CHAPTER II

THEORETICAL REVIEW

A. The Nature of Speaking

Speaking is oral communication between two people or more which the function to express idea, feeling, and exchange messages that is conveyed to the hearer. Speaking is a part of people’s daily life. It is supported by Thompson in Meliasanti (2003: 1) stated that communication is basic features of social life and main components. Communication is such a process of exchanging messages. This exchanging of messages takes place through some means to bring the messages from the messages source to its destination for some effects or purposes. Virtually, all human communication is attempt to achieve goals.

The process of speaking is an idea in our brain and put into coherent order with some words or phrases so that it comes in form that will express orally. Furthermore, Tarigan (1987: 15) stated that speaking is an ability to pronounce articulation of sounds or words for expressing, starting, and conveying thought ideas, and feeling. Chaney in Kayi (2006: 1) also stated that speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts". In speaking, the speaker should use appropriate words and sentences to make sure the hearer understand what the speaker mean. It is strengthened by Kayi (2006: 1) that people should select appropriate words and sentences according to the proper social, setting, audience, and subject matter.
B. The Function of Speaking

Numerous attempts have been made to classify the function of speaking in human interaction. Jones and Burns in Richard (2008: 22) talk as interaction; talk as transaction; talk as performance. Each of these speech activities is quite distinct in terms of form and function and requires different teaching approaches. They are:

1. Talk as Interaction

Talk as interaction refers to what we normally mean by “conversation” and describes interaction that serves a primarily social function. When people meet, they exchange greetings, engage in small talk, recount recent experiences, and so on because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speakers and how they wish to present themselves to each other than on the message. The main features of talk as interaction can be summarized as follows:

a. Has a primarily social function
b. Reflects role relationships
c. Reflects speaker’s identity
d. May be formal or casual
e. Uses conversational conventions
f. Reflects degrees of politeness
2. Talk as Transaction

Talk as transaction refers to situations where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially with each other. Examples of talk as transaction are:

a. Classroom group discussions and problem-solving activities
b. Discussing needed computer repairs with a technician
c. Discussing sightseeing plans with a hotel clerk or tour guide
d. Making a telephone call to obtain flight information
e. Asking someone for directions on the street
f. Buying something in a shop
g. Ordering food from a menu in a restaurant

3. Talk as Performance

The third type of talk that can usefully be distinguished has been called talk as performance. This refers to public talk, that is, talk that transmits information before an audience, such as classroom presentations, public announcements, and speeches. Talk as performance tends to be in the form of monologue rather than dialogue, often follows a recognizable format (e.g., a speech of welcome), and is closer to written language than conversational language. Similarly, it is often evaluated according to its effectiveness or impact on the listener, something that is unlikely to happen with talk as interaction or transaction. Examples of talk as performance are:
a. Giving a class report about a school trip
b. Conducting a class debate
c. Giving a speech of welcome
d. Making a sales presentation
e. Giving a lecture

Those are the functions communication is doing by language. All of those obvious activities aim to human needs.

C. Speaking Competence

Speaking competence is the oral skill that plays an important role in human daily life when people want to communicate their ideas, mind, and feelings to other. According to Tarigan (1981: 15), speaking competence is the ability to say or produce words and sounds articulation to express feeling, thought, and idea.

There are five aspects in measuring speaking competence. It is stated by Hughes (2003):

a. Pronunciation

Pronunciation is the way in which a language or a particular word or sound is pronounced (Hornby, 2000: 1057). Therefore, students with good pronunciation will be much confident because it sounds like native. Moreover, the way students speak will be easier to understand.

b. Grammar

It concerns with how sentences and utterance are formed (Carter & Mc Carty, 2006: 2). According to Brown (2001: 262), grammar is the
system of rules governing the conventional arrangement and relationship of word in sentence. If the students’ grammar is well mastered, then it can be ensured that their speaking would be so much accurate.

c. Vocabulary

Students need to learn vocabulary in context and visual clues to help them understand (Ybarra, 2003). By having bunch of vocabularies the students don’t have to be worry uttering their ideas and feeling.

d. Fluency

Fluency is the quality of being able to speak or write a language easily and well (Hornby, 2000: 516). Nunan (2003: 55) says that fluency is the extent to which speakers use the language quickly and confidently, with few hesitation or unnatural pauses, false starts, word search. It refers to one’s ability to speak smoothly and easily. O’Connor (1980) uttered that saying fluency is saying words group fluently, smoothly, without gaps or hesitation in the middle. Other words, fluency means one has to be capable of saying words without stumbling over the sounds and sequence sounds.

e. Comprehension

Hornby (2000: 263) states that comprehension is the power of understanding an exercise aimed at improving or testing one understands of a language in written or spoken. It tackles deep role since without good comprehension it would be hard to have good speaking.
D. Classroom Speaking Activities

Many classroom activities currently fall at or near the communicative end of the communication continuum. In terms of providing better English speaking atmosphere, Kayi (2006: 2) mentioned several activities to promote teaching learning process in the classroom. The activities are as follow:

a. Discussions

After a content-based lesson, a discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Before the discussion, it is essential that the purpose of the discussion activity is set by the teacher. In this way, the discussion points are relevant to this purpose, so that students do not spend their time chatting with each other about irrelevant things.

b. Role Play

One other way of getting students to speak is role-playing. Students pretend they are 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 or feel. Thus, the teacher can tell the student that "You are David, you go to the doctor and tell him what happened last night, and..." Harmer in Kayi (2006).
c. Interviews

Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions. Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized. After interviews, each student can present his or her study to the class. Moreover, students can interview each other and "introduce" his or her partner to the class.

d. Transactional (dialogue)

Transactional language, carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language. Conversations, for example may have more of negotiative nature to them than does responsive speech. Such conversations could readily be part of group work activity as well (Brown, 2000: 273-274).

e. Interpersonal (dialogue)

Interpersonal dialogue has the purpose to maintain social relationships. These conversations are a little deceptive students because they can involve some or all of the following factors:

a) a casual register

b) colloquial language

c) emotionally charged language
d) slang

e) ellipsis

f) sarcasm

g) a convert “agenda”

Students need to learn how these interpersonal traits as the relationship between the interlocutors, casual style, and sarcasm linguistically interpreted in a conversation (Brown, 2000: 273-274).

E. The Description of “Situational Dialogues” in Teaching Speaking

Honestly, everybody knows what a dialogue is. We always do and find this in our life. For example: at restaurant, school, hospital, on the street and somewhere else. A dialogue is conversation between two people or more people to understand other view without interrupting. Furthermore, Brown (2000: 251) highlight that a dialogue is two or more speakers and can be subdivided into those exchanges that promote social relationships (interpersonal) and those for which the purpose is to convey propositional or factual information (transactional). Dialogues bring people naturally sit down together and talk about important issue. The dialogue includes one of spoken language beside monologue. There are two type of a dialogue is shown in figure (1):
Further discussion, Susan and Robert (1999: 4) stated that a dialogue as is the classroom technique as the core of communicative classroom activities, leading up to the students performances of these dialogue. Most teachers need the technique to make their class more communicative. A dialogue provides a relative decrease in the amount of teacher’s talk and increase in students’ talk. It is kind of communicative approach that enable students to learn the language communicatively. As a Finocchiaro and Brumfit in Setiyadi (2006: 145) states that there are some major features of Communicative Approach:

1. Dialogues, if used, center around communicative functions and are not normally memorized.
2. Language learning is learning to communicate.
3. Effective communication is sought.
4. Comprehensible pronunciation is sought.
5. Attempts to communicate may be encouraged from the very beginning.
6. Translation may be used where students need or benefit from it.

Teaching English speaking in classroom, teacher should provide an opportunity to use the language outside or inside classroom. Using the
dialogue practice with situation that usually do in their daily life are good impact. Setiyadi (2006: 144) highlight that the goal of teaching a foreign language is the actual use of language in real situation.

Nababan (1993: 21) said that:

Situational in language teaching is a systematic study of the principles and procedures that can be applied to the selection of a content arrangement of spoken language teaching programs in language situations specified (for example, the situation in the post office, or restaurant etc).

Foster and Ohta in Klinghoffer (2005) elaborated further upon the sociocultural approach, describing it as a paradigm that viewed learning as “embedded in social interaction”. Handscombe in Klinghoffer (2005), discussing methods of making ESL instruction effective for all students, noted that practical strategies for promoting interaction included bringing the individual's home, background, and ethnicity into focus in the classroom by creating groups that drew on common interest.

Based on previous discussion, we can conclude that situational dialogue is kind of a classroom technique that promotes a communication between two student or more with the appropriate situation in their environment or provide the students with social context to practice their new language.

F. The Steps in Teaching Speaking Using Situational Dialogues

In order to create communicative class in speaking lesson, teacher is expected using activities that can promote the students’ interest. Student’s should get speaking opportunities as possible as and their speaking time should slowly but steadily rise so as to prepare them for various
communicative situations. Based Franklin in Marlow (2007: 1) stated that “Tell me and I forget, teach me and I may remember, involve me and I learn”. So we can conclude that the effective teaching learning process is by involving them to active in learning process. Learning by experience based on their situation in real life is more memorable for the students.

Keeping in mind that each classroom offers a wide range of learners differing in their abilities, knowledge, confidence, motivation and learning styles, a teacher should provide them with a proper environment that would help them develop their skills, independent of their basic characteristics and diversity.

1. Step 1 – Quick Question.

As you take attendance, tell the students that they must acknowledge their presence by asking one quick question based on the previous lesson as a review. Students would begin the class practicing this one particular conversation tactic.

Example:

S: have you ever went to Wakatobi?
T: Yes, I have.

Repetition is vital for these students particularly. Repetition does not have to be boring for students but can be made learner-centered.
2. Step 2 - Lead in

Everybody knows the importance of a Lead in and it can be done in several ways but its purpose is only to create interest in the topic of the lesson and also as a tactic to build dialogue between students and teacher.

3. Step 3 - Assigning New Partners Every Lesson

Next, after having completed the roll call and answering these student questions, class is officially started by putting students randomly in pairs. If there are 20 students there will be 10 pairs. Students then pair off and sit facing each other.

By randomly assigning students to a new partner every lesson, the class is more dynamic and perhaps more significantly, after a few weeks the class, as whole, becomes familiar with each other which builds a supportive, relaxed speaking atmosphere.

4. Step 4 – Dialogue Practice

When students are seated facing each other in pairs, they listen to the example conversation from the teacher, audio or others as a class and then practice saying or repeating problematic words for pronunciation. Now is the time to practice any problematic phrases or cultural concepts or for any pre-teaching of difficult structures.

5. Step 5 - Creating a Variation of the Dialogue.

Next, students are told they must change the conversation by substituting words or paraphrasing in the dialogue. It can help the students focus on related structure. Begin slowly by asking students to substitute
shorter froms. End with more extends dialogue. As a variation exercise for lower level class, students can expand their use of wider variety of vocabulary and expression by using gap fill dialogues.

Once students have decided which words to substitute, they are given about 10 minutes to memorize the dialogue depending on difficulty. After 10 minutes, student pairs are asked to "volunteer" to perform their conversation. "Volunteer" because students are told that they do not have to do the conversation if they don’t want to, but if they do "volunteer", each student will receive “+” for the day. This way students receive a daily mark which gives an accurate record of their willingness to participate in addition to motivating them to try harder without direct teacher induced pressure.

6. Step 6 - Communicative Pair Work

Up to this point, students have been studying one kind of communicative strategy via a controlled conversation memorization and listening drills. Now they are adequately prepared to assume all responsibility by trying it by themselves via a pair-work communicative task. They now have the opportunity to speak in English based on the situation which provide by the teacher. The teacher, by walking around evaluating each pair, can easily decide where problems reside and correct them or decide to follow up the pair-work with additional question-answer practice between student and teacher.

(Adopted from Stephen Ryan 1999)
G. How to Use a Dialogue

1. Keep Yourself

   Hold yourself of a judgment, make decisions unilaterally or disputed status. Forget temporary, what is in your head about them, to open up the possibility of the emergence of a variety of things you have not know. This way, you will understand the other person's perspective. Forget your status, because other people will be attempting to see the consequences based on your status. Moreover, if your position is quite high. Remind them about your status, only if the dialogue is over and the time has come to take decisions.

2. Good Listener

   Hearing is to figure out the understanding behind all the different positions and perspectives. Listen actively. Confirm the things that you are less understood. You do not need to convince them about your perspective. You only need to show that you heard and got attention. They will open up and feel comfortable. And they will stop, if you feel there is a difference in terms of beliefs, values and feelings.

3. Find the information

   Ask to discover and clarify what you hear, and make sure that you really understand. This will prevent it from something usually rooted in ignorance and unbelief. Makes no secret anymore, would improve the level of understanding and appreciation, and leads to new possibilities better.
H. The Advantages and Limitation of the Use of Situational Dialogues

There are several advantages and limitation of the use of a situational dialogue in teaching learning activities. Lubis (1988: 30-34) find out some advantages and limitation of the use dialogue. The Advantages of instructional dialogues are as follows:

1. The students’ longer retention.

The students have longer retention on what had been learnt. Some people say that “Experience is the best teacher”. Through involve them in teaching learning process will give a good stimulus in their memory. Using a dialogue in learning is based on experiential approach and learning by doing. As Franklin in Marlow (2007:1) stated that “Tell me and I forget, teach me and I may remember, involve me and I learn”. It means if someone only hears and sees the words, he tends to forget the words easily. If he had experiences himself in learning activities, he remembers it, his brain automatically will keep up the memory.

2. The effectiveness as shared by the group work

In group work, all the members of the group can learn from the other member through dialogues activity. It allows students to communicate one to another freely. Students’ regularly works in a group or pair to transfer the meaning in situation in which one person has information that the others lack.
3. Minimum role of teacher

The use of a dialogue is to make students more active and attractive in speaking class. It is such a learner center not teacher center, the students themselves who have to active in class. In this technique teacher as assistance who motivates, stimulates and accompanies the students to learn. A teacher is supposed to be a good partner in studying.

4. Large amount of skill practice

Dialogues provide more practice in using a language. The students can learn about social culture, cooperation and competition between the students to negotiate the meaning and understanding with each other.

5. Arising motivation to learn

One of the constant discussions in all my teacher training groups was how to motivate students. Motivation relates to engaging students but also includes confidence building. By using dialogue, the students will get cooperativeness and relax atmosphere to speak up. If there is a climate of trust and support in the classroom, then students are confident to use English language. We can say situational dialogues can motivate the students because:

a. Dialogues present real life speech with a various topics, for example: expressing love, greeting, annoying etc.
b. Everything in dialogue is meaningfull and relevant to the students’ life. So they will be familiar with the conversations of everyday life. They also expected to use this conversation in appropriate situation to able their needs in English.

c. In dialogues, the sentences are simple and easy to understand. It will help the students in learning foreign language and communicate with other using English.

The limitation of instructional dialogues are as follows:

a. Time inefficient

Lesson using a situational dialogue is take much time. Teacher needs preparation to explain the material and the procedure in using situational dialogues.

b. Teachers’ work load

He carries the managerial work load before and after the class. The teacher has to make lesson plan based on the design of instructional dialogues which are appropriate for the lesson and also a set of evaluation.

c. Lack of control students

The teacher who explains the material in front of the class, he/she can control a whole class. He can monitor his/her students’
behaviour. But, when the lesson is using a situational dialogue which the students divide into small group, teacher is unable to monitor every individual activity. Sometimes they will make noisy and disturb other students.

I. Basic Assumption

Speaking is one of the four basic language skills in English. The main goal in learning English is to be able to speak English well. In fact there are many students that can not speak English well. This is because they did not have braveness and self confidence to speak English. Most of them are too shy to speak, too afraid of making mistakes and had no chance to speak.

To avoid those conditions, the teacher needs a classroom technique that will make students brave to speak up, giving them many chances to practice their speaking and make the enjoyable atmosphere in the class so it can improve students’ speaking competence.

A situational dialogue is one of communicative learning that provide communicative classroom activities. Through dialogues the practice continuous every week, students begin to have a great deal of fun with the performances. The dialogue becomes more and more meaningful and creative. Situational dialogues can gain confidence in using English to express themselves and to use English in everyday situation.