CHAPTER II

THEORETICAL REVIEW

A. Speaking

In this part, they were two points, which will be concerned. First, is the concept of Speaking. Second, is the activity to promote speaking.

1. The Concept of Speaking.

All normal human beings in this world understand and speak to carry out every activity in their daily life. To communicate using a language, means understanding and reacting to everything that somebody say. Every people speak because they live in society that needs interaction each other.

English is very important and useful language for gaining a job. It can be seen from qualifications of the employee recruitment required by some factories. One of the qualifications is the mastery of English, especially spoken English, whether they were active or passive in speaking.

According to Tarigan (1990:5) speaking is an ability to pronounce articulation of sounds or words for expressing, stating and conveying thoughts, ideas and feelings. Besides that, he also states that speaking is a form of human behavior that use physic factor psychological, neurological, semantic and linguistic extensively.
Nunan says (1991: 40), speaking is the same as oral interaction, which are conventional ways of presenting information, expressing our idea, and thought in our mind. Further, Hornby (1994: 398) also says that speaking is expressing ideas or feelings using language. So, speaking is not only uttering ideas in our mind, but also delivering and presenting new information to other people.

(Brown, 1994, Bum and Joyce, 1997) says speaking is an interactive process of constructing meaning that involves producing and receiving information. Its form and meaning are depend on the context in which it occurs, including the participants themselves their collective experiences, the physical environment and the purpose for speaking. In speaking and uttering words and sentences, it is often spontaneous, open-ended and evolving.

Speaking has three important aims, (Tarigan, 1981:15). The first, Speaking is used to inform the speaker to the listener about everything they want or need and inform ideas they want to share. Second, speaking is produced to entertain. By speaking, we will know somebody's feeling. So, we will know how to entertain them by knowing their feeling, whether sad or happy. Third, speaking is aimed to persuade. Somebody use it to persuade to do something in certain activity.

2. Activities to Promote Speaking

Chaney says, (1998:13) Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a
variety of contexts. Speaking is the crucial part of second language teaching learning. Because of it, there are many techniques to promote speaking skill and to get variations in learning, so that the students are not getting bored in the teaching-learning activities. Here are some activities to promote speaking:

a. Discussion

Kayi says (2005) Speaking is held for various reasons. Here, the students share ideas about certain topics or event to find solution in a discussion group. By discussion, the students may get their own conclusion and can prevent them for chatting each other about irrelevant things. It is also essential that in speaking class should be equally divided among several group members. Here, the students are trained to have a critical thinking and quick decision making to express and justify themselves.

b. Role-Play

By Role Playing, the students act or pretend like somebody else in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think of feel.

c. Simulation

Simulations are similar to role-play but in simulations, the students are more elaborate. Students can bring items to the class to create a realistic
environment. For instance, if a student acts as a farmer, he brings a hoe. Simulations bring some advantages. First, since they entertaining, they motivate the students. Second, they increase the self-confidence of hesitant students, because in role-play and simulation, they will have different role and don’t speak to themselves, which means they do not have to take the same responsibility.

d. Information Gap

In this activity, the students are supposed to work in pairs. One student will have the information than other partners do not have and the partners will share their information. Information Gap activities serve many purposes, such as solving problem or collecting information. Here, each partner plays an important role, because the task cannot be completed if the partners do not provide the information needed.

e. Brainstorming

Students are given a topic, which they should produce ideas in limited time. Through brainstorming activity, it can generate students' ideas quickly and freely. The good characteristic of brainstorming is that the students are not criticized for their ideas, so they will be able to share their ideas.
f. Storytelling

Students can briefly summarize a tale or story they heard from somebody beforehand, or may create their own stories to tell their friends. They also may tell a story from a movie they have watched before, which they like most or have deep impressions in their mind. Storytelling can help students to express ideas in the format of beginning, development and ending, including the characters and setting a story.

g. Reporting

By using reporting activity, before coming to class, students are asked to read a newspaper or magazine. It also can be in the form of movie report. Here, they may report the movie they have watched. For this activity, they report to their friends what they find as the most interesting scenes or news. They also may talk about anything worth telling.

h. Picture Narrating

This activity is based on several sequential pictures. Students are asked to tell where the story taking place, or the situation that happen in the picture.

i. Picture Describing

By using movies, students are asked to describe the scene of the movie presented when it is paused. These activities foster the creativity and imagination of the learners.
From all of those reasons, the use of media in teaching-learning process is very important, because through one media, the students will get a new tool in learning and get new activities.

B. Students’ Participation in Learning Process

Students’ participation in the process of teaching and learning process is absolutely needed to achieve the goal of learning. Without students participation the class will be passive. According to Tannenbaum and Hahn (see Sukidin, 2002: 159), participation is a level how far the member’s role involve themselves in activity and contribute the energy and thought in the implementation of the activity. While the Dusseldorp (see Sukidin, 2002: 159), participation is an activity or situation takes part in an activity to get the benefit optimally.

Based on the definition above, it can be said that participation is someone involvement both thought and energy to get the benefit from the activity. In this case, there are two kinds of participation, i.e.: contributive and initiative participation. According to Paulo Freire (see Basrowi, 1997) contributive participation is participation that supports participation to follow learning well. While initiative participation aims more to the autonomous activity without structured in doing the tasks to have initiative to do the material hadn’t been thinking by making brief notes. Whereas in Miffin.( Miffin : 2007), initiative means the power or ability to follow through energetically with a pant or task; enterprise and determination. Thus, both contributive and initiative
participation will form the students always be active and creative, so they realize that science just can be got through the hard effort and realize the meaning of the importance of studying.

Based on the definition above, the indicators of participation were stated, below:

Table 2.1 Types of participation.

<table>
<thead>
<tr>
<th>Contributive Participation</th>
<th>Initiative Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asking question</td>
<td>Doing the tasks</td>
</tr>
<tr>
<td>Answering question</td>
<td></td>
</tr>
<tr>
<td>Giving opinion/suggestion</td>
<td></td>
</tr>
<tr>
<td>Giving rejection</td>
<td></td>
</tr>
<tr>
<td>Giving good explanation</td>
<td></td>
</tr>
</tbody>
</table>

The indicators of participation above have to be observed by the teacher or the teacher collaborator during teaching learning process. Participatory learning strategies will be brought conducive due to students has more roles, more open. In this condition, new ideas are easily received and creativity expanded by the students though relationship. This system can be followed by the students that willing to join and to work hard is autonomous before and being work in-group work. Consequently, through their learning funds, students will be more responsible toward the implementation of learning because they have motivation to learn. A teacher should motivate the students. There are general ways as efforts

Improving Students Speaking..., Farkhatun Nurul Hijriyah, FKIP UMP, 2010
of the teacher to raise the students’ motivation. First, giving appreciation and critical. Second, to be held rivalry or competition among the students. Third, giving prize and punishment. And the last, Announcing about the students progress in learning (Tim MKDK IKIP Semarang, 1996:8)

From the explanation above, the teacher is not only as facilitator but also as motivator who had important roles. Through Question and Answer Debate, the teacher would be able to enhance students’ speaking participation.

1. Factors of Students’ Low Participation

According to Abimayu in Sukidin et.al (2002:153) there are three causal factors of students’ low participation in teaching learning process. First, students have less ability to form their selves’ idea. Second, students have less encouragement to give their opinion or suggestion to another. And the last, students have not accustomed competitive to give their opinion or suggestion to other friends.

Based on the explanation above, teacher should have sufficient comprehension about learners that become the aims of duty. This comprehension includes readiness, ability, disability and background of students, all that will help teacher to do their duty-well (Wardani and Suparno in Sukidin et, al, 2002:153)

The quality of education could be gained if teaching and learning activities run effectively, it means that learning process can run smoothly,
directly, and appropriately with aims of learning. There are four criteria effectively teaching learning process. First, the teacher should be able to expand generalization concept and also be able to change abstract material lesson become clear and evidence. Second, teacher should be able to balance the style and speeds of teaching to the learners are different. Third, teacher was able to balance learning development of learners that are different. And the last, Be able to involve learners actively in teaching so teaching learning process can reach the aims of program that have been decided. (Yursin in Sukidin. 2002:156)

2. Factors of Students’ High Participation

Davis (1993) says that there are tactics to increase students’ participation. First, to make certain each student has an opportunity to talk in class during the first or two or three weeks. Second, to plan an icebreaker activity in the semester. Third, to ask students to identify characteristic of an effective materials. Fourth, to periodically divide students into small group. Fifth, to assign roles to students. And the last, to use comment cards to encourage and to give their comment.

Moreover, Davis (2007) says that there are some tactic to keep students talking. First, to built rapport with students. Second, to bring students outside comment into class. Third, to use non verbal cues to encourage participation. Fourth, to draw the students into a discussion. Fifth, to give quiet students special encouragement. Sixth, to provide an opportunity to
discourage students who monopolize the discussion. Seventh, to choose used some correct wrong answers. And the last, to reward but don’t grade students participation.

According to Virk, (Virk : 2007) there are some ways to help students become more comfortable participating. First, providing students many opportunities. Second, providing a safe and encouraging environment. Third, explaining the value of the lesson material and its connection to learning. Fourth, providing a discussion rubric which includes good students participation.

Teacher is not only as a person who teaches but also a person who teach him selves through conversation with learners and teacher is not only teaching but also is taught by learners. Teacher places learners as individual who have potential and achievement that can be expanded not as empty bottle already be filled by anything. Those effort would succeed if teachers are able to place themselves as facilitators of learning who devote attention to learner actively in taking learning in the classroom or out classroom.

Based on the all explanation above, the writer concludes that there are some factors that can improve students’ participation, i.e.:

a. The environment in the classroom

Teacher should provide competitive environment to motivate students in the classroom.
b. The background of the students

Teacher should know the background of the students.

c. The motivation from the teacher

Teacher should provide a safety, encouragement, and mutually appreciation environment in the classroom.

d. The opportunities that are provided by the teacher

Teacher should provide students many opportunities, such as: asking and giving opinion, giving suggestion or opinion, leading discussion, giving rebuttal, doing task, sharing with peer or another friend about the lesson in the classrooms.

e. Management of the class

Teacher periodically divides the class into groups.

Those factors come from the outside of the learners themselves, which moreover called external factors.

3. The Importance of Participation in Language Learning

There are some reasons about the importance of participation in language learning:

a. Students’ participation will form the students’ activeness and creativity.

b. By participating in the class, it will make the students have more roles, more open and new ideas are easily received.
c. The learning process becomes more meaningful because there is a process of taking and giving information between the teacher and the students.
d. It can be a good measurement for the success of the implementation of the certain technique.
e. Students participate in learning process becomes good starting points for them to get better achievement actually in their speaking ability.

From the explanation above, we know that the students’ participation in learning language is very important not only for the students but also for some other aspects.

C. Question and Answer Debate.

There are some language experts’ purposes the technique for teaching language. Elizabeth F. Barkley, K Patricia Cross, and Claire Howell Major have explained some techniques for teaching, and the writer is interested in discussion techniques, which can improve the students’ participation. One of that technique is using Question and Answer Debate as a technique for manage the students’ speaking participation.

1. The Definition of Debate.

In communication, Debate is one of rhetoric dialogue where two or more people are talking or taking a part in conversation process. Cleanth Brooks and Robert P warren says that rhetoric have simple definition as the
art of using language effectively. It has connection with the elements of communication, which is paradigm by Harrold Laswell are: Who says what, in which channel, to whom, which what effect. The point “Debate” is some kind ways in giving different opinion about a certain theme between affirmative and negative through the formal dialogue. Debate is leaded by a moderator and limited by time and rule.

2. Definition of Question and answer Debate

Question and Answer Debate is a kind of Debate game in which there are some rules and ways to play it. Like as informal debate, Question Answer debate is the famous game and many countries had used it as way in teaching and learning process in class. In informal debate, there are two groups; each group consists of five players as the debater/ speaker.

3. The Procedure of Using Question Answer Debate

In Excellent English games, there are some procedures how to use Question Answer Debate. First, there must be two groups (group A and B), each group consist of five players. Group A as the Question group, and the group B as the answer group. Second, each student gets a paper to write a sentence for example “what will you do if………… “And complete it with a sentence ex: you have lost money? And for the answer group (B) gets a paper write a sentence “I would……………… And complete it with the sentence” eat a lot” etc. every group has a freedom in expressing their words. Then, the
paper from each group submitted in different box. When group A get the first 
turn, the representative from their group come to forward and takes one paper 
from different box. Then discuss what they got from the box with their group. 
Group A should give argumentation about what Question and Answer they 
gotten.

Ex: What would you do if you have a lot of money?

I would cry.....

So, group A should explain why he/she is crying if he gets a lot of money and 
group B have a chance rebuttal the group A opinion and try to dropped their 
answer until you felt enough. The game keep going group B that got some 
turn take two cards in different box and explain what they got as Group A.

This game support by your capability as a teacher and as moderator to 
control the game and to give the score about all student opinion. It is better to 
ask to all students for giving their opinion too. The students who give opinion 
get score one. And the student who does not give opinion does not get score. 
The teacher can use the score like as informal debate. In the end of the game, 
the group who has a lot score is the winner.

3. The Advantages of Question and Answer Debate

There four advantages of using Question and Answer Debate. First, 
Question and Answer Debate can help to build communication skills because
the students have chance to ask something that had been understood. Second, Reticent students are encouraged to speak because the ground rules have created an environment that promotes participation by all. Third, it helps the students to see how the participation during group work develops teamwork skills and self-awareness. Fourth, to know whether is a different opinion between the concepts given the students and the teacher meaning.

4. The Disadvantages of Question and Answer Debate

Question and Answer Debate had two disadvantages. First, Students will become impatient logging on, checking into the discussion, and finding repeatedly that it is not yet their term to contribute additional comment. Second, this way can inhibit the nature flow of conversation, making discussion feel artificial.

5. The Solution for the Teacher in Facing the Problems in Using Question Answer Debate

a. The teacher can manage the time to make the students more often in participating in this activity.

b. Teacher prepared some topics, which can encourage the students to speak up, so the flow of conversation can run well, without any spaces.

c. The teacher would observe the activity hard to make sure that all students get participation in the activity.
This debate technique focuses on the improvement of the students’ oral participation. Hopefully, the technique can make the students active and participative involved in the activities.