

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter contains explanation that relates to theories which are the foundation of this research. The theories are about speaking, teaching speaking, types of speaking, setting up students' speaking activities, explanation text, and previous of the research.

#### **2.1 Speaking**

English has four skills that should be mastered by all the learners. Those are speaking, listening, reading, and writing. Speaking is one of the important skills that must be mastered by people. According to Pollard (2008: 34) speaking is the communicative element that needs for students to communicate something that they don't know that would like to speak or hear.

Mastering speaking is very important aspect of learning a foreign language for all of people in the world, the success is measured on the ability of conversation in the language (Nunan, 1991:39). Whereas, the definition of speaking itself is ability of sending message by spoken language (Darmuki et al, 2016:2). The same opinion stated that speaking is productive skill including of verbal and nonverbal behavior, such as eye contact behavior which has different meaning of each cultures (Paulston 1976:57). Brown (2004:140) agrees that speaking is productive skill that can be directly observed colored by the accuracy and effectiveness of test takers listening skill, also compromise the reliability and validity of an oral production test. While Nunan (1991:47) defines that communication is a collaborative speculation which the interlocutors negotiate meaning to reach their communicative ends.

Speaking is a productive skill including of verbal and nonverbal to convey message by spoken language which can be directly observed. When we want to learn speaking we must speak more. As Nunan (1991:51) suggests that learning a foreign language in speaking will facilitate to learner who is active to speak. It means that we have to practice whenever and wherever. That is kind of way to improve the students speaking skill.

## **2.2 Teaching Speaking**

The influence of speaking was very important. If the students' speaking skill is good, the students can explain whatever they use the new language that they have learned, in this case English language. One of the solutions to the problems that arise, the researcher used video recorder as a media in teaching English speaking. According to Pollard(2008:33), The teacher needs to boost the students's confidence to make them speak more easily. During the class, the teacher can make teaching speaking more simple by setting controlled speaking tasks and moving gradually towards freer speaking tasks; setting tasks that are at the right level for the students or at a level lower than their receptive skills; setting tasks are easily achievable and gradually moving towards more challenging tasks; praising students' efforts; using error correction sensitively; creating an atmosphere where students don't laugh at other people's efforts. So, that is why speaking should be the important skill for students.

Teaching speaking is not easy. It needs some special techniques or strategies to make the students understand. As Brown (2001:267) notes "the goals and the techniques for teaching conversation are extremely diverse, depending on the student, teacher, and overall context of the class". From those, there are several objectives of teaching speaking. The first objective is based on Hughes (2003:113) argues that the aim of teaching speaking is to develop the ability in interaction of language and involves comprehension as the production. The second objective of language teaching is communicative competence whereas the production of speakers Paulston (1976:55). Communicative competence is "as tact and good manners and people not sharing that system will consider others rude and tactless" describes Paulston (1976:57).

Teaching speaking is as not easy as our thinking. There are also many kinds of issues in the process of teaching speaking based on Brown (2001:267) explain about five issues :

### **2.2.1 Conversational Discourse**

The goal of teaching conversation is based on the students, teacher and context of the class. Conversation has ranged from quasi communicative, drilling to free, open, and sometimes agenda less. For parameter in developing objectives and techniques, there are many things that must be learnt. Those are transactional and interactional

conversation, topic nomination, maintaining conversation, turn taking, interruption, termination, style of speech, non verbal communication, conversational routines, phonological, lexical, and syntactic properties of language.

### **2.2.2 Teaching Pronunciation**

There has been controversy over the role of pronunciation works in a communicative, interactive course of study. So, the language program that should emphasize whole language, meaningful context and production focuses on tiny phonological details of language.

### **2.2.3 Accuracy and Fluency**

Teacher should prioritize the speaker accurate goal (clear, articulate, grammatically, and phonologically correct) and fluent (flowing, natural). Fluency is initial goal in language teaching by allowing the “stream” of speech to “flow”; then some of this speech spills over beyond comprehensibility, the “riverbanks” of instruction on some details of phonology, grammar, or discourse can channel the speech on a more purposeful course. Accuracy is achieved to some extent by focus on the elements of phonology, grammar, and discourse in the spoken output.

### **2.2.4 Affective Factors**

One of obstacles in learning to speak was the anxiety that generated over the risks of blurting things out that were wrong, stupid or incomprehensible. The job as teacher is to provide the kind of warm, embracing climate that encourages students to speak, however halting or broken their attempts may be.

### **2.2.5 The Interaction Effect**

The greatest difficulty that learners encountered in attempts to speak is the interactive nature of most communication. Conversations are collaborative as participants engage in a process of negotiation of meaning. So far the learner, the matter of what to say- a tremendous task, to be sure- is often eclipsed by conventions of how to say things, when to speak, and other discourse constraints.

## **2.3 Types of Speaking**

There are five basic types of speaking according to Brown (2004:141) those are imitative, intensive, responsive, interactive and extensive. The writer will explain one by one to make us easy to understand:

### **2.3.1 Imitative**

Is the capability to repeat some words or phrases also sentences whereas this is a simply phonetic level of oral production, a number of prosodic, lexical and grammatical language which includes of performance standard. Through repetition students will build psychomotor patterns and relates the chosen grammatical form with the appropriate context.

### **2.3.2 Intensive**

Intensive is a production of short stretches of oral language designed to show competence in grammatical, phrasal, lexical, or phonological relationships (such as prosodic elements intonation, stress, rhythm, juncture) also semantic, for example of intensive assessment are directed response tasks, reading aloud, sentence and dialogue completion; limited picture cued tasks including simple sequence; and translation up to the simple sentence level.

### **2.3.3 Responsive**

Responsive is ability to stimulus the students or teacher initiated to reply or comments, this is not wide into dialogues, such speech can be purposeful and authentic. Example of responsive assessment are interaction and test comprehension, also very short conversations, standard greetings and small talk, simple requests and comments, and the like.

### **2.3.4 Interactive**

Interactive and Responsive types are almost same, the difference is the length and complexity of the interaction. In interactive types is includes of multiple exchanges and multiple participants, sometimes have the transactional language form which has purpose of exchanging specific information and interpersonal exchanges form which have

purpose of keep social relationships. Example assessment interactive tasks are interview, role play, games, oral proficiency interview.

### **2.3.5 Extensive (monologue)**

For example, speeches oral presentations, and storytelling during which the opportunity for oral interaction from listener is either highly limited (perhaps to nonverbal responses or ruled out altogether). Language style is frequently more deliberative (planning is involved) and formula extensive tasks, but cannot rule out certain informal monologues such as casually delivered speech (for example, my vacation in the mountains, a recipe for outstanding pasta primavera, recounting the plot of a novel or movie). According to Brown (2004: 141-142), there are four types in speaking: (1) imitative, (2) intensive, (3) responsive, (4) extensive, and this research used extensive speaking types to conduct this speaking task in explanation text material. As stated by Brown (2004: 142), Students at intermediate to advanced levels are assigned monologues such as storytelling, the form of oral reports, summaries, or speeches. In this research the teacher gave the students task of speaking in several kinds, among other; speaking directly (to explain the topic that given by the teacher), and using media that divide by two ways; video recorder and video call from WhatsApp.

## **2.4 Setting up Students' Speaking Activities**

Teacher as the facilitator should be creative to manage the class well because in this research the teacher taught the most difficult subject in language teaching, that is speaking. Many reasons that made students could not speak well exactly in english among others; students felt insecure to speak english because it is foreign language and they were afraid of making mistakes, students didnot understand well how to pronounce the words in english well. According to Harmer J, stated activities that should teachers do during speaking activity; the teacher must correct the mistakes that made by student's during speaking activities, the teacher can involve to the students' discussion but do not start to dominate, the teacher must prompting students' to speak up with sympathetically and sensitively, (1998: 94-95).

## 2.5 Explanation Text

Explanation text is a piece of writing that gives straight forward information. It explains the processes related to the formation of natural, social, scientific, and cultural phenomena. Examples of explanation texts: Reports on natural phenomena, articles on scientific inventions, documentary films. According to Pardiyono, says that the explanation text type is an inscription written for the purpose of explaining the actual phenomena derived from nature, (2016:131-132). Generic structure of explanation text among other; (a) General statement: stating the phenomenon issues which are explained. (b) Sequenced Explanation: stating a series of steps which explain the phenomenon.

Furthermore, grammatical expression of explanation text usually uses passive verbs and use complex words. According to Pardiyono(2016:237-240), says that variety of verbs used in explanation type text as follows: (a) Sentence with passive verb. (b) Complex sentence: a sentence composed of a sentence which is generally accompanied by the use of a hyphen and the parent sentence which is the core of the sentence. (c) Compound complex sentence: made of two simple sentences joined by a conjunction. This sentence used in text explanations to merge and simultaneously summarize information messages. (d) Adverb: used to inform sentences that have been written to convey a clear message.

## 2.6 Recorded Presentation in Teaching Speaking

Recorded is one of feature in WhatsApp. Recorded speaking is one of the learning materials in this research. In the subject speaking materials, the students were asked to view the video that has been given by the teacher and then the students were asked to present the video they have made by way of being recorded. But here, the teacher gave the students the opportunity for students to record the important points of the video so that students can present their presentation in the transcript they have recorded. According to Pea (1985) as cited in Schwan and Cress (2017: 148) stated that, “new technologies do not only amplify educational uses of digital media for learning purposes but also create *new* scopes with *new* options, which in turn can inspire *new* learning processes and *new* expectations, thus redefining educational cultures”. So, with the scope

of technology in the world of education it is increasingly widespread and developing with the advancement of technology.

## **2.7 Teaching Speaking Through WhatsApp**

Today, there are many applications that will ensure the pedagogical benefits by using a cellphone in the classroom. One of them is Whatsapp. Therefore, the researcher would like to describe the used of WhatsApp feature in teaching speaking. According to Zaidieh (2012) as cited in **Cetinkaya (2017) the development of technology can influenced the revolutionary of education world.**

## **2.8 Previous of the Research**

In this graduating paper, the researcher took review of related literature from the other graduating papers. The first study was presented by Ikramah (2017), under the title “The Effect of Video Recording on Students’ Speaking Ability”. The aim of this research was to investigate the effects of video recording on the students’ speaking. The researcher used experimental method to applied the research. Through the analysis of the findings of pre-test and post-test, it can be concluded that video recording gave the positive effects toward students' speaking ability, this can be seen from the improvement in the scores of the students in the course. The similarities of this research with this thesis, the researcher used video as a medium for teaching English on speak class, but the difference is the researchers only use one medium to test the students' speaking skills ie; video recorder.

The second study was from Taillefer and Luna (2014), under the title “Developing Oral Skills Through Skype: A Language Project Analysis”. The aim of this paper was to analyse L2 usage in the oral interaction between university students from Hong Kong and Spain. Furthermore, this study followed a mixed methodology, where quantitative and qualitative methods were employed. Results show that non-verbal communication was key for mutual understanding when L2 level was low; more proficient speakers explained cultural issues and commented on them. The similarities of this research with this thesis is the researcher used online media in speaking class, but the differences is the online media that used in this research is skype but in this thesis is WhatsApp video call.

The third study was conducted by Affandy Y.R, Ach. (2015), which focused on “The Implementation of Voice BBM in Teaching Listening Comprehension to The Seventh Grade of Junior High School at SMPM 16 Surabaya”. This research was applied in class VII that accommodated 27 students. Based on writer’s research background presented the voice not because it had a good alternative for listening. Refers to the finding and discussion that had been wrote by researcher, it indicated that implementation of voice on BBM can improve students’ listening.

The fourth study was conducted by Rahayu, R., which focused on “The Effectiveness of Using Video-Recorded Speaking Task on Students’ Speaking Skill”. The aim of this research was to found out wheter the use of video-recorded task effective in improving students’ speaking skill or not. The method that used in this research was quasi-experimental design. The result of this research was effective to improve speaking skill at the tenth grade students of SMA Negeri 1, Tangerang Selatan. The similarities of this research with this thesis is the researcher used video recorder as the media in speaking class, but the differences is the method that applied for this research.