important must focus on pronunciation.

2) The second is intensive.

In the intensive describe language boundaries in high language and many contexts. Example reading information from chart.

3) The third is responsive.

Responsive includes interaction an understanding of tests but is very short conversation.

4) The fourth is transactional (dialogue)

Transactional aims to get things done or exchange information example discussions.

5) The last is extensive (monologue)

Extensive is one-person conversation that is conveyed to many people.

Based on the argument above Researcher used intensive and transactional.

4. Teaching Speaking

We must know there are three main reason for getting students to speak in the class room. Firstly, speaking activities provide rehearsal opportunities – chances to practice real-life speaking in the safety class room. Secondly, speaking task in which students try to use any or all of the language they know provide feedback for both teacher and students. And finally, the more students have opportunities to activate the various elements of language they have stored in their brains. Good speaking activities can be extremely engaging for the students. If they are all participating fully – and if teacher has set up activity properly and can then give sympathetic and useful feedback – they will get tremendous satisfaction from it. Scott thornbury suggest that the teaching speaking, and that classroom need to became ‘talking classroom’. In

other words students will be much more confident speakers and their speaking abilities will improve⁷.

So based on the explanation the researcher concludes good speaking activities in class will make good feedback for teachers and students, and because of that they will be confident and their ability to speak will increase.

5. Problems Teaching Speaking

In teaching learning process, perhaps student face some problems to speak. It makes the students do not success on speaking. According to Ur (1996:121) there are some problems across in teaching speaking:⁸

a. Inhibition

Unlike reading, writing, and listening activities, speaking requires some degree of real-time exposure to an audience. Learners are often inhibited

⁷Harmer, Jeremy, *How to Teach English*, (Edinburg: Longman2007), p.123-124.

⁸ Nanang Istanto, *Teachers Problem In Teaching Speaking skill In Agriculture Class At The Eleventh Grade Of SMKN Kedawung Academic Years 2016/2017*, (Thesis, English Education Department Islamic education And Teacher Training Faculty, The State Islamic Of Sukarta, Sukarta, 2017), P.14-15.

about trying to say things in a foreign language in the classroom: worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.

b. Nothing to say

Even if they are not inhibited, you often hear learner complain that they cannot 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 can talk at a time if he or she is to be heard; and in a 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 at 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. If they are talking in small groups it can be quite difficult to get some classes particularly the less disciplined or motivated ones to keep to the target language.

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:⁹

a. 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”

⁹Arthur Hughes, *Testing for Language Teachers*, 2nd Ed. (Cambridge: Cambridge University Press, 2003), pp.131-3.

b. 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

c. 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

d. 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.

e. 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 3.1 Scoring instrument¹⁰

Weighting Table							
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	
Comprehen sion	4	8	2	15	19	23	
Total	16	33	50	65	82	99	

¹⁰ Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching – An Anthology of Current Practice* (Cambridge: Cambridge University Press, 2002), 316.

B. Diorama

1. The definition of diorama

Dioramas the real object to show phenomenon happened. In addition dioramas are three dimensional displays found in museum of science or natural history is usually produced life sized.¹¹

Diorama are real objects that tell real phenomena, and having three dimensions that are usually displayed in museums according to their size. Which means it matches the size that can be seen by every visitor.

Louis Daguerre said, diorama derived from the Greek dia (through) horama (to see) and was originally coined by the father of modern photography.¹²

The writer concludes Louis Daguerre argues that diorama was originally created by the father of modern photography.

¹¹ Brown Lewis harcleroad, technology, media, and methods (NEW YORK, McGraw-Hill,1973), 279.

¹² The Journal Gallery Crawl Visited Bedford Gallery (Walnut Creek, California, 2008), Accessed on November 15th,2015.

According to Tunnicliffe's book states that diorama is generally considered as three-dimensional depiction of animal-landscape sceneries that include real or artificial models of animals in combination with background paintings and natural or artificial requisites¹³.

The writer concludes dioramas are scenery or depiction of animals in three dimensions both naturally and artificially.

A diorama, in the strictest sense of the term is a scene enclosed in a box and viewed through a small opening, something we more commonly call a "shadow box."¹⁴ In recent years, diorama has come to mean any scene executed in three-dimensions, whether it is enclosed in a box or not.

Diorama could be a mini museum, a potent tool to keep proper records, document valuable cultural and historic information to inspire and educate the public, as

¹³ Sheperd Paine, *How to Build Diorama*, 2nd ed. (Kalmbach Book, 1999), 7.

¹⁴ Sue Dale & Annette Scheerso, *Natural History Diorama* (Cambridge: London, 2015)

well as a way of building museums on school campuses to expand classroom teaching learning.

From the definition above, the writer can conclude that diorama is a good media in teaching because diorama is a unique media and diorama is a media has three dimensional that describe or explain anything in a mini shape or miniature. A three-dimensional media is a media that looks can be viewed from any direction and has dimensions of length, thickness and width. Most three dimensional media is the real object or miniature object. Diorama can be view. Person, place, animal, or things that can tell a story. Diorama is a good media in teaching learning. This media will be helpful for teacher and student in learning process and make them more creative about idea.

This media is focused in teaching speaking skill ability about a kitchen. Using diorama for senior high school student of second grade is being considered as the

alternative way to teach speaking. especially in teaching speaking skill ability.

a. The Use Diorama in Teaching Speaking

The use diorama in teaching speaking will make students more creative in idea and will help students to speak easier. The students will make a good material based on the characteristic of the diorama they look. Then, the students will excited in learning speaking.

According to Williams, there three steps using diorama in learning process.¹⁵

- 1) The students are asked to envision a person with a culture and lifestyle different than their own. They research, create and embellish a character exploring depth of personal, social and cultural.
- 2) The character in narrative is graphically interpreted as a cut-out silhouette figure. The students use

¹⁵ Scott Williams, *The Use of Explorative Character Narrative and Correlative Diorama as Tools for Cultural Diversity in ID Education*. (THE University of Oklahoma-Norman, 2006).

their thinking abilities to abstractly convey information and detail (Posture, clothing, personal effects, and facial features).

- 3) In the diorama format, the students hypothesize a correlation of spatial, functional, aesthetic, and decorative aspects of the built environment to the personal and socio-cultural identify of their developed character.

Media diorama or with miniature shape it will make students more creative in thinking and can help students in learning speaking.

Diorama making involves the use of different kinds of types of tools and materials one can imagine and think of; owing to this, there are a lot of materials and tools available. Presently, creativity is at its highest peak with regards to art so that one can now

use most materials and tools in different ways to create something pleasant¹⁶.

Eric argues that diorama seems to inspire many visitors to feel awe and wonder, some feel immersed in the experience, some feel connected to the places to portray.¹⁷

Based on explanation above, the diorama is a good media can be use to motivate students in learning speaking skill.

b. The Purpose and Function of Using Diorama.

The writer suggest in every media for teaching students has a function and purpose, as well as with diorama. Tunncliffe and Scheersoï's say that "the purpose of a diorama is to depict a whole scene and the actual specimens of birds or mammals may

¹⁶ M. Enti, G. Brako-Hiapa, J. Adu Agyem, P. Osei-Poku, et al., *Diorama Art – A potential medium for museum education* (Kumasi; KNUS'F, 2010), 77.

¹⁷ Eric Gyllenhaal, Cecilia Garibay, and Jane Schaefer, *A Synthesis of The Literature About Visitor Outcomes At Habitat Dioramas* (Gar IbayGroup, 2013), 6.

seem almost an afterthought, although they are central to the purpose and artistic composition of the whole.¹⁸

The diorama is to describe or depict extinct the actual specimens of bird and mammals.

In other state, the purpose of diorama, as follow.¹⁹

- 1) To overcome the difficulties that arise when studying object there are too large.
- 2) To learn objects that has become history in the past.
- 3) To learn objects that is physically unattainable.
- 4) To learn objects that are easy to reach but do not provide sufficient information (eg. The human eye, ear)
- 5) To learn abstract constructions.
- 6) To show the process of a large object.

From the previous definition, the writer can conclude that the purpose and the function of diorama

¹⁸ Sue Dale & Annette Scheersoi , *Natural History Diorama* (Landon: Springer Dordrecht Heidelberg New York London, 2015) , 36.

¹⁹ Anisykulillah Ika Murtiana, *Pengaruh Penggunaan Diorama Terhadap Hasil Belajar Ipa Tentang Ekosistem Pada Siswa Kelas V Sd Grogol Bantu*, (Universitas Negeri Yogyakarta, 2015), 33.

is to show something that too large, to know the shape of something that have don't know yet, to show something that difficult to find in the real.

c. Strength and Weakness of Diorama

The writer suggest that every media certainly has strange and weakness in teaching learning process. Strength and weakness and weakness of diorama based and Eric Gyllenhaal's book a follow.²⁰

d. Strength

That the studies reviewed suggest that diorama can provide deep and lasting experiences for some museum visitors. Dioramas provide opportunities for visitor to look closely at the animals and plants in diorama can build some understanding about the natural places depicted and the animals and plants that liver there. Dioramas also can open visitor's imaginations and can stimulate their memories about

²⁰ Eric Gyllenhaal Cecilia Garibay, and Jane Schaefer, *A Synthesis of The Literature About Visitors Outcomes At Habit Dioramas* (Garibay Group, 2013), 39.

natural places visitors have visited. And there some data to suggest that dioramas can make visitors more interesting about natural environment and the animals and plants that live there.

e. Weakness

The weakness identified of traditional habitat dioramas is that they do little supplement the experience of looking through the glass at static scene and the quality and depth the experience often depends on the exciting knowledge visitors bring to the museum. Diorama can transport visitors to other time they can also confound visitors as to what time/era they depict. Furthermore, traditional dioramas often depict animal group in scene that are inaccurate. Some visitors can also experience negative feels at seeing dead, stuffed animals in dioramas.

From the explanation above, the writer can conclude that in teaching English especially in teaching speaking skill also have advantages of

diorama. First, students can feel enjoy and feel more interesting in teaching speaking skill, and also the can improve they imagination in speaking. it can also inspire and motivate the students while learning process moreover, in speaking process students not only will write but also they will get new word and vocabularies in describing diorama about kitchen.

While the weakness of diorama is sometimes dioramas are not accurate about scene. And visitors sometimes get bad experiences because they see animals or creatures that are in a diorama that is dead or extinct. And making dioramas should be a board size to make it clear and must be closed so it is not dirty and damaged.