

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 The Nature of Speaking Ability

Speaking is a language skill or a mean of communication in which people can express His/her idea or information to others in spoken form. It is a complex language skill because people need to find the ideas before speaking, and then arranged in a good sentences so people may understand what the speaker says. This statement is supported by Brown (2003) “Speaking is oral interaction where participants need to negotiate meaning in a contained ideas, feeling and information, and manage in terms of who is to what, to whom and about what”.

According to Chaney (1998), speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbol, in variety of context. This concept shows us that the process of how people speak is not merely uttering language but immersing simultaneously with governing and transferring ideas. The essential aspect is the speakers have to experience and acquire the meaning before sharing it. Meaning can be encountered by functioning nonverbal language to plot thoughts or ideas and emphasize since when people, in this term are students are speaking.

Another definiton of speaking is from Nunan (2003), speaking is produce the English speech sounds and pattern; use word and sentence stress, intonation pattern and the rhythm of the proper social setting, audience, situation and subject matter; organize their thoughts in a meaningful and logical sequence;use language as a mean of expressing values and judgments; and use the language quickly and confidently with few unnatural pauses, which is called as fluency.

There are some areas of knowledge of speaking . As state by Akhyak and Anik (2013:19) on their journal:

“speaking involves three areas of knowledge. They are mechanics (pronunciation, grammar, and vocabulary). It is the ability to use the right words in the right words in the right order with the correct pronunciation , function (transaction and interaction); knowing when clarity of message is essential (transaction/information exchange) and when precised understanding is not required (interaction/relation building) and also social cultural rules and norms. It consist of the knowledge of turen-talking, rate speech; lenght of pauses, between speakers, relative’s role of particiants)”

Based on opinions of the experts above, it can be concluded that the nature of speaking is a tool of people communication. Through speaking, people can convey information and ideas. And maintain social realationship by communicating with other.

2.2 Components of Speaking

Harris (2007) state that there are four components of speaking. They are:

1. Pronunciation

It include vowel, consonants, stress, and intonation of pattern. In this case, the students who are able to pronounce correctly will be marked has foreign accent. Most people think of pronunciation as the sound we make while speaking. Nuna(2003:23) describes that

pronunciation is how pronounce the word, phrase and sentences communicates to other considerable information that we are, and what we are like, as people.

2. Vocabulary

It includes the right and appropriate word in using. A spoken word is a sound of sequence of sounds, which communicate an idea to the mind of another person. It means that the larger vocabulary, the less risk of misunderstanding. Word are clearly vocabulary (Nunan,2003:26). It is one of the student should know, a rich of vocabulary also improves students' ability to communicate through speaking, listening, and writing.

3. Grammar.

It means the ability to use the sentences in general of structuring using. The grammar of language is the description of the ways in which words can change their form can be combined into sentences in that language. Grammar is very important in speaking proses. If we do not know the appropriate grammar in a sentence, the listener will be doubt for what we have said.

4. Fluency

It include the ease and the speed of the flow of speech. According to Nunan (1999) fluency means the speaker speak unexpectedly, it is necessary for them to be able to continue without hesitation.

2.3 Purpose of Speaking

Chastain (1975) in Muslim says that, in general, the aim of speaking is to make student able to communicate with others since speaking is major objective in language classes. Learners are expected to be able to the language they learn. In order to achieve the purpose stated in 2006 curriculum some activities can be done by students such as:

1. Stating the students' idea about something
2. Asking and answering question based on the information given
3. Talking about something that will be done

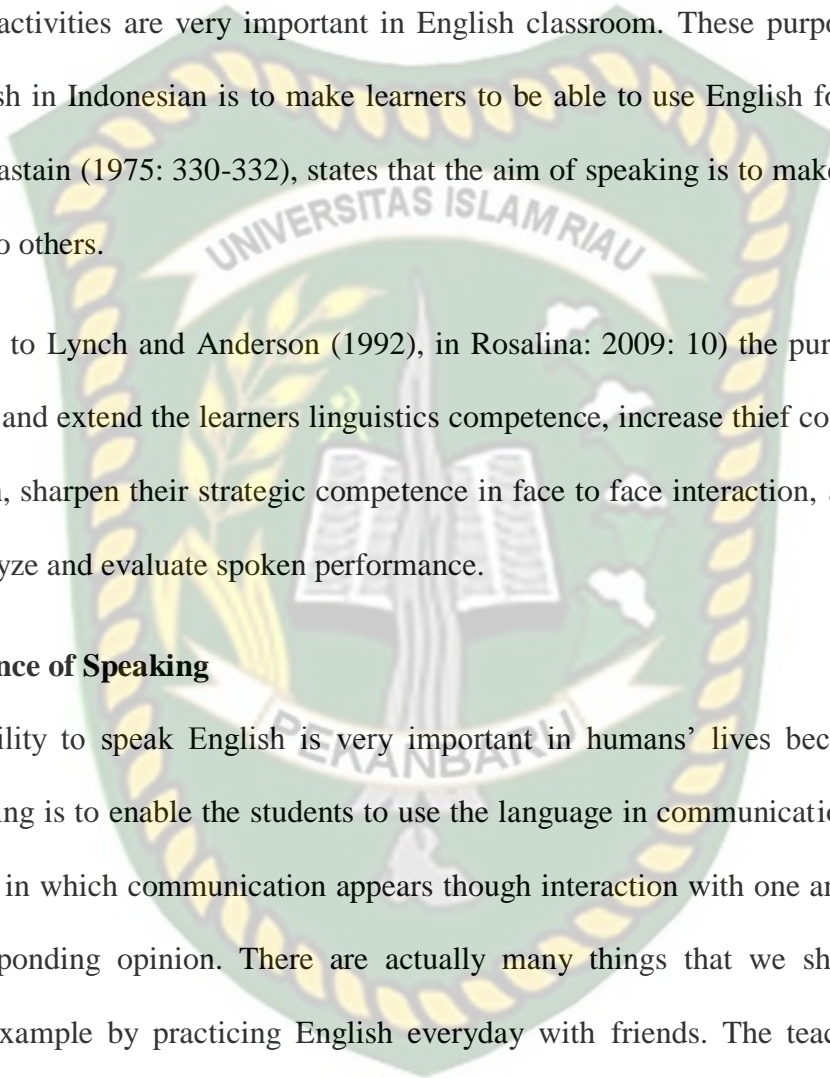
Speaking activities are very important in English classroom. These purposes indicate that teaching English in Indonesian is to make learners to be able to use English for any topics and expression. Chastain (1975: 330-332), states that the aim of speaking is to make students able to communicate to others.

According to Lynch and Anderson (1992), in Rosalina: 2009: 10) the purpose of speaking are: to achieve and extend the learners linguistics competence, increase their confidence in using spoken English, sharpen their strategic competence in face to face interaction, and develop their activity to analyze and evaluate spoken performance.

2.4 Importance of Speaking

The ability to speak English is very important in humans' lives because the goal of language learning is to enable the students to use the language in communication. Language has social function in which communication appears through interaction with one another expressing ideals and responding opinion. There are actually many things that we should improve in speaking for example by practicing English everyday with friends. The teacher should have programs and many things to manage and make the students feel interested in the class. A good teacher thought to create the effective situation and give different ways in learning English. Media are important things in teaching and learning speaking. One of the media is coupon and picture.

2.5 The Characteristic of Successful Speaking



According to Ur (2009) There are four characteristics of successful speaking, they are:

1. Learners talk a lot. As much as possible of the period of time allocated to the activity is in fact occupied by learner talk. This may seem obvious, but often most time is taken up with teacher talk or pause.
2. Participation is even. Classroom discussion is not dominated by a minority of talk active participants. All get chance to speak and contribution is fairly evenly distributed.
3. Motivation is high. Learners are eager to speak because they are interested in the topic and have something new to say about it or they want to contribute to achieve a task objective.
4. Language is an acceptable level. Learners express themselves in utterances that are relevant, easily, comprehensible to each other, and of an acceptable level of language accuracy.

2.6 Teaching Speaking Ability

Speaking is important for many years, teaching speaking has been undervalued and English teachers have continued to teach speaking just as repetition of drill. However, today's requirements require that the goal of teaching speaking should improve students' communicative skills, because only in that way students can express themselves and learn how to follow social and cultural rules appropriate in each communicative circumstance. In order to teach second language learners how to speak in the best way possible, speaking activities are provided below, that can be applied in English class, together with suggestions for teachers who teach oral language.

In teaching speaking, teachers should always encourage the students, not allowing students to become discouraged when they make mistakes. They have to understand that making mistakes is part of the learning process. Then, the teacher should provide some classroom

speaking activities in which the students can engage actively. Nunan (2003) what meant by “teaching speaking” is to teach ESL learners to:

1. Productive English speech and sound patterns
2. Use words sentences stress, intonation, patterns and the rhythm of the second language.
3. Select appropriate words and sentences according to proper social setting, audience, satiation and subject matter.
4. Organize their through in a meaningful and logical sequence.
5. Use language as a mean of expressing values and judgements.
6. Use language quickly and confidently with few unnatural pause, which are called as fluency.

According to Haley and Austin (2004), to be more orally productive, learners would need to be more of responding in a relevant and socially appropriate manner to the communication of others.

Mainly in teaching speaking is to know student about something around them always use, see, touch, hear and taste in daily activities, because everything usually met with them in daily activities to help them in practicing speaking. Object around them such as their asking for someone's opinion, asking someone's attention, be repeat to say object making memorized.

The teacher should attract the student to be more active and speak up. Student must be given opportunities to develop their own skills. They must be encouragement. Speaking practice must be active. Student must not sit and think for long periods about what they should do in speaking class. That is way Teacher should be creative in choosing an appropriate technique in teaching speaking.

Unfortunately, teaching learning process sometime face some difficulties. Based on Brown (2003) there are some difficulties in learning speaking, they are ;

1. Clustering.
2. Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and phsically through such clustering.
3. Reduncy.
4. The speaker has an opprotunity to make meaning clearer through the reduncy of language. Learners can capitalize on this feature of spoken language.
5. Reduced Forms.
6. Performance Variables.
7. colloquail language. Make sure the students are reaasonably well acquainted with the words, idioms, and phrases of colloqual language and that they get practice in producing these form.
8. Rate Of Delivery.
9. Stress, Rhythm, and Intonation.
10. Interaction.

2.7 Principles for Teaching Speaking

In teaching speaking, there are some principles that should be considered by the teacher (Brown, 2001:275). The principles are:

1. Use techniques that cover the spectrum of learners needs, from language-based focus on accuracy to message-based on interaction, meaning, and fluency. Make sure that what are the task given include techniques designed to help students to perceive and use the building blocks of language.



2. Provide intrinsically motivating techniques. Try at all times to appeal to students' ultimate goals and interests, to their need for knowledge, for status, for achieving competence and autonomy, and for being all that they can be. Help them to see how the activity will be benefiting them.
3. Encourage the use of authentic language in meaningful contexts. It may take energy and creativity to devise authentic contexts and meaningful interaction, but with the help of a storehouse of teacher resource material it can be done.
4. Provide appropriate feedback and correction. It is important that the teacher take advantage of their knowledge of English to inject the kinds of corrective feedback that are appropriate for the moment.
5. Capitalize on the natural link between speaking and listening. Many interactive techniques that involve speaking will also of course include listening. The two skills both speaking and listening can reinforce each other. Skills in producing language are often initiated through comprehension.
6. Give students opportunities to initiate oral communication. Part of oral communication competence is the ability to initiate conversations, to nominate topics, to ask questions, to control conversations and to change the subject.
7. Encourage the development of speaking strategies. The concept of strategic competence is one that few beginning language students are aware of. The classroom can be done in which students become aware of, and have a chance to practice, such strategies as.

2.8 Types of Classroom Speaking Performance

There are six categories apply to the kinds of oral production that students are expected to carry out in the classroom. (Brown,2003) they are;

1. Imitative.
2. Learners practice an intonation contour or try to point a certain vowel sound. Imitation of this kind is carried not for the purpose of meaningful interaction, but for focusing on some particular element of language form.
3. Intensive. Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language.
4. Responsive.
5. A good deal of student speech in the classroom is responsive; short replies to teacher- or student-initiated questions or comments.
6. Transactional (dialogue).
7. It carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language.
8. Interpersonal (dialogue).
9. It is carried out for the purpose of maintaining social relationships than for the transmission of facts and information. These conversations are a little trickier for learners because they can involve some or all factors such as: a casual register, colloquial language, emotionally charged language, slang, ellipsis, sarcasm and a covert “agenda”. Learners would need to learn how such features as the relationship between interlocutors, casual style, and sarcasm are coded linguistically in this conversation.
10. Extensive (monologue).
11. Learners given extended monologues in the form of oral reports, summaries, or perhaps short speeches.

2.9 Assessing Speaking

The method used for assessing oral communication skills depends on the purpose of the assessment. A method that is appropriate for giving feedback to students who are learning a new skill is not appropriate for evaluating students at the end of a course. However, any assessment method should adhere to the measurement principles of reliability, validity, and fairness. The instrument must be accurate and consistent, it must represent the abilities we wish to measure, and it must operate in the same way with a wide range of students.

Two methods used for assessing speaking skills, in the observational approach, the students' behavior is observed and assessed unobtrusively. In the structured approach, the students are asked to perform one or more specific oral communication tasks. He or she performance on the task is then evaluated. The task can be administered in a one-on-one setting - with the test administrator and one student- or in group or class setting. In either setting, students should feel that they are communicating meaningful content to a real audience. Tasks should focus on topics that all students can easily talk about, or, if they do not include such a focus, students should be given opportunity to collect information on the topic.

Both observational and structural approaches use a variety of rating systems. A holistic rating captures a general impression of the students' performance. A primary trait score assesses the students' ability to achieve a specific communication purpose. There are four components of speaking ability that will be assessed, consist of: vocabulary, grammar, pronunciation, and fluency.

2.10 Nature of Dialogue Memorization

Dialogue is the short conversation between two speakers consisting of four to six utterances, representing some kind of communicative event (Brown,2001). Beside that,

Bilbrough (2007:91-92) states that dialogues are an ideal way of providing learner's with a rich diet of words in context, and in a format that allows easy and repeated practice. It follows, then, that there are good grounds for sometimes asking students to memorize them. Larsen-Freeman also said his opinion, that is "Dialogue or short conversations between two people are often used to begin a new lesson."

Many definition of memorization can be found in various studies. For example, according to Richards, Platt, and Platt (1992) in Duong Thi Hoang Oanh and Ngunyen Thu Hien (2006), "memorizing is the process of establishing information in memory. The term memorization conciously and they think about the process of memorization when they are applying it. Another explanation can be found in the *oxford advanced learner's dictionary* (2005), that "memorizing is to learn something carefully so that you can remember it exactly.

According to Jefferson (1896) memory is the mental activity of recalling information that you have learned or experienced. That simple definition, though, covers a complex process that involves many different part of the brain and serves us in desperate ways. In addition, he states memory can be divided become :

1. Sensory memory. Is a memory storage processes through sensory never in the short time.
2. Short-term memory. Is a memory storage process temporary or also is called the working memory, because information save only maintained for the information needed. Short term memory or working memory last form few second of minute. Short-term is capacity of brain to hold pieces of information coming into the senses long enough to process the information.

3. Long-term memory. Is a storage process information permanently. Long-term memory people can recall general information about the word that learned on previous occasions, memory for specific past experiences, specific rules previously learned.

Byrne (2007) indicates that for beginners or the less confident learners, the memorized dialogue is a good way to get learners to practice the target language utterances without hesitation and within wide variety context, and learning by heart increase the learners' vocabulary of ready-made combination of words or formula. In memorization, students are also guided in pronunciation. The practicing of dialogue memorizing is given by the teacher with the objective to improve the speaking skill of the second grade students. The students are given a dialogue to be memorized and will be practiced in pairs. Actually, this technique can be used for beginner and intermediate levels as long as the teacher provide suitable topic that will be done by students.

In conclusion, dialogue memorizing technique is kind of technique that is appropriate to be used in speaking activity which uses short dialogue to be memorized. This technique is held between pairs in which the students also memorize their partner's line, and each pair might perform the dialogue.

2.11 Process of Memory

According to Byrne (2007) the process of memory divided in some steps. They are :

1. Encoding. Encoding is the process of changing the nature of the information into the appropriate form with the properties memory organism.
2. Storage. Sensory memory has a capacity of storing information in a very large, but the information is so fast disappearing, the information will disappear after a twenty of a

second and disappear all together after one second. Such mechanism are very important because we can pay attention the small amount of information relevant to our lives.

3. Retrieval. Is a process of searching and finding information stored in the memory for reuse when needed. This information stored is organized, then the process of remembering when given instruction will take place a few seconds.

2.12 Advantages of Dialogue Memorization.

According to William, dialogue memorization has the advantages. They are:

1. Dialogue is one of the best ways to present grammar structures, because it approximates closest to real life.
2. students can develop their communicative intents
3. make the students interested in teaching learning active, because it helps to make an otherwise abstract language exercise meaningful and realistic.
4. make students more natural spontaneous in learning grammar.
5. communicative interaction gives learners more opportunities to express their own individually in the classroom.
6. Student can use language communicatively.

2.13 Procedures in Teaching Speaking Through Short Dialogue Memorization.

Bilbrough (2007;103) in his book entitled *Memory activities for language learning*. explain the procedures of short dialogue memorizing are:

1. Teacher gives out short dialogue relevant to the learning topic.
2. Teacher asks the students to read it through a couple of times.
3. Teacher helps about any queries about meaning.
4. Teacher helps student about the pronunciation.

5. Teachers asks the students to memorize the dialogue.
6. Teacher gives several times to students to memorize the dialogue.
7. Teacher asks them to cover it up with a sheet of paper.
8. Then they slide the piece of paper down to reveal only the first line. can they remember what the next line is? If they can't remember the complete line, can they remember anything from it?
9. Then they uncover the next line to compare it with what they guessed. How similiar is it?
10. go through the dialogue several times in this way until they have learn in by heart.
11. Teacher asks them to perform the dialogue with a partner without looking at the text.

2.14 Past Studies

There are several relevant reseachers which have relevancy with dialogue memorizing technique. First, Husna (2012) entitled "The effect of short dialogue memorizing toward students' speaking skill of the second year at SMP 8 Pekanbaru". This research was an experimental research. The population of this research was taken from second year students at SMP N 8 Pekanbaru. The total sample was 70 students. The data taken from the test given. There are two times of test in this reseacrh. The first was pre-test and the second is post-test and data analyzed by using T-test. The research finding in her reseacrh was finding that the use of short dialogue memorizing can improve students' speaking ability.

Second, Hidayati (2014) entitled "The effect of short dialogue memorization technique on speaking ability of the first years students at SMP N 1 Satu Atap Sungai Apit". This reseach was an experimental research. The population of this research was taken from the first year student of SM N 1 Satu Atap Sungai Apit, the total number sample was 20 students. The data taken from the test given. There are two times of test in this reseacrh. The firs was pre-test and

the second is post-test and data analyzed using T-test. Based on the result of the analysis, there are significant improvement score by using Short dialogue memorization technique.

Third, the research was done by Sylvia Thamrin entitled “Teaching English Speaking Ability Using Short Dialogue at Second Grade of CPE Hosana Taman Kopo Indah Bandung”. The objective of this study was to know whether or not teaching by using communicative approach as a part of short dialogue was effective to overcome the students’ problems in speaking. The population was consisting nine students and the sample was entire population. The researcher used quantitative method and one group pretest - posttest design. The data of this research were collected by giving pretest and posttest. The collected data was analyzed by t-test. The results of the data, teaching by using short dialogue as a part of communicative approach contributed to the table improvement of students’ speaking skill, so speaking practice become more effective.

Fourth, a thesis entitle “the effect of memory challenge game toward students vocabulary of the fourth grade at SDN 028 Pekanbaru” was done by Oktriningsih (2013). The research was an experimental research. There were two variables. The population of the research is the fourth grade at SDN 028 Pekanbaru. there were two class, IVA as an experimnetal class and IVB as a control class. The writer use test as the instruments which include pre-test and post-test. the result of test showed that the mean of score post-test is higher than pre-test with increasing 44.15 for pre-test and 71.17 for the post-test. form the data analysis, it can be conclude that the use of memory challenge game give significant effect to the students’ voabulary. The student are more enjoyable in memorizing new vocabularies



Dokumen ini adalah Arsip Milik :

Perpustakaan Universitas Islam Riau