

## CHAPTER II

### THEORETICAL REVIEW

#### A. Speaking

##### 1. The Understanding of Speaking

Tarigan (1990:3-4) defines that speaking is a language skill that is developed in child life, which is produced by listening skill, and at that period speaking skill is learned.

Based on Competence Based Curriculum speaking is one of the four basic competences that the students should gain well. It has an important role in communication. Speaking can find in spoken cycle especially in Joint Construction of Text stage (Departmen Pendidikan Nasional, 2004). In carrying out speaking, students face some difficulties one of them is about language its self. In fact, most of students get difficulties to speak even though they have a lot of vocabularies and have written them well. The problems are afraid for students to make mistakes.

Speaking is the productive skill. It could not be separated from listening. When we speak we produce the text and it should be meaningful. In the nature of communication, we can find the speaker, the listener, the message and the feedback. Speaking could not be separated from pronunciation as it encourages learners to learn the English sounds.

Harmer, (in Tarigan, 1990: 12) writes that when teaching speaking or producing skill, we can apply three major stages, those are:

- 1) Introducing new language
- 2) Practice
- 3) Communicative activity.

Speaking has been regarded as merely implementation and variation, outside the domain of language and linguistic proper. Linguistic theory has mostly developed in abstraction from context of use and source of diversity. Therefore, Clark and Clark (in Nunan, 1991: 23) said that speaking is fundamentally an instrument act. Speakers talk in order to have some effect on their listener. It is the result of teaching learning process. Students' skill in conversation is core aspect in teaching speaking, it becomes vitally aspect in language teaching learning success if language function as a system for expression meaning, as Nunan (1991:39) states that the successful in speaking is measured through someone ability to carry out a conversation in the language. We confess that there are many proponent factors that influence teaching speaking success and there are many obstacle factors why it is not running well.

According to Ladouse (in Nunan, 1991: 23) speaking is described as the activity as the ability to express oneself in the situation, or the activity to report acts, or situation in precise words or the ability to converse or to express a sequence of ideas fluently. Furthermore,

Tarigan (1990: 8) said that *“speaking as the way of communication influences our individual life strongly”*.

From the explanation above, the researcher concludes that speaking is what we say to what we see, feel and think. When we feel something, we want someone can hear us. So, in this process we can call it is an interaction between two sides.

When someone speak to other person, there will be a relationship. The relationship itself is communication. Furthermore, Wilson (1983:5) defines speaking as development of the relationship between speaker and listener. In addition speaking determining which logical linguistic, psychological a physical rules should be applied in a given communicate situation”. It means that the main objective of speaking is for communication. In order to express effectively, the speaker should know exactly what he/she wants to speak or to communicate, he/she has to be able to evaluate the effects of his/her communication to his/her listener, he/she has to understand any principle that based his speaking either in general or in individual.

## **2. The Functions of Speaking**

Several language experts have attempted to categorize the function of speaking in human interaction. According to Brown and Yule, as quoted by Jack C. Ricards, “The Functions of speaking are classified into three; they are talk as interaction, talk as transaction and

talk as performance. Each of these speech activities is quite distinct in terms of form and function and requires different teaching approaches”.

Below are the explanation of the function of speaking

([http://www.cambridge.org/other\\_files/downloads/els/booklets/Richards-Teaching-Listening-Speaking.pdf](http://www.cambridge.org/other_files/downloads/els/booklets/Richards-Teaching-Listening-Speaking.pdf).

it was retrieved on September 5

2010):

a. Talk as Interaction

Being able to interact in a language is essential. In fact, much of our daily communication remains interaction. This refers to what mean by “conversation”. The primary intention in talk as interaction is to maintain social relationship. Meanwhile, talk as interaction has several main features as follows:

- 1) Has a primary social function
- 2) Reflects role relationships
- 3) Reflects speaker’s identity
- 4) May be formal or casual
- 5) Uses conversational conventions
- 6) Reflects degrees of politeness
- 7) Employs many generic words
- 8) Uses conversational register

Some of the skills (involved in using talk as interaction) are:

- 1) Opening and closing conversation
- 2) Choosing topics

- 3) Making small-talk
  - 4) Recounting personal incidents and experiences
  - 5) Turn talking
  - 6) Using adjacency pairs
  - 7) Interrupting
  - 8) Reacting to others
- b. Talk as Transaction

This type of talk or speaking refers to situation where the focus is on what is said or done. The message is the central focus here and making oneself understood clearly and accurately, rather than the participants and how they interact socially with each other. In transaction, talk is associated with other activities. For example, student may be engaged in hand on activities (e. In language lesson) to explore concept associated with tenses and derivations.

Anne Burns, as cited in Jack C. Richards, distinguishes talk as transaction into two different types. One is a situation where the focus is on giving and receiving information and where the participants focus primarily on what is said or achieved. Accuracy may not be a priority as long as information is successfully communicated or understood. The second type is transactions which focus on obtaining goods or services such as checking into a hotel. In this type of spoken language, students and teachers usually focus on meaning on talking their way to understanding.

Meanwhile, talk as transaction has several main features as follows:

- 1) It has a primarily information focus
- 2) The main focus is the message and not the participants
- 3) Participants employ communication strategies to make themselves understood
- 4) There may be frequent communications, and comprehension checks
- 5) There may be negotiation and digression
- 6) Linguistic accuracy is not always important.

Some of the skills involved in using talk for transaction are:

- 1) Explaining a need or intention
- 2) Describing something
- 3) Asking questioning
- 4) Confirming an opinion
- 5) Making suggestions
- 6) Clarifying understanding
- 7) Making comparisons

Compared with talk as interaction, talk as transaction is easier for some students because it only focuses on message delivered to the others. Also, talk as interaction is more easily planned since current communicative materials are a rich resource of group activities, information-gap activities and role plays. It can provide a

source for practicing how in to use talk for sharing and obtaining information as well as for carrying out the real world transactions.

c. Talk Performance

Talk as performance tends to be in the form of monolog rather than dialog. Often talks follow a recognizable format and is closer to written language than concersational language. Similarly it is often evaluated according to its effectiveness or impact on the listener, something which is unlikely to happen with talk as interaction or transaction. Examples of talk as performance are living a class report about a school trip,conducting a class debare makin a sales presentation, and living lecture.

The main features of talk as performance are:

- 1) There is a focus on both message and audience
- 2) It reflects organization and sequencing
- 3) Form and accuracy is important
- 4) Language is more like written language
- 5) It is often monologic

Some of the skills involved in using taks as performance are:

- 1) Using an appropriate format
- 2) Presenting information in an aproprate sequence
- 3) Maintaining audience engagement
- 4) Using correct pronounciation and grammar
- 5) Creating an effect on the audience

- 6) Using appropriate vocabulary
- 7) Using appropriate opening and closing

It is clearly seen from the features and skills involved in using talk as performance that initially talk as performance needs to be prepared in much the same way as written text. Therefore, this kind of talk requires a different teaching strategy. This involves providing examples or models of speeches or oral presentation.

### **3. Factor Affecting Student Speaking Ability**

According to Jack C. Richards and Willy A. Reynanda, there are four factors that affect student oral communication ability that are age or maturational constraints, aural medium, socio-cultural factors and affective factors. Below are the explanations of the four factors that affect student speaking skill.

**Age or Maturational Constraints** Age is one of the most commonly cited determinant factors of success or failure in foreign language learning. Several experts such as Krashen and Scarcella argue that those who begin learning a second language in early childhood natural exposure achieves higher proficiency than those beginning as adults. Many adults fail to reach native-like proficiency in a second language. Their progress seems to level off at certain stage.

This fact shows that the ageing process itself may affect or limit adult learners' ability to pronounce the target language fluently with native-like pronunciation.

1) Aural Medium

The central role of listening comprehension in foreign language acquisition process is now largely accepted. It means that listening plays an extremely important role in the development of speaking abilities. Speaking feeds listening, which precedes it. So, speaking is closely related to or interwoven with listening which is the basic mechanism through which the rules of language are internalized.

2) Socio-cultural Factors

Many cultural characteristics of a language also affect foreign language learning. From a pragmatic perspective, language is a form of social action because linguistic communication occurs in the context of structured interpersonal exchange and meaning is thus socially regulated. Thus, to speak a language, one must know how language is used in a social context. It is well known that each language has its own rules of usage as to when, how, and what degree a speaker may impose a given verbal behavior on their conversational partner. In addition, oral communication involves a very powerful non-verbal communication system which sometimes contradicts the messages provided through the

verbal listening channel. Because of a lack of familiarity with nonverbal communication system of target language, EFL learners usually do not know how to pick up nonverbal cues. So, it is an important point to understand that sociocultural factor is another aspect that great affect oral communication.

### 3) Affective Factors

The affective side of the learner is probably one of the most important influences on language learning success or failure. The affective factors related to foreign language learning emotions, self-esteem, empathy, anxiety, attitude and motivation. Foreign language learning is a complex task that is susceptible to human anxiety which is associated with feeling of uneasiness, frustration, self-doubt and apprehension. Speaking a foreign language in public, especially in front of native speakers, is often anxiety provoking. These four factors play an important role in determining the success and the failure of student in learning speaking. Learning to speak a foreign language requires more than knowing its grammatical and semantic rules. Factors affecting adult EFL learners oral communication is the thing that need to be consider by EFL teacher in order to provide guidance in developing competent speaker of English. Once the EFL teacher are aware of these things, he will teach in more appropriate way and it will help them to develop student speaking skill

#### 4. Teaching Speaking

Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

What is meant by teaching speaking is to teach English language learners to (Nunan, 2003):

- a. Produce the English speech sounds and sounds patterns.
- b. Use words and sentence stress, intonation patterns and rhythm of the second language.
- c. Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter
- d. Organize their thoughts in a meaningful and logical sequence.
- e. Use language as a means of expressing values and judgments,
- f. Use the language quickly and confidently with few unnatural pauses, which is called fluency..

When teaching young learners we constantly have to keep in mind the fact that what we have in front of us is a mixed class with varied abilities, expectations, motivation level, knowledge and last but not least, different learning styles. Thus, we need to vary our approaches and offer as much opportunity as possible to make the whole class find a little something to hold on to, expand and grow.

Young learners are like sponges, they speak up everything we say and how we say it. Thus clear and correct pronunciation is of vital importance, since young learners repeat exactly what they hear. What has been learned at an early stage is difficult to change later on. One rule that applied here is slowly and steadily through constant revision and recycling. With the help of mixed activities, such as dialogues, choral revision, chant, songs, poems and rhymes, students speaking abilities grow, their pronunciation gets better and their awareness of the language improves. When applying the above mentioned tools into teaching practice, what should be kept in mind is that interaction is an important way of learning. Therefore, increased oral emphasis should be included in our teaching to give the students as much speaking time as possible.

## **5. Types of Speaking Test**

These are types of speaking test, according to S. Kathleen Kitao and Kenji Kitao.

- a. Reading aloud

One way to test speaking is by having the tester read aloud. This is not generally a good way to test speaking. However, it is way to test pronunciation separately from the conten of speech.

b. Conversation exchange

Another simple type of test, students are given a particular situation and instructed to respond in a certain way. These are usually highly structured and required only a limited response not connected discourse.

c. Using visual material

Picture map, diagrams, and another types of visual material can be used to test speaking without requiring the tester to comprehend written or spoken material. Though careful selection at the material, the tester can control the vocabulary and to some extent the gramatical structures requires. Various types of material are appropriate for this type of test, depending on the language that the tester wants to elicit.

d. Oral interview

Oral interview are testing situations in which the tester and the tester carry out on a conversation. The tester generally has a list of questions to ask the tester, and some either the interview or another person but preferably another person, assesses the language proficiency of the tester.

e. Role play

Another type is a role –play. In a role play the tester and confederate are given information on which to base a role play and the tester are evaluate on their ability to carry out and the task in the role play. Role-plays require the tester to use various function that he/ she might need in real communication.

f. Group of fair activities

Point of this is not finding the right answer but to stimulate speech of the tester to evaluate.

g. Telling story

Telling story can be a way to measure the speaking ability pragmatically. It can be done using picture. The students can tell their daily actualities, their experiences, or tell a story on story book the y have read. Those stimuli can be applied for any level students. For example : the tester ask the student to stand in front of the class and tell their story they have a holiday.

Among all the type of speaking test mentioned above the writer take type using visual material and oral interview.

## **B. Time Token Arrend**

### **1. Definition of Time Tokend Arrends**

Time Token Arends learning model one small example of the application of democratic learning in school. Democratic learning

process is a learning process that puts students as subjects. They have to undergo a change to a more positive direction. Of which could not be able to, from not understanding to become acquainted with, and from not knowing to knowing. Through out the learning process, student activities become a major focal point. In other words, they are always actively involved. Teachers can play a role to encourage students to look for solutions.

Together to the problem encountered This model is used (Arends, 1998) to train and develop social skills so that students do not dominate the conversation or silent altogether. Teacher gives some coupons talk to within  $\pm 30$  seconds per coupon one student. Before speaking, students submit a coupon prior to the teacher. Each appeared to speak one coupon. Students can perform again after taking turns with other students. Students who have exhausted their coupons can not talk anymore. Students who still holds the coupon should talk to all the coupons run out.

## **2. Step-by-Step Model of Learning Time Token as follows:**

- a. The teacher explains the purpose of learning /KD
- b. Master-class condition for carrying out discussions (cooperative learning /CL).
- c. Each student is given a coupon to talk to within  $\pm 30$  seconds per coupon. Each student is given a value corresponding to the time used.

- d. When you have finished coupons held by the students submitted. Each appeared to speak one coupon. Students can perform again after taking turns with other students.
- e. Students who have exhausted their coupons can not talk anymore. Students who still holds the coupon should talk to all the coupons run out
- f. And so on.

### 3. Syntax Model Of Learning Time Token Arrends

The syntax of Time Token Arends learning model are as follows:

- a. The teacher explains the purpose of learning/KD.
- b. Teachers condition class to implement the classical discussion.
- c. Teachers give students assignments.
- d. The teacher gives some coupons talk to within  $\pm$  30 seconds per coupon on each student.
- e. The teacher asks the students to submit the coupon before speaking or leave a comment. Each appeared to speak one coupon. Students can perform again after taking turns with other students. Students who have exhausted their coupons can not talk anymore. Students who still holds the coupon should talk to all the coupons run out. And so on until all the children speak.
- f. The teacher gives a value corresponding to the time used for each student

(In this lesson plan, each student came forward to tell about past events using coupon speaking)

#### 4. Advantages and Disadvantages model of Time Token Arends

##### Excess Model Time Token Arends

- a. Encourage students to increase the initiative and participation.
- b. Students do not dominate the conversation or silent at all
- c. Students become active in learning activities
- d. Enhance students' ability to communicate(speak aspect)
- e. To train students to express their opinions.
- f. Cultivate the habit for students to listen, share, provide input and openness to criticism
- g. To teach students to respect the opinions of others.
- h. Teachers can play a role to encourage students seek joint solutions to the problems encountered.
- i. Does not require a lot of learning media

##### Disadvantages Model Time Token Arends

- a. Can only be used for certain subjects.
- b. Can not be used on a class that large number of students.
- c. It requires a lo tof time for preparation and in the learning process, because all students have to speak one by one according to the number of its coupons.
- d. Students who are active can not dominatein learning activities.

Model Learning Time Token is ideal for learning the structure that can be used to teach social skills, to avoid the student or students dominate the conversational together silents. The learning model is a model of learning time tokens that are used in order for the students actively talking. In the discussion of learning, time token is used to enable students to actively ask the discussion. By limiting the speaking time of 30 seconds for example, students are expected to get afair chance to speak.

<http://TeguhDodo.wordpress.com/Macam/model/metodepembelajaranefektif.2014/08/08/41>

### **C. Teaching Speaking by Time Token Arrend**

#### **1. Step in Time Token Arrend**

- a. The teacher explains the purpose of learning/KD
- b. Master-class condition for carrying out discussions (cooperative learning /CL).
- c. Each student is given a coupon to talk to within  $\pm 30$  seconds percoupon. Each student is given a value corresponding to the time used.
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- f. And so on.

## 2. Using Time Token Arrend in Teaching Learning Procces

The syntax of Time Token Arends learning model areas follows:

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- f. The teacher gives a value corresponding to the time used for each student

### **D. Basic Assumption**

The concept of teaching speaking ability for junior high school student are expression, understanding, and responding transactional

conversation( to get things done ). On teaching speaking ,it needs the situation that students able to speak or explore her/his mind. So, the teacher should be creative to make the student get motivation in teaching and learning proces.

Using Time Token Arrend expected to make the students get the material well. Time Token Arrend is one of strategy that involves on teaching.

#### **E. Hypothesis**

This research is to answer the question about the significance different between teaching speaking using Time Token Arrend.

The hypothesis of the study is that teaching speaking using Time Token Arrend is effective or not?