

CHAPTER II

THEORETICAL REVIEW

A. Speaking

1. Definition of speaking

Speaking is one of the English skills that is very crucial to be learned by the non-native learners.¹ Teaching English in any level, always involves four basic skills. They are listening, reading, writing and speaking. However, in using English communicate one another we often use it orally or speaking than the other skills.

According to Chaney and Tamara "speaking is the process of building and sharing meanings through the use of verbal or non-verbal symbols in a variety of context".² From this statements, it can be concluded that speaking is a crucial part of second language learning and teaching. The speaker can produce the sound to deliver the message and the listener can receive, process and respond to the messages. Speaking is the action of delivering messages and it always occurs between the speaker and the listener. In other words, the main point of the action speaking is that the speakers can communicate or convey their message to the listeners. In this case, the speakers and the listeners should be able to

¹ Agnes Maria Diana R, Analysis on Pronunciation Errors Made By first Semester Students of English Department. At Uin Smh Banten, Loque; English Studies Journal, 2019.p.1

² Medina Tumango, Hendra Heriansyah, Nurul Inayah, "Investigating the Teacher's Strategies in EFL Speaking Class", Research in English and Education (READ), Vol 3, No 2, (June, 2018),130-135

understand the language used in order to avoid misunderstanding in conversation.

Rebecca Hughes says that “some believes that communication in the classroom should mirror the authentic communication that occurs in the real world. Speaking is first mode in which children acquire language, it constitutes the bulk of most people’s daily engagement with linguistic activity, and it is the prime motor of language change.”³ Teachers do not have a material of learner work which they could evaluate and give feedback on. As a result, problems that learners face when doing speaking activities often go unnoticed or uncorrected. There is much that we can do to ensure that speaking lessons are not merely opportunities for using language orally but are a means for learners to develop speaking skills and acquire the language.

2. Types of speaking

There are five types of speaking as follow :⁴

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

³ Rebecca Hughes, Spoken English, TESOL and Applied Linguistics (London, 2006),p. 144

⁴ Brown, Language Assesment, 141.

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 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

Transactional (dialogue) It is carried out for the purpose of conveying or exchanging specific information. For example here is conversation which is done in pair work.

e. Interpersonal (dialogue)

It is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. The forms of interpersonal speaking performance are interview, role play, discussions, conversations and games

f. Extensive (monologue)

Teacher gives students extended monologues in the form of oral reports, summaries, and story telling 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.

3. Elements of Speaking

Jeremy Harmer states that ability to speak English presuppose the elements necessary for spoken production, there are elements which recognized in speaking skill. These elements explain that the ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language “on the spot”. Elements which categorized as language features are as follows:⁵

a. Connected speech

in connected speech sound are modified (assimilation), omitted (elision), added (linking), or weakened (through contractions and stress patterning). for this reason that we

⁵ Jeremy Harmer, *The Practice of English Language Teaching*, (London: Pearson Education Limited, 2001) Third Edition, pp. 269-270

should involve students in activities designed specifically to improve their connected speech.

b. Expressive Devices

Native speakers of English change the pitch and stress of particular parts of utterances, vary volume and speed, and slow by other physical and non-verbal (paralinguistic) means how they are feeling (especially in face-to-face interaction). The use of these devices contributes to the ability to convey meanings.

c. Lexis and Grammar

Teachers should therefore supply a variety of phrases for different functions, such as agreeing or disagreeing, expressing surprise, shock or approval.

d. Negotiation Language

Effective speaking benefits from the negotiator's language we use to seek clarification and show the structure of what we are saying. We often need to ask for clarification when we are listening to someone else talk and is very crucial for students.

4. Speaking Assessment and Scoring

The assessment is a series of activities to acquire, analyze, and interpret data about the process and the results is done systematically and continuously, so that it becomes meaningful information in decision making.

Brown says that assessment, it can be carried out through formal assessment and informal assessment. Formal assessment usually uses a kind of test. While, teachers can also informally assess the learners through monitoring or observing them while they are doing ordinary classroom activities. With the same idea, assessment is an ongoing process that encompasses a much wider domain.⁶ Whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously makes an assessment of the students' performance.

In conclusion, the assessment is the process of measuring the performance of the students by doing a series of activities in order to obtain data for analysis of the process and the results is done systematically and continuously, so that it becomes information meaningfully in decision making.

To assess students' speaking performance, the researcher will use the scale system that is measurement tool of speaking test. according to Jack Caroline there are five components which must be measured: accent, grammar, vocabulary, fluency, and comprehension. There are five component to measure score speaking they are:⁷

⁶ Brown, H.D, *Teaching by Principles: An Interactive Approach to Language Pedagogy* (2nd Edition), (New York: Addison Wesley Longman, Inc., 2001), p. 4

⁷ Caroline T.Linse series editor: David Nunan, *Practical Language Teaching: Young Learners*, (New York: McGraw-Hill ESL/ELT, a business unit of the McGraw-Hill Companies,inc.2015),149

Table 2.1 Analytic Oral Assessment

Level	Accent	
	Score	Criteria
1	0	Pronunciation frequently unintelligible
2	2	Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetitions
3	2	foreign accent” requires concentrated listening, and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary.
4	2	Marked “ foreign accent ” and occasional mispronunciations which do not interfere with understanding.
5	3	No conspicuous mispronunciations, but would not be taken for a native speaker.
6	4	Native pronunciations, with no trace of “foreign accent”.

Level	Accent	
	Score	Criteria
1	6	Grammar almost entirely inaccurate except in stock phrase.
2	12	Content errors showing control of very few major patterns and frequently preventing communication.
		Frequent errors showing some major patterns

3	18	uncontrolled and causing occasional irritations and misunderstanding.
4	24	Occasional errors showing imperfect control of same patterns but no weakness that causes misunderstanding.
5	30	Few errors, with patterns of failure.
6	36	No more than two errors during the interview.

Level	Vocabullary	
	Score	Criteria
1	4	Vocabullary inadequate for even the simplest conversation
2	8	Vocabullary limited for basic personal and survival areas (time, food, transportation, family, etc.)
3	12	Choice of word sometimes inaccurate , limitations of vocabullary prevent discussion of some common professional and social topics.
4	16	Professional vocabullary permits adequate to discuss special interest; general discussions vocabullary permits discussion of any non-technical subject with some circumlocutions.
5	20	Professional vocabullary broad and precise; general vocabullary adequate to cope with complex practical problems and varied social situations.
6	24	Vocabullary apparently as accurate and extensive as that of an educated native speaker.

Level	Fluency	
	Score	Criteria
1	2	Speech is so halting and fragmentary that conversation is virtually impossible
2	4	Speech is very slow and uneven except for short or routine sentences.
3	6	Speech is frequently hesitant and jerky; sentences may be left uncompleted.
4	8	Speech is occasionally hesitant, with some unevenness caused by rephrasing and groping for words..
5	10	Speech is effortless and smooth, but perceptively non-native in speech and evenness.
6	12	Speech on all professional and general topics as effortless and smooth as a native speakers

Level	Comprehension	
	Score	Criteria
1	4	Understands too little for the simplest type of conversation.
2	8	Understands only slow, very simple speech on common social and touristic topics; require constant repetition and rephrasing.
		Understands careful, somewhat simplified speech when

3	12	engaged in a dialogue, but may require considerable repetition and rephrasing.
4	15	Understands require quit well normal educated speech when engaged in a dialogue, but requires occasional repetition or rephrasing.
5	19	Understand everything in normal educated conversation except for very colloquial or low-frequency item, or exceptionally rapid or slurred speech.
6	23	Understand everything in both formal and colloquial speech to be except of an educated native speaker

The scores will be listed on weighting table to obtain the total scores of each student. Below is the example of the weighting table:

Rating Sheet

WEIGHTING TABLE							
	1	2	3	4	5	6	SCORE
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. Student Teams-Achievement Division (STAD)

1. The definition Student Teams-Achievement Division (STAD)

STAD is type of method teaching in cooperative learning. In cooperative learning, students are divided into groups or teams which they carry out assigned work. Sharan stated in his book STAD is a generic method of organizing the class room rather than a comprehensive method of teaching any particular subject teacher used their own lesson and other materials.⁸ In the STAD consist of 4 until 5 students which in each group have different ethnic, performance level, and etc. In this method student will work with their team or group and make sure that all members are understand about the material. The next, their comprehension or ability will exercise by individual quiz about the material. Students' scores will compare with their previous score which not use STAD as a technique in that subject.

STAD can be used as the effective way because students can learn English from their friends rather than asking the teacher because they are shy or afraid to ask. In STAD, the group is heterogeneous means that the group consists of students with different performance in speaking. Because they work in group, student will help and motivate each other in the

⁸ Shlomo Sharan. Handbook of Cooperative Learning Method (Greenwood, 1994), p. 5.

material by using STAD. Moreover, the teacher has explained that scores will be taken from their team cooperation and comprehension. Students will help their teammates to comprehend the material, they try to solve every problem and discuss it with their teammates.

2. Component of STAD (Student Team Achievement Division)

According to Slavin, Student Team Achievement Division (STAD) is divided into five major components they are: Class presentation, Team, Quizzes, Individual improvement scores, Team recognition.

a. Class Presentation

Class presentation is one of the focuses of STAD. In STAD class presentation, students are required to pay careful attention during the class presentation, because doing so will help them do well on the quizzes, and their quiz scores determine their team scores.

b. Team

The team is the most important feature of STAD. The main function is to make sure that all members are really learning, and more is to prepare their members to do the quiz well.

c. Quizzes

After one to two periods of teacher presentation and one to two periods of team practice, the students take

individual quizzes. Student are not permitted to help one another during the quizzes. This makes sure that every student individually responsible to know the material.

d. Individual Improvement Scores

The reason of individual improvement scores is to give each student a performance goal that the student can reach, but only if he or she work harder and performs better than in the past. Any student can contribute maximum points to his or her team in this scoring system. The student can earn points based on how much their quiz score exceed their base scores.

e. Team Recognition

Students' team score may also be used to determine up to five bonus points toward their grades. Certificates for teams that meet high standards of performance, newsletter recognition, bulletin-board displays, special privileges, small prizes, or rather than towards emphasize the idea that doing well as team is important.⁹

3. Teaching Speaking by Using STAD (Student Team Achievement Division)

⁹ Robert E. Slavin, *Cooperative Learning : theory, research and practice*, terj. Narulita Yusron (Bandung : Penerbit Nusa Media, 2008), 143-146.

Teaching speaking need the effective guidance in developing students' speaking skill and to be able communicate in the target language. Practice is very important in teaching speaking, because it is to train students' pronunciation and comprehension of students when they are learning speaking. The teacher can use Student Team Achievement Division (STAD) as a method in teaching learning process of speaking. Students also can share the problem and left their doubt to say something with their friend in group. According to Trinto Ibrahim, et al The main purpose of STAD is that students can use activity sheets and help each other to finish the learning material.¹⁰ So, team work is very needed in create a good team.

As with other learning, STAD type cooperative learning also requires careful preparation before the learning activities are implemented. Trianto stated that there are five preparations to learning by using STAD those are:

a. Learning Media

Lesson Plan (RPP), student book, Student Activity Sheet (LKS), with the answer sheets.

b. Form a cooperative group

¹⁰ Trianto, *Mendesain Model Pembelajaran Inovatif-Progresif Konsep, Landasan, dan Implementasinya Pada Kurikulum Tingkat Satuan Pendidikan (KTSP)*, (Jakarta: Kencana Prenada Media Group, 2011), 68.

Determine the three groups of the top group of 25% of all students drawn from the students of rank, the middle group of 50% of all students taken from the order after the top group, and the lower group by 25% of all students after being taken from the upper group and middle group.

c. Determine the initial score

The initial score used may be a previous repeat result. This initial score may change after a quiz.

d. Setting arrangements

This is done to support the success of cooperative learning

e. Work in group

Has a goal to further introduce each individual in the group.