CHAPTER II

REVIEW OF RELATED LITERATURE

A. Speaking

Speaking is the ability to produce words in language practice. Speaking is an important skill that students have to master. It is because in speaking we can know the students' ability to produce the target language or English. Speaking is to express thought a loud using the voice or talk. It means that when someone interacts with other by using a language as a mean, certainly, they want to convey something important. For example, they want to utter their feeling and thought. It is strongly impossible for someone to make a communication with other without having any purpose. As people communicate, there must be speaker and interlocutor. Therefore, communication involves at least two people; sender and receiver. They need communication to exchange information, ideas, opinion, view or feeling.

Keith and marrow say "Speaking is an activity to produce utterance to oral communication". It means that this activity involves two or more people in whom the participants are both hearers and speakers having to react to whatever they hear and make their contribution a high speed, so each participant has intention or a set of intention that he wants. So, the English teacher should active the students speaking ability by providing communicative language activities in the classroom and then giving them the opportunities to practice their speaking skill as much as possible.

According to Bailey, speaking is a process of interaction where speakers intend to build meaning through producing, receiving and processing information.[1]

From those theories, the researcher concludes that speaking is important to communicate with other people and it is used as media to show ideas, opinions, thoughts and feeling to other.

B. Teaching Speaking

The goal of teaching and learning English in Indonesia is to develop communicative skills that include the skill of listening, speaking, reading and writing proportionately. Therefore, the teacher should provide the students with speaking task and give them opportunities to use the target language to communicate with others.

According to Harmer, there are three basic reasons why it is a good idea to give students speaking task with provoke them to use all and any language at their comment[2]. Those are:

1. Rehearsal

   Getting student to have a free discussions, gives them a chance to rehearse having discussions outside the classroom. Teacher asks students to rehearse outside classroom in order to know how their speaking ability can improve. From those, students can improve their speaking ability except in the class.

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[1] M. Bailey Kathleen, *Practical English Language Teaching Speaking* (New York : The Mc Graw. Hill companies 2000), 25.

[2] Jeremy Harmer, *How to Teach English* (England: Longman person, 1998), 88.

2. Feedback

Speaking tasks where students are trying to use all and any language that they know to provide feedback for both teacher and students. Teacher can see how well their class is doing and what language problems they have. Students can also see how easy they find a particular kind of speaking and what they need to do to improve. Students activities can give them enormous confidence and satisfaction, and with sensitive teacher guidance a can encourage them into further study.

3. Engagement

Good speaking activities can be highly motivating. If all students are participating fully and if the teacher has set up the activity properly and can give sympathetic and useful feedback, they will get tremendous satisfaction from it. Many speaking tasks (role-play, discussion, problem solving etc) are intrinsically enjoyable in themselves.[3] In this thesis, the researcher will explain about expression of asking for and giving opinion that it is one of the material English at the eighth grade.

C. Principles of Teaching Speaking

There are five principles of teaching speaking stated by Nunan such as:[4]

1. Consider about second and foreign language learning context. It is to clarify about the target language of second language context is language of communications in the society since they use the target language almost every day. Whereas in the foreign language context, the target

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[3] Jeremy Harmer, *How to Teach English...88*
[4] David Nunan, *Practical English Language Teaching* (New York : Mc GrawHill, 2003), 54.

language is not in the language of communication in the society. So that learning speaking in this context is very challenging.

2. Give the opportunities for the students to develop both fluency and accuracy. Fluency is the extent to which speaker uses the language quickly and confidently with few hesitation or unnatural pauses. Accuracy is the extent to which student's speech matches what people actually say when they use the target language.

3. Give the opportunity for the students to talk by using pair and group work. Those activities used to increase the time of students' speaking practice and to limit the teacher to talk.

4. Consider about the negotiating for meaning. It is to clarify and confirm whether the student have understood each other or not. It can be done by asking for clarification, repetition, or explanation during conversation to get the understanding.

5. Design the classroom activities involve guidance and practice in both transactional and interactional speaking. Transactional speaking involves communication to get something done, including the exchange of goods and services. Interactional speaking is communication with someone for special purpose. It includes both establishing and meaning social relationship.

D. Measurement of Speaking Skill

To know the improvement of students' speaking skills has been made by the students after being treated by some problem sticks, their speaking ability

will be measured by speaking measurement adapted from Arthur Hughes collaborated with FSI (foreign service instate). There are five components have ratting range from 1-6 with different weighting point from the lowest to the highest.

The speaking measurement contains of some component elaborated from students' skill including their pronunciation, grammar, vocabulary, fluency and comprehension.[5]

Table 2.1

Speaking Assessment Rubric

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

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[5]Hughes, Arthur. *Testing for language teachers* (Cambridge: Cambridge University Press : 2003), 131.

Grammar	
1	Grammar almost entirely inaccurate expert in stock phrases.
2	Constant error showing control of very few major patterns and fluently preventing communication.
3	Frequent errors showing some major pattern uncontrolled and causing occasional irritation and misunderstanding.
4	Occasional errors showing imperfect control of some patterns but no weakness that the cause misunderstanding.
5	Few errors, with no patterns of failure.
6	No more than two errors during interview
Vocabulary	
1	Vocabulary inadequate foe evens the simplest conversation.
2	Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc.)
3	Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.
4	Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion of any non-technical subject with some circumlocutions.
5	Professional vocabulary board and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.
6	Vocabulary apparently as accurate and extensive as that of an

	educates native speakers
Fluency	
1	Speech is so halting and fragmentary that conversation is virtually impossible.
2	Speech is very slow and uneven except for shot or routine sentences.
3	Speech is frequently hesitant and jerky; sentences may be left uncompleted.
4	Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words.
5	Speech is effortless and smooth, but perceptively non-native in speed and evenness.
6	Speech on all professional and general topics as effortless and smooth as a native speaker's.

E. Media of Learning

The purpose of this study is to develop a teaching program of instructional media which will enrich learning at junior high schools. It is hoped that the information and materials developed and presented will be on practical value to the teachers engaged in the teaching of electricity.[6] In this research, the researcher using media to improve students' ability in speaking class. The researcher thinks that teaching media is important thing to use in the class.

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[6]Briggs Cecil Lee, *The Development of Teaching Aids for Elementary Electricity* (UNT Libraries : 1953)

Students seldom interest in the class because the teacher seldom used media. Teacher always gives material like teacher centered. Then, the researcher wants to know how the use of problem sticks as teaching media can improve or not.

There are types of media learning that available these days. We may classify those media as follows:

1. Visual media

   The media which uses sense of vision are called visual media. Silent picture such as photo also include as a kind of visual media. For example : problem sticks, actual objects, models, pictures, charts, maps, flash cards, flannel board, bulletin board, chalkboard, overhead projector, slides etc. Out of these black board and chalk are the common ones.

   In this research, substantively problem sticks comes from problem card[7]. Here, the researcher changes card into sticks in order to interest the students' speaking. The researcher wants to use problem card in speaking but the researcher change problem card into problem sticks because the researcher means cards are commonly used in grammar. Problem sticks are part of visual media. In this research, the researcher wants to know how problem sticks is used by the teacher and students. Problem sticks is one of games where some problems are written on the sticks. The procedure is teacher gives instruction about problem sticks. Teacher divides students into four groups. Then, two first groups have the problem sticks and two second

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[7] John, Ari. *Mr. lazy Sheet*, (British Council: 2009) Available at www.teachingenglish.org.uk/lesson-plans/mr-lazy-giving-advice, accessed on June 08, 2013

groups have given advice expression where some problems are written on the sticks.

Here, the researcher wants to show the procedure of making problem sticks. There are step to use problem sticks[8]:

a. Preparation tools and materials

The teacher prepares tools and materials in order to make her already in teaching the materials at the class well.

b. Create text using MS Word via laptop program based on the size of ice cream sticks

The teacher creates the material using MS Word on laptop or computer because it is important thing that must be prepared before she comes in the class.

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[8] Diana, Sri., *Stick Es Cream sebagai Media Pembelajaran Bahasa Indonesia* (http://diarywiens.blogspot.com/2012/03/v-behaviorurldefaultvmlo.html, accessed on Friday 09, 2013)

c. Print text on paper sticker

The teacher prints the result of create the material in the laptop or computer.

d. Cutting text

The teacher prepares the cutting text before teach in the class. She will not make difficulties for students because it is step on the use of making problem sticks.

e. Attaching results cut out on one side of the ice cream stick

The teacher asks the students to attach result cut out in one side of the ice cream sticks before teaching process will start in the class.

Now, the procedure of using problem sticks is described as follows:

a. Organizing the students in groups in the classroom.

b. Give an introduction about the pace and direction of learning and the role of media use.

c. Stick Ice that has been plastered with stickers placed on each groups.

d. One of member in each group are taking a stick of ice and read the expression of asking for and giving suggestion in front of the group.

e. Each group is observing ice stick and other groups will give advice in the group that has problem sticks.

f. One group will present about the expression of asking for and giving suggestion and the other groups will give expression advice in front of the class.

g. Teacher gives feedback about the lesson in the class.

2. Audio media

The media that involve the sense of hearing are called audio media. For example: radio, tape recorder, gramophone, etc.

3. Audio - Visual media

The media which involve the sense of vision as well as hearing are called audio-visual media. For example: television, film projector, film strips, etc.

F. Students Response

According to Thorndike, learning is a process of interaction between stimulus and response. Stimulus is what stimulates the occurrence of events such as thoughts, feelings or other things that can be captured through the senses. Response is a reaction that appears when students learn, which can also change your mind, feeling or movement / action. So changes in behavior due to the shape of the concrete learning activities, that is observable, or not that is concrete that cannot be observed.[9]

In this research, based on theory the researcher wants to know how students respond after getting the treatment using problem sticks in the classroom. Whether this response after getting treatment can help students learn well or not and make students improve speaking or not. The researcher uses questionnaire to know how the students' respond.

Here, there are some indicators to show the students' response in using problem sticks for teaching speaking.

1. The students' opinion about English

2. The students' opinion about Speaking

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[9] Slavin, R.E., *Educational Psychology: Theory and Practice, Sixth Edition*, (Boston: Allyn and Bacon, 2000)

3. The students' opinion about problem sticks as teaching media in teaching speaking.

4. The students' opinion about the use of problem sticks as teaching media in teaching speaking.

From those indicators, the researcher develops questions. From first indicator has one questionnaire, second indicator has one questionnaire, third indicator has four questionnaires and the last indicator has four questionnaires.

G. Previous Studies

1. Zelvia damayanti, *An Error of the Tense Used in Speaking by Senior High School Students*[10]. That speaking is considered primary, this can proved by the fact that almost all speakers of a language can orally use the language to carry out their daily activities and communicate in all events and experiences they are involved into other speakers.

2. Indah Medekarwati, *Teacher's Strategy in Teaching English Speaking at the Second Grade of SMPN 2 Pare – Kediri*[11]. The researcher found that the most of students interested during the lesson by using this technique. Students also have improvement their understanding of the material after the teacher were taught them by using this kind of technique. But this research, the researcher wants to teach speaking by using problem sticks in learning process.

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[10]Zelvia damayanti, *An Error of The Tense Used in Speaking by Senior High School Students*, (unpublished thesis S1: UNESA, 2006)
[11] Medekarwati, Indah, *Teacher's Strategy in Teaching English Speaking at the Second Grade of SMPN 2 Pare – Kediri* (State Institute for Islamic Studies Sunan Ampel Surabaya : 2011)

3. Mardliyatu, *Children Songs as Media in Teaching English Pronunciation: A Case of the Fourth Graders of SDN 01 Sekaran Gunungpati in the Academic Year 2006/2007.*[12] The researcher wants to know the use of children songs as media in teaching English pronunciation to the learners' in speaking skill. The researcher found that the learners have improvement by learning in class. In this research, the researcher does not try to find what the students' response during the processes of children songs as media in teaching English.

4. Megawati Fika, *The Use of Instructional Media in the Teaching of English at MAN Bangil.*[13] In this research, the writer use interactional media as teaching English. But in this research, the researcher does not try to find the use instructional media can improve students' speaking ability or not but mention how the process of the use instructional media in the classroom.

5. Diyah Rumpinuji, *Improving Students' Speaking Competence Using Visual Media (Peneitian Tindakan Kelas pada Kelas X-5 SMA Negeri I Ngraho Bojonegoro Tahun Pelajaran 2009-2010).*[14] The result of this study shows that there is improvement speaking skill after using media. It can be seen from the result of computation of students' score on using media. It shows that the mean is 39.52. Based on calculation of students' score on English

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[12] Mardliyatu. *Children Songs as Media in Teaching English Pronunciation: A Case of the Fourth Graders of SDN 01 Sekaran Gunungpati in the Academic Year 2006/2007* (English Department. Languages and ArtsFaculty, Semarang State University : 2007)

[13] Megawati, Fika. *The Use of Instructional Media in the Teaching of English at MAN Bangil.* (Thesis, Department of English, Faculty of Letters, State University of Malang : 2010)

[14] Rumpinuji Diyah, Improving *Students' Speaking Competence Using Visual Media (Peneitian Tindakan Kelas pada Kelas X-5 SMA Negeri I Ngraho BojonegoroTahun Pelajaran 2009-2010)*(Skripsi, Program Pasca Sarjana Jurusan Pendidikan Bahasa Inggris. Universitas Sebelas Maret. 2010)

achievement, it shows that the mean is 40.4, concerning the main purpose of this study, it was concluded that there is improvement on students' speaking skill.

6. Priajana, Nana. *The Use of Video to Improve the Speaking Skill of the Fourth Semester Students of State Institute for Islamic Studies (IAIN) Cirebon.*[15] In this research, the writer mentions that the limitation of this research was about the kind of video. Since in this research the researcher used the instructional video, for other researchers are suggested to use other kinds of videos which are not used for instructional objectives.

7. Dedi Efrizal, 2012. *Improving Students' Speaking through Communicative Language Teaching Method at Mts Ja-alhaq, Sentot Ali Basa Islamic Boarding School of Bengkulu, Indonesia.*[16] In this research, the writer mentioned about communicative language teaching. The researcher knows about communicative language teaching is general method that she studied. It should also be focus on one of communicative language teaching to teach speaking. It is impossible whether the writer use all of kinds of communicative language teaching one meeting in the class.

8. Fitri nengsih, *Using Sound The Sheep Silent Cartoon Movie As Media In Teaching Speaking a Recount Text at Junior High School.*[17] In this research,

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[15] Priajana Nana, *The Use of Video to Improve the Speaking Skill of the Fourth Semester Students of State Institute for Islamic Studies (IAIN) Cirebon.* (Thesis, Department of English. Faculty of Education, State Institute for Islamic Studies of Cirebon)

[16] Dedi Efrizal. *Improving Students' Speaking through Communicative Language Teaching Method at Mts Ja-alhaq, Sentot Ali Basa Islamic Boarding School of Bengkulu, Indonesia* (State Institute For Islamic Studies Of Bengkulu, Indonesia: 2012)

[17] Fitri Nengsih. *Using Sound the Sheep Silent Catoon Movie as Media in Teaching Speaking a Recount Text at Junior High School* (Universitas Negeri Padang: 2012)

the writer mentioned about the motivation of speaking using sound the sheep as media in teaching speaking. The researcher thinks that it can make students more interest to make recount text based on their experience.

9. Erik Vilímec, *Developing Speaking Skills,* University Of Pardubice Faculty of Arts And Philosophy Department of English and American Studies.[18] In this journal, the writer just mentions about the developing speaking skills but the researcher does not find whether the developing can improve the students' ability.

10. Muhli, *The Use of Visual Media in the Teaching Learning Process of Speaking at MA Darul Ulum Banyuanyar Poto'an Daya Palengaan Pamekasan*.[19] In this research, the writer shows that the use of visual media in teaching learning process of speaking is effective but the writer does not mention that the value of students' assessment is improvement or not because he just observed in the class. In this research, the researcher wants to know how uses of problem sticks can improve or not.

Over all, this research will be different from the studies above. The difference of those previous studies is that this research focused on improving students' speaking ability. The writer would use problem sticks as teaching media to teach speaking at eight graders on SMPI Brawijaya Mojokerto. While students in the first grade are in transition from primary to secondary school,

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[18] Erik Vilímec. *Developing Speaking Skills* (University Of Pardubice Faculty Of Arts And Philosophy Department Of English And American Studies: 2006)

[19] Muhli, *The Use of Visual Media in the Teaching Learning Process of Speaking at MA Darul Ulum Banyuanyar Poto'an Daya Palengaan Pamekasan* (Thesis, Faculty of Tarbiyah English Education Department, 2012)

they still love to play. So, the writer wants to know whether the use of problem sticks could improve students' speaking ability of eight graders at SMPI Brawijaya Mojokerto or not.