

## CHAPTER II

### THEORETICAL REVIEW

#### A. Speaking

##### 1. The Definition of Speaking

Speaking is one of two productive skills in a language teaching. It is defined as ability to say or pronounce words and sounds articulation to express feeling, tough and idea (Tarigan, 1981: 15). Furthermore speaking also requires our words arrange in orderly so that the listener can understand our message. As stated by Hornby (1974: 826) “The word speaking as make use of words in ordinary voice.” And the other expert; Mart ( 2012: 91) also stated that speaking as being capable of expressing or exchanging troughs through using oral language. It is in line with Nunan (2003:48) which mentions speaking as a productive oral skill and it consist of producing systematic verbal utterance to convey meaning.

Moreover Finocchiaro (1974: 03) says that the spoken language is primary whereas writing is considered a secondary system. To know deeper what speaking is, Nunan differentiates it from writing.

First, in spoken language, speaking must be listened by others. It has temporary and immediate reception when we do listen from other people, the speaker use some elements like stress, rhythm, and intonation, in order that the listener can understand the messages of the speaker. And then in speaking activity there is immediate

feedback because there is conversation between speaker and listener. And then there is limited revision from the speaker due to the listener directly listen their voice.

Whereas the second one is in written language, the activity is done as a visual term. The time for doing it, is permanent and it is no reception. The writer uses punctuation as well to make others clearer in vision or reading the meaning. There is no feedback. And the last one the writer can revise their works.

Based on the utterances above, it can be concluded that the differences between spoken language and the written one are as follows:

Table 2.1 The Differences Between Spoken Language and Written Language.

Spoken language	Written language
Auditory	Visual
Temporary: immediate reception	Permanent; delayed reception
Rhythm, stress intonation	Punctuation
Immediate feedback	No feedback
Limited revision	Unlimited revision

( Nunan, 1991 : 50)

## 2. The Importance of Speaking

The aim of learning language in general is formed for skills, there are listening, reading, writing and speaking. Among those four skills, speaking is considered as a primary, as Nunan (1991:39) stated that speaking is the most important aspect of learning second language. To support that statement Ramelan (1992:13) also says that all human being whenever they live always speak language, although they do not have any writing system to record their language. From the statement above it can be concluded that speaking is very important since people uses in daily live to deliver their message. Moreover though speaking, one can deliver the messages, thought, feeling, and idea orally and with certain purposes dealing with the condition.

## 3. The Purpose of Speaking

Tarigan (1998: 16) describe that speaking has many purposes, those are:

### a. To Inform

People speak to other people is to give information such as knowledge. It happens in teaching learning process when teacher transfers the knowledge to students as the listener. The teacher delivers information to the students through speaking. It is clearly explained that the goal of speaking is to give information as well transfers knowledge to the listener.

### **b. To Persuade**

By speaking people usually persuade someone to do something. For example, the teacher persuades her students to speak up by asking some questions. And also when a mother persuades her child to eat as well as a father persuades his little daughter to stop crying.

### **c. To Discuss**

The aim of speaking in general used to discuss something. It can happen when a family discuss about their holiday. Their make a decision and plans about their trips trough discussion.

## **B. Evaluation**

### **1. The Definition of Evaluation.**

Hornby cited in Utami (2010:9) “ Evaluation “ is the word stem from “ evaluate “ which has meaning : to form an opinion of the amount, value or quality of .... after thinking about it carefully. Meanwhile, “evaluation“ is find out, decide, the amount or value. So the evaluation is to assess or evaluate an idea of amount, quality or value of something ( Hornby, 1995: 394)

According to Douglas (2004:4) evaluation is a going process that encompasses a much wider domain. Whenever a student’s responds to a question, offer a comment, or tries out a new word or structure, the teacher should makes an assessment of the students’ performance.

Based on the utterances above, evaluation is process to find out the value from the students' performance in learning, and then the value used to make some decision.

## **2. The Aim of Evaluation.**

There are six essentials purposes of evaluation (Sukardi, 2008: 4) in utami :

- a. Evaluation is used as a tool in order to find out whether students have mastered the knowledge, values, skills that have been given by the teacher.
- b. Evaluation is used to find out the aspects of the weakness of the students in learning activities.
- c. Evaluation is used to find out the level of student's competence in learning activities.
- d. Evaluation is used as way of feedback for teachers which come from students.
- e. Evaluation is used as a tool to find out students' learning development.
- f. Evaluation is used as report of the study results which is given to the parents.

## **3. The General Principles of Evaluation.**

Based on Grounlund (1990:6) the evaluation will be effective when follow the following principles:

a. Clearly specifying what is to be evaluated has priority in the evaluation process. It means, the effectiveness of evaluation depends as much on a careful description of what to evaluate as it does on technical qualities of the evaluation instrument used. The specifications of the characteristic to be measured should start with the selection or development of evaluation instrument.

b. An evaluation technique should be selected in terms of its relevance to the characteristic or performance to be measured.

Evaluation technique is usually selected on the bases of their objectivity, accuracy so that the evaluation will be effective.

c. Comprehensive evaluation requires a variety of evaluation technique.

No single type of instrument or procedure can evaluate the wide scope of learning and developments results emphasize the school program.

d. Proper use of evaluation technique requires an awareness of their limitations.

Evaluation technique range from very highly developed measuring instrument to rather simple evaluation instrument.

e. Evaluation is a tool to an end, not an end in itself.

Evaluation is to end some school program or learning but it is not the end itself. Because the result of the evaluation is the

instrument to getting information that will be the bases of choosing decision

## **C. Speaking Evaluation**

### **1. The Definition of Speaking Evaluation**

Speaking evaluation is the process of determining to what extent speaking competence possessed.

### **2. The Aim of Speaking Evaluation**

There are two aim of speaking evaluation: Firstly to provide information on students' speaking levels of achievement. Then the second one is to inform the students' speaking progress in their learning.

### **3. The Speaking Evaluation**

To know the success of teaching speaking the teacher should evaluate the students' speaking skills.

#### **a. The aspect in measuring speaking.**

Hughes (2003) states that there are many aspects in measuring speaking skill as follows:

#### **1) Fluency**

Horby (2000: 516) say that fluency is the quality of being able to speak or write a language, especially a foreign language easily and well.

And then Nunan (2003: 55) stated fluency is the extent to which speakers use the language quickly and confidently, with few hesitation or unnatural pauses, false starts, and word search. It refers to one's ability to speak smoothly and easily.

## **2) Grammar**

Grammar is the system of rules governing the conventional arrangement and relationship of word in sentence (Brown, 2001:262). Then Carter & McCarthy (2006: 2) says grammar concerns with how sentence and utterances are formed. When the students' grammar is good mastered, it means that their speaking would be so much accurate.

## **3) Vocabulary**

Vocabulary is a list of words with their meaning that known by person and used in language (Robbiana, 2014:7). Students need to learn vocabulary in context and visual clues to help them understand. By having many vocabularies the students do not have to be worry in speaking.

## **4) Pronunciation**

Pronunciation is the way in which a language or particular word or sound is pronounced

(Hornby, 2000:1057). Therefore, students with good pronunciation will be more confident because it sounds like native and their speaking will be easier to understand.

## 5) **Comprehension**

Comprehension is the power of understanding an exercise, its goal is to improve or test one's understanding of a language in written or spoken form. Without comprehension, it would be hard to have good speaking.

### b. **Types of Speaking Evaluation.**

Nakamura and Valen (2007) in <http://ukeesay.com> state that there are three types of speaking evaluation as follows:

#### 1) **Monologue**

In monologue, students are asked to perform some task such as showing and telling where they talk about anything they choose. This is considered a change to give students the opportunity to make a small presentation.

#### 2) **Dialogue**

This is known as the interview. It is an open-ended test where students lead the discussion with the teacher or other students. Furthermore, students are asked to use conversation that they learn throughout the course.

Moreover this type needs some components, such as fluency, grammar, vocabulary, pronunciation and comprehension.

### 3) Multilogue

It is called discussion or debating. At this point, the discussions are students-generated. Students are put into groups; they decide a topic to discuss in the classroom. This activity takes three requirements:

- a) Students have to be able to take a part of conversation to help the discussion flow naturally.
- b) Students are using additional question to include others in conversation.
- c) Students are making transfers skills in dialogue to group discussion.

#### c. The Example of Speaking Evaluating Rubrics

The five components of language proficiency such as fluency, grammar, vocabulary, pronunciation and comprehension will be measured as scoring system. There are some criterions of evaluating speaking skill.

It is presented as table of proficiency scoring categories (Brown, 2003:172-173)

Table 2.2 Table of Proficiency scoring categories.

Scale	Grammar	Vocabulary	Comprehension
1	Error in grammar is frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.	Speaking vocabulary inadequate to express anything but the most elementary needs.	Within the scope of his very limited language experience, can understand simple question and statement if delivered with slowed speech, repetition, or paraphrase.
2	Can usually handle elementary constructions quite accurately but does not have thorough of confident control of the grammar	Has speak vocabulary sufficient to express himself simply with some circumlocutions	Can get the gist of most conversations of nontechnical subject (e.g. topics that request no specialized knowledge)
3	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversation on practical, social, and professional topics	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversation on practical, social and professional topics. Vocabulary in board enough that he rarely to grope for a word.	Comprehension is quite complete at a normal rate of speech.
4	Able to use the language accurately on all levels normally pertinent to professional needs. Error in grammar is quite rare.	Can understand and participate in any conversation within the range of his experience with high degree of precision of vocabulary.	Can understand any conversation within the range of his experience.

Scale	Fluency	Pronunciation	Task
1	No specific fluency description. Refer to other four language areas for implied level of fluency.	Can ask and answer question on the topic very familiar to him. Able to satisfy routine travel needs and minimum courtesy requirements. (Should be able to order a simple meal, ask and give simple direction, make purchase and tell time).	
2	Can handle with confidence but not with facility most social situation including introductions and casuals' event, as well as work, family and autobiographical information.	Accent is intelligible though often quite faulty	Able to satisfy routine social demands and work requirements; need help in handling any complications or difficulties.
3	Can discuss particular interest of competence with reasonable ease. Rarely has to grope for words.	Error never interfaces with understanding and rarely disturbs the native speakers. Accent may be obviously foreign	Can participate effectively in most formal an informal conversation on practical, social, and professional topics.
4	Able to use the language fluency and all levels normally pertinent to professional needs. Can participate in any conversation within the range of the experience with a high	Error in pronunciation is quite rare.	Would rarely be taken for native speakers but can respond appropriate event in unfamiliar situations. Can handle informal interpreting from and into language.

	degree of fluency.		
5	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.	Equivalent to and fully accepted by educated native speaker.	Speaking proficiency equivalent to that of an educated native speaker.

