

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter talks about all of related review of the study. There are some points will be discussed such as; the nature of speaking, speaking skill, the teaching of speaking with sub-chapter (the principles of teaching speaking and the objectives of teaching speaking at senior high school), the nature of song with sub-chapter (types of song), song as means of increasing the student's motivation in learning with sub-chapter (the techniques of teaching by using song and the criteria of choosing song), and speaking assessment and scoring technique.

A. The Nature of Speaking

Human beings communicate with each other using a language orally, although they use a very limited knowledge of language and before human beings master written skill, primarily they communicate or interact with each other in oral. They communicate each other orally in order to express their ideas. It is due to the purpose of speaking, to express ideas orally in order to response or to react and to initiate communicative acts to others, moreover, speaking is considered as the basic means of human communication. In the other way, (as cited by Zelfia) Delahunty and Garvey said that primary manifestation of language is speech. There are some opinions. First, children initially acquire the spoken tongue. Second, the self-conscious learning of the inner working of language (i.e.

grammar) and of specialized skill (such as writing) develops after and perhaps on the basis of oral language. Third, spoken language historically preceded writing.¹

Finnichiario said (as cited by Zelvia) that speaking is considered primary, this can be proved by the fact that almost all speakers of a language can orally use the language to carry out their daily activities and to communicate in all events and experiences they are involved in with other speakers.² It is language. Since many languages do before we learn to read or write, it was argued that language is primarily what is spoken and only secondarily what is written (quoted by Brooks, 1964).³

In addition, Broughton said (as cited by Zelvia) that speaking becomes an important item in language teaching, that the primary objective of teaching English to the foreign language students is to make them have the speaking ability.⁴ It was defined that speaking is a productive skill. Its development is undertaken after the receptive skill of listening comprehension and perhaps of reading and is always somewhat behind that of the receptive depending upon the learner, how he has advanced in his language learning and the linguistic complexity of the material. Speaking cannot stand solely, it requires other elements such as; vocabulary, grammar, pronunciation, and spelling (Chastain, as

¹ Zelvia Damayanti, *An Error of the Tenses Used in Speaking by Senior High School Student*, (Unpublished thesis S1: UNESA, 2006)

² Ibid

³ Jack C. Richards and Theodore, S Rogers, *Approaches and Method in Language teaching. A description and Analysis*. (Cambridge University Press, 1976), p.49.

⁴ Ibid Zelvia

cited by Anita).⁵ It is a complex skill that needs simultaneous use of different abilities which often develop at different rates because in speech analysis, of course, concludes the skill such as pronunciation, grammar, vocabulary, fluency and comprehension (Haris, as cited by Anita).⁶

B. Speaking Skill

Rivers said (as cited by Anita) that speaking is productive skill besides writing, while listening and reading are the receptive ones. That explored this further by explaining five internal processes of speech in human being. Firstly, people thought are an outgrowth of their feelings, desires, and needs. They are motivated and have something to say or to communicate their thought to the others. Secondly, speech involves the conversation of thought to language. Thirdly, the sounds, words, and forms used are stored in internal cognitive networks. Fourthly, the speaker's competence brought into application as they begin the conversation of thought to speech. The last fifth, the listener can finally hear the result, the performance skill in action.⁷

The important thing is that there should be a task to complete and that the students should want to complete it. It is spoken language that considered primary (as explaining before). Writing is thus considered a secondary system, derived

⁵ Ibid

⁶ Anita Carolina Tarigan, *The Implementation of Group Investigation in Teaching Speaking at twelve grade students at SMAN I Probolinggo*, (Unpublished thesis S1: UNESA, 2008)

⁷ Ibid

from speech. That is clear then, that the important competence to be owned by second language learners is oral fluency and the ability to understand it when spoken by native speakers.

They learn to communicate by communicating, people put ideas into words talking about perception, feelings, and intensions they want other people to group.⁸ As speaking deals with communication, and the one of communication aims is to bridge an information gap.⁹ Therefore, if the speaker and hearer are both in possession of the same information prior to beginning their communication, communication can not, technically. To command the ability to speak, learners should be encouraged to use it as tool of communication in formal and informal environment or inside and outside classroom in order that they are accustomed to using it by practicing it over and over. In the fact, many learners have not used it as a means of communication. It may be caused by the fact that they are reluctant to use it for no obvious reason and there is no situation in which the atmosphere can encourage the use of language as a means of communication in outside the classroom.

⁸ Dianne Larsen-Freeman. *Techniques and Principles in Language Teaching*, (New York: Oxford University Press, 1985), p.4.

⁹ Ibid Wang Boan

C. The Teaching of Speaking

In some country, such Indonesia, the people feel that speaking is the most difficult skill. There are two reasons why speaking more difficult than listening, reading and writing.¹⁰ Firstly, speaking happens in the real time, people speak spontaneously and listener will be waiting for them to speak right then. It is impossible for the listener waiting for a long time so that the speaker has to think as fast as possible. Secondly, when people speak, they can not revise and edit the conversation as people do writing. Speech is the foundation of language works. A further complicating factor is that when the spoken language is the focus of classroom activity, there are often other aims which teacher might have; for instance, helping student to gain awareness of or to practice some aspects of linguistics knowledge (a grammatical rule, application of phonemic regularity) or to develop production skill (rhythm, intonation, and etc).¹¹ What is the mostly expected from teaching language is ability to speak. Language teaching begins with the spoken language, and speech is the foundation if reading and writing, since we say to ourselves before we read or write the words, phrases and sentences.

In the school, most of student prefer to just listen whatever the teacher say and they do not have any effort to speak English in the class, because for them,

¹⁰ David Nunan. *Language Teaching Methodology: A Text Book for teacher*, (Sidney: Prentice Hall, 1989), p.48.

¹¹ Rebecca Hughes. *Teaching and Researching Speaking*, (London: Pearson Education, 2002), p.6.

learn to speak English is more difficult skill since they never practice it in the real situation.

Therefore, the teacher should find the strategies of teaching in order to achieve the goal of the language teaching effectively. Moreover, they may use real life situations, popular scientific knowledge to make speaking class more effective. Of course, it is important for them to think about the method and material in the teaching speaking. It should be in accordance with the student's speaking proficiency and interest. Therefore, the teaching can be very interesting and enjoyable, in order to the students can speak out their on minds by using words or phrase they have already mastered. So they have more of desire to talk, showing more interest, to use expressions, to carry out more extended conversations, and to have more confidence in speaking English.¹²

1. The Principle of Teaching Speaking

There are five principles of teaching speaking that stated by Nunan such as:¹³

- a. Consider about the differences between second and foreign language learning context. The target language of second language context is the language of communications in the society since they use the target language almost everyday. Whereas in the foreign language context, the

¹² Ibid Rebecca, p. 10.

¹³ David Nunan, *Practical English Language Teaching*, (New York: McGrawHill, 2003), p.54.

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

- b. Give the opportunities for the students to develop both fluency and accuracy. Fluency is the extent, to which speakers use the language quickly and confidently, with few hesitation or unnatural pauses, false start, word searches, etc. Accuracy is the extent to which student's speech matches what people actually say when they use the target.
- c. Give the opportunities for the students to talk by using pair and group work. These activities used to increase the time of learner' speaking practice and to limit the teacher to talk.
- d. Consider about the negotiating for meaning. It is to clarify and confirm whether the students have understood each other or not. It can be done by asking for clarification, repetition, or explaining during conversation to get the understanding.
- e. Design the classroom activities involve guidance and practice in both transactional and interact ional speaking. Transactional speaking involves communication to get something done, including the exchange of goods and services. Interact ional speaking is communication with someone for special purpose, it includes both establishing and maintaining social relationship.

2. *The Objective of Teaching Speaking of Senior High School*

In the curriculum 2004, or Competence Based Curriculum, which applies literacy approach, students are expected to speak English fluently and accurately. Basic competence in speaking skill aims to express a meaning dealing with transactional which direct to interpersonal meaning variation and/or oral monologue, particularly in a discourse of descriptive, narrative, anecdote, exposition analytical and exposition hortatory. Whereas, indicator of speaking is to do various oral action in transactional/interpersonal oral discourse, such as; asking/giving information/suggestion, expressing feeling, doing a monologue in a daily story, especially in the form of narrative, descriptive, anecdote, exposition analytical and exposition hortatory, using English stress pattern and rhythm, acceptable vocabulary and grammar, pitch, tone, pace, etc.¹⁴

Based on 2006 English curriculum, teaching English for senior high school is aimed to develop students' ability in creating both spoken and written form. In addition, the students' of senior high school are expected to achieve the information level. In this level, students are expected to be able to communicate to gain knowledge from both spoken and written form. Here, it can be seen that speaking ability plays an important role in line with writing ability. In addition, both of those skills reinforce one another.

¹⁴ Curriculum 2004, Depdiknas

Because of the important of speaking deals with the aim of 2006 English curriculum, it is necessary to talk about the students speaking ability. As we know that speaking has important role in communication in a sense to deliver ideas and information in the spoken form. The main components of speaking ability which is necessary to be discussed are accuracy and fluency. It is due to the fact that students' success is determined as much by their fluency as it is by their accuracy.¹⁵

D. The Nature of Song

Griffie stated that songs are satisfying art form: the lyrics fit the music and the music fit the lyrics and together they form a complete unit.¹⁶ Meyer stated (as cited by Warno) Music can have an absolute meaning and it can have a referential meaning. The absolute meaning of a musical works is intra musical: it concerns solely the pattern and relationship established within the work and the intrinsic nature of the processes contained within the work. The referential meaning of a musical work consists in the relation in which it refers.¹⁷ Knowing that songs are contained of lyrics or words arranged properly (in certain pattern), they can be used to develop many skills. Contextually, it introduces the features

¹⁵ English Curriculum 2006, Depdiknas

¹⁶ Ibid Dale T Griffie. 2002, p.20.

¹⁷ Warno, *Teaching Speaking through Games and Songs*, (Unpublished proposal thesis S1: UNESA, 2003)

of supra-segmentals (how rhythm, stress, and intonation affect the pronunciation of English in context)¹⁸.

1. Types of Song

The criteria of songs base on the length and tempo that can be used to select the songs for teaching English are:¹⁹

- a. Short, slow song means the activity works best with songs that are slow and shorts. Most songs range from three and a half to four and a half minutes length. A short song is any song that is three minutes or less
- b. Songs that tell stories are songs that have a story line. Songs that tell stories have a beginning, middle and end. They are usually long and slow although a very few are short and slow or short and fast.
- c. Long songs are the majority of songs on top 40 charts. They are usually at least forty minutes long or longer, they are usually not very easy to sing and present a series of images rather than tell a story. Most of them are fast, although a few are slow

Short, fast song are songs that typically have one versa with no repeating phrase or refrains and have a quick tempo they are usually under three minutes in American collection.

¹⁸ Ibid Natalia

¹⁹ Ibid Dale T Griffe, 1992, p. 34.

E. Song as a Means of Increasing the Student's Motivation in Learning

Attracting student to study English sometimes pays much time because not all the student like English lesson. They think that English is difficult subject. Unfortunately, even though they do not like the subject they must follow it and the result is they get poor making.²⁰

In this case, teachers are demanded to be creative and motivate their student. Making sure that English is not difficult as what they think. Teachers can give the lesson in alternative way, for example songs, games etc. it depends on the theme or topic of the lesson. (As cited by Ika) Ostojic stated that songs can be regarded as a means to raise the interest and motivation of the student in the classroom. It is because all people including student like to listening songs.²¹ Songs are universal, so it can be used to teach English to all levels such as; elementary and secondary school children or to adults in content courses for beginners.

Natalia said that songs can motivate a positive emotional approach to language learning, exerting emotional influence on a listener, inspire the student to express his/her attitude towards what he has heard, can introduce students to the music and culture of particular interest to them in the target language community. While listening to a song, students begin to recognize the words and notions easily understood by native speakers but which may present difficulty for

²⁰ Ibid Futunge

²¹ Ibid Ika

foreigners. Songs also effectively contribute to the esthetic development of prospective teachers. They help student teachers to develop their artistic tastes on the basis of a critical evaluation of the songs they listen to and discuss and at the same time help them learn how to use a song in ELT.²²

Despite all opinions above, song can bring fun to one person who listens to. That is why using song can give a big contribution and motivation to the students for learning English in a fun away.

1. The Technique of Teaching English by Using Song

As a teacher we need to prepare all of thing about the lesson before to use the material through several techniques in the class. Selecting the technique of teaching must be thought seriously because the success of teaching learning activities depend tightly on the technique used. Before giving material to the students, teacher should prepare the material that will be taught to the students. Preparation is very important before teaching activity began, in order to make the teaching learning successfully. There are three steps that stated by Finocchiaro (as cited by Zelvia) of making preparation as follows:²³

- a. The teacher should determine the material that is suitable
- b. The teachers should determine the technique in teaching learning process
- c. The teachers should consider the time limit that s/he uses in teaching learning process.

²² Ibid Natalia F Orlova.

²³ Ibid Zelvia

The statement above shows that besides determining material they also determined the technique in teaching learning process. For teaching using song some techniques have been done. According to Gasser and Waldman (as cited by Ika, 2004), the technique is following:²⁴

- a. Introduce the songs by telling briefly the song and telling the students about the title
- b. Pass out the copy of the lyrics to the students or write the lyric on the board
- c. Have the students listen to the song two or three times before sing or play it. This will make the singing activity does smoothly
- d. Sing or play the song all the through
- e. Correct problems in pronunciation or phrasing that may have occurred during singing
- f. Read lyrics out loud and asks the class question about the vocabulary, the meaning, etc. in order to check the student' comprehension
- g. Have the students practice the song for several times so that they learn it well
- h. Follow with the whole class discussion on what the singer did and why some segments may not have been pronounced as expected.

²⁴ Ibid Ika

Long and Richard has the other techniques of teaching English by using song in the classroom (as cited by Dessy) as follows:²⁵

a. Warming up

This section is very important to be done in teaching in order to get an idea about what they will learn. Murphy stated (as cited by Warno) that warming up activities will offer the teacher's ways of "tuning in" to the particular musical tastes of the students. It will make language learning effective.²⁶ In warming up activities, teacher always start to open the lesson by greeting the students. Teacher introduces the song that they will learn, and then giving the song in front of the class.

b. Presentation of the song

There are several steps such as:

- Listening to the song, the students will have experience of music
- Asking the students to repeat the teacher's words, it will give correct pronunciation
- Explaining the meaning of the songs. It will make the students learning the vocabulary easily
- Having students listen to the songs repeatedly. It will provide an opportunity to catch the meaning

²⁵ Ibid Dessy

²⁶ Ibid Warno

- Asking the students to sing along, teacher can use some variation such as with the clapping hand or moving around.

c. Follow up activities

In this section, the teacher is suggested to engage in some types of follow up activity and evaluate learning. Both of presentation and follow up activities should constitute an integrated and total learning experience, the steps are:

- Giving questions to the students according to the songs
- Checking the student's understanding

2. *The Criteria of Choosing Song*

Teacher must consider that not all of song especially English song can be used in learning and teaching English. There are some criteria that should be considered in order to select good songs that stated by Callahan (as cited by Ika) as follows:²⁷

a. The songs must be based on the student's level

The kinds of song chosen depend on entirely on the age all level and interest of students. So in this case the teachers should choose the interesting songs to the students.

b. Having clear lyrics

The lyrics of songs should be clear to maintain students' interest.

²⁷ Ibid Ika

- c. The song must be an example of a particular musical trend.
- d. There shouldn't be any form of violence in it.
- e. The song must be easy and simple to learn

The topic of songs should be suitable to the student abilities and interest, should be manageable or to demanding of times and resources, should center on some major understanding of there.

- f. The rhythm must appeal to the learner

The learners enjoy the songs if the rhythm is familiar to them. It makes the students easy to learn the rhythm

- g. The length of the song must be considered

The length of the songs must be based on the age and interesting to the student

- h. The song must have meaning songs

Meaning of song is very important, therefore, in teaching English the songs must have the meaning in order to get the objective of the language teaching.

- i. The song must be also enjoyable for the learners

Enjoyment is one of the successful of teaching learning English. There for, the songs that are used in teaching should be enjoyable in order to attract their attention in accepting the material.

F. Speaking Assessment and Scoring Technique

Assessment is the systematic process includes collecting information (number, verbal description), analysis, interpreting the information to make decision.²⁸ The method used for assessing speaking or oral communication skills is depend on the purpose of the assessment, it should adhere to the measurement principles of reliability, validity, and fairness. The instrument must be accurate and consistent, it must represent the abilities that teacher wish to measure, and it must operate in the same way with a wide range of students.²⁹

According to the Canadian Association of Second Language Teachers, said that some forms of test are interview and discussion, it was suitable for senior high school.³⁰ Whereas to make sure that the writer knew what she assessed, she had designed a few specific features, such as fluency, vocabulary, structure, comprehensibility, and listening comprehension as her guide to score the students speaking.

Addition to the statement above, Penny Ur said that when assess the oral proficiency of learners teacher may simply interview them and assess their responses or use other techniques like group discussion between learners.³¹

²⁸ PPL workshop, Syaifuddin, 2008

²⁹ Nancy A. Mead and Donald L. Rubin, *Reading and Communication Skills*. ERIC Clearinghouse on Urbana IL. 1985. Taken from <http://iteslj.org/>

³⁰ The Canadian Association of Second Language Teachers. *English as a Second language: Formative Assessement Task*. Avenue, Ottawa, Ontario). Taken from www.esl-galaxy.com/music.htm

³¹ Penny Ur, *A Course in Language Teaching*, .(Great Britain: Cambridge University Press, 1996), p.133.

According to Arthur Hughes, the speaking measurement contains components elaborated from students' speaking provenience including their accent, grammar, vocabulary, fluency, and comprehension. Each components has weighting point from 1-6 (from the lowest to the highest). she added that, scoring will be valid and reliable only if; clearly recognizable and appropriate description of criteria level are written , irrelevant features of performance are ignore. There is more than one score for each performance. Furthermore, the scores will be listed on weighting table to obtain the total scores of each student. Below is the example of the weighting table.³²

Table 2.1: Weighting Table

Provenience Description	1	2	3	4	5	6	(A)
Accent	0	1	2	2	3	4	
Grammar	6	12	18	24	30	36	
Vocabulary	4	8	12	16	20	24	
Fluency	2	4	6	8	20	12	
Comprehension	4	8	12	15	19	23	
Total							

³² Arthur Hughes, *Testing for LaanguageTeachers*, (London: Cambridge University Press 2002), p.110-112.

Table 2.2: FSI converting table

The total scores are then interpreted using the conversion table as follows:

Total Score	FSI Level
16-25	0+
26-32	1
33-42	1+
43-52	2
53-62	2+
63-72	3
73-82	3+
83-92	4
93-99	4+

The grammar scale receives the heaviest weight followed by vocabulary, comprehension, fluency then accent. Below are the rating and its description for each scale:

Level	1. Accent	
	Score	Criteria
1	0	Pronunciation frequently unintelligible
2	1	Frequent gross error and very heavy accent make understanding difficult, require frequent repetition
3	2	“Foreign accent” requires concentrated listening and mispronunciation lead to occasional misunderstanding and apparent errors grammar or vocabulary
4	2	Marked foreign accent and occasional mispronunciation which do not interfere with understanding
5	3	No conspicuous mispronunciation, but would not be taken for native speaker
6	4	Native pronunciation, with no trace of “foreign accent”

Level	2. Grammar	
	Score	Criteria
1	6	Grammar almost entirely inaccurate except in stock phrases
2	12	Constant errors showing control of very few major patterns and frequently preventing communication
3	18	Frequent errors showing in perfect control of some patterns but not weakness that causes misunderstanding
4	24	Occasional errors showing imperfect control of some pattern, but not weakness that causes misunderstanding
5	30	Few errors, with no pattern of failure
6	36	No more than two errors during the interview.

Level	3. Vocabulary	
	Score	Criteria
1	4	Vocabulary inadequate for even the simplest conversation
2	8	Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc)
3	12	Choice of words sometimes inaccurate limitations of vocabulary prevent discussion of some common professional a social topics
4	16	Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion of any non technical subject with some circumstances
5	20	Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situation
6	24	Vocabulary apparently as accurate and extensive as that of an educated native speaker

Level	4. Fluency	
	Score	Criteria
1	2	Speech is so halting and fragmentary that conversation is virtually impossible.
2	4	Speech is very slow and uneven except for short or routine sentences
3	6	Speech is frequently hesitant, with some unevenness caused rephrasing and grouping for words
4	8	Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words.
5	10	Speech is effortless and smooth, but perceptible now native in speed and unevenness
6	12	Speech on all professional and general topics as effortless and smooth as a native speaker's.

Level	5. Comprehension	
	Score	Criteria
1	6	Understand too little for the simplest type of conversation
2	12	Understand only slow, very simple speech on common social and touristy topics; requires constant repetition and rephrasing
3	18	Understand quite well formal educated speech directed to him, but requires occasional repetition and rephrasing
4	24	Understand careful, somewhat simplified speech directed to him with considerable repetition and rephrasing
5	30	Understand everything in normal educated conversation except for very colloquial or low frequency items, or exceptionally rapid or slurred speech
6	36	Understand everything in both formal and colloquial speech to be expected of an educated native speaker

The definitions of FSI (Foreign Service Institute) level of five-point scale are as follows:

- a. Able to satisfy routine travel need and minimum courtesy requirements, can ask and answer questions on topics very familiar to him, within the scope of his very limited language experience can understand simple question and statements.
- b. Able to satisfy routinely social demands and limited works requirements, can handle with confidence but not with facility most social situation including

introduction and casual conversation about current events as well as work, family, and autobiographical information.

- c. Able to speak the language with sufficient structural accuracy and vocabulary, to participate actively in most formal and informal conversation on practical, social, and professional topics; can discuss particular interest and special for normal rate on speech, vocabulary is broad enough that the rarely has to group for a word; accents may be obviously foreign, control of grammar good; errors never interfere with understanding and rarely disturb the native speaker.
- d. Able to use the language fluently and accurately and all levels normally. Pertinently to professional needs, can understand and participate in any conversational within his range of experience with high degree of fluently and precious of vocabulary would rarely be taken for native speaker but can respond appropriately even in any informal situations, errors and pronunciation and grammar quite rarely; can handle informal interpreting from into the language.