CHAPTER II

REVIEW OF THE RELATED LITERATUR

This chapter present some important theoretical views of points as well as empirical evidences are reviewed. The description of points are arrange as follow.

2.1 Speaking

2.1.1 Definition of Speaking

Speaking is way to communicate which idea and though a massage orally. To make possible student to communicate, teacher need to adjust the language in the real communication. Richards (2008:19) stated that in speaking we tend be getting something done, exploring ideas, working out some aspect of the word, or simply being together. If the student can speak English smoothly, that can help them to communicate well and also to explore their idea. Speak English well, make student easy in access to up-to-date many information when they in fields, such as technology, science, and health. Good English speaker will be in a good position to help their country in their economy, social and development.

Speaking is one important skill in learning English language. Nuna (1991) stated that speaking skill is the single most important aspect of learning a second language or foreign language, it is because learning the language is measure in terms of the ability to carry out of the conversation in the target language. In other words being able to speak smoothly is important in learning English language.

2.1.2 Teaching Speaking

The aim of teaching speaking is student should know how to express their self in the target language. To overcome with basic interactive skills such as exchanging greeting and thanks and apologies, and to express his' needs '-request information service etc (Brown & Yule 1983: 27). The other expert said that the major goal of English language teaching should be to give a learner the ability to used English effectively accuracy in communication (Davies &Piarse in Huang

2008:6). The aim of teaching speaking is explicit, to give the student opportunity to speak the target language.

The function of speaking in human interactions. Brown and Yule(1983) made useful distinction make interactional between the interactional function of speaking, in which is serve to establish and maintain social interaction, and the transactional in function, which focus on the exchange of information. Jack C. Richard expended three-part version of Brown and Yule's framework (after Jones, 1993 and Burns, 1998): *talk as interaction, talk as transaction, and talk as performance*. Firstly, *talk as interaction* Refer to what the normally mean by' "conversation" and describe interaction that serve a primarily social function. Example: when people meet they exchange greetings, engage in small talk, recount recent experience and etc. secondly, *talk as transaction*. In this part refer to situation where the focus in on what is said or done. The massage and making oneself understood clearly and accurately in the central focus. The last one is *talk as performance*. This refer to the public talk, that is, talk that transmits information before an audience such as classroom presentation, public announcement, and speeches (Richard 2008: 21-27).

2.1.3 Basic Type of Classroom Speaking Performance

There are some basic type of classroom speaking performance that learner should master. Imitative, intensive, Responsive, transactional (dialog), interpersonal, extensive (Brown 2001:273-275).

1. Imitative. The type of imitative Learners practice about intonation contour or try to pinpoint a certain vowel sound.
2. Intensive. In intensive learners practice some phonological or grammatical aspect of language.
3. Responsive. It's good for student to speech in the class room is responsive.in this case student learn about short replies to teacher or student –initiated question or comments.
4. Transactional (dialog). Carried out for the purpose of conveying and exchanging specific information, is an extend form of responsive language.

5. Interpersonal dialog. Carried out more the purpose of maintaining social relationships than for the transmission.

6. Extensive monolog. For the intermediate learners to advance their level called on to give extended monolog. In this part learners learn about oral reports, summaries, or perhaps short speeches.

Based on the explanation about basic type of speaking skill above, master the basic type of speaking is important for student so that , they can be a person that skilled and know how to perform their precise speaking in outside. The type of speaking skill that researcher use in this research is Responsive. Responsive is students learn about short replies to the teacher or to their friends, initiated question or comments.

2.1.4 Oral Communication Skills in Pedagogical Research

A review of some current issues in teaching oral communication will help to provide some perspective to the more practical (Brown 2000:270-271).

1. Conversational discourse. ”when someone ask you do you speak English?” They usually mean: Can you carry on *conversation* reasonably. The standard of successful language acquisition is almost always the demonstration of competence to accomplish pragmatic goals through interactive discourse with other speaker of the language.

2. Teaching pronunciation. There has been Controversy over the role of pronunciation work in communicative, interactive course of the study. Because the overwhelming majority of adult learners will never acquire an accent free command of the language of a foreign language should a language program that emphasizes whole language.

3. Accuracy and fluency. An issue that involve all of language performance centers on the diversity between accuracy and fluency. In spoken language the question we face as teacher is: how shall we prioritize the two clearly important speaker goals of accurate (clearly, articulate, grammatically, and phonologically correct) language and fluent (flowing, natural)

4. Affective factors. One of the major obstacles learners have to overcome in learning to speak is the anxiety generated over the risks of catapult things out that are wrong, stupid, or incomprehensible.

5. The interaction effect. The great difficult that learners faced in try to speak is not the multiplicity of sound, word, phrases, and discourse forms that characterize any language, but rather the interactive nature of most communication.

From the explanation above we can conclude that there are five Oral Communication Skills in Pedagogical Research, there are Communication discourse, teaching pronunciation, accuracy and fluency, affective factors and the interactive effect. The first is communication skill where discuss about the meaning of on conversation better than what is literary said. The second is teaching pronunciation where discuss on communicative, interactive of the study. The third is accuracy and fluent, where accuracy focus on clearly, articulate, grammatically, and phonologically correctwhile fluent focus on flowing and natural. The fourth is effective factor where talk about learner mistakes. Learner often afraid to make mistake in case they wrong, stupid, and incomprehensible. The fifth is the interactive effect, it is discuss about learners difficult when they try to speak.

2.1.5 The Difficult of Teaching Speaking

These are some characteristic that must be taken into account in the productive generation of the speech. The following characteristic of spoken language can make oral performance easy as well as in the same case (Brown 2001:270)

1. Clustering. Fluent speech is phrasal, not word by word. Learners can organized their output both cognitively and physically (in breath group) through such clustering.

2. Redundancy. The speaker has an opportunity to make meaning clearly trough the redundancy of language. Learner can capitalize on this feature of spoken language.

3. Reduce Form. A student who don't learn colloquial contraction can sometimes develop a stilted, bookish quality of speaking that in turn stigmatizes them.

4. Performance variable. One of the Advantages of speaking language is that the process of thinking as you speak allow you to manifest a certain number of performance hesitations, pauses, backtracking, and corrections.

5. Colloquial language. Make sure your student are reasonably well equated with the words, idioms, and phrases of colloquial language and that they get practice in producing these form.

6. Rate of delivery. Another silent of fluency is rate of delifery.one of your tasks in teaching spoken language is to help learners achieve and acceptable speed along with other attributed of fluency.

7. Stress, rhythm, and intonation. This is most important characteristic of English pronunciation. The stress-timed rhythm of spoken English and its intonation pattern convey important massage.

8. Interaction. As noted in previous section, learning to produce waves of language in a vacuum-without interlocutors- would rob speaking skill of its richest component: the creativity of conversational negotiation.

Besides of that she also classify the characteristic of the successful of the speaking activity.

1. Learners talk a lot. As much as possible of the period of the time allotted to the activity is in fact occupied by learners talk.

2. Participant is even. Class room discussion is not dominate by minority by talkative participants.

3. Motivation is high. Learners are eager to speak: they are interested in the topic and has something new to say about it, or because they want to contribute to achieving task objective.

4. Language is of and acceptable level. Learners express them self in utterance that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

When we talk about both characteristic difficult and successful of speaking that are very contradictive. Teaching or learning about speaking English are not

easy, teacher and learners need to cooperative and comprehension in learning process, in order to, they can help each other to produce their idea and act it out. When teacher and learners feel comfortable in class activity they will have the same occasion to practice their language. To overcome the difficult of teaching speaking is a big challenge for the teacher, one of the solution to overcome that problem is to find a suitable method. Teacher should able to make interesting lesson, can organize the class where comfortable for learners to learn. In order that, learning process can run well and, the objective of the learning can reached.

2.1.6 Assessment of Speaking

Every people usually think that assessment and test are synonymous, but they are not. A test is an instrument or procedure designed to get performance for learner with the purpose of measuring their achievement of specified criteria. Test are always identifiable time periods in a curriculum when learners master their lesson to offer peak performance, knowing that their responses are being measured and evaluated. Test can be useful devise among other procedure and task designed to assess student. Assessment pervade a much wider domain that tests. Whenever student respond to a question, offer a command, or tries out a new word or structure, the teacher makes and assessment of the student performance (Brown 2001: 401-402). In this research the researcher use oral assessment from oral proficiency categories from Brown (2001:406-407). In Brown oral proficiency scoring there are five component with six categories (Grammar, Vocabulary, Comprehension, fluency pronunciation and task) where will be judged in the test process.

All the good speaking test should be judged by the following criteria. Oral proficiency categories by H. Douglas Brown.

Table 2.1 Oral proficiency category

Oral Proficiency scoring categories (Brown 2001, pp. 406-407)

No	Grammar	Vocabulary	Comprehension
I	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.	Speaking vocabulary inadequate to express anything but the most elementary needs.	Within the scope of his vary limited language experience, can understand simple question and statements if delivered with slowed speech, repetition, or paraphrase.
II	Can usually handle elementary construction quite accurately but does not have through or confident control of the grammar.	Has speaking vocabulary sufficient to express himself simply with some circumlocution.	Can get the gist of most conversation of nontechnical subjects (i.e., topics that require no specialize knowledge.
III	Control of grammar is good able to speak the language with sufficient structural accuracy to participate effectively in most formal and conversation on practical, social, and professional topics.	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversation on practical, social, and provisional topics. Vocabulary is broad enough that he really has to grope for a word.	Comprehension is quite complete at a normal rate of speech.
IV	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary	Can understand any conversation within the range of his experience.
V	Equivalent to that of and educated native speaker.	Speech on all levels is fully accepted by educated native speaker in all its feature, including breadth of vocabulary and idioms colloquialism, and pertinent cultural references.	Equivalent to that of an educated native speaker.

No	Fluency	Pronunciation	Task
I	(No Specific fluency description. Refer to other four language areas for implied level of fluency.)	Errors in pronunciation are frequent, but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.	Can ask and answer question on topics very familiar to him. Able to satisfy routine travel needs and minimum courtesy requirements. (Should be able to order simple meal, ask for shelter or lodging, ask and give simple direction, make purchases, and tell time.
II	Can handle with confidence but not with facility most social situation, including introduction and casual conversation about current events, as well as work, family and autobiographical information.	Accent in intelligible thought often quite faulty.	Able to satisfy routine social demand and work requirements; needs help in handling any complication or difficulties.
III	Can discuss particular interest of competence with reasonable ease. Rarely has two group for words.	Error never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.	Can participant effectively in most formal conversation on practical, social, and professional topics.
IV	Able to use the language fluency on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.	Errors in pronunciation are quite rare.	Would rarely be taken for the native speaker, but can respond appropriately even in unfamiliar situation, can handle informal interpreting from and into language.
V	Has complete fluency in the language such that his speech is fully accepted by educated native speaker.	Equivalent to and fully accepted by educated native speakers.	Speaking proficiency equivalent to that of and educated native speaker.

Subcategory of oral proficiency score (brown 2003:174)

Level	Description
0	Unable to function in spoken language
0+	Able to satisfy immediate needs using rehearsed utterances
1	Able to satisfy minimum courtesy requirements and maintain very simple face to face conversation on familiar topics.
1+	Can initiate and maintain predictable face-to face conversation and satisfy limited social demands
2	Able to satisfy routine social demands and limited social demands and limited work demands

2+	Able to satisfy most work requirements with language usage that is often, but not always, acceptable and effective
3	Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversation on practical, social, and professional topics
3+	Often able to use the language to satisfy professional needs a wide range of sophisticated and demanding tasks.
4	Able to use language fluently and accurately on all levels normally pertinent to professional needs
4+	Speaking proficiency is regularly superior in all aspect, usually equivalent to that of a well- educated, highly articulately native speaker
5	Speaking proficiency is functionally equivalent to that of a highly accurate, well-educated native speaker and reflects the cultural standard of the country where the language is spoken

2.2 Total Physical Response

2.2.1 Definition of Total Physical Response

Total physical response is a language teaching method build around the coordination of speech and action; it attempts to teach language trough physical (motor) activity develop by James Asher, a professor of phycology San Jose State University (Richards & Rodgers 2001:73).

2.2.2 Theory of Language and Learning

As the James Asher states total physical response related to psychology, learning theory and pedagogy. These as linked to *"trace theory"* where is part of psychology which carry more intensively a memory connection is traced, the stronger the memory would be recalled. Therefore combining traced activity, like rehearsal accompanied by motor activity, hence increase the possibility of successful recall. James Asher also draws three learning hypothesis for this theory. Bio-program, Brain lateralization, and reduction of stress. (Richards & Rodgers 2001:73-75).

The first is bio-program, in language learning that is parallel process. Asher suggest three process of bio-program. Firstly, children's getting listening capability before they develop they ability to speak. At the first stage of first

language acquisition, they can understand complex utterance that they cannot spontaneously produce. Secondly, children's ability in listening comprehension is acquired because children's are required to response physical to spoken language from their parent's commands. Thirdly, after a foundation in listening has been build, speech involve naturally and effortlessly (Richards & Rodgers 2001:74).

The second is Brain lateralization, Asher stated that Total Physical Response method is a method that directed to the right bright learning, he also said that most second language teaching method directed to left- brain learning. Asher recon that, the children get language from motor movement, a right hemisphere activity could process language as production. Equal with adult, adult should proceed to language mastery from right hemisphere motor activity, whereas the left hemisphere watches and learns. When, a sufficient numbers of right- hemisphere learning already occurred, the left- hemisphere would be triggered to produce language and to initiate others, more abstract language process (Richards & Rodgers 2001:75).

The third is Reduction of stress, an important condition for the language learning process is free from stress. First language acquisition take place in a stress-free environment. Asher argue that, while the adult language learning environment thick causes considerable stress and anxiety. The key of stress-free learning is to get into bio-program for language development thus to recapture the relaxed and pleasurable experiences that accompany in first language learning. By focusing to the meaning interpreted to the movement, rather than on language form studied in the abstract, learners is said to be liberated forms self-conscious and stressful situation and is able to give full energy to learning (Richards & Rodgers 2001:75).

2.2.3 Design of Total Physical Response

Design of the Total Physical Response method consolidate Objective, syllabus, role of learners, teacher and material.

1. Objective of the Total Physical Response.

    The objective of Total Physical Response method is to teach oral proficiency at the beginning level. A total physical response method aims

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to produce learner who are capable of an uninhibited communication that fluency to a native speaker

2. Syllabus.

Imperative drill is the major classroom activity. Elicit physical activity action and activity on the part of the learners (activity such role play and slide presentation). In the classroom activity, conversional language are delayed until after about 120 hours of instruction.

3. Role of Learner.

Learner has primary roles of listener and performer. They listen attentively and response physically to commends given by teacher.

4. Teacher

Teacher play and direct role teacher in Total Physical Response are control the language input that the learner receive, providing the raw material' cognitive map' that the learners will contrast in their own mine, The teacher should also allow speaking abilities to develop in learners at the learners 'own natural pace and the last teacher should giving feedback.

5. Material.

In the classroom teacher need material and realia to support teaching and learning process such as classroom activity and class room object. Classroom activity such as teacher voice, action, and gesture. Classroom object such as books, pens, cups, furniture, and picture.

2.2.4 Advantages of Total Physical Response

Total Physical response has some Advantage and disadvantage. According to Widodo Handoyo Puji. A teacher from Polytechnic Nigeria in (Ortega and Pena articles 2011:15).

Advantage

1. It is a lot of fun. Learners enjoy it, and this method could be a real stirrer in the class. It is increase the pace and mood.
2. It is very memorable. It does help learner to identify phrases or words.
3. It is good for kinaesthetic learners who are need to be active in the class.

4. It is could use in large and small group.in this case, it no not matter how many student you have as long as you are ready to guide, learner will follow.

5. It work well with the mixed capability classes. The physical action get across the meaning effectively so that learners are able to understand and adjust the target language.

6. No need much preparation or material in Total Physical Response. In this case, as long as you are able of what you want to practice (exercise beforehand could help) it would not require a lot of time to get ready.

7. It is very devastating with teenager and young learner.

8. It implicate both left and right-brined learning.

2.2.5 Reviewing the Technique.

There are has three major technique of TPR. Using comment to direct behavior, role several, and action sequence (Diane Larsen, 2000: 116-117)

1. Using comment to direct behavior; the comment are giving to get student to performance and actions, the action makes the meaning of the comment clear. A teacher much has a plan to choose what comment that he/she introduce in a lesson.

   Example:

   TEACHER: Ingrid, walks to the blackboard.

        (Ingrid stands up and walks to the blackboard)

   TEACHER: class, if Ingrid walks to the blackboard, stand up.

        (The class stand up)

   TEACHER: Ingrid, write your name in the blackboard.

        (Ingrid wrote her name

        (Class, If Ingrid wrote her name on the blackboard, sit down)

2. Role several; Learner comment their teacher and friends to performance some action. Asher say that learner want to speak after ten to twenty hours of instructions. Although, student make take longer. Learner should be encouraged to speak when they are ready to speak.

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3. Action sequence; this part of comment is called an action sequence or an operation. Many everyday activities like writing a latter, can be broken down into an action that learner can be ask to performance.in this part learned not need to performance long actions. For example teacher give some connected like: Take out a pan, take out a peach of paper, write a letter (imaginary), fold the letter, put it in envelope, seal the envelope, write the address on the envelop, put a stamp in envelop, mail the letter.

2.3 Review of Previous Studies

There are some review of preview study that related with Total Physical Response in teaching English language which has relation with my research.

Firstly, The Effectiveness of Total Physical Response in Teaching Speaking was a title research employed by T. Mustaqim and M. Jafar (2013). This research took place in seventh grade students of Pilot International Standard Junior High school (SMP 1) Lhokseumawe. The objectives of this research were to analyze significance different in speaking achievement between student who were taught by used Total Physical Response and those taught by conventional method, and to analyze the student speaking achievement between student who were taught by Total Physical response and student who were taught by conventional method. In this research, the researcher used quantitative method where used pre-test and post-test experimental design. The instrument of this research that researcher used collected the data was oral test. The result of this research was the experimental class got a higher mean score than control group. That means TPR can improved students speaking skill than conventional method. The similarity between this research and my research were both research apply Total Physical Response in teaching speaking, both research took the seventh grade students as a population to research, both research used the qualitative experimental method. The differences between this research and my research were, in this research apply conventional method in the control group while in my research I apply the direct method in control group, and in this research researcher used the procedure task as a lesson to apply in both class and in my research I used descriptive task.

Secondly, The Effectiveness of TPR (Total Physical Response) Method in English Vocabulary Mastery of Elementary School Children was a research conducted by Ice Sariati (2013). Researcher used a mixed method that was combined between two method quantitative and qualitative. This researcher took a place on first grade in one Elementary school in Bandung. The objective of this research were to find out is the TPR method effective in English vocabulary mastery for elementary School Children and to investigated how the student toward teaching English vocabulary used Total Physical Response. In quantitative method the researcher used pre-test and post- test quasi-experimental design, to get the data the researcher used the oral test as instrument. While the qualitative method the researcher make observation where used field notes as instrument. The result of this study was Total Physical Method (TPR) effective to improve vocabulary mastery of first grade elementary school children. The similarity between this research and my research were both research used Total Physical Response as a solution in teaching method, and both of research were used pre-test and post-test as an instrument to find out the significance different in research. The differences between this research and may research were in this research used Total Physical Response in teaching vocabulary while in my research I used Total Physical Response in teaching speaking, in this research researcher used the quasi-experimental design while in my research I used experimental design, in this research the researcher took primary school as a population to research while in my research I took secondary as a sample to research.

The Effectiveness of Using Total Physical Response (TPR) approach in helping slow young learners With Low Achievement acquire English as a second language this research carried out by Ghani and Ghous (2014). The objective of this research were to research about the effectiveness of Total Physical Response to helped slow young learners with low achievement, and to analyze the differences between two groups of pupil's score, the experimental group and the control group. This study used quantitative method where used the pre- test and post-test quasi-experimental design. In control class the researcher apply the rote learning, drilling, and visual aids, while in the experimental class the researcher used the Total Physical Response. This research took place in 23 Public Primary

School (sekolah kebangsaan) in South-west District Penang. The researcher used the purposive sampling method to get the sample. In this research the researcher used the class progress record form as an observation record, Class recorded base on the test Item. Besides of that in this research also used the checklist to evaluate the individual language acquisition, the test Item listed in six bands of language acquisition. This research apply Total Physical Response in all basic skill in language such as listening, speaking, writing and reading. The result of this research ware any significant effect between Total Physical approach and language acquisition, and the result also showed that Total Physical Response helping to close the gap between the experimental class and control class. The similarity between this research and my research were, this both research are used the Total Physical Response method as a solution in language teaching, and both method are use quantitative method. The differences between this research and my research were, this research used the Total Physical Response to helped slow young learners and I used Total Physical Response in teaching speaking, in this research used the class recorded form and checklist as instruments to collected the data and In my research I used Oral test as an instrument, and this research apply in primary school and I apply my research in secondary school.