

## CHAPTER II

### REVIEW OF RELATED LITERATURE

Base on the discussion in chapter I, in this chapter, the researcher describes some theories related to the speaking ability, Task Based Learning and conceptual framework.

#### 2.1 The Nature of Speaking

Many definition about speaking have been proposed by expert. Speaking is one of the skills that takes very important role in learning English language. By speaking English well, someone can be determined to have good English proficiency. According to Shahla, Simin, speaking is also the most difficult language skill to assess reliably. A person's speaking ability is usually judge during a face-to-face interaction, in real time, between an interlocutor and a candidate. The assessor has to make instantaneous judgments about a range of aspects of what is being said, as it is being said. This means that the assessment might depend not only upon which particular features of speech (e.g. pronunciation, accuracy, fluency) the interlocutor pays attention to at any point in time, but upon a host of other factors such as the language level, gender, and status of the interlocutor and the personal characteristics of the interlocutor and candidate.

According to Brown in Burns and Joyce (1997) speaking is an interactive process of constructing meaning that involves producing and receiving and

processing information. In addition, according to Chaney in Kayi (2006) says that speaking is a process of building and sharing meaning through the use of verbal and non verbal symbol in a variety context. Verbal symbols involve producing or uttering words through speaking.

Based on the three theories above, it can be summarized that speaking is one of language skill of communication can express ideas, feeling and information. Through speaking, communication will be more easy and understood by listener.

### **2.1.1 The Purpose of Speaking**

Chastain (1975) in Muslim says that, the aim of speaking is to make students 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 purposes stated in 2015 curriculum, some activities can be done by the students such as :

1. Starting the students ideas about something.
2. Asking an answering question based on the information given.
3. Talking about something that will be done.

### **2.1.2 The Components of Speaking**

According to Syakur (1987:5) in HebrianRachmaWijaya (2015), speaking is a complex skill because at least it is concerned with components of grammar, vocabulary, pronunciation and fluency.

### 1. Grammar

It is needed for students to arrange a correct sentence in conversation. It is in line with explanation suggested by Heaton (1978:5) that student's ability to manipulate structure and to distinguish appropriate grammatical form in appropriate one. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

### 2. Vocabulary

Vocabulary means the appropriate diction which is used in communication. Without having a sufficient vocabulary, one cannot communicate effectively or express their ideas in both oral and written form. Having limited vocabulary is also a barrier that precludes learners from learning a language. Language teachers, therefore should process considerable knowledge on how to manage an interesting classroom so that the learners can gain a great success in their vocabulary nothing can be conveyed.

### 3. Pronunciation

Pronunciation is the way for students' to procedure clearer language when they speak. It deals with the phonological process that refers to the components of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. There are two features of pronunciation ; phonemes and supra segmental features. A speaker who constantly mispronounces a range of phonemes can be extremely difficult for a speaker from another language community to understand (Gerrad,2000:11).

#### 4. Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and "ums" or "ers". These signs indicate that the speaker does not have to spend a lot of time searching for the language items needed to express the message (Brown, 1997:4).

#### 2.1.3 The Types of Classroom Speaking Performance

Speaking has some types. Brown (2004) explain there are five types of speaking:

##### 1. Imitative

Imitative speaking is a kind of practicing an intonation or trying to point a certain vowel sound. It is carried out not for the purpose of meaningful interaction, but for focusing on some particular elements of language form. This activity is usually performed in form of drilling.

##### 2. Intensive

Intensive speaking goes one step beyond imitative to include any speaking performance that is designed for practicing some grammatical aspect of language. It can be in the form of self-initiated or pair or activity.

##### 3. Responsive

Responsive speaking is meant by being able to give replies to the questions or comments in meaningful in authentic one.

#### 4. Transactional

In this case transactional is mere done in the dialogue. It is aimed at conveying or exchanging specific information, an extended form of responsive language.

#### 5. Interpersonal

Like in the transactional, interpersonal speaking here is also carried out in a dialogue. It is purposed for maintaining social relationships than for the transmission of facts and information. These conversation are little trickier for learners because they can involve some factors such as , slang, ellipsis, sarcasm, a casual register, etc.

#### 6. Extensive

Extensive speaking here mostly the form of monologue, in the practice, the advanced levels are called on to give extended monologue in the form of oral reports, summaries, or perhaps short speeches.

### 2.1.4 The Activities for Speaking

Kayi (2006) proposes variety activities in speaking as follows :

#### 1. Group interaction

Group interaction is to have the English language learning classroom and interactive strategies to help students build fluency when speaking. Spend time talking about favorite topics and practice or a group. So, that the class feels more interesting.

## 2. Discussion

Discussion is one of the activities in practicing the speaking skills, the discussion also encourages to fully participate by giving them the opportunity.

## 3. Dialog.

Dialog may also be used to practice speaking skills. The students ask and response questions to reach news, level of understanding. The inquire to learn, rather than to make points or to confirm their own assumption.

## 4. Role-play

In the role-playing activities, the teacher give information to the learners such as who they are and what they think or feel.

## 5. Interviews

Conducting interviews with people gives students a chance to practice their speaking skills not only in class but also outside and helps them becoming socialized.

## 6. Reporting

Reporting activity may be conducted in training the students' speaking skills. The students are asked report what the find or watch as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class.

## 7. Presentation

Presentation is the other activities to develop speaking skills. They teachers may give students opportunities to present information in class, for example, hold an informal show and tell day where everyone bring something from home to share with the class.

### 2.1.5 Principles of Teaching Speaking

According to Nunan (2003: 54) there are some principles to teaching speaking.

1. Be aware of the differences between second language and foreign language learning contexts. Speaking is learned in two broad contexts: foreign language and second language situations. The challenges you face as a teacher are determined partly by the target language context.
2. Provide opportunities for students to talk by using group work or pair work, and limiting teacher talk.
3. Plan speaking tasks that involve negotiation for meaning. Research suggests that learners make progress by communicating in the target language because interaction necessarily involves trying to understand and make yourself understood. This process is called negotiating for meaning. It involves checking to see if you've understood what someone has said, clarifying your understanding, and confirming that someone has understood your meaning. By asking for clarification, repetition, or explanations during conversations, learners get the people they are speaking with to address them with language at a level they can learn from and understand.

4. Design classroom activities that involve guidance and practice in both transactional and interactional speaking. When we talk with someone outside the classroom, we usually do so for interactional or transactional purposes. Interactional speech is communicating with someone for social purposes. It includes both establishing and maintaining social relationships.

### **2.1.5 Factors for Successful Speaking Classes**

There are four factors that indicate a successful speaking class. In the first place, students can talk a lot in an English speaking class (Ur, 1996: 120) and that is also what they expect from the lesson (Nunan, 1999: 157). They need to talk and to give their own opinions in English in meaningful contexts so that they can develop their ability to produce language in real life or to use it as a means to do other jobs.

In the second place, the motivation is high (Ur, 1996, p.120). That is the effort to involve students in the lesson that they can feel inspired enough to speak. This can be done through many other factors like acceptable level of difficulty, the meaningful activities the relevant content to students' experience, and the relaxed environment as well.

In the third place, as David Nunan (1993) states, the participation is even, however I think it's relatively even to some extent only. In other words, teachers try to offer chances for students to participate in speaking to the fullest according to their personalities and abilities. However, as different individuals possess different personal styles, it's hard to equalize their participation. Therefore, it's best if teachers can give equal chances suitable for every student to participate and don't single out



any slow or passive students in class. That is one of the reasons why the lesson is successful.

In the last place, many students enjoy interactive and active learning (Nunan, 1999:161) because it helps to maintain the relationship between people to create lifelike environment for them to practice English as a rehearsal for the real life communication outside the classroom as well as to bring up with the vivid atmosphere in class. Therefore, to satisfy this demand of students is also a way to make an accomplishment in teaching speaking.

## **2.2The Nature Task Based Learning**

There are many definitions of Task Based Learning according to expert, there are :

Task Based Learning technique is beneficial to promote students' speaking achievement (Sinatra, 2009). In task based learning technique, teachers have a lot opportunities to develop various activity. Teacher can use fun activities with familiar topics to students. The familiarity of topic and the enjoyment in conducting the task is the solution of students' low participation in speaking class. Task based learning technique gives a greater chance to speak and communicate in the target language.

According to Bowen (2009) in Y. Gatot Sutapa Yuliana, Task based learning offers the students opportunity to do exactly this. The primary focus of classroom activity is the task and language is the instrument which the students use to complete it. The task is an activity students use language to achieve a specific outcome. The activity reflects real life and learners focus on meaning, they are free use any

language they want. Playing a game, solving a problem or sharing information or experiences, can all be considered as relevant and authentic tasks.

According to Nunan (2004:6) suggests that task based learning helps learners to develop their individual to support learning autonomy. In addition, Willis (1996) suggests that use of tasks as the main focus in language classroom, claiming, that tasks create a supportive methodological framework.

Moreover, Richards and Rodgers (2004) say that Task Based Learning is an approach that uses tasks as the main unit for planning and instruction. Language is meaningful so that learners engage in tasks and thus learning takes places. The previous models show that a lesson could be multiple tasks or mini tasks within the main task. Goals and objective will be stated in terms of language use (functions) rather than linguistic forms. Lesson will be a sequence of different tasks, one related to the other, reaching a goal or outcome (Willis, 2007) ; all the communicative tasks are the vehicle of communication.

Based on the sixtheories above, the writer tried to conclude all definition of Task Based learning is expected to help the students more active in teaching and learning in the classroom. Task Based Learning strategy useful to increase the students speaking ability. The students can be use any language they want, sharing to experience or their opinion.

### **2.2.1 Steps of Task Based Learning**

According to Willis (1996) in Nazenin Ruso,task are always activities where the target language is used by the learner for a communicative purpose (goal) in order

to achieve an outcome. Furthermore, Willis presents a TBL approach where tasks are used as the main focus of the lesson within a supportive framework. The TBL framework consists of three main phases, provides 3 basic language learning. These are pre-task, task-cycle and language focus.

1. **Pre Task** : introduces the class to the topic and the task activating topic-related words and phrases.
2. **Task Cycle** : offers learners the chance to use whatever language they already know in order to carry out the task and then to improve their language under the teachers guidance while planning their reports on the task. Task cycle offers learners a holistic experience of language in use. The are three components of task cycle:
  - a. **Task**: Learners use whatever language that can master, working simultaneously, in pair or small group achieve goals of the task.
  - b. **Planning**: Comes after the task and before the report, forming the central part of cycle. The teacher's role here is that of a language adviser. Learners plan their report effectively and maximize their learning opportunities.
  - c. **Report**: is the natural condition of the task cycle. In this stage learners tell the class about their finding. So the report stage gives students a natural stimulus to upgrade and improve

their language. It presents a very real linguistic challenges to communicate clearly and accurately in language appropriate to the circumstances.

**3. Language Focus:** allows a closer study of some the specific features naturally occurring in the language used during the task cycle. Learning examine the language forms in the text and look in detail at the used and the meaning of lexical items they have noticed (Willis, 1986).

a) Analysis: Analysis activities draw attention to the surface forms, realizing the meanings learners have already become familiar with during the task cycle and so help them to systematize their knowledge and broaden their understanding.

b) Practice: Practice activities are based on features of language that have already occurred in previous texts and transcripts or in features that have just been studied in analysis activities.

### **2.2.2 The Purposes of Task Based Learning**

According to Willis (1996) in Meria Ismaili, task based language teaching defines eight purpose:

1. To give learners confidence in trying out whatever language they know.
2. To give learners experience of spontaneous interaction

3. To give learners the chance to benefit from noticing how others express similar meaning.
4. To give learner the chance for negotiating turns to speak
5. To engage learners in using language purposefully and cooperation
6. To make learners participate in a complete interaction, not just one of sentences
7. To give learners chances to try out communication strategies, and
8. To develop learners confidence that they can achieve communicative goals.

### 2.2.3 The Advantages of Task Based Learning

Task based language learning offers a lot of advantages as it is communication based and allows the learners to transfer previously acquired knowledge to new communicative contexts (Nunan, 1989). It encourage the learner to emerge as a language user. It intends to engage the language learner in a meaning focused language usage (Breen, 1989 as cited in Ellis, 2009).

**a. Task Based Learning help learners to interact spontaneously.** Learner are free to use whatever vocabulary and grammar they know. For instance a role play requires the learner to use language freely.

**b. Automaticity.** Automaticity for language learning is defined as a more efficient, ,ore accurate and more stable performance.

**c. Task based learning gives advantages learner opportunity to learn**

**vocabulary.** Usually teachers explain vocabulary in a pre-task and learners are not involved, word taught that way are easily forgotten so it is

beneficial for the students if teacher thinks of creative ways to involve students in the pre-task.

**d. Provides essential condition for language learning.** Language learner does not happen without motivation exposure, and opportunities to use the language . Task based learning encourage learners to use language purposefully and in cooperation .

**e. Maximize scope for communication.** Task based learning provides condition that allow learners to assimilate what they notice and understand while performing the task. By participating in the task learners not only acquire new language items, but also make use of language they have acquired recently. Task allow learners to acquired and assimilate language items that they readily notice and understand.

**f. Experiential learning:** Experiential learning is said to form an important conceptual basis for task based language teaching. The learners' immediate personal experience is taken as the starting point in this approach.

The success of Task Based Learning occurs when learners get high motivation, feel active in teaching and learning classroom.

In addition, according to Nunan (2004:25) states that Task Based Learning strategy provides many advantages in teaching English as a foreign language experience in the classroom. Task Based Learning strategy focuses on learners using language naturally in pair of group work, allowing them to share their ideas.

#### 2.2.4 Disadvantages of Task Based Learning

There are some disadvantages of task based learning, such as :

**1. Task Difficulty:** Although the difficulty of a task can be estimated from the performance of learners, the factors that actually contribute to task difficulty are studied so that it is useful to integrated and sequence the tasks in language teaching syllabus.

**2. Mismatch between the learners and teachers perception.** Studies indicate that the same classroom event is often interpreted differently by the teachers and learners.

**3. Authenticity of tasks:** when we look at the definition of task based learning, some of them suggest that a task has to be a real world activity. But there are tasks like describing a picture to someone else so that they can draw the picture, identifying the differences between two pictures, telling a story based on the picture.

**4. Outcome:** one of them characteristic features of a task is that it results in a clear outcome. "A specific objective" is an essential feature of a task (Crookes, 1986, as cited in Ellis, 2003). But many a time it is possible to achieve a successful outcome of a task without actually achieving the aim of task.

**5. Linguistic deficiency:** Learners who are beginners with no linguistic resources find it very difficult to take part in a task. Especially in speaking

tasks like role play or describing the differences learners may find it very challenging and strenuous to contribute the conversation.

**6. Learners Perception:** The learner purposes are said to be distributed on a continuum between achievement orientation and survival orientation. If the learner perceives that a task is related closely to his/her needs, they tend to adopt an achievement orientation.

**7. Learners need neglected:** Most of the language learners have specific needs. People learn a second language or foreign language, so that it is of some use to them. A new language is learnt for a variety of reasons and not all learners need the same kind of tasks.

### 2.3 Relevant Studies

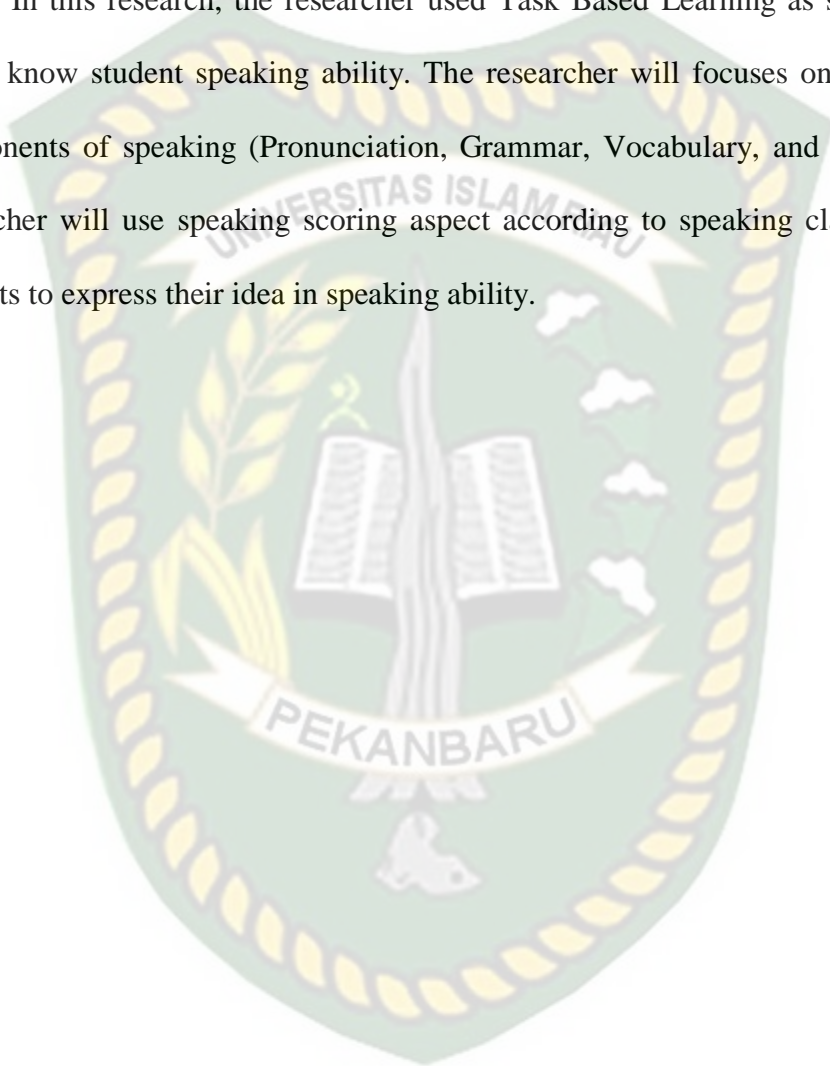
There are some supporting this research, the writer adds some review of the related studies, the first one in 2012, Gesorn Pongsawang was conducted a research, where the title is "Using Task Based Language Learning Activities to Enhance Speaking Abilities of Prathom Suksa 5 Students. The objective of this research was to examine the effectiveness the using task based learning on the speaking ability of Prathom Suksa 5 students at Klongbanpaoschool.

The second one in 2017.Sarianur was conducted a research, where the title " The Effect of Task Based Learning (TBL) Method on Student's Achievement in Reading Comprehension at Madrasah AliyahNegeri 1 Natal. The objective of this

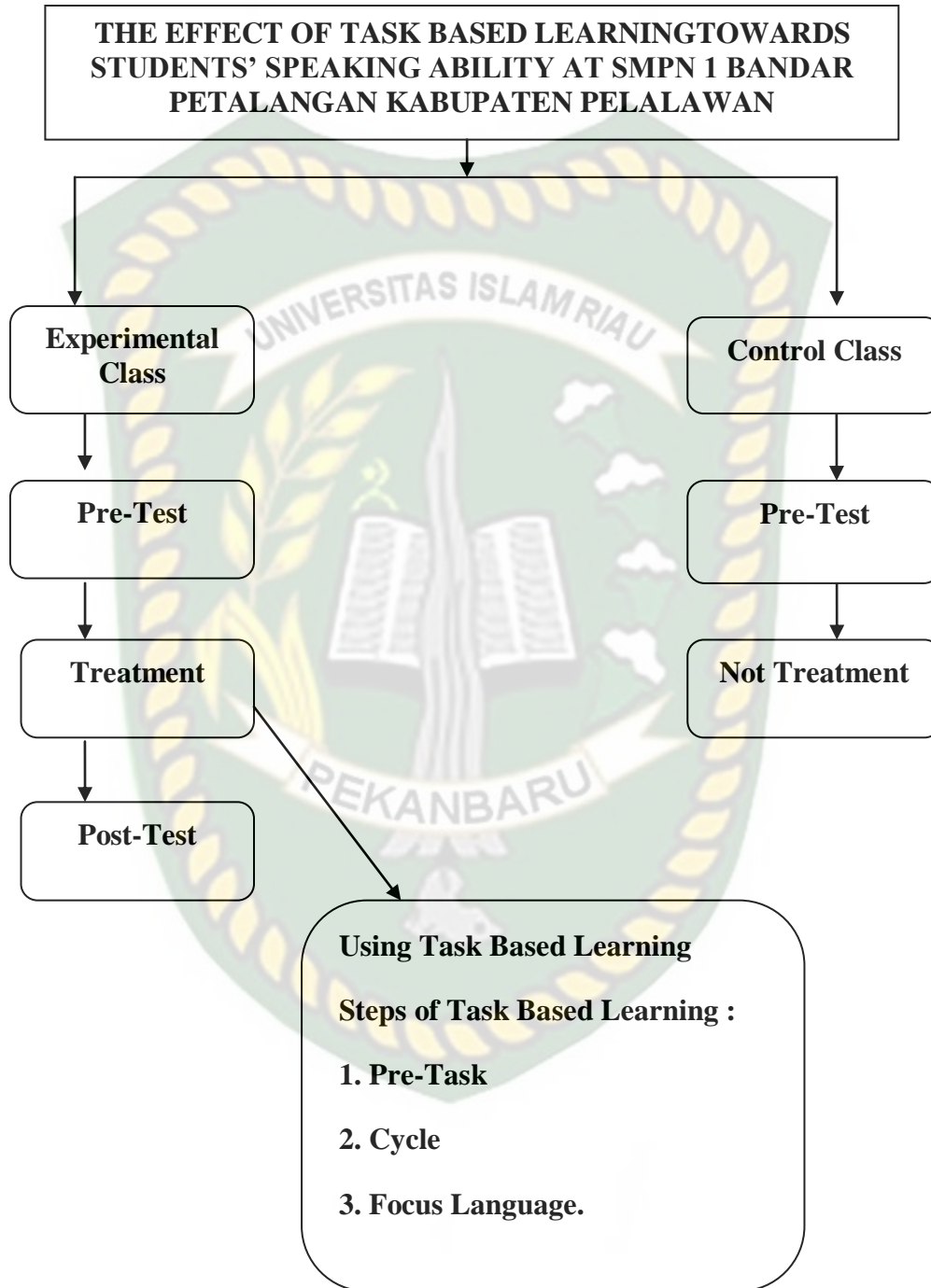


research is to identify the students achievement in reading comprehension by doing Task Based Learning.

In this research, the researcher used Task Based Learning as strategy which use to know student speaking ability. The researcher will focuses on measure four components of speaking (Pronunciation, Grammar, Vocabulary, and Fluency). The researcher will use speaking scoring aspect according to speaking class helped the students to express their idea in speaking ability.



## 2.4 Conceptual Framework



## 2.5 Hypothesis

The Hypothesis is formulated as follows :

- a.  $H_0$  : There is no significant in speaking ability by using Task Based Learning.
- b.  $H_a$  : There is significant effect in speaking ability by using Task Based Learning.

