CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Theoretical Framework

1. The Nature of Speaking

Speaking skill is the ability to perform the linguistics knowledge in actual communication. Therefore, we can infer that speaking is the ability to use words or a language to express information in an ordinary voice. According to Alderson and Bachman (2004: ix), speaking is the most difficult language skill to asses reliably. A person's speaking ability is usually judged during a face-to-face interaction, in the real time, between an interlocutor and a candidate. The assessor has to make instantaneous judgments about range of aspects of what is being said, as it is being said. It means that the assessment might depend not only upon which particular features of speech (e.g. pronunciation, accuracy, fluency) the interlocutor pays attention to at any point in time, but upon a host of other factors such as the language level, gender, and status of the interlocutor, his or her familiarity to the candidate and the personal characteristic of the interlocutor and candidate, it means that it is not easy to assess speaking ability. The assessor has to judge directly when there is conversation between demonstrator and interlocutor.

According to Richards (2008:21), speaking is also an appropriate way to make others understand with what we mean and say. Brown and Yule state

that making useful distinction between the interactional functions of speaking, in which it serves to establish and maintain social relations, and the transactional functions, which focus on the exchange of information. It means that speaking is a process to share information each other, through speaking we can keep our relationship in socialization.

According to Barras (2006:3), speaking is a tool for someone about how he or she expresses mind, emotion, and influences or persuades other people to do or to take a certain action. When you speak, you know what you are thinking and how you feel about, and as you speak with other people to make judgements about your character and assumption, you know what you are thinking and why: first from your appearance, and then from *how you speak* and from *what you say*. It means that as people come to know you better they also judge you by *what you do* – by your actions, which speak louder than words: they make clear whether or not what you said. Speaking is using words in an ordinary voice, uttering words, knowing and being able to use language; expressing oneself in words; making speech. While skill is the ability to do something well. It means that speaking is one way to express your idea, share information and influence people to do something. The goal of speaking is to express meanings so that other people can make sense of them.

According to Kalayo Hasibuan and Fauzan Ansyari (2007:113) the language learners need to recognize the speaking skill that involves three knowledge:

a. Mechanics (pronunciation, grammar, and vocabulary): Using the right words in the right order with the correct pronunciation.

b. Functions (transaction and interaction): knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building).

c. Social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants): Understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.

It means that the language learner has to choose the correct words when they make a conversation and pronounce the word correctly. The language learner has to know the idea that has been sent by interlocutor. In social culture rule the language learner has to know the circumstances.

In speaking, someone needs a language to make the communication with another people run well. People can get what they mean each other through language. Harmer (2001:269-271) states that there are two elements of speaking that we should pay attention to speak fluently. They are:

a. Language Feature consists of four parts. Firstly, *connected speech.* In connected speech sounds are modified (assimilation), omitted (elison), added (linking r), or weakened (through contractions and stress patterning). Secondly, *Expressive devices.* The use of these devices contributes to the ability to convey meanings. They allow the extra expression of emotion and intensity. The students should be able to deploy at least some of such supra segmental features and devices in the same way if they are to be fully effective communicators. Thirdly, *lexis and grammar.* It supplies the variety of phrases for different functions such as agreeing or disagreeing, expressing surprise, shock, or approval. Where the students are involved in specific speaking context such as a job interview, we can prime them, in the same way, with certain useful phrases which they can produce at various stages of an interaction. Fourthly, *negotiation language,* it is used to seek clarification and to show the structure of what we are saying.

b. Mental/Social Processing consists of three parts, first *language processing.* Language processing involves the retrieval of words and phrases from memory and their assembly into syntactically and propositionally appropriate sequences. It helps students to develop habits of rapid language processing in English. Second, interacting with other that speaking also involves a good deal of listening, an

understanding of how the other participants are feeling, and knowledge of how linguistically to take turns or allow other to do so. Third, information processing. The teacher needs to be able to process the information. It should be remembered that this instant response is very culture-specific, and is not prized by speakers in many other language communities.

2. The Components of Speaking

There are several components that should be considered in speaking which is explained below.

a. Vocabulary

Language consists of words. Vocabulary is the collection of words that an individual knows (Linse, 2005).

> "Nunan views that the acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary we will be unable to use the structures and functions we may have learned for comprehensible communication. It means that mastery is one of the important components in communication process because the language exists by words, and words added from vocabulary" (Nunan, 1994).

b. Grammar

Grammar is one of the language components. It should be understood by students in order to be able in speaking English. Brown (1994) states that grammar is a system of rules governing the conventional arrangement and relationship of words in sentences. By using the correct grammar the listener will know when the action happens, where the action takes place, who is the audience, who is the

speaker etc, although for the beginners, they are not forced to speak with correct grammar. Using the correct grammar makes someone know the real meaning in the sentence.

c. Fluency and Accuracy

Brown (1994: 254) states that fluency is probably best achieved by allowing the air stream of speech to follow then as some of this speech spill over beyond comprehensibility. Fluency is the extent to which students use the language quickly and confidently, with the few hesitation or unnatural pauses, false starts, word searcher, etc. And accuracy is the extent to which the students' speech matches what the people actually says when they use the languages. Teacher is a model for the students; teacher should pay attention in accuracy because students tend to imitate what teacher said.

d. Pronunciation

Pronunciation is a way in which a language or a particular sound is spoken (Oxford, 352). Pronunciation is necessary in speaking since it has sounds that express meaning. Then, brown said pronunciation was a key to gaining full communicative competence. Pronunciation classes consisted of imitation drills, memorization of pattern, minimal pair exercise, and explanations of articulator phonetics (Brown, 258, 259).

e. Comprehension

According to Oxford (2008: 86), comprehension is ability to understand something. It indicates that in comprehension the speakers and listeners have to understand what the intended meaning of the speaker when he or she says something.

Based on the explanation above, it can be concluded that students' speaking ability can be measured on the aspects of pronunciation, grammar, vocabulary, fluency, and comprehension. Students should pay attention in their grammar in expressing their ideas. Also, they have to choose correct vocabulary to describe what they want to deliver.

3. **Teaching Speaking**

According to Brown (2000:7), teaching is a complex and controversial profession. Teaching is guiding, and facilitating learning, enabling the learner to learn, setting the condition of learning. It means that the teaching is not only a process to transfer information or knowledge, and good models from teacher to the students. But teaching includes all aspect in teaching and learning process. According Newton, the aims of teaching speaking are:

a. To help the learners able to cope with meaning that focuses output as soon as possible.

b. To motivate them in their language study by getting them to engage in successful speaking.

c. To make the early learning as possible to their language as needs.

According to Cameron (2001:40), speaking is the active use of language to express meaning, so that other people can make sense of them. Speaking is one of the skills that are very important for person's professional survival and growth. Everyone needs the skill to be successful as one's academic and pursuit. When the students want to speak fluently, sometimes they get difficult to do it. They have to fulfill some characteristics to the successful speaking activities. Penny (1996:120) had argued about characteristic of successful speaking activity, they are:

a. Learners talk a lot

   During the time have been allocated for speaking activity, students speak a lot as much as possible. This may be seen clearly even there are several pauses by teacher.

b. Participation is even

   The discussion does not take place only by a few dominant participants. All participants have the same chance to speak. Also, they have the opportunity to contribute.

c. Motivation is high

The students have motivation to speak because they are interested in the topic of conversation and they have the idea to be delivered. Or, they want to contribute to discussion activity.

d. Language is of an acceptable level

The students express themselves with relevant utterance in the discussions. They are easy to understand. They speak with acceptable pronunciation and accuracy in target language.

Speaking as an interactive process of constructing meaning is always involved in producing words and the meaning that depends on the context. The classroom is only one of many environments to which children can increase the linguistic competence (Stewig: 54). Furthermore, speaking itself requires that learners not only know how to produce specific point of language such as grammar, pronunciation or vocabulary (linguistic competence), but also they have to understand when, why, what way to produce the language (sociolinguistic competence).

Speaking becomes immediate and spontaneous or planned and deliberated. Confidence and enthusiasm are critical factor in oral language development, and because much oral language is immediate, it involves taking risk. Students learning in teaching speaking will be most effective when there is relationship mutual trust when students' oral language is

accepted and a variety of communication styles are accommodated in the classroom, and when students have frequent opportunities to talk in formal and informal. Speaking is a productive oral skill. In fact, speaking—especially in a language other than our own is quite a complex undertaking which involves using all the different levels of language. So, here we need to try several strategies for teaching speaking that can be used to help language learners gain practice in speaking in target language (Nunan, 2003).

To make it clearer, Nunan (2003: 55, 56) proposes at least four principles for teaching speaking. Below are the descriptions:

a. Give students practice with both fluency and accuracy.

Accuracy is the extent to which students' speech matches what people actually say when they use the target language. Fluency is the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word searches, etc. Teacher must provide students with fluency-building practice and realize that making mistakes is a natural part of learning a new language.

b. Provide opportunities for students to talk by using group work or pair work, and limiting teacher talk.

It is important for us as language teachers to be aware of how much we are talking in class so we don't take up all the time the students could be talking. Pair work and group work activities can be used to increase the

amount of time that learners get to speak in the target language during lessons.

c. Plan speaking tasks that involve negotiation for meaning.

Learners make progress by communicating in the target language because interaction necessarily involves trying to understand and make teacher understood. This process is called negotiating for meaning. It involves checking to see if you've understood what someone has said, clarifying your understanding, and confirming that someone has understood your meaning.

d. Design classroom activities that involve guidance and practice in both transactional and interactional speaking.

When we talk with someone outside the classroom, we usually do so for interactional or transactional purposes. Interactional speech is communicating with someone for social purposes. Transactional speech involves communicating to get something done, including the exchange of goods and/or services.

4. **The Goal of Teaching Speaking**

The goal of teaching speaking skill is communicative efficiency. It means that learners should be able to make themselves understand, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and

to observe the social and cultural rules that apply in each communication situation.

The goal of speaking component in language class should be to encourage the acquisition of communication skill and foster real communication in and out of the classroom (Murcia 1991: 126). Fluency and confidence are the important goals in the teaching speaking class (Scrivener 2005:146). The concept of fluency reflects the assumption the speakers set out to produce discourse that is comprehensible, easy to follow, and free from errors and breakdowns in communication, though this goal is often not met due to processing and production demand (Richards 2002:75).

Based on the explanation above, the main goal in teaching speaking is the use of language for communication fluently and effectively. According to Harmer (2007:123), there are three main reasons for getting students to speak in the classroom. Firstly, speaking activities provide rehearsal opportunities. Secondly, speaking tasks in which students try to use any or all of the languages they know to provide feedback for both teacher and students. Finally, the students have more opportunities to activate the various elements.

5. The Types of Classroom Speaking Performance

Brown offered six similar categories applied to the kinds of oral production that students are expected to carry out in the classroom:

a. Imitative

A very limited portion of classroom speaking time may legitimately be spent generating "human tape recorder" speech, where, for example, learners practice an intonation contour or try to pinpoint a certain vowel sound. Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form.

b. Intensive

Intensive speaking goes one step beyond imitative to include any speaking performance is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or it can even from part of some pair activity, where learners are "going over" certain forms of language.

c. Responsive

A good deal of student speech in the classroom is responsive; short replies to teacher or student-initiated questions or comments.

d. Transactional (dialogue)

Transactional language, carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language.

e. Interpersonal (dialogue)

Interpersonal dialogue carried out more for the purpose of maintaining social relationships than for the transmission of facts and information.

f. Extensive (monologue)

Students at intermediate to advanced levels are called on to give extended monologues in the forms of oral report, summaries, or perhaps short speeches.

Based on the explanation above, expressing ideas in classroom discussion is including in responsive in term giving question or comments each other. The reason why writer chooses responsive because in this research focuses on discussion and giving question and answer, or giving comment or response each other.

6. The Assessment of Speaking

Speaking is a complex skill requiring the simultaneous use of different ability which often develops at different roles. Speaking skill is

generally recognized in analysis of speech process that is pronunciation, grammar, vocabulary, fluency, and comprehension.

There are some types of speaking tests. According to Kitao and Kenji Kitao (1996: 3), they are:

a. Reading aloud

One way to test speaking is by having the test. Here are several tests that can be used to assess students' speaking ability.

b. Conversational Exchanges

Another simple type of test is in which students are given a particular situation and instructed to respond in a certain way. These tests one usually highly structured and require only a limited response, not connected discourse.

c. Role-Play Test

Another type of test is a role-play. In a role-play the tester and a confederate are given information on which to base a role-play and the testers are evaluated on their ability to carry out the task in the role-play. Role-plays require the tester to use various functions that she/he might need in real communication.

d. Group or Pair Activities

In this type of test, students are put together in pairs or groups that are given a task, a quiz to work on together or a puzzle to work

out. The point of this is not to find the 'right' answer but to stimuli speech for the tester to evaluate.

From the explanation above, it is clear that students' ability can be measured by giving them appropriate test based on their level. Students' speaking ability in this research will be measured in form of group or pair activities because in discussion group is needed.

7. Strategy in Teaching Speaking

a. The Definition of Strategy

Learning strategies are steps taken by students to enhance their own learning. Rebecca (2006: 1) states that strategies are especially important for language learning because they are tools for active, self-directed involvement, which is essential for developing communicative competence.

Rebecca also developed a taxonomy which divides language strategies into two main groups: *direct and indirect strategies*. Language learning strategies that directly involve the target language are called *direct strategies*. All direct language strategies require mental processing of the language, but the three groups of direct strategies (memory, cognitive and compensation) do this processing differently and for different purposes. Strategies that support the language learning process

are called *indirect strategies* (metacognitive, affective and social strategies).

Table II. 2
Oxford's strategy classification system (1990)

Direct strategies: Memory, cognitive and Compensation Strategies.		
Memory Strategies They help students store and retrieve new information.	*Cognitive Strategies* They involve more direct manipulation of the learning material itself.	*Compensation Strategies* They help learners to understand or produce messages in the target language despite limitations of knowledge.
Indirect strategies: Metacognitive, Affective and Social Strategies.		
Metacognitive Strategies They involve planning, thinking about the learning process as it is taking place, and monitoring, and evaluating one's progress.	*Affective Strategies* They help students to regulate emotions, motivations and attitudes.	*Social Strategies* They help to learn through interaction with others.

One of the tasks of a language teacher is to help students become smart learners. This can be done by assisting students to develop learning strategies. Some strategies can require mental processing of the language while others deal with affective, social and communication skills. Both types play a vital role when dealing successfully with a language task.

b. The World Cafe Strategy

1. The Nature of World Cafe Strategy

World Cafe was found by Brown and Isaac (1995). It is a way to increase the capacity of collaborative thinking by linking small group in network (Brown, 2001). It is a strategy where the groups are given context and focused then they could use their creativity to support the conversation. They share idea and they access their knowledge. Then, they move from one group to another group. The format consists of several rounds / movement from one group to another group in every several minutes.

The World Cafe is a method for creating a collaborative learning conversation around questions by innovating instruction in the classroom. Cafe is ideal for administrators to develop collaboration and co-creation with faculty, boards, and community partners.

World Cafe is a great way of fostering interaction and collaboration, sharing learning or knowledge, generating ideas, and constructing dialogues with both large and small groups. It is particularly effective in surfacing the 'collective wisdom' of groups of diverse participants. The cafe format is very flexible and adapts to many different

purposes –information sharing, relationship building, deep reflection, skill building, project planning.

World Cafe is a way to help group discussion as make large people as part in small group conversation (Research Center for Leadership in Action, 2008). It is used in discussing about some topic that needs to handle so many people. It can be used for extra large number of people in discussion forum. Then, it shows people enthusiasm in speaking in that discussion. Therefore, this strategy is said as friendly strategy that can be use from the little number of students in one class until the big number of people in discussion forum.

> The World Cafe is a user-friendly method for creating meaningful and cooperative dialogue around questions that count. As an organizational or social design process the World Cafe offers a practical way to enhance the human capacity for collaborative thought. Born out of the worldwide interest in dialogue methodologies and readily applicable to organizations and communities, it catalyzes dynamic conversations and opens new possibilities for action. (Schieffer et al, 2004)

In addition, the World Cafe strategy allows students to gather and share information quickly. They share ideas, thoughts and experiences. The key idea is to move from conversations that keep us in the past into dialogue around ideas that matter.

There are some social capital skills practiced in World Cafe for speaking ability as follows: collaboration, working in a team, listening and discussing diverse, ideas/opinions, managing time, taking a leadership role, self-advocacy, putting abstract ideas into visual model, active

listening, framing powerful learning questions, peer learning and coaching.

2. The Procedures of World Cafe Strategy

World cafe is used to activate students in learning English. World cafe is a strategy where the groups are given context and focused then they could use their creativity to support the conversation. They share idea and they access their knowledge. Then, they move from one group to another group. The format consists of several round / movement from one group to another group in every several minutes.

The procedures of this activity are:

a. Students form random groups of between of 4-5.

b. Each group labels their cafe location with a name.

c. Students are given a topic to discuss.

d. Topics can be the new learning point, a review of previously learnt information or a reflection of understanding up to this point.

e. At table groups, the conversation flows as in a coffee shop with students sharing factual information, opinion, and personal experiences related to the topic.

f. Every 5 minutes, students randomly move to a new coffee shop. New groups at coffee shops are formed with different members.

g. When the new coffee shop groups are formed, this new group continues with conversing about the topic.

h. This process continued for several movements.

B. Relevant Research

According to Syafi'i (2007:122), relevant research is required to observe some previous researches conducted by other researcher in which they are relevant to our research. To avoid the same title in the researcher, then the writer shows the relevant research as follows:

Research from Nina Mustika entitled "Improving students' speaking skill by using world cafe strategy at grade XI social 3 of MAN 1 Bengkulu" was conducted in 2014. The sample of this research was 27 students that consisted of 10 males and 17 females. The data of students' speaking test score were from 27 students, 17 students (62%) could pass the standard score which was 76 and 10 students or 38% could not pass the standard score. She found that World Cafe Strategy was a good strategy, that could improve students' speaking skill and there was an effect of students` speaking ability taught by using World Cafe Strategy.

Hornet (2007) conducted a research entitled "World Cafe: simulating seminar dialogues in a large class" in Penn State, Great Valley. The data were 88% A or A- grades in the large class using World Cafe. There was 8% in the larger class and 15% in the smaller class. It was found that the students in the

larger class using World Cafe reported in course evaluation and in conversational anecdotes that they enjoyed the learning experiences in the course.

C. Operational Concept

In carrying out this research, it is necessary to clarify the variables in analyzing the data. There are two variables; X variable and Y variable. Independent variable or X variable of this variable is World Cafe Strategy and dependent variable or Y variable of this research is speaking ability. To operate the investigation on the variables, the writer worked based on the following indicators:

1. Variable X is using World Cafe Strategy. According to Nikki Slocum (2003: 141) the indicators of the variable X are as follows:

   a. Teacher teaches the students about today's topic.

   b. Teacher asks the students to form random groups of five.

   c. Teacher sets the classroom such on world cafe model.

   d. Teacher asks the students to name their group.

   e. The teacher gives the students a topic to discuss.

   f. Every 5 minutes, the teacher asks the students to randomly move to new coffee shop.

   g. The teacher monitors the process that will be continued for several movements.

h. The teacher asks the students to do performance individually in front of the class.

2. Variable Y is speaking ability

To find out the students' speaking ability of the eleventh grade at State Senior High School 3 Bagan Sinembah of Rokan Hilir Regency, the writer determines some indicators for speaking ability as follows:

a. Some of the students are able to express their ideas in good pronunciation.

b. Some of the students are able to express their ideas in correct grammar.

c. Some of the students are able to express their ideas by using appropriate vocabularies.

d. Some of the students are able to express their ideas fluently and accurately.

e. Some of the students are able to express their ideas comprehensibly.

D. The Assumption and Hypothesis

1. The Assumption

In this research, the writer assumes that the World Cafe Strategy can help the students improve their ability in speaking. It helps students at Senior High School 3 Bagan Sinembah of Rokan Hilir Regency at the eleventh grade in improving their ability in speaking English.

2. The Hypothesis

Syafi'i states that hypothesis is a temporary answer to the problems proposed in research project (M Syafi'i, 2007, p.125). The hypothesis of the study can be formulated as follows:

a. **Ho^1** : There is no significant effect on students' speaking ability scores of the eleventh grade at State Senior High School 3 Bagan Sinembah of Rokan Hilir Regency after being taught by using World Cafe Strategy.

Ho^2 : There is no significant different on students' speaking ability scores of the eleventh grade at State Senior High School 3 Bagan Sinembah of Rokan Hilir Regency after and before being taught by using World Cafe Strategy.

b. **Ha^1** : There is significant effect on students' speaking ability scores of the eleventh grade at State Senior High School 3 Bagan Sinembah of Rokan Hilir Regency after being taught by using World Cafe Strategy.

Ha^2 : There is significant different on students' speaking ability scores of the eleventh grade at State Senior High School 3 Bagan Sinembah of Rokan Hilir Regency after and before being taught by using World Cafe Strategy.