

CHAPTER II

LITERATURE REVIEW

A. The Nature of Speaking

Speaking is a process of uttering words, phrases and sentences, meaningfully using oral language in order to give information and ideas, this is supported by Clark and Clark (1997:223) said that in speaking, a speaker express his thought and feeling in words, phrases and sentences following a certain structure which regulates the meaningful units and meaningful units and meaning of sentences. Moreover, the learner must also choose the correct vocabulary to describe the item required, rephrase or emphasize words to clarify the description if the clerk does not understand, and use appropriate facial expressions to indicate satisfaction or dissatisfaction with the service.

Speaking skill is one of the abilities in transferring and expressing thought, ideas and feeling orally and supported by body language. According to Suhartono (1994:3) "Speaking is a matter of transferring one's ideas and feeling orally and transferring is categorized into verbal language". He adds when a person speaks it means that the person wants to inform or tell about his/her feeling in order to get response.

And Brown (1994:5) says that speaking is an interactive process of constructing meaning that involves producing and receiving and processing

information. This process, in English, is also stated as communicating in the English classes.

Furthermore, Burn and Joyce (1997) stated that speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (linguistic competence) but also that they understand when, why and in what ways to produce language (socio linguistic competence)

Willard F. Tydiman and margueritte butterfield (1985:38) said that speaking as oral communication is used to express or give information about someone's feeling and ideas. In developing the speaking skill, students have to be able to fill their oral expression with bright thought, opinion, and feelings in talk or conversation in English.

According to Hybels and Weaver (1986:7-15) there are of definitions about communication, they are:

- a. The first, communication is a process, which enable people to share information, ideas, and feelings.
- b. The second, communication is a transaction which involves both the physical act of communicating such as the impressions in peoples' mind.

Communication process is made up of various elements. Hybels and Weaver (1986:7) noted the following elements of communications:

a. Senders and Receivers

People get involved in communication because they have ideas and feeling they want to share. People are senders and receivers at the same time.

b. Message

The message is made up the ideas and the feelings that senders receivers want to share. Communication message are made up of two kinds of symbols; verbal and nonverbal. Verbal symbol is every word in the language that stands for a particular thing or idea. Nonverbal symbols are anything people communicate without using words.

c. Channels

The channel is the route traveled by a message as it goes between senders-receivers.

d. Feedback

Feedback is the response of the receivers-senders to each other.

e. Setting

The setting is where the communication occurs can be a significant influence on communication.

Since that, Hybels and weaver (1986:18-22) claim that there are five types of communication, namely:

a. Intrapersonal communication

Intra personal communication is centered in the self, one as the sender-receiver. The message is made up of thought and feelings. The channel is the brain, which processes what one is thinking and feeling.

b. Interpersonal communication.

Interpersonal communication occurs when the communication is done usually in an informal, unstructured setting. This kind is mostly between two people, though it may include more than two.

c. Interviewing

An interviewing is a series of questions answers usually in solving two people whose primary purpose is to obtain information on a particular subject in interviewing, the verbal roles are usually used and the setting is usually quite formal.

d. Small group communication

This occurs when a small group of people meets to solve a problem. The group must be enough so that each member in the group has a chance to interact with all of other members.

e. Public communication.

In public communication, the speaker sends a message of the speech to an audience. The channels are more exaggerated than in interpersonal communication.

B. The Definition of Conversation

According to the ([Http://en.wikipedia.org/wiki/conversation](http://en.wikipedia.org/wiki/conversation)) conversation is civil communication by two or more people, often on a particular topic. A **conversation** is communication by two or more people, or sometimes with one's self, often on a particular topic. Conversations are the ideal form of communication in some respects, since they allow people with different views of a topic to learn from each other.

(Wiriyachitra: 1994) states that “Conversation is a one to one communication, it involves both take and give, hence, it has the feature of to best skillful in conversation, that is give effective feedback, employee cooperative behavior and understand and use accurate and appropriate verbal and non verbal language”.

(Crystal, David and Davy, Derek: 1979) stated that conversation is any stretch of continuous speech between two or more people within audible range of each other that mutual intention to communicate and bounded by the participants for an extended period.

(Sarah: 1993 p.18) stated that conversation is an activities the upper and the cline or continuum of oral language. The lower end being formal discourse and the upper end free and spontaneous speech. It is an unplanned activity of which the main characteristic is spontaneity; unpredictability is frequently observed and a sense of involvement of both speaker and listener is present.

Conversing involve far more than a broad knowledge of the language; it has to do not only with words and structures but also with convention for interaction, the negotiation of meaning, the understanding of social relationship expressed in a foreign tongue and the options available for formality and informality and informality in speech.

Topics of conversation, Topics of conversation are often contentious religion, politics, and philosophy.

C. Asking and Giving opinion

In conversation there are some type of expression which must be learn by the people, one of them is asking and giving opinion. According to Via French (2007) opinion has some type there are:

1. **Personal view:** the view somebody takes about an issue, especially when it is based solely on personal judgment
 - In my opinion it's all a waste of time.
2. **Estimation:** a view regarding the worth of somebody or something
 - they had a pretty low opinion of me.
3. **Expert view:** an expert assessment of something
 - I told the doctor I wanted a second opinion.
4. **Body of generally held views:** the view or views held by most people or by a large number of people
 - pundits and other opinion formers
5. **Law conclusion of fact:** a conclusion drawn from observation of the facts

Woodrow Wilson (2008) said that "*Opinion* is applicable to a judgment based on grounds insufficient to rule out the possibility of dispute: *"A little group of willful men, representing no opinion but their own, have rendered the great Government of the United States helpless and contemptible"*.

Thesaurus**Legend:** Synonyms Related Words Antonyms

1. **opinion** - a personal belief or judgment that is not founded on proof or certainty; "my opinion differs from yours"; "I am not of your persuasion"; "what are your thoughts on Haiti?"
2. **opinion** - a message expressing a belief about something; the expression of a belief that is held with confidence but not substantiated by positive knowledge or proof; "his opinions appeared frequently on the editorial page"
3. **opinion** - a belief or sentiment shared by most people; the voice of the people; "he asked for a poll of public opinion"
4. **opinion** - the legal document stating the reasons for a judicial decision; "opinions are usually written by a single judge"
5. **opinion** - the reason for a court's judgment (as opposed to the decision itself)
6. **opinion** - a vague idea in which some confidence is placed; "his impression of her was favorable"; "what are your feelings about the crisis?"; "it strengthened my belief in his sincerity"; "I had a feeling that she was lying"

Based on some statement above can we conclude that Asking for opinion is a skill in a good manner means that you get more information.

D. Real Object (realia)

1. Definition

In recent year a lot fuss has been made over the importance of using realia (real object) in the classroom to prepare students as for the real world outside. But what is Realia means?

According to Wikipedia "In library classification systems, realia are objects such as coins, tools, games, toys, or other physical objects that do not easily fit into the neat categories of books, periodicals, sound recordings, or the like. In education, "realia" are objects from real life used in classroom instruction.

The two meanings are closely related because of the support many types of libraries give to educational endeavors.”

Dickens, Robertson, and Hofmann. (1995). *Realia* : anything which has a purpose outside of the ESL classroom (*Realia* : Bringing the real world into the classroom).

And as Chiarantano(2005), state that “*Realia* consists of actual objects or items or facsimiles thereof, which are used in the classroom to illustrate and teach vocabulary or to serve as an aid to facilitate language acquisition and production. What does it do? It concretizes vocabulary and language and places it in a frame of reference. It also allows language learners to see, hear, and in some cases touch the objects”.

As Berwald (1987) notes, *realia* "are not only a series of artifacts that describe the customs and traditions of a culture, but they are also a set of teaching aids that facilitate the simulation of *experience* in the target culture".

As Hess and Sklarew (1994) note, learners can explore aspects of American culture which are expressed in everyday *realia* items such as a Big Mac wrapped or the cover of people magazine. And *realia* like greeting cards can provide great vocabulary in the form of puns, idioms, and slang. They can also serve as a springboard for a discussion of underlying cultural values, beliefs, and behavior as well as provide an often non-language dependent means of introducing students to the lesson topic (Short, 1991). Further, there is evidence that through the use of *realia* teachers may increase the number of students

responses (Waltz, 1986) and therefore, overall participation and interest in learning activities.

However, as Adams (1995) notes, "students at lower levels stand to gain at least as much by exposure to well-selected authentic texts appropriate to their needs and abilities." With this in mind, special attention has been given to items rich in context and graphics and modest to moderate in text.

Herrell, (2000) cited in Ramos (2007) "Realia" is a term for any real, concrete object used in the classroom to create connections with vocabulary words, stimulate conversation, and build background knowledge. Realia gives students the opportunity to use all of their senses to learn about a given subject, and is appropriate for any grade or skill level. Teachers can defray costs by collaborating on a school wide collection of realia that all can use. When the real object is not available or is impractical, teachers can use models or semi-concrete objects, such as photographs, illustrations, and artwork. The use of realia can also be an ideal way to incorporate cultural content into a lesson. For example, eating utensils and kitchen appliances (chopsticks, a tortilla press, a tea set, a wok) can build vocabulary and increase comprehension while also providing insight into different cultures. Studying clothing items from different cultures is another good example:

2. Using Real Object (Realia) in Teaching Conversation

From the theories above we can say that realia are produced to fulfill some purposes in teaching language. On the other words we can say that realia as the media to help the teacher to teach language.

To make the students more active in speaking is not easy. Sometimes we find that most of the students just keep silent in the class because of many things. For example, they are afraid of making mistake. They are afraid because of their limited vocabularies, bad pronunciation, or their bad grammar.

From that case, to make students more active in the speaking class especially in conversation the teacher should find out the ways or the technique in teaching. Here, the researcher is going to offer teaching by using realia or real object to increase their speaking.

In teaching activities the teacher must be able to select or choose suitable materials that are appropriate to the aim the level of the students. A good teaching materials development must be given a lot of opportunities to the students to practice the language they are learning and it should be supported by providing a real object or realia into the classroom.

Mostly, the teacher use textbooks in the classroom without providing the students with suitable teaching materials development. Teachers should not merely rely on the textbook are usually written for general audience. Furthermore, if the students are viewed as the center of teaching and learning process, thus

textbook are hard to meet the needs of particular second language class as the students may have different and prior knowledge.

But when the teacher use realia is common place in a foreign language classroom and is widely considered to have great value in fostering an active teaching learning environment. By providing the suitable real object or realia development, the students could actively involve in the process of teaching and learning where they could practice their English into conversation.

On teaching by using realia, is not dealing with the thing in the classroom, but it could be brought into the classrooms. The teacher can bring some miniature objects or items into classroom such as: car, glass, cup, earring, radio, purse, hand phone, magazine, animal, picture, etc.

Providing students with realia is very important in order to make the students able to communicate through the language in and outside the classroom. Realia which are used by the researcher in supporting teaching material for teaching conversation are mostly taken from things around student's life; moreover they must be suited with the curriculum. For example, the theme of the lesson is sport. So, the teacher should show anything in front of the class that related with sport like Balls. The teachers show it in front of the class and ask the student to describe a part of balls as they see and touch.

3. The procedure of Teaching Conversation by Using Real Object

There are several consideration and preparation done the researcher in conducting the research as follows:

- In teaching conversation in asking and giving opinion by using real objects, a teacher starts by preparing the lesson plan, for each instructional process of guidance.
- Teacher, then construct the objectives of what she is going to teach where conversation is the main subject of teaching learning.
- Then the teacher goes on with demonstrating some real objects in the classroom or that can brought in the classroom.
- The teacher might give or show some examples of the objects.
- Teacher: What is this thing in my hand?

This is a Ball

Right, what do you think about this ball?

- The teacher asks the students opinion directly.

Is it the right place if I put here?

4. The disadvantages and disadvantages of using real objects.

In the following the writer try formulates the advantages of using real object based on the writer's assumption:

- **The advantages of real objects (Realia) are as follows:**
 - a. Real object may create directly contact with students and teacher.
 - b. Teacher may increase the number of student's attentions.
 - c. Students can interact directly with their material

- d. The teacher can be vitalized the classroom activities by using objects, real or model.
- e. By encouraging students to collect the needed objects, the teacher can arouse the students' interest in learning English.
- f. The material are truly and more flexible than traditional ones in that they can be easily adapted.
- g. Students will be more active in the classroom.
- h. Students' participation and interest in learning activities in classroom.
- i. To teach conversation by using real objects. It brings the students contexts of real situation so that meaning will be clarified and reinforced.

▪ **The disadvantages of Real Objects are as follows:**

- a. Real objects may be delicate or even irreplaceable.
- b. Real objects may be too large, too small, too heavy, or even unsafe for pupil use.
- c. They may be rare or important, and thus costly and even irreplaceable, or may require security measures.
- d. They may have inherently unsafe features, which limit use: tools with cutting edges, weapons, and venomous animals are not appropriate for manipulating.

In this thesis the writer wants to describe why use Realia in the teaching and learning activities?

1. Connects your students to the world outside the classroom
2. Makes language learning more relevant and meaningful
3. Prepares your students for post-classroom experience
4. Motivates your students to investigate outside the classroom

And even though there are problems that the writer might face when bringing linguistic realia into the classroom. Such as:

1. Complexity of the text (oral or written): you might find that the grammar, vocabulary or text structure too complex for your students' level of ability
2. Your students might have problems understanding a native speaker's pronunciation because of his or her dialect, hesitations or rapid speech
3. Your students might have problems understanding the cultural references being made in terms of geography, history, humor, philosophy, customs and social issues

There are certain principles that we must keep in our mind when using realia in the classroom.

a) General

1. Tell your students that it is "real"
2. Choose realia that is relevant and interesting

3. Provide the relevant cultural background beforehand
4. Make connections to realia in your students' own culture

b) Linguistic Realia

Be aware that the text (print or audio-visual) may be too difficult for your students to understand most or all of it

When there are vocabulary problems, we can do or more of the following:

1. Introduce the words in advance
2. Focus on other things besides the vocabulary
3. Focus on the key words
4. For lower ability students:
5. Choose the text very carefully
6. Focus on specific aspects of the text
7. Use dramatic techniques to help clarify written text or audio-visual materials
8. For print materials, make sure you have enough copies
9. For audio-visual materials, make sure the recording is clear; that you preview the material beforehand; that you have the proper equipment and know how to use it

c) Non-Linguistic Realia

1. Have a clear idea of your linguistic purpose
2. Pre teach relevant vocabulary and grammatical points

d) Models

Objects that duplicate as accurately as possible the real objects.

Sometimes they are smaller versions of the real objects.

1. Some models can be commercially bought for teaching purposes and some can teacher-made.
2. Some useful models that you might consider having in the language classroom: model telephone, globe, clock

What are Models good for?

1. Demonstrating
2. Making an impact
3. Explaining a process
4. Making a topic interesting
5. We should consider the following when you use models in our lesson:
 6. Ensure that the model will work
 7. make sure that it is big enough for your students to see
 8. If you pass the model around in the class, make sure that your students are given enough time to examine the model.