

CHAPTER II

LITERATURE REVIEW

A. Speaking

1. The Definition of Speaking

Speaking skill is an ability to orally express opinion, thought, and feeling to other people both directly and indirectly. Moris in Novia (2002) states that speaking is the novice means of communication among member of society in expressing their thoughts and as the representation of social behavior in spoken form.

As cited by Nunan (2003:48), speaking is the productive / oral skill and it consists of producing systematic verbal utterances to convey meaning. Speaking is the way in which we express or exchange thoughts and feelings using language. In addition, Thornbury (2005: 6) states that speaking is a skill, and as such needs to be developed and practiced independently of the grammar curriculum.

From the definitions above, the writer concludes that speaking is the process or the way someone share or convey their thoughts, feelings, or opinions in spoken form in which it can construct communication among them.

2. The Functions of Speaking

There are many functions of speaking. According to Brown and Yule (1991), as quoted in Richards (2007, p. 2) "The functions of speaking are classified into three; talk as interaction, talk as transaction, and talk as performance". Below are the explanations of those functions:

a. Talk as Interaction

The ability to speak in a natural way is required in order to create good communication. That is why some students sometimes avoid this kind of situation because they often lose words and feel difficulty in presenting a good image of themselves. Therefore, language instructors should provide students with opportunities for meaningful communicative behavior about relevant topics by using students' interaction as the key to teach language for communication. Since "communication derives essentially from interaction" (Rivers, 2000, p. 543). Consequently, the giving and taking exchanges of information will enable them to create discourse that conveys their intentions in real- life communication.

b. Talk as Transaction

This type of speaking refers to situations where the focus is on what is said or done. Burns (1998) as quoted in (ibid, 2007, p. 3) distinguishes talk as transaction into two different types. One is a situation where the focus is on giving and receiving information and where the participations focus primarily on what is said or achieved. 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. So it is very important for students to obtain those two kinds of talks to master speaking ability.

c. Talk as Performance

This refers to public speaking. It is the talk which transmits information before an audience such as public announcements, and speeches. Talk as performance tends to be in the form of monologue rather than dialogue such as giving a class report about a school trip, conducting a class debate, and giving a lecture. So, talk as performance needs to be prepared in the form of a written text (Richards, 2007, p.6). Consequently, it is very important when teachers teach English take care in applying these functions.

3. Types of Speaking

There are many types of speaking. According to Brown (2009: 184), there are five types of speaking:

- a. Imitative Speaking. At one end of continuum types of speaking, performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. Although this is a purely phonetic level of oral production, a number of prosodic (intonation, rhythm, etc), lexical, and grammatical properties of language may be included in the performance criteria.

- b. **Intensive Speaking.** A second type of speaking frequently employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in narrow band of grammatical, phrasal, lexical, or phonological relationships (such as prosodic elements : intonation, stress, rhythm, juncture).
- c. **Responsive Speaking.** Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments and like.
- d. **Interactive Speaking.** The difference between responsive and interactive speaking is in the length and complexity of interaction, which sometimes includes multiple exchange and/or multiple participants.
- e. **Extensive (monologue).** Extensive oral production tasks include speeches, oral presentations, and storytelling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out together.

4. The Elements of Speaking

There are five aspects or elements that influence speaking ability.

According to Harris (1974:81) the elements of speaking are:

a. Grammar

Grammar is the study of the rules of how to combine words into sentences (Hornby, 1989:375). Every language has a rule of grammar.

Grammar concerns with someone's ability to organize words into sentences in appropriate grammatical rule in order to speak in correct way. If the speakers make mistakes in using grammar in communication, the listeners will also make mistakes in translating the meaning of utterance. So, speaking also means speaking without grammar errors.

b. Fluency

Fluency is the ability to speak fluently and accurately. It means that someone should express sentence in spoken form without pause. Fluency will influence the flow of speech. Brown (1994:24) states that fluency is an initial goal in language teaching. Speaking fluently can make the listener understand what the speaker said.

c. Comprehension

Comprehension also has important role in speaking. It deals with how far the speakers understand or comprehend the content what they are saying. In addition, the speakers also should make the listener understand the message of her speech. Basically, the goal of speaking is to transfer idea. So, the speakers must make sure that the listeners understand what they are saying.

Redence (in Haeril 2011:5) formulated three principles of comprehension. These principles include: (1) The importance of the students' prior knowledge in the acquisition of new information; (2) The

level of the text understanding to be achieved in the lesson; and (3) The organization of information to aid long term retention.

d. Vocabulary

Vocabulary means when speakers use the appropriate diction in communication. The speakers must use appropriate word which is in line with the topic. A good speaker must have a lot of vocabularies in their mind. If the speakers don't have sufficient vocabulary, they can not express their ideas and can not communicate effectively. So without vocabulary, nothing can be conveyed.

e. Pronunciation

Pronunciation is the way speakers utter or say the word clearly or with correct pronounced. Someone with good pronunciation in English are more likely to be understood even they make errors in other areas, whereas someone whose pronunciation is difficult to understand will not be understood, even if their grammar is perfect. Hornby (1989:497) states that pronunciation is the way in which a language is pronounced. So, pronunciation is also essential part in speaking.

5. Characteristics of Successful Speaking

When the speakers want to speak fluently without any mistakes, they must face some difficulties. In order to reach successful speaking, they must fulfill some characteristics. According to Ur (1996, p. 120), there are some characteristics to make speakers reach the successful speaking:

- a. Talk a lot: As much as possible, the period of time allotted to the activity occupied by learners. This may seem obvious, but often most time is taken up with teacher talk or pauses.
- b. Participant is even: All must get a chance to speak and contributors are fairly evenly distributed.
- c. Motivation is high: Speakers are eager to speak, because they are interested in the topic and have something new to say about it, or because they want to contribute or to achieve a task objective
- d. Language is of an acceptable level: The speakers express themselves in utterances that are relevant, easily comprehensible to each other and of acceptable of language accuracy.

B. Four Corners Technique

1. The Definition and Concept of Four Corners

Four corners technique is a technique forcing the students go to the corners representing their feelings, and they have to give reasons why they choose or go to that corner. According to Kagan (2009) *four corners* is a cooperative technique in which students can choose and discuss the particular corner of a classroom. There are 2 levels of agreeing, those are strongly agree and agree, so are there with the disagreeing, those are strongly disagree and disagree.

Teacher will put labels (strongly agree, agree, strongly disagree and disagree) in every corner of the classroom respectively. They are given a

topic and then they have to go to the corners representing their feelings. In corners, they have to discuss why they choose the corner. After that they can present their results in front of their friends.

There are a variety of ways to engage students after they are in their corners. The teacher can randomly call on students in each corner to share why they choose the corner or each corner's group can discuss the statement and develop responses to be shared. Alternatively, the teacher can assign different group to debate each other. For example, agreeing and disagreeing students can debate when the strongly agree and strongly disagree students do the same. Another option is to have each group present a persuasive speech to the rest of the class.

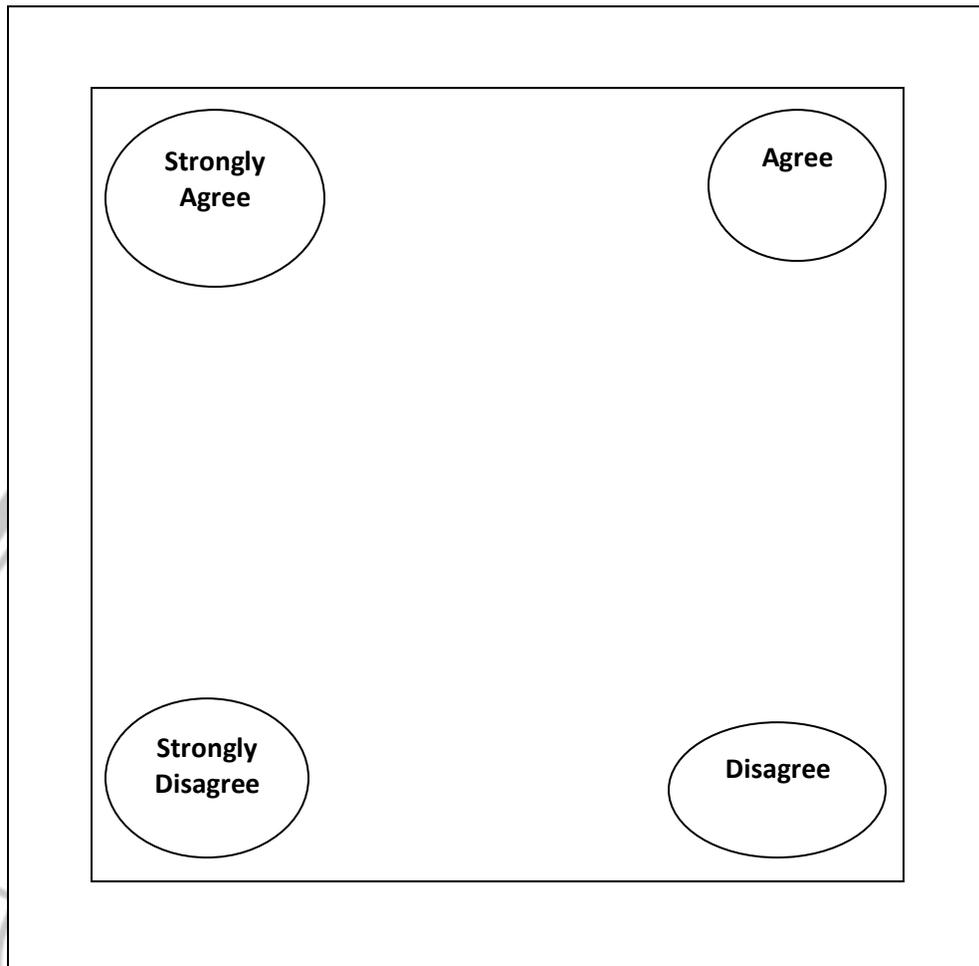


Figure 1: *Four Corners* Technique (Bennet, B and C. Rolheiser)

Four Corners is most suitably used when students are low-spirited and need some meaningful physical movement in order to refocus. In *four corners*, there are 3 activities that will develop students' skill: (1) the students are asked to search reason whether they agree or not with the topic and it will develop their critical thinking, (2) the students are forced to response of their friends opinion and it will develop their speaking skill, (3) the students will listen to the other group opinion and it will develop the

students' listening skill. Moreover, it can be used to increase course content, clarify student viewpoints, and develop an understanding of differences in values and opinions. Not only stimulate students to take part in activities by making decision, but it also can encourage them to cognitively justify their decisions.

From the definition above, it can be concluded that *four corners* is a cooperative technique that will encourage students to reveal their opinions, thought and perception.

2. The Benefits of Four Corners

There are some benefits of doing *four corners* in teaching learning process. According to Bennet (2001) the benefits are:

- a. When students have appropriate “think time”, the quality of their responses will improve.
- b. Students stay on track because they are accountable for sharing with the rest of the class.
- c. More critical thinking is retained after a lesson in which students have an opportunity to discuss and reflect on the topic.
- d. Many students find it safer or easier to enter into a discussion with a classmate, rather than with a large group.
- e. It is important for students to learn that, by listening to different points of view, they can build on the ideas of others.

- f. When they have to move into corners, it can make the learning process more fun and enjoyable.

3. The Steps of Four corners

There are some steps for conducting *four corners*. According to Kagan (2009:12.1) the steps are:

- a. Teacher puts the labels strongly agree, agree, strongly disagree and disagree in every corners of the class respectively.
- b. The teacher announces the rule of “*four corners*.” Then she or he presents statement, issue or question. The teacher provides four different responses (strongly agree, agree, disagree, strongly disagree).
- c. Students are given a small amount of silent think time to make a choice. They will write the name of corner that they choose on a piece of paper but should not discuss it with anyone else.
- d. Teacher tells students to go to their chosen corners. In their corner group, they must discuss the reasons for their choices.
- e. Teacher asks every corner to share what their opinions (every student must get a chance to share the opinion), or the teacher can assign different group to debate each other.

4. The Tips to Manage Ideas

There are many tips to manage students’ ideas in four corners. According to Bennet (2001), when the teacher conducts *Four Corners*, she or he must know the tips to manage the students’ ideas, these are:

- a. The teacher should inform students that they should prepare their own responses.
- b. The teacher should give "think time" (at least 1 minute) in order to encourage independent thinking and prevent students from simply going to the same corner as a friend.
- c. The teacher should make sure that students get into groups of no more than 10. This will make students more accountable for their reasoning and give them time to talk.
- d. The teacher should monitor the discussions so that common confusions can be addressed with the whole group and unique ideas shared.

5. The Important Things in Conducting Four Corners

When teacher chooses a technique to be applied in teaching learning process, she or he must be aware with the important things of using the technique. According to Bennet (2001), there are some important things that should be paid attention to by the teacher in conducting *four corners*:

- a. Selecting a topic that matches to the curriculum.
- b. Finding an audio file, video segment, reading passage, or image for students to explore.
- c. Writing "Strongly Agree," "Agree," "Disagree," and "Strongly Disagree" in bold words on separate pieces of poster paper. Post one in each of the corners of the room.
- d. Monitoring every group to prevent from the silent group.

C. Relevant Research of Four Corners

Four corners technique is a technique that can be implemented as teaching technique which is effective to develop speaking skill. Ayu Rahayu (2006) said that four corners technique can be applied to teach speaking. It is one of fun and active way that can be used in order to make students actively involve and participate more in the classroom. She also states that teacher can create an interesting and enjoyable way in getting students actively involved in teaching learning process.

Furthermore, Dona Gusnida (2006) supports that four corners is a technique that will explore students' knowledge in study especially speaking ability. By using this technique, the students can develop their speaking because they will be assessed by teacher when practice in teaching learning process.

D. Basic Assumption

Speaking is an ability that requires the students to speak up and reveals their opinions, thoughts or feelings. However they must face some challenges when they want to speak up. They also must combine some aspects of speaking. Without good combination, their speaking will be not good enough.

The use of *four corners* technique effects on the students' participation in the classroom and the students' competence. To make students interest in following the lesson, novelty would be effective way. Since *four corners* is the new for students, and this technique also requires the physical movement of the students. It would kill the students' boredom. Moreover, when the students are asked to

choose the corners that are appropriate with their thoughts or feelings, it can make the students feel confident in their speaking and they can reveal their thoughts in well-organized form. As the result, when they feel happy and energetic with physical movement and feel confident as well as well-organized in their speaking, it will affect their speaking. In this case, the assumption of this research is the four corners technique is effective to develop speaking skill.

E. Hypothesis

The hypothesis of this research is “*Four Corners* technique is effective to develop speaking skill to the eleventh grade students of SMK N 1 Banyumas, in the academic year 2014/2015”

