

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Framework

##### 1. Students' Speaking Ability

###### a. Definition of Speaking Ability

In order to elicit this study, writer must know definition of speaking which some experts did. There are some definitions of speaking. First, Nation and Newton state that speaking as a part of work or academic study may involve presenting reports or presenting a view point on a particular topic.<sup>1</sup> So, speaking can be described as the basic prominent skill to be studied in a foreign language and as a meaningful interaction between students. Second, Nunan states that speaking is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language.<sup>2</sup> In other words, speaking is the pivotal thing in communicative purpose of language learning. Third, Richard and Renandya state that speaking a language is especially difficult for foreign language learners because effective oral communication requires

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<sup>1</sup> I.S.P. Nation and J. Newton, *Teaching ESL/EFL: Listening and Speaking*, (New York: Routledge, 2009), P.122.

<sup>2</sup> David Nunan, *Language Teaching Methodology*. (Sydney: Prentice Hall, 1991), P. 39.

the ability to use the language appropriately in social interactions.<sup>3</sup> It means that speaking forms a part of shared social activity of talking.

Based on the quotations above, it can summarize that speaking ability is an essential tool for communicating in a foreign language. Speaking cannot be separated from language learning because it is a productive skill which measures one's improvement on learning language. Speaking a foreign language is an effective oral communication which requires the ability to use the language appropriately in social interaction.

#### **b. Types of Speaking**

Based on the standard competence of speaking, students are able to express the meaning of formal and sustained transactional and interpersonal conversation in daily life. Both of transactional and interpersonal conversation can be described as, 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 can use an expanded three-part version of Brown and

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<sup>3</sup> Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice*, (New York: Cambridge University Press, 2002), P.204.

Yule's framework (after Jones, 1996, and Burns, 1998): *talk as interaction; talk as transaction; talk as performance.*<sup>4</sup>

1). Talk as interaction

Talk as interaction refers to what we normally mean by “conversation” and describes interaction that serves a primarily social function. The focus is more on the speakers and how they wish to present themselves to each other than on the message

2). Talk as transaction

Talk as transaction refers to situations where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially with each other.<sup>5</sup> Burns distinguishes between two different types of talk as transaction. The first type involves situations where the focus is on giving and receiving information and where the participants focus primarily on what is said or achieved (e.g., asking someone for directions). Accuracy may not be a priority, as long as information is successfully communicated or understood. The second type is

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<sup>4</sup>Jack C. Richards. *Teaching Listening and Speaking: From Theory to Practice*. Cambridge University Press 2008. New York. P.21

<sup>5</sup>*Ibid.* P. 24.

transactions that focus on obtaining goods or services, such as checking into a hotel or ordering food in a restaurant<sup>6</sup>

### 3). Talk as performance

The third type of talk that can usefully be distinguished has been called talk as performance. This refers to public talk, that is, talk that transmits information before an audience, such as classroom presentations, public announcements, and speeches.

Talk as performance tends to be in the form of monolog rather than dialog, often follows a recognizable format (e.g., a speech of welcome), and is closer to written language than conversational language. Similarly, it is often evaluated according to its effectiveness or impact on the listener, something that is unlikely to happen with talk as interaction or transaction. Examples of talk as performance are:

- a) Giving a class report about a school trip
- b) Conducting a class debate
- c) Giving a speech of welcome
- d) Making a sales presentation
- e) Giving a lecture<sup>7</sup>

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<sup>6</sup> Jack C. Richards. *Loc Cit.* P26.

<sup>7</sup> *Ibid.*. P.27.

The main features of talk as performance are:

- a) A focus on both message and audience
- b) Predictable organization and sequencing
- c) Importance of both form and accuracy
- d) Language is more like written language
- e) Often monologic

Some of the skills involved in using talk as performance are:

- a) Using an appropriate format
- b) Presenting information in an appropriate sequence
- c) Maintaining audience engagement
- d) Using correct pronunciation and grammar
- e) Creating an effect on the audience
- f) Using appropriate vocabulary
- g) Using an appropriate opening and closing<sup>8</sup>

Furthermore, Douglas Brown states that there are five types of basic speaking<sup>9</sup>, those are:

- 1) Imitative: it means that the ability to simply imitate a word or phrase or possibly a sentence. Imitative speaking type is purely phonetic level of

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<sup>8</sup> Jack C. Richards. *Loc Cit.* P.28.

<sup>9</sup> H Douglas Brown, *Language Assessment: Principles and Classroom Practices.* (San Francisco: Longman, 2003), P. 141.

oral production, a number of lexical, and grammatical properties of language may be included in the criterion performance.

- 2) Intensive: it means that the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationship.
- 3) Responsive: it includes interaction and comprehension but it is limited level of very short conversations, standard greetings and small talks, simple requests and comments, and the like.
- 4) Interactive: the difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants.
- 5) Extensive: it includes speeches, oral presentations, and storytelling, during which the opportunity for oral interaction from listeners is either highly limited or ruled out altogether.

Then the type of speaking in this research is included in extensive because the students have to perform a story telling.

**c. Purpose of Teaching Speaking Ability**

The goal of teaching speaking ability is as a communicative efficiency. Learners should be able to make themselves understood by using their current proficiency to the fullest.<sup>10</sup> To sum up, the purpose of

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<sup>10</sup> Kalayo Hasibuan dan Muhammad Fauzan Ansyari, *Teaching English as a Foreign Language*, (Pekanbaru: Alaf Riau Graha UNRI Press, 2007), P. 102.

teaching speaking is to drill their speaking ability so that they are able to speak English well and they know what they want to speak about. Students should be familiar with three areas of knowledge speaking<sup>11</sup>:

- 1) Mechanics (pronunciation, grammar, and vocabulary): Using the right words in the right order with the correct pronunciation
- 2) Functions (transaction and interaction): Knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building)
- 3) 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.

By taking account of the areas of knowledge speaking, teacher may assist students to pay more attention on enhancement of speaking ability in learning a foreign language. Students may rehearse their speaking ability. They always need communication to express idea to do everything what's more as a student or learner they have to speak with their teacher as long as in learning process to express their idea. Speaking also helps students to learn, to reflect on what they are learning, and to communicate their knowledge and understanding.

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<sup>11</sup>Kalayo Hasibuan dan Muhammad Fauzan Ansyari. *Loc Cit*, P. 101.

Teaching speaking ability is a prominent part in learning language for students. Based on Harmer, there are number of classroom speaking activities as follows:<sup>12</sup>

1) Acting from a script

Teacher lets students to act out from a course book or they may do a dialogue which they have written themselves

2) Communication games

In order to speak as quickly and fluency as, communication games can be a solution. There are some communication games, such as, information-gap games, television-and-radio games, and so forth.

3) Discussion

Discussion can be chosen to rehearse speaking of students, some kinds of discussion, that is, buzz group, instant comment, formal debate, unplanned discussion and so on.

4) Prepared talks

Teacher lets students to do a presentation on a topic of their own choice and students have time to prepare their talks. When students

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<sup>12</sup> Jeremy Harmer, *The Practice of English Language Teaching, third edition.* (London: Longman, 2000), PP.348-352.

make a presentation, another friends or audience should involve as active listener such as giving a feedback.

5) Questionnaires

Questionnaires have a benefit because they ensure that both questioner and respondent have something to say to each other. Students can design it on any topic that is appropriate.

6) Simulation and role play

It can be good to encourage students to use a much wider range of language than some more task-centered activities.

From those explanations above, it is obvious that teaching speaking can give a favor to students to enhance their capability in every single activity. Being able to speak English is surely the goal of many learners. For the teachers of English speaking, who are going to apply teaching speaking, should be responsible to pay more attention for some instructions to relate their teaching material to the real experience.

**d. The Indicators of Speaking**

In this research, speaking ability is the ability of students in using English as the second language that they learn for their communication activities and interaction orally. The students' speaking ability is measured by using oral language scoring rubric. These are

accent, grammar, vocabulary, fluency, comprehension. Below is the speaking proficiency of students:<sup>13</sup>

### **Speaking proficiency**

#### **1) Accent**

- a) Pronunciation frequently unintelligible
- b) Frequent gross error and very heavy accent make understanding difficult, require frequent repetition
- c) “Foreign accent” requires concentrated listening, and mispronunciation lead to occasional misunderstanding and apparent errors in grammar or vocabulary
- d) Marked “foreign accent” and occasional mispronunciations which do not interfere with understanding
- e) No conspicuous mispronunciations, but would not be taken for a native speaker
- f) Native pronunciation, with no trace of “foreign accent”

#### **2) Grammar**

- a) Grammar almost entirely inaccurate except in stock phrases
- b) Constant errors showing control of very few major patterns and frequently preventing communication
- c) Frequent errors showing some major pattern uncontrolled and causing occasional irritation and misunderstanding
- d) Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding
- e) few errors, with no patterns of failure
- f) No more than two errors during the interview

#### **3) Vocabulary**

- a) Vocabulary in adequate for even the simplest conversation
- b) Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc)
- c) Choice of words sometimes inaccurate, limitation of vocabulary prevent discussion of some common professional and social topics
- d) Professional vocabulary adequate to discuss special interest, general vocabulary permits discussion of any-technical subject with some circumstances

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<sup>13</sup> Arthur Hughes, *Testing for Language Teacher*, (Cambridge:Cambridge University Press, 2005), pp. 131-132.

- e) Professional vocabulary broad and precise, general vocabulary adequate to cope with complex practical problems and varied social situations
- f) Vocabulary apparently as accurate and extensive and extensive as that of an educated native speaker

#### **4) Fluency**

- a) Speech is so halting and fragmentary that conversation is virtually impossible
- b) Speech is very slow and uneven except for short of routine sentences
- c) Speech is frequently hesitant and jerky, sentences may be left uncompleted
- d) Speech is occasionally hesitant, with some unevenness caused words
- e) Speech is effortless and smooth, but perceptively non-native in speed and evenness
- f) Speech on all professional and general topics as effortless and smooth as a native speaker

#### **5) Comprehension**

- a) Understands to little for the simplest type of conversation
- b) Understanding only slow, very simple speech on common social and touristic topics, requires constant repetition and rephrasing
- c) Understands careful, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing
- d) Understand quite well normal educated speech when engaged in a dialogue, but requires occasional repetition or rephrasing
- e) Understand everything in normal educated conversation except for very colloquial or low-frequency items, or exceptionally rapid or slurred speech
- f) Understanding everything in both formal colloquial speech to be expected of an educated native speaker

English is as a foreign language in Indonesia, so the score levels given to the students starts from level 1 into level 5.<sup>14</sup>

**Table II.I**  
**The Classification of Speaking Ability**

No	Level	Score	Category
1	Level 1	81-100	Very good
2	Level 2	61-80	Good
3	Level 3	41-60	Enough
4	Level 4	21-40	Less
5	Level 5	0-20	Poor

By using the scale of 1-100, it is possible to do assessment that more clearly because there is integer number 100. For instance, score 5.5 and 6.4 in the scale 1-10 that is usually become 6, in the scale 10-100 can be written with 55 and 64 using this scale for Indonesia students.<sup>15</sup>

## 2. Monolog

### a. Definition of Monolog

Monologues are short, dramatic; stories that are acted out on the stage in front of a live audience. There are basically two types of monologues; autobiographical and storytelling. In an autobiographical monologue, the character will tell a story about an experience that was very significant in life. In a storytelling monologue, you will tell a story about characters in a more fictional way; and, then, you will reflect on

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<sup>14</sup> Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, (Jakarta: Bumi Aksara, 2013), P.281.

<sup>15</sup> *Ibid.* PP. 278-279.

how this scene has made you understand something about human beings or life.<sup>16</sup> Monolog is an important part in speaking ability for learners.

In guideline of Senior High School English Teacher, there are two cycles of speaking, that is, oral and written cycle. Each of cycle has genre-based approach which has aspect; those are *Building Knowledge of Field, Modeling of Text, Joint Construction of Text, and Independent Contruction of Text*. Independent Construction of Text explores the use of oral. The learning process is instructed to provide students to produce oral exercise individually based on the text taught, i.e., monolog narrative text; to provide students to model the text, i.e., role play.<sup>17</sup> In this research, the writer used storytelling as assessment of students' speaking ability.

### **1) Definition of Storytelling**

Stories are integral to the mediums of television, film, opera, and theater, and storytelling sessions sometimes take place in the business world at special meetings.<sup>18</sup> Garvie in Marianne Celce-Murcia states that stories can become powerful means of language teaching, teacher can use stories to enhance efficient listening and more fluent speaking.<sup>19</sup> Moreover,

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<sup>16</sup> Mr. Gurspan. Monologue Planner.

<sup>17</sup> BSNP. Pedoman Umum Pembelajaran Bahasa Inggris di SMA.

<sup>18</sup> Josepha Sherman. *Loc Cit.* P. xvii

<sup>19</sup> Marianne Celce-Murcia, *Teaching English as a Second or Foreign Language*. (Boston: Heinle and Heinle, 2001), P.144.

storytelling is also a valuable teaching tool when used in the classroom.<sup>20</sup> Students also can benefit from learning to tell stories. Storytelling improves imagination, language skills, a sense of plot and timing, and writing skills. Also, storytelling as a means to strengthen learning and cultivation of skills in all disciplines has generally been neglected by schools and teachers, who generally are receptive to innovative storytelling when exposed to it<sup>21</sup> From the experts theories, the writer can conclude that story telling is a good medium of learning which integrate the entire language skills, such as listening and speaking, also the learner can pursue interested visualization and activate students' learning process.

## **2) Advantages of Story Telling**

There are several advantages of Story Telling

- a) Stories are the way we store information in the brain. A list of facts is easy to be forgotten, but stories are always remembered. Stories help students to organize information, and also tie content together.
- b) Stories go straight to the heart. Stories can help to create a positive attitude toward the learning process because students are emotionally involved and truly enjoy storytelling

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<sup>20</sup> Josepha Sherman. *Storytelling: An Encyclopedia of Mythology and Folklore*. (New York: Myron E. Sharpel, 2008), P. xxix.

<sup>21</sup> Jack Zipes. *Speaking Out: Storytelling and Creative Drama for Children*, (New York: Routledge, 2004), P.21.

- c) Storytelling stimulates the imagination. A scientist, Albert Einstein also said that "imagination is more important than knowledge." Storytelling also makes students have wide imagination and they have wide perspective too
- d) Stories teach lessons. Stories are excellent tools for teaching about desirable behaviors and strengthening character.<sup>22</sup>
- e) Retelling the story is a powerful technique for checking understanding. Retelling requires reprocessing large segments of text thinking about the sequence of ideas/events and their importance.

In this research, the writer used storytelling to assess students' speaking ability in control class by applying conventional way and also in experimental class after applying Fluency Workshop Technique. The writer instructed students to do storytelling. Storytelling is the good opportunity for those have poor vocabulary because they can construct their own sentences. In addition, students could assess their understanding by looking at the connection of story. The writer also assessed how students told the stories based on the sequence of important event. Moreover, the students who have understood the ideas of story, delivered

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<sup>22</sup> Martha Hamilton. *Why Use Storytelling as a Teaching Tool?* (Mitch Weiss, *Beauty & the Beast Storytellers*, 2007), Adapted from *Children Tell Stories: Teaching and Using Storytelling in the Classroom*

the story fluently and good pronunciation because it reduced the importance of memory. The students who had understood would keep the retelling briefly by reproducing only the most important points.

### 3. Narrative Text

Based on the English K-6 Modules, the explanation of narrative text is as follows:<sup>23</sup>

#### a. Definition of Narrative Text

Narrative text is a text which contains about story that was happened in the past like fables and tales. It is a kind of text to retell a story in the past. The purpose of the text is to entertain the readers or listener about the story. In short, narrative is a kind of past story in order to amuse the reader or listener about the story.

#### b. Social Purpose

Narratives construct a pattern of events with a problematic and or unexpected outcome that entertains and instructs the reader or listener. Narratives entertain because they deal with the unusual and unexpected development of events. They instruct because they teach readers and listeners that problems should be confronted, and attempts made to resolve them. Narratives incorporate patterns of behavior that are generally highly valued.

#### c. Generic Structure

Narratives are usually organized to include:

1. Orientation: this stage 'alerts' the listener and/or reader to what is to follow, usually by introducing the main character/s in a setting of time and place.
2. Complication: in this stage a sequence of events, which may begin in a usual pattern, is disrupted or changed in some way so that the pattern of events becomes a problem for one or more of the characters.

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<sup>23</sup> English K-6 Modules, <http://www.boardofstudies.nsw.edu.au>, (Australia: Board of Studies NSW, 1998), p. 37. Retrieved on December 15<sup>th</sup>, 2013.

3. **Resolution:** the problem or the complication is resolved or attempted to be resolved in the resolution. A pattern of normalcy is restored to the events, but the main character/s has changed as a consequence of the experience.

d. **Language Features**

1. Use of particular nouns to refer to or describe the particular people, animals and things that the story is about
2. Use of adjectives to build noun groups to describe the people, animals or things in the story
3. Use of conjunctions and time connectives to sequence events through time
4. Use of adverbs and adverbial phrases to locate the particular incidents or events
5. Use of past tense action verbs to indicate the actions in a narrative
6. Use of saying and thinking verbs to indicate what characters are feeling, thinking or saying.

e. **Spoken Narrative.**

Spoken narrative will be mainly retelling of narratives that students have read or listened to. Jointly constructed retelling will be important, although students may independently retell a stage of a narrative. Teacher will need to guide retelling with questions that focus on the content of orientation and complication. It means that teacher can do brainstorming dealing with the narrative story which the story is familiar to the students.

#### **4. Fluency Workshop Technique**

##### **a. The Nature of Fluency Workshop Technique**

Effective communication requires not just the mastery of speaking habits such as gestures, posture, and eye contact. It also depends on individual sounds and the accompanying aspects of pronunciation such as stress, rhythm, and intonation. English foreign learners should

know how to speak in a foreign language well. According to Maurice in Rita Wong, fluency workshop is one way to improve students' speaking ability. It gives the students a sense of improved fluency while students are speaking. It is a low-risk speaking task because it involves speaking to only one other person at a time.<sup>24</sup> Moreover, Barbara also stated that introduced to an adapted form of the Fluency Workshop in which one student does all three speaking turns without doing any listening in between.<sup>25</sup> Melton states that students have three opportunities to talk and listen to another student talk about the same topic. They alternate roles back and forth from listening to speaking. When listening, they may ask questions, but cannot contribute an opinion or add to what the speaker has said. After the activity students reflect on their level of fluency in the first discussion and the third discussion.<sup>26</sup> In other words, fluency workshop gives an opportunity to students to drill their speaking ability because they speak to their partner.

The purpose of this exercise is to give students the chance to talk about the same topic but to different listeners.<sup>27</sup> They are given decreasing periods of time for each round. With each subsequent round,

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<sup>24</sup> Rita Wong. *Teaching Pronunciation: Focus on English Rhythm and Intonation*. (New Jersey: Prentice-Hall Inc, 1987), P. 23.

<sup>25</sup> Brian Bresnihan and Barbara Stoops, *Three Ways That Work!: Oral Fluency Practice in the EFL Classroom*, Vol 34 No 3, July - September 1996, P. 30.

<sup>26</sup>Paul Melton. Fluency Workshop  
[https://wiki.rockwallisd.org/groups/pmelton/wiki/b96e4/Fluency\\_Workshop.html](https://wiki.rockwallisd.org/groups/pmelton/wiki/b96e4/Fluency_Workshop.html), Retrieved on Tuesday, May21, 2013

<sup>27</sup> Rita Wong. *Loc Cit*. P.17.

the speakers become more familiar with what they want to say and can say it more fluently. In a nutshell, they may do an interaction each other but not take over.

**b. Application of Fluency Workshop Technique**

Fluency Workshop technique is used to activate students in speaking English because they will rehearse their ability in pair. Students are instructed to stand in large circle. They are paired off and designated A (speaker) and B (listener). The teacher gives a discussion topic to the speakers. For the first round, students are given 4 minutes for discussion. Speakers are told to move clockwise and begin their discussion anew with their next discussion partner. This time, they are given only 2 minutes. In the final round, they again move clockwise and are given 1 minute for discussion. At this point, the teacher asks selected B students to report on what they have heard, and then assigns them a new topic. This time, the B students are the speakers, and the A students serve as the listeners. The B students again engage in three rounds of conversation. As a culminating activity, the teacher may ask students to discuss how their speaking ability level differed in the three rounds of conversation.<sup>28</sup> In short, students are able to deliver their ideas well by using this technique and they foster their speaking ability. So, fluency workshop

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<sup>28</sup> Marianne Celce-Muria. *Teaching Pronunciation: A Reference For Teachers of English to Speakers of Other Languages*. (Cambridge: Cambridge University Press, 2008), P.291.

technique is one of the steps in giving an enhancement of students' speaking ability. Students will speak in three times in different partner. This technique assists them to convey the message and communicate it to the partner in three times. So, this research is going to find the effect of using fluency workshop technique toward students' speaking ability in performing monolog of second year at MAN 1 Pekanbaru

## **B. Relevant Research**

This research is relevant to the research made by other undergraduate students. The researcher shows the researches which were done by English education students as follows: The research was conducted by Rahmi Novellia, Armilia Riza, Mayuasti entitled "The Effect Of Using Paired Verbal Fluency Strategy Toward Students' Speaking Achievement A Study at the Tenth Grade of SMA N 1 Lengayang Pesisir Selatan." The result showed that the strategy of paired verbal fluency had significant positive effect on first year students' speaking skill of SMAN 1 Lengayang Pesisir Selatan. It means that working in pairs became skilled at co-operating with others and express their own opinions, ideas and feeling.<sup>29</sup> It means that the technique

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<sup>29</sup> *Rahmi Novellia, Armilia Riza, Mayuasti*, "The Effect Of Using Paired Verbal Fluency Strategy Toward Students' Speaking Achievement A Study at the Tenth Grade of SMA N 1 Lengayang Pesisir Selatan", 2011 (unpublished) STKIP PGRI Padang. <http://jurnal.stkip-pgri-sumbar.ac.id/DOSING/index.php/MHSING20121/article/view/215>. retrieved on January 1<sup>st</sup>, 2014.

become skilled at co-operating with others and expresses their own opinions, ideas and feeling.

And other research that was conducted by Mahdum, entitled “Peningkatan Kemampuan Berbicara Bahasa Inggris Mahasiswa Universitas Riau melalui Oral Fluency Activities. The population of the research was the students of Fisipol, Fekon, Faper1ka, Faperta, Teknik, FM/PA, and Hukum. In this research, the writer identified that between pre and post test, they were treated by Oral Fluency Activities (OFA) method. Procedure of data analysis was done by scoring the score of pre and post test. The writer found that by this  $t_o$  smaller than  $t_t$ , thus:  $2.00 > 1.47 < 2.65$  so the alternative hypothesis was received. It was indicated that OFA method was effective in teaching English and able to increase the students speaking ability.<sup>30</sup>

### C. Operational Concept

Operational concept is the concept used to give explanation about theoretical framework to avoid misunderstanding and miscommunication. Syafi’i emphasizes that operational concept should be clearly defined in more simple words in order the research can be better measured and evaluated<sup>31</sup>. In this research, the writer concluded several indicators to be operated in the

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<sup>30</sup> Mahdum, *Peningkatan Kemampuan Berbicara Bahasa Inggris Mahasiswa Universitas Riau Melalui Oral Fluency Activities*, <http://www.mahdumcircom.com/index.php/mahdum/64-pengajaran/jurnal/penelitian/document/circ.pdf>, (Surakarta: Varidika) Retrieved on, January 2<sup>nd</sup>, 2014, at 9.08AM. Varidika Vol. 18, No 2; Desember 2006, PP.144-151.

<sup>31</sup>M. Syafi’i. *From Paragraphs to a Research Reports: A Writing English for Academic Purposes*. (Pekanbaru: LBSI, 2011), P.122.

operational concept. The scopes of variables within this research are (1) the effect of using Fluency Workshop as the independent variable and it is symbolized by X and (2) students' speaking ability as the dependent variable and it is symbolized by Y. The data were taken through the test, it was the oral test. The indicators are as follows:

1. Using Fluency Workshop is classified with the indicators as follows (X)
  - a. The teacher gives the topics
  - b. The teacher divided students into two groups and asked students to stand in a circle
  - c. The teacher asked the first group as speakers and the second group as listeners. The listeners were in inner circle and the speakers were in outer circle
  - d. The teacher gave a discussion topic to the speakers. For the first round, students were given 4 minutes for discussion
  - e. The teacher asked the speakers to move and got a new partner of listener to discuss the topic. The students only had two minutes.
  - f. The teacher instructed the speaker changed partner and discussed again in one minute
  - g. The teacher asked the listeners reported what they had heard
  - h. The teacher instructed to change their function, the speakers became the listeners and vice versa

- i. The teacher asked students to discuss how their speaking ability level differed in the three rounds of conversation

## 2. Students' Speaking Ability

- a. The students are able to practice speaking English by using various vocabulary in performing monolog
- b. The students are able to pronounce English words well in performing monolog
- c. The students are able to speak English in correct grammar in performing monolog
- d. The students are able to convey their ideas fluently in performing monolog
- e. The students are able to comprehend English well in performing monolog

## **D. Assumption and Hypothesis**

### **1. The Assumption**

In this research, the writer assumes that the result of this research shows there is a significant effect of using Fluency Workshop Technique toward students' speaking ability in performing monolog of second year at MAN 1 Pekanbaru

## **2. The Hypothesis**

H<sub>0</sub>: There is no significant effect of using Fluency Workshop Technique toward students' speaking ability in performing monolog of second year at MAN 1 Pekanbaru

H<sub>a</sub>: There is a significant effect of using Fluency Workshop Technique toward students' speaking ability in performing monolog of second year at MAN 1 Pekanbaru