

CHAPTER II

LITERATURE REVIEW

A. Speaking

1. The Definition of Speaking

Speaking is a way of communication with other people which involves not only producing correctly but also using language communicatively. Nunan, (2003:48) states that speaking is the productive aural/oral skill. It consists of producing systematic verbal utterances to convey meaning.

Speaking is speech or utterances produced by the speaker with an intention of being known and then, the listener processes the sayings in order to know the speaker's intention (Gert and Hans in Efrizal (2012:127)). Khorashadyzadeh in Zuhriyah (2017:122) also states that speaking needs not only the learners' understanding about the way to produce the linguistic competence such as grammar, pronunciation, and vocabulary but also comprehension about sociolinguistic competence such as when, why, and how to speak.

2. The Purpose of Speaking

The main purpose of speaking is to communicate. Communication is the sending and receiving of message or news

between two or more people, so the message can be understood. Therefore, in order to be able to convey messages effectively, the speaker must understand what is to be delivered or communicated. Tarigan (2008) also stated that speaking has three general purposes, namely: to inform, to entertain, and to persuade.

a. To inform

The first goal in speaking is to report or give information or knowledge. In this case, the speaker must try to speak clearly, systematically, and precisely about the contents of the conversation that will be delivered. For example, when students follow the learning process in their school. Information that the teacher had will be conveyed to the students clearly.

b. To entertain

The second goal in speaking is to entertain. Speaking for entertaining purposes is usually relaxed, and humorous. The message issue conveyed is not the main goal.

c. To persuade

The last goal in speaking according to Tarigan is to persuade. Speaking with this goal, usually with a serious tone, sometimes feels stiff, because the speaker has a higher position than the listener. The speaker usually gives input or motivation to listeners based on love, needs, expectations, and provides

inspiration so that listeners are able to do everything the speaker says.

Gorys Keraf in Yanti (2018: 76) also states that the purpose of speaking is to convince listeners, want the actions or physical reactions of listeners, notify, and please listeners. This opinion does not only emphasize that the purpose of speaking is only to inform, convince, entertain, but also requires a physical reaction or action from the listener or listener.

Based on the opinion above, it can be concluded that the main purpose of speaking is to communicate with other people.

3. Component of Speaking

According to Nunan in Rahmawati (2014: 202) speaking is a complex skill because at least it is concerned with components of grammar, vocabulary, pronunciation, and fluency.

a. Grammar

Grammar is needed for the students to arrange correct sentences in conversation both in written and oral forms. According to Michael Swan (2005) Grammar is the rules that show how words are combined, arranged or changed to show certain kinds of meaning. Moreover, Nelson (2001:1) states that grammar is the study of how words combine to form sentences. Thus, from statement above can be concluded that grammar is a

rule that is needed for the students to combine correct sentences in conversation both in written and oral forms.

b. Vocabulary

Vocabulary is an appropriate diction which is used in communication. People cannot communicate effectively or express their ideas both oral and written form if they do not have sufficient vocabulary. Vocabulary refers to the selection of words that suitable with content (Harris 1974: 68-69).

c. Pronunciation

Pronunciation refers to the ability to produce easily comprehensible articulation. Pronunciation was the way for students' to produce clearer language when they speak.

d. Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Fluency is the smoothness of flow with which sounds, syllables, words, and phrases are joined together when speaking.

B. Assessment

1. The Definition of Assessment

Assessment is the systematic collection, review and use of information about educational programs undertaken for the purpose of improving students learning and development. (Scratched in Yusuf,

2015:14). According to Johnson & Johnson in Yusuf (2015:13) assessment is collecting information about quality and quantity of a change in a student, group, teacher or administration. Huba and Freed in Yusuf (2015:13) also states that assessment is the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences. The process culminates when assessment results are used to improve subsequent learning.

2. The purpose of assessment

Buchori states in Uno (2012:12) that assessment have two purposes, namely: first, to know the progress of the child or student after the student is aware of education for a certain period of time. Second, to determine the level of efficiency of educational methods used by education for a certain period of time. Meanwhile Thoha in Uno (2012:13-14) states that there are five goals seen from the importance of each parts, namely:

a. Teacher

There are five goals for teacher: first, knowing the learning progress of students. Second, knowing the position of each individual student and group. Third, knowing the weaknesses of teaching and learning in teaching learning process. Fourth,

improve the teaching and learning process. The last, determine student graduation.

b. Students

There are three goals for students: first, knowing the ability of learning outcomes. Second, improving learning process. Third, foster motivation in learning.

c. School

There are four goals for school: first, measure the quality of educational outcomes. Second, knowing the progress and decline of the school. Third, make decisions on students. Fourth, making curriculum improvements.

d. Parents

There are two goals for school: first, knowing the results of their child's learning process. Second, improving supervision and guidance and assistance to their children in learning efforts.

e. Society

There are two goals for society: first, knowing the progress of school. Second, participate in making criticisms and suggestions for improving the education curriculum at the school.

3. Speaking assessment

Speaking assessment is a way to scoring and measuring the student's oral ability. Brown (2003:141) states there are 5 types of speaking assessments that teachers can use to test students' speaking skill, namely:

a. Imitative

Imitative speaking entails an English language learner (ELL) simply repeating what is being said. According to Brown at one end of a continuum of types of speaking performance is the ability to simply parrot back (imitative) a word or phrase or possibly a sentence. While this is a purely phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of language may be included in the criterion performance.

Imitative speaking is important because it helps English language instructors to assess students' pronunciation capabilities.

There are some forms of assessments that can be use for imitative speaking:

1) Word Repetition – “Repeat after me”

- every (pause) everybody (pause)
- Why (pause) why not (pause)
- Can you understand? (pause)

- Good morning everyone! (pause)

Scoring criteria:

3 – excellent pronunciation and phonemic awareness

2 – acceptable pronunciation

1 – intelligible speech, partially correct pronunciation

0 – unacceptable, silent, or seriously flawed pronunciation

2) Miscellaneous Assessments

- Method 1 – Students answer questions based on one to two word responses already given in the sentence.

Example : How much is a movie ticket: 5 dollars or 10 dollars?

(students' response: "5 dollars" or "10 dollars")

- Method 2 – A sentence is broken up into 3 to 4 phrases (noun phrases, verb phrases, etc.).

The student must then piece the sentence together.

Example: is that/How much/toy car

(students' response: How much is that toy car?)

3) Phonepass test

An example of a popular test that uses imitative (as well as intensive) production task is phonepass. Phonepass test elicits computer-assisted oral production over a telephone.

Test-takers read aloud, repeat sentences, say words, and answer questions.

The test has five section:

- Part A: Test-takers read aloud selected sentences.
- Part B: Test-takers repeat sentences dictated over the phone.
- Part C: Test-takers answer questions with a single word or a short phrase of two or three words.
- Part D: Test-takers hear three word groups in random order and link them in a correctly ordered sentence.
- Part E: Test-takers have 30 seconds to talk about their opinion about some topic that is dictated over the phone. Topics center on family, preferences, and choices.

Scores are calculated by a computerized scoring template and reported back to the test-taker within minutes.

b. Intensive

Intensive speaking is a second type of speaking frequently employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships. It requires ELLs to respond in short sentence productions.

There are some forms of assessments that can use for intensive speaking:

1) Directed Responses Tasks

This form of assessment requires minimal production and thought on the part of students. In this type of task, the test administrator elicits a particular grammatical form or a transformation of a sentence. Such tasks are clearly mechanical not communicative, but they require minimal processing of meaning in order to produce the correct grammatical output.

Example:

- Tell me he went to work. (Response: He went to work).
- Tell me you don't like playing the piano (Response: I don't like playing the piano)
- Tell him what time it is. (Response: It is ___ o'clock)

2) Read-Aloud Tasks

This form of assessment tests students' ability in being fluent when reading. Careful attention is given to stress and intonation.

Scoring Criteria

3 – student read almost fluent recognizing intonation, stress, and proper pronunciation.

2 – student had minimal problems in recognizing intonation, stress, and proper pronunciation.

1 – student had a lot of difficulty in recognizing intonation, stress, and proper pronunciation.

3) Sentence-Dialogue Completion Tasks and Oral Questionnaire

This form of assessment measures students' ability to follow a spoken conversation. Test takers hear the sentence and are then expected to play the role of the message receiver.

4) Picture-Cued Assessment

This form of assessment entails an interviewer asking students what is in the picture or what is happening in the picture. Interviewees are then required to give a one sentence response using the picture as a visual aid.

5) Translation

Translation is a communicative device in contexts where English is not a native lang. English can be called on to be interpreted as a second language.

c. Responsive

Responsive assessment tasks include interaction and test comprehension but the somewhat limited level of very short conversations, standard greetings and small talks, simple request and comments, and the like. Responsive speaking

involve students actively participating in short discourse sessions.

There are some forms of assessments that can use for responsive speaking:

1) Question and Answer

This form of assessment requires one person, an interlocutor, to ask the student questions. Students' answers can be 1 sentence responses, or, can entail a more detailed answer depending upon the question asked.

2) Giving Instructions and Directions

This type of assessment requires students to be able to give directions given a particular situation. Topics should be relevant and of immediate interest to students.

3) Paraphrasing

This type of assessment requires students to listen to a 4 to 6 sentence paragraph. Upon finishing the paragraph, teacher asked students to give a 1 to 2 sentence summary of what they just heard.

d. Interactive

Interactive speaking is extremely similar to responsive speaking, however varying in that an interactive speaking session is much more involved, may include multiple

interlocutors, and is commonly found in the English speaking world.

There are some forms of assessments that can use for interactive speaking:

1) Interview

Interviews provide students with chances to use what they have learned in an authentic situation; they give students the chance to engage in meaningful dialogue.

2) Role Play

Role playing provides students with a chance to have fun with the English language. Moreover, it provides students with mock situations that mimic real-world situations.

3) Games

Games are usually the easiest way to get students engaged in learning English. One type of interactive game assessment is information gap grids.

e. Extensive (monologue)

Extensive speaking is the most difficult form of speaking; it involves presentations being made, speeches being given, basically, long monologues.

There are some forms of assessments that can use for extensive speaking:

1) Oral Presentation

Oral presentations give students a chance to use what they have learned in English class by culminating everything into one strong and concise presentation

2) Picture-Cued Story-Telling

The purpose of picture-cued story telling is to provide students with examples of how chronology is used in discussions. Also, it is used to illustrate situations.

3) Retelling a story

In this form of extensive speaking assessment, students retell a story they heard. The story can be modified from its original form.

