

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter describes review of related literature consist of review of previous study and related theories, including the theory of speaking skill and the profile of SMANJA radio.

#### **Speaking**

##### **A. Speaking skill**

In learning English there are four significant skills which have to be mastered, they are speaking, reading, listening, and writing. Those skills are divided into two parts; productive and receptive skills. Productive is the skill where the learners need to use or express the language. The skills that categorize as productive are speaking and writing. As described by Savignon speaking and writing are considered as productive since the learners generate the language.<sup>1</sup>

The same opinion as mentioned by Nunan, speaking and writing are considered as productive skills because learners have opportunity to create the language.<sup>2</sup> Speaking consists of producing systematic verbal utterances to convey the meaning.

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<sup>1</sup> Kethelin M. Bailey, *Practical Guide to The Teaching English*, (New York: Mc Graw Hill, 1975), 2

<sup>2</sup> David Nunan, *Practical English Language*, (New York: Mc Graw-Hill, 2003), 48

While receptive skill is the skill where the learners only receive the language. The skills categorized as receptive skill are reading and listening. According to Jeremy Harmer, receptive skills are the ways in which people extract meaning from the discourse they see or hear.<sup>3</sup>

In the previous paragraph, it mentions that speaking is part of productive skill. This is because speaking is the most of the acts which is not directly observable.<sup>4</sup> What we hear is the culmination of a series of internal processes. To achieve good speaking skill, there are five internal processes that the learners should do. The first, the people's thoughts are an outgrowth of their feelings, desires, and needs. They have something to say and are motivated to communicate their thoughts to others. The second, speech involves the conversion of thoughts to language. The third, the sounds, words, and forms used are stored in internal cognitive networks. The fourth, the speakers' competence is brought into play as they begin the conversion of thought to speech. The last, the listeners can hear the result and the performance skill in action.<sup>5</sup> So, if those five processes run well, it may help them to improve their speaking skill and understand the material easily.

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<sup>3</sup> Jeremy Harmer, *The Practice of English Language Teaching*, (England: Longman, 2001), 199

<sup>4</sup> Kenneth Chastain, *Developing Second-Language Skills: A Theory to Practice*, (Chicago: University of Virginia, 1976), 333

<sup>5</sup> Ibid.

## B. Elements of speaking

The ability to speak fluently needs not only a knowledge of language features, but also the ability to process information and language ‘on the spot’.<sup>6</sup> There are two elements needed in speaking. They are language features and social processing. Those elements will be described below.

### a. Language features

Language feature is how we act and arrange the word when we express the language depend on our word. In language features, There are some important elements in using the language, those are:<sup>7</sup>

- Connected speech: effective speakers of English need to be able to use fluent “connected speech” and produce the individual phonemes of English. For example as below:

Produce individual phonemes of E = *I would have gone*

Connected speech = *I’d’ve gone*

In connected speech, sounds are modified (assimilation), ommited (elision), added (linking r), or weakened (through contractions and stress patterning).

For example:

Modified = Green pen (gri:mpen)

Ommited = I can’t dance (aika:nda:ns)

Added = Law and order (l□:r□n□:d□)

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269 <sup>6</sup> Jeremy Harmer, *The Practice of English Language Teaching*, (England: Longman, 2001),

<sup>7</sup> Ibid.

Weakened = export (we stress the second syllable as (exPORT) if we are using as verb and we stress the first syllable (EXport) if we are using it as noun)

- Expressive device: the expressive device is pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical and non-verbal (paralinguistic). These devices are used to show the speakers feel (especially in face-to-face interaction).
- Lexis and grammar: the use of a number of common lexical phrases, especially in the performance of certain language functions.
- Negotiation language: effective speaking benefits from the negotiatory language we use to seek clarification and to show the structure of what we are saying.

These elements are for completing the language features when they are speaking.

#### b. Mental/ social processing

The speaker's productive ability involves the knowledge of language skills as discussed above, it also dependent upon the rapid of processing skills. Those are:<sup>8</sup>

- Language processing: effective speakers need to able to process language in their own heads and put it into coherent order so that it comes out in forms

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<sup>8</sup> Ibid, 271

that are not only comprehensible, but also convey the meanings that are intended.

- Interacting with others: the most speaking involves interaction with one more participants. This means that effective speaking involves with listening and understanding each others. How the other participants are feeling and knowledge.
- (On-the-spot) information processing: quite apart from our response to others' feelings. It means that we also need to be able to process the information they tell us the moment we get it.

These processing skills are also necessary elements in expressing the language because the environment will improve our fluency in speaking skill. If these elements have been mastered, the learners will have perfect speaking skill.

### **C. The problems of speaking**

As international language, many people think that English is very difficult to learn because they found many difficulties in speaking. Usually, the learners find the problems when they were speaking English. According to Ur the problems faced by the learners are included inhibition, the lack of theme to be spoken, the

low participant and the use of mother tongue.<sup>9</sup> Those problems can be explained as follows:

### 1. Inhibition

Sometime, the students are often inhibited in trying to say something in second language. Usually, many students feel shy and affraid to speak the second language in the classroom. They are worried that they will make mistakes in speaking about the vocabulary, pronunciation and the structure of grammar. According to Penny Ur the learners are worried about making mistakes fearful or critics or losing face, or simply shy of the attention that their speech attracts.<sup>10</sup>

### 2. Having no idea

Although, the students are not inhibited, we know that the students often say or complain that they do not want to speak. The learners get difficulties in thinking of anything to say so they have no motivation to express in English.

### 3. Low Participant

Only one participant who is active to talk in front of the class while others are listening to him or her. In large group, someone or one student will have little time to talk. Therefore, one learner will dominate to speak in the classroom, while others speak very little or not at all.

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<sup>9</sup> Penny Ur, *A Course in Language Teaching: Practicing and Theory*, (New York: Cambridge University Press, 1991), 121

<sup>10</sup> Ibid.

#### 4. Using mother tongue

As we know that many students use mother tongue in the classroom frequently. They will feel more enjoyable when they use their mother tongue in speaking activity.

### **D. Solution of the problems**

Students have the problems when they speak second language. According to Ur, there are some solutions which can be selected to overcome those problems.<sup>11</sup>

Those are:

#### 1. Use Group Work

Usually, some students do not want to speak in front of full class. It is true that group work means the teachers cannot supervise all student speech, so all utterances will not be corrected and students may occasionally slip into their native language. However, it will be more useful than in the full-class-set up.

#### 2. Use interesting topic

Interesting topics have significant influence for the learners in their speaking. When the learners feel that the topic is interesting, they will be more motivated to speak the second language.

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<sup>11</sup> Ibid, 121-122

3. Base the activity on easy language

Generally, the level of the language in the discussion is needed. In the discussion should use easy language so it can help learners to produce the language easily.

4. Give some instruction or training in discussion skill

If the task is based on the group discussion than include instructions about participation in introducing it. Tell to the students that everyone in the group contribute to the discussion appoints a chairperson to each group who will regulate participation.

5. Keep the learners to speak in second language

The teacher might monitor each group when they are in speaking activity. It will remind them to keep their speaking in the second language. By using these step, it may help the teacher to solve the problems in speaking English.

### **E. Assessing for speaking**

For assessing the learners, there are some criterion levels of performances by designing a scoring rubric, rating scale, or checklist.<sup>12</sup> A scoring rubric is to reflect the instructional objectives and ask colleagues for feedback. In this criteria, the teacher share their rubric with the students and get the students' rubric input on

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<sup>12</sup> J. Michael O'malley – Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners*, (United State: Longman, 1996), 65



it. Then, according to Brown and Yule, rating procedures is described the essential elements of effective communication so these become the highest level of performances, with less effective performances listed at lower levels on the rating levels. While checklist is check the dimensions or aspects of oral language that you want to asses.<sup>13</sup>

In the other hand, there are two types of scoring rubric; a holistic scale and analytic. In holistic scale, the teacher may discover that students do not always fit neatly into one category or another because every students have defferent personality .<sup>14</sup> So they may not conform totally to a single category. The teacher can give decision to practice more and may benefit from a colleague's feedback. In holistic scoring, the teacher need for about three to six level of performance. While analytic is more complicated. In analytics are most effective for communicating diagnostic information such as students' strengths and needs.<sup>15</sup> Both of them are used for assessing the communicative effect or grammatical accuracy. A primary trait score assesses the students' ability to achieve a specific communication purpose, for example, to persuade the listener to adopt a certain point of view.

Teachers did oral language assessment for the learners to know the students' ability to communicate in English language. The oral language of English language assessment have three purposes. The purposes are:

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<sup>13</sup> Ibid.

<sup>14</sup> Ibid.

<sup>15</sup> Ibid.

1. For initial identification and placement of students in need of a language based on the program such as bilingual education.
2. For movement from one level to another within a giving program.
3. For placement out of an bilingual program into a grade-level classroom.<sup>16</sup>

From the oral language, the teacher will know what the students need. Then, the teacher can produce appropriate instructional goals, objectives, and assessment activities.

#### **F. The Components of speaking skill**

Speaking skill is a complex skill since the speakers need to master four components to be able to speak.<sup>17</sup> The components are vocabulary, grammar, pronunciation and fluency.

##### **1. Vocabulary**

Vocabulary is appropriate diction which is used in a conversation. Without having a sufficient vocabulary, someone cannot communicate actively or express their idea in oral or written form. Having limited vocabulary is also barrier that precludes the learners to learn a language. Therefore, language teachers should have considerable knowledge on how to manage an interesting classroom so that learners can gain great success in their vocabulary learning.

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<sup>16</sup> Ibid.

<sup>17</sup> Syakur, *Language Testing and Evaluation*, (Surakarta: Sebelas Maret University Press,1987),5

## 2. Grammar

Grammar concerns with how to arrange a correct sentences in conversation. According to Lewis and Hill that grammar can help learners to develop their ability to understand and respond quickly and the ability to articulate.<sup>18</sup> A language learner should pay attention to grammar because the grammar has important function in speaking skill.

## 3. Pronunciation

Pronunciation is including the segmental features vowels, consonants, and stress and intonation patterns.<sup>19</sup> It means that the quality of speaking is showed from the ability to produce the words in proper pronunciation. so the students should get more attention from the teacher to know their mistakes in speaking English.

## 4. Fluency

Fluency is the ease and speed of speech.<sup>20</sup> It can be defined as the ability to speak fluently and accurately suit to professional necessity. Basically, being fluent means able to keep the flow of speech.

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<sup>18</sup> Michel Lewis – Jimmy Hill, *English Language Teaching*, (London: Heinemann, 1997) ,82

<sup>19</sup> Harris David, *Testing English as Second Language*, (New York: Tata McGraw Hill Publishing Company Ltd, 1974), 81

<sup>20</sup> Ibid.

## Radio

### A. Definition of radio

Radio is an auditory medium heard only. Moreover, radio is cheap, populist, and can be brought or be heard in everywhere.<sup>21</sup> Radio served as an expression, communication, information, education, and entertainment. Radio has the greatest power as imagination because radio is as a blind medium. Radio produces voices and tries to visualize announcers' voices or factual information through listener's ear. According to Ahmad Rohani, radio is an audio electronic media that can catch a particular sound so the information can be affordable by the community and have a practical educational in non-formal or formal learning.<sup>22</sup>

Radio broadcast can be heard by a lot of people in same time directly. It could cause a great impact on political, social, economic, cultural, educational and military.<sup>23</sup> Radio broadcast has significant influences to the listeners because radio is used as one of the medium to give any information.

At the first time, when radio is broadcasted, radio has a function only to provide entertainment, information and education. In fact, a few large countries use radio for propaganda. As stated by L. John Martin that propaganda is the art

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<sup>21</sup> Masduki, *Jurnalistik Radio*, (Yogyakarta:LkiS Yogyakarta, 2001), 9

<sup>22</sup> Ahmad Rohani, *Media Instruksional Edukatif*, (Jakarta: PT. Rineka Cipta, 1997), 87

<sup>23</sup> Onong Uchjana Effendy, *Radio Siaran Teori dan Praktek*, (Bandung: Mandar Maju, 1991),

of influence, movement, control, development, change, persuade or guarantee the receive of opinions, attitudes, activities or behavior.<sup>24</sup>

## **B. Radio news**

Radio news is processed and presented to the public in the form of an audio (sound) which can be heard from radio.<sup>25</sup> It means that radio news describes about the facts and opinions. The news presented is from original informant directly and the news should be relevant and factual.

Radio news is a description of the facts and opinions. Radio news is combined in dynamic and varied prepared by the reporters. News is presented to the audience through radio. So, the listeners can understand news from radio easily.

## **C. Character of radio news**

Radio has characteristics that cannot be separated in human life because it contributes significantly to the development of mass communication.<sup>26</sup> Based on the definition of radio news, it can be determined the characteristic of radio.<sup>27</sup> It will be explained as follows:

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<sup>24</sup> Ibid, 35

<sup>25</sup> J.B. Wahyudi, *Dasar-dasar Jurnalistik Radio dan Televisi*, (Jakarta: PT. Pustaka Utama Grafiti, 1996), 36

<sup>26</sup> Harley Prayudha, *Radio Penyiar It's not just talk*, (Malang: Bayumedia Publishing, 2006),

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<sup>27</sup> Masduki, *Jurnalistik Radio*, (Yogyakarta:LkiS Yogyakarta, 2001), 12

1. Immediate and rapid

The reports of events or opinions on radio should immediately be done to achieve satisfaction and optimize to refresh listeners as radio strength.

2. Actual and factual

Radio news coverage is the result of fresh events or opinions based on the facts which is not previously known by the audience. The opinions are related to depth investigation of event.

3. Important for the wider community

The news broadcasted should be relevant with the news values occurred in the sense of journalism to get public interest.

4. Relevant and wide-ranging impact

The listeners of radio is a large society. So, society as listeners will get optimum benefit from radio news about the knowledge, understanding, and the ability to act or take certain decisions, to response a story. Therefore, the news should be relevant with the fact right now.

#### **D. The Rules of Radio**

The radio news broadcasted should include categorization. It means that news should be ready to be presented. In general, there are a number of rules of journalism that should be considered. those are:<sup>28</sup>

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<sup>28</sup> Ibid, 22

### 1. Timelines

Radio is regarded as the most superior media in speed delivery of news.

Therefore, the actuality becomes primary news value that must be maintained.

### 2. Proximity

Emotional and physical proximity will create listeners' interest to listen the news broadcasted in radio. The listeners will get the news easily even when they are far from the location of the radio.

### 3. Public figure

The events around is more interesting to hear. People will be more excited to know the information from public figure as like the guide and leader. So, many people want to know the character of public figure itself.

### 4. Conflict

Controversial between characters, polemics surrounding issues or specific decisions are certainly interesting to broadcast because the listeners will give more attention on it.

### 5. Human interest

The news that will touch human being, such as famine and refugee problems is very valuable for everyone. In addition the news arouse empathy build a sympathetic of the listeners.

#### 6. Sensational/ unique

Oddity and anomaly of spectacular things in human life can give a boost achievement as well as awareness of the dynamics of the lives of listeners.

#### 7. Magnitude cases

The number of casualty or major damage in the event is always concern of society. Moreover, the event associates with the economics problems, for example billions of dollars of corruption, rising prices of basic foods, and transport fares that have soared. So, people will give more attention and interest to know the cases.

### **E. Value of radio for education**

According to Ahmad Rohani, when radio used as learning style, radio has some values in education.<sup>29</sup> The value of radio broadcast are:

#### 1. Provide up to date news.

A good radio news is broadcasted or emitted by the transcript. Generally the news broadcasted should be up to date. It is very important because up to date news will help people to complete their knowledge that they know from book.

#### 2. Attract interest.

Radio broadcast of interest is that presented the problems of everyday and delivered in a fun way.

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<sup>29</sup> Ahmad Rohani, *Media Instruksional Edukatif*, (Jakarta: PT. Rineka Cipta, 1997), 88



3. The news was authentic.

Radio program provides explanations of actual, genuine, and trustworthy news.

4. Based on the facts.

Radio should be based on the facts. Radio news is based on real thing happening. So, the information will give clear news which is detailed and important.

5. Have broad goals.

Problems of radio program can be viewed from various aspects. All groups in society may express their views freely.

6. Provide a clear picture.

Radio can provide a clear picture to the audience. It also gives full background of an event or a new idea.

7. Encourage creativity.

Radio either directly or indirectly encourages the creativity of the learners in the field of music, drama, poetry, and so on. They get the opportunity to listen to various creations of others. Their power of creativity will arise based on their talent and interest.

8. Integration and discrimination.

Radio can influence on the formation of one's personal, social adjustment raises because the news can change their thought. Therefore, the information can abbreviate people personality.

## **F. Advantages and disadvantages of radio**

When radio is used as a media of educational process. Radio has many advantages and disadvantages in learning process. According to Ahmad Rohani the advantages and disadvantages are:<sup>30</sup>

- Advantages
  1. Radio broadcasts can reach the listeners directly.
  2. Non active listeners can be prepared as active participation.
  3. Radio can add knowledge, experience, skills and so on.
  4. Radio is affordable , economical and practical to bring
  5. We still get the information anywhere and everywhere
  6. Radio is popular in the community.
  7. We get up to date news happening right now and directly.
  8. We can limit the distance and time to get information.
  9. Affect the emotions.
  10. Educational radio broadcasts are broadcasted by people who are experts in their fields as well as its delivery method.
  11. Radio can develop a good imagination for learners.
  12. Radio can stimulate participation of learners or listeners.
  13. Radio can present the experience of the outside into the classroom.
  14. Radio can expert the teachers who is mastering in the subjects into the classroom

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<sup>30</sup> Ibid, 89-90

15. The lessons on the radio can be more qualified, in terms of both content and method.

16. Radio can present a report to the spot.

17. Actual broadcasts can give atmosphere of freshness on most topics.

18. Radio encourage learners' parents and community to participate in educational matters.

- Disadvantages

1. Radio cannot be able to create a spontaneous interaction with the learners.

2. We cannot control learners activeness.

3. The news broadcasted disturb by weather/ other waves easily.

4. Low ability to move messages that are complicated, because the human auditory perception is lower than the power of vision.

5. The nature of radio communication is one way communication.

6. Feedback from the listener does not exist (pending).

### **1. The profile of Smanja radio station**

SMANJA FM radio station is one of radio stations in Probolinggo. SMANJA is the shortness of SMA Nurul Jadid. SMANJA radio station always give fresh touch with familiar communication style with the hope that listeners will stay fresh listening to this radio station. SMANJA Radio station is the icon of

SMA Nurul Jadid School. Therefore, it can be beneficial for many people especially for students of SMA Nurul Jadid.

In addition, the target listeners of this radio station are the students of SMA Nurul Jadid . They are people around the college and the college students. SMANJA Radio Station broadcasts on Tuesday and Friday as stated in the rule of the college. In other days, the students will not be able to listen the radio. For the students of SMA Nurul Jadid, SMANJA radio gives special program broadcasting native speakers to help student in learning English. SMANJA radio program will play original voice of the native speaker. So, from SMANJA Radio Station, the student can also learn English.

The teachers of SMA Nurul Jadid are who have responsibility to manage and choose the broadcaster in SMANJA Radio. The broadcaster of SMANJA Radio are from the students of SMA Nurul Jadid itself. By this way, they can learn and practice speaking in radio station. The following is the profile of SMANJA Radio Station.

Name of the radio : SMANJA FM

Frequency : 93,8 MHz

Coverage area : for 6000 km

Adress : Jln. KH. Zaini Mun'im Karang Anyar Paiton Probolinggo

Telp : 0335-774583

Fax : 0335-771739

Website : [www.smnj.sch.id](http://www.smnj.sch.id)

## 2. Review of Previous Study

Some previous studies related to this research are described below :

The first previous research in speaking skill was done by Moh. Hafidz entitled *The Implementation of Contextual Teaching and Learning Method in Improving Student's English Speaking Skill at Senior High School of Al- Falah Sumergayam Kadur Pamekasan*. This study was conducted in 2011. This study investigated the implementation of contextual teaching and learning method at Senior High School. This study used descriptive qualitative. The result of this study that is effective enough, especially in improving student's English speaking skill because most student motivated to speak highly. But it still has a weakness of that. While, the difference is this research focused on the implementation of contextual teaching and learning method to improve students' speaking English skills. In my research focused on the role of SMANJA Radio to improve students' speaking skill.

The second previous research in speaking skill was done by Novi Rahmania Aquariza entitled *Using Mind Mapping in Teaching Speaking Skill at RSBI Class SMA Negeri Sidoarjo*. This research was conducted in 2009. This research investigated the implementation of mind mapping in teaching speaking skill and the problems of using mind mapping. This research used descriptive qualitative. The result of the research showed that it was so helpful to regulate student's ideas and stimulates the group presenter to extend the statement using their own words. The difference is this research focused on using mind mapping in

teaching speaking. I just focused on the role of SMANJA Radio program to improve students' speaking skill.

The third previous study in speaking was done by Riryn Fatmawati entitled *The Effect of Using Song on Student's Speaking Ability at MAN Lamongan*. This study was conducted in 2009. This study investigated causality (relationship effect and cause). This research used quantitative or statistic test. The result showed using songs are better than the students that do not use song. However, her study has a different research design with this research. In her research just focused the effect of using song on speaking ability but in my research focused on the role of SMANJA radio to improve students' speaking skill.