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## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Framework

##### 1. Background of the School

Junior High School 1 Reteh is one of the Junior High Schools in Pulau Kijang located on Jl. SMP Penunjang Kecamatan Reteh Kabupaten Indragirihilir Riau province. English is one of the subject courses in their curriculum. In this school, the students study English twice a week (2x45 minutes per meeting). It means that the students have 90 minutes in a week and the passing grade for English is 75. The students of Junior High School 1 Reteh in the first semester study simple expression. Therefore, the writer focused on the expression of Asking and giving opinion.

The same as with another school, Junior High School 1 Reteh provides English subject. The students are learning about all skills in English such as speaking, reading, listening, and also writing. In this study, the researcher focused on one skill that is speaking.

In speaking skill, the competence is to give the students chance to speak up frequently so that the students can improve their speaking ability easily and nicely. Hence, the students can achieve the English score better than they are expecting in the process of learning. In speaking skill, the competency standard is to give expression of the meaning in functional oral text for interaction with environment. It means that all of the topics of speaking subject expect the students to be able communicate to each other

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although it is just a daily conversation. Thus, the researcher conducted a research focusing on one aspect that is expression of asking and giving opinion.

According to Tarigan (1992, p.8), he stated that speaking is the skill intended to express message through oral language. It can be said speaking is a medium to express ideas, opinion, feeling, argument, and message. In doing this research, the researcher introduced a new and appropriate strategy in order to make the students understand and give a solution in their problem in learning English especially speaking that is Instant Assessment strategy. The English teacher in that school has already given the students many of strategies to help the students to do their speaking easily such as impromptu speaking, direct speaking, ask the students to do their presentation, mind mapping, and many others. But in fact, the students still have problems in speaking and did not reach passing score stated in the school based curriculum.

## 2. Nature of Speaking

Speaking is a key of communication. People communicate the language in two ways, speaking and writing. Speaking is simpler to be done and understood. So, speaking plays a very important role in the human communication. Nevertheless, “speaking in a second or foreign language has often been viewed as the most demanding of the most four skills. Speaking is the way in which the speakers can share the ideas by

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using verbal communication to make the listener understand about what the speakers say.

As people communicate, there must be speaker and interlocutor. Therefore, communication involves at least two people; sender and receiver. They need communication to exchange information, ideas, opinion, view or feeling. So, the English teacher should activate the students' speaking ability by providing communicative language activities in the classroom and then giving them the opportunities to practice their speaking skill as much as possible.

Various definitions of speaking have been given by many theorists. Brown (2003, p.140) stated that speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test-takers listening skills, which necessarily compromises the reliability and validity of and oral production test. It consists of producing systematic verbal utterances to convey meaning. It is the capability of some one to communicate orally with others.

In additional, Cameron (2002, p.40), says "speaking is active use of language to express meaning, so other people can make sense of them". Thus, in speaking people give a message to the other person that is well understood. Speaking is an interactive process of constructing meaning that involves producing and processing the information. It means that speaking requires learners not only to know how to produce a specific

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aspects of language such as grammar, pronunciation, and vocabulary but also to understand when, why, and what ways to produce language. From those theories, the researcher concludes that speaking is important to communicate with other people and it is used as media to show ideas, opinions, thoughts and feeling to other.

### 3. Aspect of Speaking

Speaking can be described as the ability of person to express their ideas. Speaking is a very important skill to be mastered for students who learn English to communicate each other, speaking has some components that are crucial, they are pronunciation, grammar, vocabulary, fluency, and comprehension.

The first is pronunciation, having a good pronunciation of the language can help in normal communication, that is why listeners need clear pronunciation.

The second is grammar, sometimes defined as ‘the way words are put together to make correct sentences’. Grammar is one of the language components. Grammar is the role by which we put together meaningful words and parts of words of a language to communicate messages that are comprehends.

And then vocabulary, one of the important aspects that support speaking in certain language is vocabulary. It deals with the right and appropriate words. Vocabulary plays an important role in speaking skill. It cannot be ignored in speaking learning. Vocabulary can be defined,

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roughly, as the words we teach in the foreign language. However, a new item of vocabulary may be more than a single word: for example, *post office* and *mother-in law*, which are made up of two or three words but express a single idea.

The next is fluency, Fluency means the quality of being able to speak or write a language, especially for a foreign language. Schmidt said that fluent language use involves the processing of language in real time. That is, learners demonstrate fluency when they take part in meaning-focused activity and do it with the speed and ease without holding up the flow of talk. It means that fluency consists of the ease and speed of flow of speech and comprehension for oral communication.

The last is comprehension, comprehension is the ability to understand. Comprehension also means knowing about something; ability to get knowledge that has earned. It is derived from the students themselves who are able to understand the lesson.

#### 4. Nature of Students' Speaking Ability

According to Hughes (1992, p.131), there are some components that should be considered in giving students' speaking ability score. They are accent, grammar, vocabulary, fluency, and comprehension.

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**Table II. 1**  
**Components to Assess**  
**Students' Speaking Ability**

**1) Accent**

Score	Requirements
1	Pronunciation frequently unintelligible
2	Frequent gross error and very heavy accent make understanding difficult, require frequent repetition
3	“foreign accent” require concentrated listening, and mispronunciations leads to occasional misunderstanding and apparent errors in grammar and vocabulary
4	Marked “foreignaccent” and occasional mispronunciations which do not interfere with understanding
5	No conspicuous mispronunciations, but would not be taken for a niative speaker
6	Native pronunciation, with no trace of foreign accent

**2) Grammar**

Score	Requirements
6	No more than to errors during the interview
5	Few errors, with no patterns of failure
4	Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding
3	Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding
2	Constant errors showing control of very few major patterns and frequently preventing communication
1	Grammar almost entirely inaccurate except in stock phrases

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### 3) Vocabulary

Score	Requirements
6	Vocabulary apparently as accurate and extensive as that of an educated native speaker
5	Profesioanal vocabulary broad and precise, general vocabulary adequate to cope with complex practical problems and varied social situations
4	Profesional vocabulary adequate to discuss special interest, general vocabulary permits discussion of any non technical subject with some circumlocution
3	Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common profesional and social topic
2	Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc)
1	Vocabulary in adequate for event the simplest converstation

### 4) fluency

Score	Requirements
6	Speech on all profesonal and general topic as effortless and smooth as a native speaker
5	Speech is effortless and smooth, but perceptively non native in speed and evenness
4	Speech is occasionally hesitant, with some unevenness caused by rephrasing and groping for word
3	Speech is frequently hesitant and jerky, sentence may be uncompleted
2	Speech is very slow and uneven except for short or routine sentences
1	Speech is so halting and fragmentary that converstation is virtually imposible

### 5) Comprehension

Score	Requirements
6	Understand everything in both formal and colloquial speech to be expected of an educated native speaker
5	Understand everything in normal educated converstation except for very colloquial or low frequency items, or exceptionally rapid or shirred speech
4	Understand quite well normal educate speech when engaged in a dialogue, but requires occasional repetition or rephrasing

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3	Understand careful, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing
2	Understands only slow, very simple speech on common social and touristic topic; requires constants repetition and rephrasing
1	Understand to little for the simplest type of conversation

## 5. Function of Speaking

It is an important part of everyday interaction and most often the first impression of a person is based on his or her ability to speak fluently and comprehensibly. According to Brown and Yule in Richards (2006, p 2-5), there are three functions of speaking, they are:

Talk as Interaction, this refers to what we normally mean by “conversation” and describes interaction which serves a primarily social function.

Talk as Transaction, this type of talk refers to situation where the focus is on what is said or done. The message is the central focus here and making one self understood clearly and accurately, rather than the participants and how they interact socially with each other.

Talk which can usefully be distinguished has been called talk as performance. This refers to public talk, that is talk by transmitting information before an audience such as morning talks, public announcements, and speeches.

## 6. Factors Influencing Students' Speaking Ability

There are eight factors influencing students speaking ability.

They are as follows:

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Learner inhabitation, the most common problem encountered by the learners in the language acquisition process is learner inhibition. Speaking activity requires a learner to have all eyes on him; exposure to an audience can often give learner stage fright. They may also be worried about making mistakes, being criticized or losing face in front of the class.

Lack of motivation, it is another reason for hindering the learners from active participation in speaking activities, leading to poor practice or no practice at all. Lack of subject matter, another problem seen the learners is that nothing to say on a particular topic. In other words, they have no background knowledge about the topic given. In reality, they may be bored or felt that the topic is un related to anything the know.

Lack of proper vocabulary, this also leads to losing confidence and lack of motivation to speak. As a result, learners make an excessive overuse of fillers in their speech and conversation or give incomplete statements. Learners believe that it is not possible to achieve fluency or master the language. This lack of confidence prevents them learning the speaking skills.

Improper listening skill, the central role of listening comprehension is the second language acquisition process that is now largely accepted. Listening plays an extremely important role in the development of speaking abilities.

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Anxiety, speaking is a second language in public, especially in front of leads to anxiety. Sometimes, extreme anxiety results in the learners being tongue-tied or lost for words in unexpected. Situation leads to discouragement and a general sense of failure in the learners.

Excessive use mother tongue, learners generally tend to make an excessive to use mother tongue when it comes to the activities in productive skills namely speaking and writing. When the learners are asked to perform speaking activity, they immediately start thinking about the topic in their mother tongue and then they translate into English, which often results in losing the motive of learning the language and lack of practice.

### 7. Nature of Instant Assessment Strategy

Strategy in teaching speaking is very important for teacher in teaching learning process. By using good strategy, the students can understand about the lesson given by the teacher. Instant Assessment is one of the strategies that is used in teaching learning process.

According to Silberman (1996, p. 53), Instant Assessment is a fun, non a threatening strategy to get to know the students. It is used to assess “instantly” students’ background, experiences, attitudes, expectations, and concerns. It means that the teacher can motivate to do something and can know about the students’ response directly. In teaching speaking in the classroom, teacher should know what strategy will be used and what procedure should be applied. And Instant Assessment strategy has several steps to do in the classroom.

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According to Silberman (1996, p. 53), there are five steps in developing Instant Assessment strategy are as follows:

- a. Create a set of “responder” cards for each student. These cards could contain the letters A, B, or C for multiple-choice questions.
- b. Develop a set of statements to which students can respond with one of the cards. For example :

I am taking this course because.....

1. It is required
2. I am really interested in the subject
3. It is supposed to be easy.

From the example above the teacher asks the students to response to the question by choosing the right answer by hanging their cards, whether they choose number 1,2, or number 3. If the students choose number 2, for example, they have to mention their reasons. Furthermore, the teacher can create similar statements about the students’ knowledge, attitudes, and experience.

- c. Read the first statement and ask students to answer by holding up the cards of their choice.
- d. Quickly assess the audiences response. Invite a few students to share the reasons for their choices.
- e. Continue with the remaining statements.

The purpose of writing this paper is to describe how to teach speaking by using response cards. As we know that English is not

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easy thing while we need that skill for communication better and fluently such as give an idea, advice or message from speaker to listener orally and in written form. When the students are not active to learn in the class, absolutely the teacher makes students more active in learning process. One of the solutions is using response cards. They have been used for instruction in diverse class subjects and settings, and with students of all education levels with and without special needs.

Response cards are reusable signs or cards that the students use in the classroom to answer questions. Students write one or two-word answers on these cards in response to questions posed by the teacher. Students are given an allocated period of time to write their responses, responding to the question simultaneously. Response cards are a quick, easy tool for student assessment. By using response cards, the teachers also directly assess the students when they speak, because the teachers give feedback to the students about their opinion or what they speak in teaching learning process.

Another steps of Using Response Cards:

First is use white boards: Give each student a white board, dry erase marker and an eraser. As you ask questions, have each student write his/her answer on the whiteboard and hold it up for your review. This is an especially effective routine actually to use at the beginning or end of lessons as it allows the teacher to quickly assess students'

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independent performance levels. The teacher may use this information to plan future instruction and/or to form flexible small group instruction for reattaching or enrichment. Try to plan to make the use of whiteboards and every day strategy in your classroom. In this way each student in the class must grapple with each question. Usually only one student answers each question while others watch and listen.

Second is Tumbs Up/ Tumbs Down: Students must learn to evaluate the solutions and arguments of their classmates. Requiring students to signal agreement or disagreement sets the expectation that students are actively listening to their classmates' explanations. Pair this strategy with asking students to repeat what another student said and students must stay actively tuned in to what's happening in the classroom at all times.

Third is show me the answer: Look for opportunities to incorporate visual components into student responses. For example: Use student digit cards to have students form the largest or smallest number from those digits. Or dictate a number and have students form the number using their digit cards. The teacher may then ask students to hold up the digit in the hundreds place or in the ten thousands place.

Fourth is give students small response cards: even/odd, prime/composite, yes/no, area/perimeter and ask students to hold up the correct card to respond to questions.

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Next is Think-Pair-Share: Include this simple routine to increase students' talk in your classroom. Explain to students that you will do a Think-Pair-Share on the next question: Ask the question and encourage students to think quietly about how they would respond to the question. One variation asks students to quietly write a response to the question:

Ask the question and encourage students to think quietly about how they would respond to the question. One variation asks students to quietly write a response to the question. After one or two minutes, ask students to share their response with their partner, taking turns so that each partner explains his/her thinking. Walk around the room to monitor students' responses. After a few minutes, call on random students to explain how their partners respond to the question and whether or not they agreed. This strategy is especially effective for students who are reluctant participants as they get to rehearse their response in front of classmate. Students may also choose to use a partner's words or phrases in addition to their own, if it is called upon to talk before the whole class.

### 8. Advantages of Instant Assessment Strategy

Furthermore, there are several advantages of using Instant Assessment strategy. According to Silberman (2011, p.84), Instant Assessment can be used to make the respondents have active participations through learning. It is used to encourage students to speak freely in the classroom. The teacher also can assess the students'

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speaking ability through the learning process. It is used to give instant feedback to students' knowledge.

The Advantages of Instant Assessment (Response Cards) are:

- a. They can be used to gather data on students' opinions and experiences.
- b. Response Cards can also be used to gather convergent, factual information.
- c. Response Cards can match many of the form of more formal assessments we use: true / false, multiple choice, and fill – in (or single – word, term, number, or symbol) responses.
- d. Students Response Cards are also flexible because they can be combined with other active learning process.
- e. Additionally, Response Cards can be used to gather a broader range of responses that require accuracy.

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## B. Relevant Research

According to Syafi'i (2014, p. 102), relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to this research paper, such as:

The first relevant research was conducted by Sri Wahyuni entitled "Teaching Speaking By Using Instant Assessment Strategy For Grade VIII of Junior High School Students" SMP Muhammadiyah Padang. In this research finding, she stated that instant assessment strategy can make students understand about the lesson. Instant Assessment is a pleasant strategy to understand the students instantly which is for assessing the students' background, experiences, attitudes, expectations, concern and help students to active speaking English in teaching learning process.

The second relevant research was carried out by Atma Hirja and Hernati entitled: Teaching Speaking by Using Response Cards. In this research, they said teaching speaking by using cards can make students active in teaching and learning process. In this strategy, students' will be given opportunity to speak up by using cards response. And by using response cards students also give their argument about the topic given by the teacher.

The result of the research showed that instant assessment strategy can make students active in teaching learning English process. And the writer also used this strategy to make the students at Junior High School Pulau Kijang active in teaching learning English process.

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### C. Operational Concept

A concept is an element that avoids misinterpreting and understanding in a scientific research, as a concept, it is still abstract forms. As mentioned by Syafi'i that all related theoretical frameworks can be operated in the operational concept. In a research plan, the concept has to be interpreted into particular words in order to be easy to measure. It means that operational concept is needed to avoid misinterpreting to the paper content. Actually, there are two variables in this research. They are variable X and Y. Variable X is as independent variable (Instant Assessment strategy). And Variable Y is dependent variable (Speaking Ability).

1. According to Silberman, the procedures of Instant Assessment strategy (variable X) are as follow:
  - a. The teacher creates responder cards to be distributed to each student.
  - b. The teacher gives example of asking and giving through a topic.
  - c. The teacher gives her opinion the topic. And then, the tacher asks students' opinion about it.
  - d. The teacher asks students to use certain cards for answering the question from the teacher.
  - e. The teacher asks students some questions and asks the students to show their cards.
  - f. Then, the students hold their card to answer each question.
2. Then, the indicators of Variable Y or speaking ability can be seen as follows:
  - a. Students are able to pronounce the words correctly.

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- b. Students are able to use correct grammar.
- c. Students are able to use accurate vocabulary.
- d. Students are able to express their ideas correctly.
- e. Students are able to understand the formal and colloquial conversation.

## **D. Assumption and Hypothesis**

### **1. Assumption**

Before formulating the hypothesis as temporary answer of the problem, the writer would like to present some assumption as follows:

- a. Students' speaking ability is various.
- b. The better the students' speaking ability is the better implementation of Instant Assessment strategy done by the teacher.

### **2. Hypothesis**

Ha : There is a significant difference in the Students' Speaking Ability taught by using and without using Instant Assessment strategy at Junior High School 1 Reteh Pulau Kijang.”

Ho : There is no significant difference in the Students' Speaking Ability taught by using and without using Instant Assessment strategy at Junior High School 1 Reteh Pulau Kijang.”