

CHAPTER II

THEORETICAL REVIEW

A. The Nature of Learning

Learning has a close relationship with teaching. As the writer stated when a teaching process is going on, it is sure that at the same time learning process occurs too.

To get an objective understanding about learning, especially formal learning, it needs to be formulated clearly. The description of learning can be defined as follows:

Slameto states that learning is an effort, which is done by someone to get the new change of behavior on the whole, as the result of his or her own experience in the interaction with his or her environment. It means that the purpose of learning is to get the new change of behavior, which has benefits as the result of learners' experience in the interaction with their environment.

Brown (1980: 7) states that learning is acquiring or getting of knowledge of a subject or a skill by study, experience or instruction. A more specialized definition might read as follows learning is a relatively permanent change in a behavioral tendency and is the result reinforced practice. It means that learning is getting knowledge or skill by study, experience or instruction, which can make the learners change in behavior permanently.

Breaking down the components of the definition of learning, one can extract that:

1. Learning is acquisition or getting,
2. Learning is retention of information or skill,
3. Retention implies storage system, memory and cognitive organization,
4. Learning involves active, conscious focus on and acting upon events outside or inside the organism,
5. Learning is relatively permanent, but subject to forgetting,
6. Learning involves some forms of practice, perhaps reinforced practice, and
7. Learning is change in behavior.

There are some principles of learning, and a teacher should be able to arrange them by him or herself. Learning principle is a principle of learning, which can be done in the different situation and condition and also by each student individually.

1. Each student must be exerted to be active, increase his or her interest, and the teacher should be able to gain the instructional purpose in learning process.
2. Learning must lead to the reinforcement and motivation for the students to gain instructional purpose.
3. Learning needs a challenging environment where students can develop their exploration ability and can learn effectively because learning needs the interaction between students and their environment.
4. Learning must be implemented gradually from simply to difficult.

5. Learning process is complex because learning is the process of organization, exploration, adaptation and discovery.
6. Learning must develop certain ability appropriate with the instructional purpose.
7. Learning needs enough facility, so students can study easily.
8. Repetition must be repeated repeatedly in order that the students get knowledge, skill or attitude deeply.

All principle above can support the effective teaching and learning process.

B. Speaking

1. The Nature of Speaking

The most people mastering the art of speaking is the single most important aspect of learning a second of foreign language, and success is measured in term of the ability to carry out a conversation in the language (Nunan, 1991: 38). One cannot be called that masters a language if they cannot speak fluently by using language. A student's mastery of language is ultimately measured by how well he can use both in written and spoken forms, not by how well he knows about it.

Tarigan (1990: 15) says that speaking is ability to pronounce articulation of sound of word for expressing, starting, conveying thoughts ideas and feelings. Further Tarigan states that speaking is a form of human behavior that uses physic factor psychological, neurotically,

semantic and linguistic extensively, so it can be considered as the most important of human tool for social control.

From the statement above, it can be concluded that speaking is an ability to express and deliver idea, thought and feeling as a way to communicate through the vocal organ, so if we express our ideas, suggestion and feeling by using written text of picture, it can not be called as speaking activity because it doesnot involve vocal organ.

2. Kinds of Speaking

Nurgiyantono (1998: 282) says that speaking activity is an activity to produce language and communicate the idea and through orally. Speaking activity in the real classroom is very important. It is giving much time and chance for the learners to practice language in speaking skill is slow process when learners only have little time to practice it. In order to give much time to practice, there are kinds of speaking situations.

a. Interactive Speaking Situation

It includes face-to-face conversation. In this type, the learners have a change to ask for clarification, preparation, or slower speech from conversation partner.

b. Partially Interactive Situation

In this type, the writer gives example such as giving speech to five audiences where the conversation is that the audience does not interrupt the speech. The speaker nevertheless can see the audience and judge from expression on their face and body language.

c. Non-Interactive Situations

In this type, the writer gives example such as recording a speech for a radio broadcast in order to develop speaking performance/ competence, the learners should be provided with as much speaking time as possible both in an out of the classroom. Learners must be active world on comminuting to develop skill in communication and they must practice extensively.

Speaking is an action to do communication with others, so it should be used as skill to practice everyday in order to master language especially English language.

According to Gate (<http://www.nerle.org.essentials/speaking>), in order to be able to speak a foreign language, learners need to know certain grammar and vocabulary in addition. It's necessary to get the learner to actually say something to do this. They must act on knowledge of "speaking practice" and oral exams. We recognize two things; they are knowledge and skill, involved in using the language. In mastering speaking competence there are some criteria or points which can be standardized in short. It is called micro-skill. There is some of micro-skill involved in speaking. The speakers have to:

- a. pronounce the distinctive sound of a language clearly enough, so that people can distinguish them;
- b. use stress and rhythms patterns and intonating patterns of the language clearly enough, so that, people can understand what is said;

- c. use the correct forms of words, this may mean, for example changes in the tenses, case or gender, put words together in correct word order;
- d. use vocabulary appropriately: use the register or language variety that is appropriate to the situation and relationship to the conversation partner;

Speaking competence is really needed by junior high school graduates. But the reality shows that the majority of junior high school graduates are not able to speak English yet, although they have studied English for six years. Even they are not able to express simple cases, such as about time, day and other conversation. It is more terrible that they do not have bravery to speak in English. To be speaking English is very important, because it's our first foreign language and it gives many benefits for us if we can speak English well.

3. Speaking Competence

The main goal in teaching the productiveskill of speaking is to develop the students speaking competence. Speaking competence is ability to make us in an ordinary voice to express his feeling and ideas using appropriate language. It means that someone can speak fluently, grammatically, correctly and understandably for the listener. In these case, Tarigan writers that speaking is ability to say or pronounce words and sounds articulation to express feeling, thought and idea (Tarigan, 981: 15).

To measure speaking competence, there are the five components of speaking competence. It is stated by H.Douglas Brown (2001: 406-407).

a. Fluency

It refers to ones' ability to speak smoothly and easily. Fluency is the matter of the way someone speaks the language without any trouble like thinking the word confusing the idea, etc.

b. Comprehension

Comprehension relates with effectiveness of communication between speakers and hearers in delivering the message.

c. Vocabulary

Vocabulary is the basic of language. It appears in every language skill. It is very important because we can say nothing without vocabulary in our mind. Vocabulary is about choice of word which is used appropriately based on the context of speaking.

d. Grammar

It refers to ones' ability to organize sentences which are grammatically correct, and the ability to apply the grammatical rules appropriately. Grammar is mostly focused on the sequence of word to form meaningful utterances so that it can be understandable.

e. Pronunciation

It measures ones' to pronounce English sounds correctly include its aspect like stress, intonation and accent. Someone is said to be

competent in speaking when he or she can speak good in accent. Accent involves two important points: pronunciation and intonation. It will influence the listener understanding of the speaking.

Among the speaking competence mentioned above, the writer took the all of components.

4. Technique of Teaching Speaking

The goal of teaching speaking skills is communicative efficiency. Learners should be able to make themselves understand, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation (<http://www.nclr.org/essentials/speaking/spindex.htm>).

Again according to (<http://www.nclr.org/essentials/speaking/spindex.htm>), helping students develop communicative efficiency in speaking, a teacher can use a balanced activities approach that combine language input (material to the students includes teacher's talk, listening activities, reading passage and so forth), structured output (using textbook as the practice exercise), and communicative output (the learners' performance/ production using the language that they have just learned).

The language input can be divided into two parts as follows:

- a. Content-oriented input focuses on information, whether it is a simple weather report or an extended lecture on an academic topic. Content-

oriented input may also include descriptions of learning strategies and examples of their use.

- b. Form-oriented input focuses on ways of using the language: guidance from the teacher or another source on vocabulary, pronunciation, and grammar (linguistic competence); appropriate things to say in specific contexts (discourse competence); expectations for rate of speech, pause length, turn-taking, and other social aspects of language use (sociolinguistic competence); and explicit instruction in phrases to use to ask for clarification and repair miscommunication (strategic competence).
(<http://www.nclr.org/essentials/speaking/spindex.htm>)

5. Types of Speaking Test

There 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 a way to test pronunciation separately from the content of speech.

b. Conversation exchanges

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

c. Using visual material

Pictures map, diagrams, and other 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 grammatical 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 functions that he/ she might need in real communication.

f. Group of pair activities

Point of this is noy 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 pictures. The students can tell their daily actualities, their experiences, or tell a story on storybook they have read. Those stimuli can be applied for any level students. For example: The teacher asks the students to stand in front of the class and tell their story they have a holiday.

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

C. Cue Card

1. The Definition of Cue Card

Cue card is introduced as one of the teaching media. Cue card is a cards with word or picture on, which are used to encourage the students to respond (Harmer, 2001: 134). Cue card is interesting due to its simplicity and attractiveness. Besides inexpensive, the process of making it is not quite complicated. A teacher, sometimes, needs creativity to make the cards more attractive. Cue card as the modification of picture has many advantages, one of which is that it is clearly visible. Thus, when students are asked to describe something/someone in detail, clue cards can help them to produce the description easily.

2. The Advantages of Cue Card

Cue Card has some advantages in teaching and they are:

- a. Cue card is relatively cheap and widely available.
- b. They give some experiences to the students.
- c. They enable students to study complicated subject because of their visual details
- d. They can stimulate further studies.
- e. They can focus students' attention and develop critical judgment.

3. Teaching Speaking by Cue Card

Media are often neglected in a very predictable way in the classroom, usually as a starting point for teaching speaking, thus they can also be a key of importance in the communicative and interactive classrooms. Here, the use of picture is suggested by Jeremy Harmer. In his book entitled *The Practice of English Language Teaching*, he says that: "Pictures can be in the form of flashcards (smallish card which we can hold up for our students to see), large wall pictures (big enough for everyone to see detail), cue cards (small cards which students use in pair or group work), photograph, or illustrations, typically in a textbook.

We are so familiar with pictures. We can find many pictures in every corner of the street and in our daily lives, but in the classroom, we hardly ever found various pictures. Harmer states that there are myriad types of picture as a media in teaching; they are motion picture and still picture. A motion picture includes film, cartoon movie, etc, whereas still

picture includes flash cards, wall picture, and cue cards. Again, according to Harmer cue card is cards with words or picture on that, which are used to encourage the students to respond in pair or group work.

From the explanation above, the writer concludes that the teacher's role in the activities of teaching using cue card is as a facilitator who provides learners with the maximum amount of practice, a teacher also has a role as a monitor who monitor the class activity, he/she moves from group to group. Listening and also moving errors. The last, the teacher is also as a resource center that supplies any necessary language guides and also gives advice a feed back.

In teaching speaking using cue card, the teacher can use the steps/procedures below:

1. Pre Activity
 - a. Teacher greets the students.
 - b. Teacher checks the present list.
2. Main Activity
 - a. Teacher give a cue to the students.

RESTAURANT

- b. Teacher asks the students to guess the things in restaurant based on the cue.
- c. Teacher inform to the students about the material today is guessing the things.
- d. Teacher explains about guessing the things to the students.

- e. Teacher gives the example variation of cue card to the students.
- f. Teacher distributes the cue card to the students.

SCHOOL

HOSPITAL

POLICE OFFICE

STATION

MARKET

ZOO

HOME

ROAD

AIRPORT

BEACH

- g. Teacher asks the students to make sentences in paragraph.
- h. Teacher assembled the students' work.
- i. Then teacher ask the students to speak in front of class one by one.

3. Post Activity

- a. Teacher give the occasion to the students to ask a question about their confused in learning today.
- b. Teacher answers the students' question.

D. Basic Assumption

We can conclude from the explanation above that using media in learning teaching, the students more alive and active. So, the conclusion is that using media for learning speaking has good impact because by the media, the situation of teaching and learning English had fun and enjoyable. So this condition do not made student afraid in expressing their idea in spoken language, it means that media can increase student's speaking ability.

E. Hypothesis

Based on the assumption above, the writer's hypothesis of this study is cue card is effective for learning speaking.