

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the review of related literature concerning the Nature of Speaking, the Concept of Teaching Speaking, Speaking Assessment, Teaching Method, Silent Way Method, and Review of Previous Study.

A. The Nature of Speaking

Speaking ability is important in language learning because we can communicate through our oral expression to gain much more information. Keith and Marrow said “Speaking is an activity to produce utterance to oral communication”¹. It means that this activity is involving two or more people in which the participants are both hearers and speakers having to react to whatever they hear and make their contribution a high speed or not, so each participant has intention or a set of intention that he wants. In addition Fulcher defined that “speaking is the use of language to communicate with other”². Brooks quoted by Richard also stated that speech is language. Since many languages do not have written form and we learn to speak before we learn to read or write, it is argued that language is

¹ Keith Johnson - Marrow, *Communicative in Classroom Application and Method for Communicative Approach* (Hongkong: Longman Group Ltd, 1981), 70.

² Glenn Fulcher, *Testing Second Language Speaking* (London: Pearson Education Limited, 2003), 23.

“primarily what is spoken and only secondarily what is written”³, therefore, it is assumed that speech had priority in language teaching.

According to Lindsay said that “There are many reason for speaking, they are: to be sociable, we want something, we want other people to do something, to do something for someone else, to respond for someone else, to express our feeling or opinion about something, to exchange information, to refer to an action or event in the past, present, or future, the possibility of something happening and so on.”⁴ Speaking is the ability to produce word in language practicing. Speaking is the 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. In speaking we also need listening skill and understanding. Large vocabulary is also needed by students to master all of the language skills.

Sari Luoma in her book “Assessing Speaking” said that:

“When people hear someone speak, they pay attention to what the speaker sound like on almost automatically. On the basic of what they hear, they make some tentative and possibly sub conscious judgment about the speaker’s personality, attitudes, home region and native/non-native speaker status on the basic of the pronunciation.”⁵

³ Jack C. Richard - Theodore s Rodgers, *Approaches and Methods in Language Teaching: A Description and analysis* (United Kingdom: Cambridge University Perss, 2000), 49.

⁴ Cora Lindsay, *with Paul knight, Learning and teaching English* (New York: oxford university press, 2006), 57.

⁵ Sari Luoma, *Assessing Speaking* (Cambridge: Cambridge university press, 2005), 9-10.

According to the opinion, English teacher should not only give opportunities to the students to use the language, but they also have to appreciate the nature of the rights of others to speak. River stated “students of new language will not learn to speak fluently by hearing speech in class. Since speaking skill involve active participant on the part of the students”⁶. 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.

B. The Concept of 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 communicative with others. According to Jeremy Harmer said that, 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.

⁶ River M Wilga, *Teaching Foreign Language Skill* (Chicago: University of Chicago Press, 1970), 35.

- Rehearsal : getting student to have a free discussions, gives them a chance to rehearse having discussions outside the classroom.
- Feedback : speaking tasks where students are trying to use all and any language they know provides feedback for both teacher and students. Teacher can see how well their class is doing and what language problems they are having (that is a good reason for 'boomerang' lesson); students can also see how easy they find particular kinds of speaking and what they need to do to improve. Speaking activities can give them enormous confidence and satisfaction, and with sensitive teacher guidance can encourage them into further study.
- Engagement : good speaking activities can be highly motivating. If all the 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-playing, discussion, problem-solving, etc) are intrinsically enjoyable in themselves⁷.

Good speaking activities can and should be extremely engaging the students. If they all participate, and if the teacher has set up the activity properly and can give sympathetic and useful feedback, they will get tremendous satisfaction from it. Scott Thornbury suggests that the teaching of speaking depend on their being a classroom culture of speaking and that classroom need to become talking in classroom. In other word, student will be much more confident speaker if this kind of speaking activation is a regular feature of lesson⁸.

To make speaking work in class is not easy, usually the students do not use much of the target language. They only listen all of the teacher explanations. There are three factors why the students are silent in speaking activity. As Penny Ur stated that:

- a. Inhibition. Learners are often inhibited about trying to say things in a foreign language in the classroom: worried about making mistakes, fearful or criticism or losing face, or simply shy of the attention that their speech attracts.

⁷Jeremy Harmer, *How to Teach English* (England: Longman person, 1998), 88.

⁸ *Ibid.* ,p.123s

- b. Nothing to say when students feel inhibited. We often see students cannot think of anything to say: they have no motivation to express themselves beyond the guilty feeling that they should be speaking.
- c. Low or uneven participation. Only the participant can talk at a time if he or she is to be heard: and in large group this means that each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate. While other speak very little or not at all.
- d. Mother-tongue use. In classes where all, or a number of, the learners share the same mother tongue, they may tend to use it: because it is easier, because it feels unnatural to speak to another in a foreign language, and because they feel less 'exposed' if they are speaking their mother-tongue. If they are talking in a small group it can be quite difficult to get some classes-particularly the less disciplined or motivated ones-to keep to the target language.⁹

C. Speaking Assessment

To know the students' achievement after they are treated by the Silent Way, their speaking skill is measured by using five point scale, or known as FSI (foreign service instate) proficiency collaborated with speaking measurement based on David P. Harris. There are five

⁹ Penny Ur, *A Course in Language Teaching: Practice And Theory, op.cit.*, 121.

components have rating range from 1-6 with different weighting point (form the lowest to the highest).

The speaking measurement contains of some components elaborated form students proficiency including their pronunciation, grammar, vocabulary, fluency and comprehension.¹⁰

Table 2.1
Speaking Measurement

Components	Score	Criteria
Pronunciation	0	Pronunciation problem to serve as to make speech virtually unintelligible.
	1	Very hard to understand because of pronunciation problem, most frequently be asked to repeat
	2	Pronunciation problem necessities concentrated listening and occasionally lead to misunderstanding
	2	Always Intelligible, thought one is conscious of a definite accent
	3	Has few traces of foreign language
	4	Native pronunciation with no trace of foreign accent.
Vocabulary	4	Vocabulary limitation so extreme as to make conversation virtually impossible.
	8	Misuse of words and very limited vocabulary makes comprehension quite difficult.
	12	Frequently uses the wrong words conversation somewhat limited because of inadequate vocabulary
	16	Frequent errors use diction word but does not prevent understanding
	20	Sometimes uses inappropriate terms and must rephrases ideas because of lexical and equities.

¹⁰ David P. Harris, *Testing English as A Second Language* (New York: McGraw-Hill Book Company, 1969) p. 81-82

	24	Use of vocabulary and idioms is virtually that of native speaker
Grammar	6	Error in grammar and word order, so serve as to make speech virtually unintelligible.
	12	Grammar and word order errors make comprehension difficult, must often rephrases sentence and or rest rich himself to basic pattern.
	18	Make frequent errors of grammar and word order, which occasionally obscure meaning.
	24	Occasionally makes grammatical and or word orders errors that do not, however obscure meaning.
	30	Make few (if any) noticeable errors of grammar and word order
	36	No more than two errors during interview.
Fluency	2	Speech is so halting and fragmentary as to make conversation virtually impossible
	4	Usually hesitant, often forced into silence by language limitation
	6	Speed and fluency are rather strongly affected by language problem
	8	Speed of speech seems to be slightly affected by language problem
	10	Speech as fluent and efforts less as that of native speaker
	12	Speech on all professional and general topics as effortless as smooth as native speakers
Comprehension	4	Cannot be said to understand even simple conversational English.
	8	Has great difficulty following what is said can comprehend only “social conversation” spoken slowly and with frequent repetition.
	12	Understand most of what is said at slower than normal speed without repetition.
	15	Normal speeds although occasionally repetition may be necessary.
	19	Appears to understand everything without difficulty.
	23	Understand everything in both formal and colloquial speech to be accepted of an educated native speaker.

D. Teaching Method

A. S. Hornby says that method is a way of doing something. Based on the definition above it means that Method is a way of teacher's effort to make the teaching learning process to be effectively.¹¹ While Anthony says that a method is an overall plan for the orderly presentation of language material, no part of which contradict, and all of which is based upon, the selected approach. An approach is axiomatic, a method is procedural.¹² The definition above are supported by Theodore S. Rogers who says that a method is theoretically related to approach which is organizationally determined by a design and is practically realized in procedure.

The two definitions above mean that the approach and method are treated at the level of design, that level contains objectives, syllabus and content are determined on the role of teacher, learners and instructional material are specified, so design itself consists of steps and procedures of the teacher who should carry out in teaching in order to achieve the goal.

According Jack C. Richard and Theodore S. Rodgers, there are many methods that can be applied in language teaching, such as:

1. Communicative language learning

Communicative language learning used contextualization as basic premise. Communicative competence is the desired goal, i.e. the ability

¹¹Hornby, *Oxford Advanced Learners' Dictionary*, p. 533

¹²Edward Anthony, *Approach Method and Technique English Language and Teaching* (Cambridge University Press.1963), 16.

of the students to use the linguistics system effectively and appropriately. Contextual language learning use linguistic variation, language variation is central in material and methodology. Sequencing is determined by any consideration of content, function, or meaning which maintains interest.¹³

2. Total physical response

Total physical response is teaching foreign language that does without explain something. The teacher just needs to use the teacher's book as the guide in learning process. Total physical respond have is suitable for the beginner students.¹⁴

3. Community language learning

In community language learning, students make their own community that commit to talk in English when they meet. It is like speaking community. Community language learning is useful to increase students speaking ability. Community language learning can support students' learning process in learning English. Teacher can know the increasing of the students' ability by evaluate them. Community language learning has difficulties to the students, if they do

¹³ Jack C. Richard - Theodore s Rodgers, *Approaches and Methods in Language Teaching: A Description and analysis* (United Kingdom: Cambridge University Perss, 2000), 64.

¹⁴ Ibid, P. 87

not meet their community they cannot apply their language (speak English) to communicate with each other.¹⁵

4. Audio lingual method

Audio lingual method is a method that firstly used by American army to make the soldier understand the other language. The purpose of this method is to make the soldier be able to understand the enemy's language. Audio lingual method is the combination of structural linguistic theory, contractive analysis, aural-oral procedures, and behaviorist psychology.¹⁶ Audio lingual method in language skill includes listening, speaking, reading, and writing. In practice the method not focus in one stages, but the combination with some skill.

E. Silent Way

a. Definition of Silent Way

The Silent Way is a language teaching method created by Caleb Gattegno that makes extensive use of silence as a teaching technique. The method emphasizes the autonomy of the learner; the teacher's role is to monitor the students' efforts, and the students are encouraged to have an active role in learning the language. The Silent Way represents Gattegno's venture into the field of foreign language teaching. It is based

¹⁵ Ibid, P. 114

¹⁶ Ibid, P. 47

on the premise that the teacher should be silent as much as possible in the classroom and the learner should be encouraged to produce as much language as possible.¹⁷

b. Concept of Silent Way

A method of language teaching that seems to reflect the influence of cognitive-code theory of learning is the system developed by Caleb Gattegno (1972) called “Silent Way”. The name is somewhat misleading, because the students do oral statement and responses in the language they are learning. Also they are motivated to “think and say” the appropriate sentences to accompany actions performed under the guidance of the teacher.

The teacher’ functions of Silent Way method is as an organizer, a guide, a resource, and evaluator. The first is as an organizer, language teacher organize classroom activities, and the teacher predicts what will happen in the class so that students can arrange activities which promote the learning processes the learners need. The second of teacher functions is as a guide, language teacher guides learners to learn the language units under consideration hence, and the teacher offers the learning materials to the learners and helps them to acquire the target language.

The next as a resource, the teacher function as a source of information

¹⁷ Caleb Gattegno, *Teaching foreign languages in schools: the silent way, 2th ed.* (New York: educational Solution: , inc. 1972)

about the subject, student is the one in the classroom whom the learners consult whenever they cannot solve their problem among themselves. The last is as an evaluator, language teacher judges whether the learners' contributions to the learning process are valid, relevant and correct. In error correction, the evaluator judges whether the learners will be able to figure out and produce the forms expected or not and how students will provide them with necessary help. The result of the judgment will serve as feedback for the teacher as a guide, resource, and organizer.¹⁸

In Silent Way, learning is continuing and living process. It occurs on a continuum and leads towards mastery. The idea is that the students know what they are doing, that they are not only saying something without being aware of what they are saying. In order for them to be aware, the new material has to have relationship with the previous one so that students can easily make associations since the association process is a necessary part of learning. Thus, the teacher should build upon the learning process by adding one new segment of language to the previous one.

¹⁸ Bambang Setiyadi, *Teaching English as a Foreign Language* (Yogyakarta : Graha Ilmu, 2006), 76.

c. Silent Way Method in Teaching Speaking Skill

In this method, the role of language teachers is relatively less silent so that students are encouraged to be more active in producing language as much as possible. It means that students will have a great chance to practice their English language orally as much as possible in order to improve their speaking ability. Then, a language teacher should encourage students to take a role in learning activities. The time of learning teaching interaction should be given to students, not to the teacher.

In teaching speaking skill with Silent Way, at the beginning of the stage teacher will be designed the appropriate sound after pointing to a symbol on a chart. Later, the teacher will silently point to individual symbols and combinations of symbols, and monitor students utterances. The teacher may say a word and have a student to guess what sequence of symbols comprised the word. After that, the teacher give a sentence by using gestures and the students guess and express what the teacher given.¹⁹

¹⁹ Diane Larsen-Freeman, *Techniques and Principle in Language Teaching*, (New York; Oxford University Press, Inc, 1986), 53.

F. Review of Previous Study

The first study that the writer reads research from Ahyarudin Ahmad reports a researcher about *Comparative Study of The Students' Speaking Development Between those Who are Taught Through Silent Way Method and Those Taught Through Audio Lingual Method* (unpublished S1 Script), University of Lampung, Lampung. Ahyarudin research is comparative Silent Way Method and Audio Lingual Method to develop speaking skill because, the method assumes that what the method can develop students' speaking ability.²⁰ Silent Way is a language teaching method created by Caleb Gattegno that makes extensive use of silent as a teaching technique. The method emphasizes the autonomy of the learner; the teacher's role is to monitor the students' efforts, and the students are encouraged to have an active role in learning the language. Audio lingual method is a method that firstly used by American army to make the soldier understand the other language. The purpose of this method is to make the soldier be able to understand the enemy's language. Audio lingual method is the combination of structural linguistic theory, contractive analysis, aural-oral procedures, and behaviorist psychology.

The second research is "*The Teaching-Learning Process of English by Using Silent Way to The Fourth Year Students of SDN 1 Gumiwang Lor,*

²⁰ Ahyarudin Ahmad, Thesis: "*Comparative Study of The Students' Speaking Development Between Those Who are Taught Through Silent Way Method and Those Taught Through Audio Lingual Method*" (Lampung: University of Lampung, 2007)

Wuryantoro, Wonogiri” by Cahyawati Setianingrum. In this research the writer wants to observe about the teaching-learning process of English by using Silent Way to the fourth year students and tries to describe the strengths and weaknesses of teaching-learning process of English using Silent Way. Silent Way is the name of language teaching method that the teacher should be silent as much as possible in the classroom and the learner should be encouraged to produce as much language as possible. However, the Silent Way is changed when she began to try observing it. This new experience greatly interests her because it gave her a different outlook on teaching-learning process.²¹

The third previous study about “*Learning English Using Dictogloss to Improve Speaking Skill of Students in the Eight Year at SMP Darul Muta'allimin Taman Sidoarjo*” by Elly Kurniawati.²² Dictogloss technique can help to develop students’ skill, especially in speaking activities. It is able to train and improve their ability to speak English correctly and fluently; to increase vocabulary as much as possible; and to rise their bravery or self confidence to explore, to express, and to appreciation ideas in their mind. The writer believes that Dictogloss technique can improve

²¹ Cahyawati Setianingrum, Thesis: “*The Teaching-Learning Process of English by Using Silent Way to The Fourth Year Students of SDN 1 Gumiwang Lor, Wuryantoro, Wonogiri. School Of Teacher Training And Education Muhammadiyah*” (Surakarta: University Of Surakarta, 2010)

²² Elly Kurniawati, Thesis: “*Learning English Using Dictogloss to Improve Speaking Skill of Students in the Eight Year at SMP Darul Muta'allimin Taman Sidoarjo*” (Surabaya: IAIN Sunan Ampel Surabaya, 2012).

speaking skill in classroom activity. However, this study has a different research design with this research.

The fourth previous study is about *Pengaruh Metode Silent Way Terhadap Hasil Belajar Berbicara Siswa Kelas XI SMA Muhammadiyah 11 Jakarta Timur* by Wiharti.²³ This study shows that students taught using the "Silent Way Method" gets better score than students who were taught without using the "Silent Way Method". Students are more interested in learning the Arabic language lessons especially *Kalam* or speaking skills, and they are easier to accept, because "Silent Way Method" invites students to be more active, focus and concentration in learning, and can relate the subject matter with their surroundings and practice it in their daily lives. The teacher is required to use learning methods that match learning activities especially learning *Kalam* or speaking skills. This researcher uses silent way method to increase speaking skill in learning Arabic.

Based on some previous studies above, the write is willing to present further contribution to fill the gap exist in those studies. It is inevitable that those are great study. Both of them demonstrate fine payoff and succeed in increasing students' ability, but some research above do not offer the variety of activities. Whereas to succeed some certain method, it is needed to be creative to provide some activities which infers to the

²³ Wiharti, Skripsi: "*Pengaruh Metode Silent Way Terhadap Hasil Belajar Berbicara Siswa Kelas XI SMA Muhammadiyah 11 Jakarta Timur*" (Jakarta: Jurusan Bahasa dan Sastra Arab, Fakultas Bahasa dan Seni Universitas Negeri Jakarta, 2012.)

method uses and some uses activities which are less interactive. Meanwhile using the Silent Way as a teaching method, the teacher should also be accompanied by some other interesting method and activities to avoid boredom create conducive climate and live the situation in the class.