

CHAPTER II

LITERATURE REVIEW

A. Teaching Speaking in Foreign Language Learning Context

Teaching foreign language means teaching a particular language to learners those who live outside its native speaking country. It is basically intended to make the learners are able to communicate effectively using the language. Yet to be able to communicate, students need to acquire speaking skills. As one of the productive skills, the ability to speak is essential for the students to share their ideas, information and feelings.

The basic reason for why the teacher should teach speaking skill in the classroom is that it relates to the students' motivation of learning the language. Many students regard being able to speak a language as knowing the language and therefore view learning the language as learning how to speak the language, or as Nunan wrote, "Success is measured in terms of the ability to carry out a conversation or speak in the (target) language" (cited in Lawtie, 2004). Therefore, if the students do not learn how to speak or do not get any opportunity to speak in the language classroom they may soon get demotivated and lose interest in learning. One of the ways to give the students opportunity to speak in the classroom is by asking them to do a monologue. If the speaking activities (including monologue) are taught in the right way,

speaking in class can be a lot of fun, raising general learner motivation and making the English language classroom a fun and dynamic place to be.

According to Ur (cited in Raptou, 2001) there are four characteristics of a successful speaking activity (in this case monologue), they are :

a. Learners talk a lot

In performing monologue in front of the class, the students do not get stuck during their monologue performance, in other words they can express their ideas clearly. As much as possible of the period of time allotted to the activity is in fact occupied by students talk.

b. Participation is even

The students pay their attention during teaching and learning process. They follow the lesson actively and the speaking activity is not dominated only by talkative students. In other words, all get the chance to speak in the classroom.

c. Motivation is high

Students are eager to speak. It can be because they are interested in the topic and have something to say about it, or because they want to contribute for achieving a task objective.

d. Language is of acceptable level

The students express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

Though it is important, teaching speaking is basically not an easy job. First, it relates to the condition of the students who are lack of vocabularies which often makes them unable to say words in speaking class. Besides, most of the students are also often not confident to use English in the class because they are afraid of making any mistakes in speaking, for instance worrying about their grammar, and often being shy because of the pronunciation case.

It is true that teacher has an important role in determining the success of teaching and learning process, and also the students' learning achievement. Therefore, in teaching speaking, the teacher should give opportunity for the students to explore their opinions and ideas frequently because practice will enable students to improve their speaking ability.

Teacher should also arrange a planning before he/she conducts teaching speaking. He/she has to know the subject, and also prepares the relevant books and audio/visual aids. As what Gujjar (2009) stated that teachers have to prepare the lesson in order to create effective learning. A well-prepared lesson can encourage the teacher's confidence so that he/she can teach well.

Brown (2001) states principles for designing teaching speaking. The first one is that the teacher is recommended to use techniques that cover the spectrum of learner needs, from language based focus on accuracy to message based focus on interaction, meaning, and fluency. Besides, the teacher needs to provide intrinsically motivating techniques. As revealed by Nation (1996: 2), "A good technique in teaching encourages the learner to process the

material in a thoughtful way". That is why in asking the students to do a monologue, the application of an appropriate technique is also important to make the students are motivated and interested to the learning activity.

The other important point in teaching speaking is that the teacher also should familiarize himself/herself with a range of simple visual aids which can help him/her especially to teach words (vocabulary) to the students. Visual aids include pictures, things, and the real objects (realia) those are beneficial for the students to look at and talk about. Visual aids are important because showing visuals focuses attention on meaning, and helps to make the language in the class more real and alive. Having something to look at keeps the students' attention, and makes the process of learning more interesting.

1. Learning How To Speak Foreign Language

Generally, there can be a variety of reason behind a learner's decision to learn a foreign language. Similarly, the learner's expectation, aims and purposes can be very different. But practically all students of foreign languages, regardless of their age, social and cultural background, share the same desire : to be able to speak the language (Hemerca, 2009). One can hardly proved that he/she knows a foreign language when he cannot use it efficiently in oral presentation. Thus of the four basic skills in language learning – listening, reading, speaking, writing – speaking seems to be the most important one in terms of judging a learner's ability to use the language.

Learning to speak fluently and accurately is one of the greatest challenges for all language learners. This is because to be able to speak fluently, we have to speak and think at the same time. As we speak, we have to monitor our output and correct mistakes, as well as planning for what we are going to say next. That is why, practice is strongly needed in order to improve this speaking skill.

In learning foreign language especially learning to speak, teacher should build the learners' confidence, and also provides the motivation to learn the language. He/she also needs to show the learners that the language (English) is fun to be learned. It can be done by giving the learners a learning experience which can attract their interest in order to motivate them. Besides, the use of visual aids is also important. As revealed by Renner (2009) that "One of the best ways to learn is through visual aids". This becomes the teacher's responsibility to somehow provide particular tools or materials in teaching learning process to help the success of language learning, especially in learning speaking. Teacher should also convince the students that the initial goal of learning is to communicate. The focus and measure should be on the ability to get one's ideas across, not on how correctly something was said or how many grammatical mistakes were made (Offner, 1997). Helping students to deal with this kind of 'misunderstanding' is also an important part of increasing the students' confidence in speaking.

Careful management of classroom activities is also important in making the whole class feel involved in the lesson (Whitehead, 2006). According to Kelanic (2000), if a student is motivated to actively engage in meaningful learning activities, the student can process the information on higher cognitive levels and increase achievement. That is why in teaching speaking, various ways are very useful, mainly to attract the students' interest in learning. As one of the examples, it can be done by giving them opportunities to practice their speaking in the form of demonstration.

2. Demonstration Technique

“A technique that is designed to show or illustrate a procedure, process, or phenomenon” is called a demonstration (Joshi, 2007: 153). Demonstration is a teaching technique that shows an action as a directory to clarify ‘a definition’ or to show ‘how the process of something is formulated’ to the students. According to Hansrajh (2010), demonstration is a verbal explanation accompanied by live display on how to do something by using apparatus or models.

Laird defined demonstration as “an accurate portrayal of a procedure, technique, or operation” (cited in Sharma, 2006: 227). It is a technique of teaching that relies heavy upon the showing of a model performance to the learners. Demonstration is a technique that is very effective in helping students to find clear answers of questions about how should the way they do certain activity, and what materials needed in it.

In language learning process, in this case English, a teacher needs to give much practice in reacting the language to objects, or things. Objects or things allow us to explain a word or concept in a simple way. Besides, the times can also be saved by using these because showing the objects directly is a more rapid process than speaking or explaining. This kind of learning situation can be achieved by using demonstration technique where many materials and tools are used to support the students' presentation. By using demonstration technique, the students' skill in learning especially learning procedures will be faster to be optimized as they are shown how particular activity is done directly by using concrete tools, and materials those are used in the activity itself.

According to Jernstedt (cited in Sharma, 2006), demonstration is a method based upon experiential learning. It provides students the opportunity to experience/to pursue the processes of performing a skill. The students can observe actual practice and utilize their experience in real life situations which can foster and enhance learning.

Newby, Stepich, Lehman, & Russell stated some advantages of demonstration (as cited in Chris, 2011). They claimed that demonstration can : (1) utilize several senses; where students can see, hear, and possibly experience an actual event, (2) stimulate interest, (3) present ideas and concepts more clearly, (4) provide direct experiences, and (5) reinforce learning.

The other advantages of demonstration is put forward by Sharma (2006) as follows :

- a) Besides arousing interest or motivation, demonstration also serves the purpose of directing attention to the skill, and/or knowledge to be learned.
- b) Demonstration provides variety to learning situations. It allows both students and teacher to focus attention upon something different which enables both to relax and enjoy the learning exchange.
- c) Demonstration is an excellent way to illustrate points which enables the students to comprehend complex and difficult material in a short period of time.
- d) Demonstration helps to reduce the gap between theory and practice. The teacher can provide practical example which reflect actual practice. By providing a demonstration, complex models and processes become real.

Demonstration technique is a way of teaching by showing 'something' or 'ways of doing something' (Ismail, cited in Kusumah & Dwitagama, 2009). It is a way to show how to do something step by step so that the students can learn new skill and how to do something themselves. The emphasis is on "doing" that is understanding the texts within the context of the topic through experiencing the language by physically being involved in the activities.

Effective demonstrations require very careful planning and preparation that should include the teacher practicing the demonstration prior to making the actual classroom presentation. Through demonstrations, the teachers may more expediently help build concepts for students rather than letting them, alone, acquiring information. According to Gupta (2007), a good demonstration should be : clearly presented, visible to all participants, presented in small manageable parts, capable of being duplicated, and relevant to the situation, topic, and/or subject being discussed.

The main feature of demonstration technique is that the concrete things are shown, so the students do not enter into a false imagination as it sometimes happens to them in the learning process. A good demonstration can be like a picture – worth a thousand words (Hunt, Wiseman, & Touzel: 2009). In a demonstration, students are afforded the opportunity of looking at something instead of merely talking or hearing about it. This helps to take the experience from the abstract to the concrete. In other words, students will get better understanding about certain concept since they directly observe, even do it themselves, and do not just simply hear about it.

Demonstration is an activity that gives the speakers opportunity to practice the language which combines both physical and verbal forms of communication. In this case, the students need to tell the procedure while practice and show it directly to the audience. In this way, the students will

hopefully enjoy their new learning experience and it will contribute to the improvement of their speaking ability.

B. Speaking Ability

Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information (Brown, Burns & Joyce in Cunningham, 1999). It can also be defined as the competence in transferring and expressing thought, ideas, and feelings orally. As one of the language skills, speaking is necessary to be acquired since it enables the students to communicate with others. Most of people spend their times everyday by talking to others. It means that a half part of people activities is dealing with speaking. Speaking is an important part of everyday interaction and most often the first impression of a person in language proficiency is based on his/her ability to speak.

Speaking is seen as a skill since practices are applied to acquire it. People who want to be able to speak a foreign language should require a lot of practices to use the language. As what Offner (1997) convinced that the only way to acquire English speaking skill is through practices. It means that learners who want to be skillful in speaking English should practice often their speaking in the language.

Speaking ability is an ability to give oral expression of thought, opinions, or feelings engaged in a talk or conversation. Related to this research, speaking ability constitutes the ability to speak that covers three

components in speaking (fluency, accuracy, and pronunciation) as well as having appropriate content, that is the content of the procedural monologue (Hoge, 2009). The following is the explanation :

1. Fluency

One of the goals of teaching speaking skill is to develop fluency in the language use. Fluency means being able to communicate ideas without having too much stop and think too much about what the speakers are saying. Signs of fluency include a reasonably speed of speaking and only a small number of pauses and “ums” and “ers”. These signs indicate that the speaker does not have to spend a lot of times searching for the words to express the message.

Fluency means speak the language automatically when the speech is effortless, and when it comes without translation and hesitation (Hoge, 2009). The characteristic of fluency is rate of delivery. In this case, spoken english focuses on the learner's ability in having the acceptable speed during oral communication. Thus, the speakers who often have to search for the words, make a lot of pauses, frequently use fillers, for example *err* or *you know*, and often go for inappropriate words, can hardly being labeled as fluent or skillful speakers.

2. Accuracy

The other aspect that the speakers need to pay attention in speaking is accuracy. Speaking accurately means the speakers are capable of constructing sentences and longer stretches of language that follows

acceptable rules of usage. Parrot (cited in Nation, 1996) describes accuracy as the ability of learners in using appropriate grammar, vocabularies, and phonology in their speaking. In general, accuracy is related to the way of students in mastering word order and omission, pronouns and relative clauses, tenses, prepositions, and other grammar rules that commonly occurred when they are speaking among them, so their speaking can be understood by others.

3. Pronunciation

Pronunciation involves producing the appropriate sounds in the foreign language. Dealing with the components of speaking, it is basically the part of accuracy. Pronunciation is a very important component of speaking skill. Without proper pronunciation - which should be somewhat similar to but not necessarily identical to native performance, second or foreign language users of English will not be able to communicate accurately.

The way the speakers pronounce English words depends on how the words are heard in their ears. Therefore, it is important to listen to the right pronunciation of English language. Teaching the sound usually begins with hearing practice because it is believed that such practice also improves pronunciation (Henning, cited in Nation, 1996). This includes such activities like listen and repeat. As the learners have to know what a

word sounds like, the teacher, therefore, needs to make sure that it is accurately presented and learned.

4. Content

Content becomes one of the aspects that needs to be concerned since the learning material chosen in this research is procedure. Content in this case is basically about the sequence of the steps and also the information included in the students' procedural monologue. There are four scales in this aspect, which are from 1 until 4. Scale 4 is given if the steps of the procedure that the students present are easy to follow/to understand, mentioned in a right sequence, and the information (including aim, materials, and steps) included is precise and complete. Scale 3 is lower than the previous scale and given if the steps are presented in a proper sequence, but the information are not mentioned completely. Scale 2 is given if in presenting the procedure, the student missed one of the numbered steps, or the information given is inaccurate or irrelevant. Scale 1 is the lowest scale and it is given if the steps of the procedure presented by the student are not easy to follow, not in order, or some of the numbered steps are missing.

Speaking is a productive skill and a very important part of language learning. The students are able to contribute their creative thinking in sharing ideas and thoughts through speaking. In line with this, the ability to communicate in a foreign language especially English clearly and efficiently

contributes to the success of the students in school and success later in every phase of their lives.

Speaking is taught to develop the students' ability in expressing or transferring their ideas orally. In other words, the focus of teaching speaking is to improve oral production of the students. Therefore, language teaching activities in the classroom should aim at maximizing the individual's language use. This can be done for instance by asking the students to practice their speaking in the form of monologue as it becomes one of the speaking activities that the students have to practice in school, including in Junior High School level.

C. Teaching Procedural Monologue in Junior High School

For Junior High School students, monologue becomes one of the standard competences that they need to achieve to improve their speaking skill. Monologue is a kind of speech that tells a complete story or express a complete line of thought. Lorcher (2009) defined monologue as "a long uninterrupted speech that reveals the speaker's thoughts and feelings". In doing this, the students are usually alone (they need to do it by themselves without a partner), and more importantly, monologue means speaking to "audience". Particularly in the ninth grade level, there are three kinds of monologue that the students need to practice, they are monologue in the form of report, narrative, and procedure (procedural monologue).

Except monologue, there are still other speaking activities that the students are supposed to do. According to Kurikulum Tingkat Satuan Pendidikan (KTSP), the students' speaking activities also consist of the competence to express meaning in transactional and interpersonal dialogue such as : to give instruction, to express and ask for certainty, to express and respond to doubt, to express/give opinions, to describe things, to give and respond to compliments, to tell and respond to news, to compare things, to give tips, to express politeness, to ask someone to repeat information, to express sympathy, and to express interest.

Compared with dialogue, monologue is more challenging for the students to do. This is due to that they need to speak without partner which often makes the students face common problems like getting nervous, feeling less confident, or afraid of making mistakes that can make them laughed by others. Dealing with the problems in doing monologue, the ninth grade students of SMP N 23 Pontianak had their own problem besides the mentioned problems above. The students were basically able to speak in the form of retelling the text given by memorizing, yet when they were asked about the meaning of the words in it, they admitted that they did not even understand it. Besides, the students also still had problem in the case of their pronunciation, and accuracy in speaking. The problem was found based on the students' performance when they were asked to do procedural monologue, the speaking activity that the writer chooses in this research.

As mentioned before, based on the syllabus of (KTSP), procedural monologue is one of three kinds of monologue to be practiced by the ninth graders besides monologue in the form of report and narrative. Procedural monologue is a kind of speech that explains about procedures, that is, telling how something is accomplished through a sequence of actions or steps. In procedural monologue, the student needs to explain how to make or to do something completely. This provides the steps/methods/ways as guidance to create an item or perform certain activity.

To do the monologue, procedure texts are used as the teaching material. Procedure text is a piece of text that gives us instruction for doing something. It can also be defined as the text that is used to tell someone how to do or make something (Mukarto, 2006). This type of text comes in many forms, such as manual instructions, rules, and recipes. A procedure enables people to do things those are new to them, or to make sure they do things in correct order, including all the things needed.

Procedure is something that is often found around human daily lives. In various contexts this can be easily encountered, and indeed people often grapple with procedure, for example when they watch cooking shows on television, read the manual instruction how to set the radio on, do a practicum, and many others. Therefore, teacher needs to generate the students' awareness that procedure is very close to their daily lives. The teacher can introduce the procedure by bringing authentic objects/materials, or inviting students to experience markedly.

Procedures are the learning materials which are related to the systematic or sequential steps in doing a task. The goal is exactly to make people are able to practice it; that is why the students need to understand, and they do not need to be only able to tell or memorize it. Due to the reason, the writer in this research tries to create a new learning experience for the students, that is by asking them to practice the procedures in the form of procedural monologue by using an appropriate technique, that is demonstration, as what the writer chooses in this research.

UNIVERSITAS TANJUNGPURA