CHAPTER II

REVIEW RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Speaking

In daily life, speaking is an activity to express thought and feeling orally. It means that speaking is as the fundamental media to convey messages, knowledge, emotions, feelings, ideas and opinions directly to the others. So, speaking is also an activity delivering language and communicating ideas, thought orally, therefore speaking always relates to communication. The students also should know the parts or areas of knowledge in involved in speaking. As a consequence to achieve a succesfull communication, students have to improve their speaking ability. Richards and Rogers in Mc Donough and Show say communicative view of language has four characteristics:

1. Language is a system for the expression of meaning

2. The primary function of language is for interactionand communication

3. The structure of language reflects its functional and communicative uses

4. The primary units of language are not merely its grammatical and structural features, but categories of functional communicative

meaning as exemplified in discourse.[1]

In Addition, Harmer also said that there are two elements of speaking that we should pay attention to have a good ability to speak well, namely:

1. Language features

   Language features consist of connected speech in which sounds are modified (assimilation), ommitted (elision), and added (lingking), or weakened (thought contractions and stress patterning); expensive devices which contributes to the ability to convey meanings; lexis and grammar in which teacher plays an important role to provide a variety of phrase for different functions; and negotiation language which is used to seek clarification and to show the structure of what we are saying.

2. Mental/ social processing

   This element consists of first, language processing in the process in which language is put into coherent order so that it comes out in forms that are not only comprehensible, but also convey meanings that are intended . Second is interacting with others. It means that effective speaking also involves a good deal of listening an understanding of how the other participants are feelings, and knowledge of how linguistically to take turns or allow others to do so.The third is information processing. It is ability to process the

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[1] Jo McDonough and Christopher Shaw. *Materials and Methods in ELT: A Teacher's Giude: Second Edition.*(New York: Backwell Publishing, 2003), p. 135

information process the participants tell the speaker the moment she gets it.[2] So speaking is language processing that just not conveys the meaning but also interact with other and move information from one person to another person.

2. Speaking Ability

Speaking is one of communicative competence relating to people in social relationship and social expectation. In speaking term, speaker and interculator outward appearance in which both yeild immediate feeedback from verbal and non-verbal. In addition to appear take and give, problem and carries can be clear up and more complete transaition of meaning obtained.

According Fleishman, skills are a level of proficiency on a specific motor task, while abilities are part of an individual's traits that affect her capability to become skillful when learning a new motor task. Then Abilities is genetically predetermined characteristics that affect movement performance such as agility, coordination, strength, and flexibility. Abilities are enduring and as such, difficult to change in adults. Abilities differ from skills in the sense that skills are learned, whereas abilities are a product of both learning and genetic factors.[3]

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[2] Jeremy Harmer. *The Practice of English Teaching. (Cambridge: Pearson Edition, 2001),* pp. 269-271

[3] Callen. V. From communicative competence to communicative language pedagogy. 1993 (Longman: Longman, 1993), p. 333

Proficiency to designate something like the ability to make use of competence.one of terms of proficiency can be seen as an alternative which include what applied linguistic and teacher are trying to describe and promote, that is the ability to use a language whether it be first or second. Stren, defined proficiency as the actual performance of given individual leraner or group learner. Callen argued that proficiency involves :

1. The intuitive mastery of the forms of language

2. The intuitive mastery of the linguistic, cognitive, affective and socio cultural meanings, expressed by language forms

3. The capacity to use the language with maximum attention to form

4. The creativity of language use.[4]

Speaking is a very important skill in mastering English for students who learn English to communicate with each other, speaking needs some components that have a crucial meaning in speaking skill , they are pronunciation, grammar, vocabulary, fluency, and comprehension.

Brown mentions that there are some skills of speaking that should become attention as in the following:

1. Micro skills

   a. Produce differences among English phonemes and allophonic variants.

   b. Produce chunks of language of different lengths.

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[4] Ibid. pp. 234

c. Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and information contours.

d. Produce reduced forms of words and phrases.

e. Use an adequate number of lexical units (words) to accomplish pragmatic purposes.

f. Procedure fluent speech at different rates of delivery.

g. Monitor one's own oral production and use various strategic devices-pauses, filters, self-corrections, backtracking-to enhance the clarity of the message.

h. Use grammatical word classes (nouns, verbs, etc), systems (e.g., tense, agreement, and pluralization), word order, patterns, rules, and elliptical forms.

i. Produce speech in natural constituents: in appropriate phrases, pauses groups, breathe groups, and sentence constituents.

j. Express a particular meaning in different grammatical forms.

k. Use cohesive devices in spoken discourse.

2. Macro skill

a. Appropriately accomplish communicative functions according to situations, participants, and goals.

b. Use appropriate styles, registers, implicature, redundancies, pragmatic conventions, and conversation rules, flor keeping, and yielding, interrupting, and other sociolinguistic features in face to face conversations.

c. Convey links and connections between events and communicate such relation as vocal and peripheral ideas, events and feelings, new information and given information, generalization and exemplification.

d. Convey facial features, kinesics, body language, and other non verbal language.

e. Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.[5]

The students speaking ability can seen by their communication orally and their skill in spoken language activities directly. According to Kalayo Hasibuan, to help the students develop communicative efficiency in speaking, instructors can be balanced activities approach that combines language input, structured output, and communicative output.[6] He also says

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[5] H. Douglas Brown. *Language Assessment: Principles and Classroom Practices.* (Longman : Longman, 2003), p. 142

[6] Kalayo Hasibuan and Muhammad Fauzan A, Teaching English as a foreign language (TEFL).Pekanbaru: Alaf Riau Graha UNRI Press, 2007), pp. 101-102

that "Language learners need to organize that speaking involves three areas of knowledge:

1. Mechanics (pronunciation, grammar, and vocabulary): speaking by using the right order with the correct

2. Function (transaction and interaction): knowing when clarity of message is essential(transaction or information exchange) and when precise understanding is not required (interaction or relationship building)

3. Social and cultural rules and norms (turn-taking, rate of speech, length of pause between speakers, relative roles of participants).

From theories above, learners should know each area to have a good speaking ability and proficiency to improve their speaking performance.

3. Teaching Speaking

Teaching speaking is one of the important things in process of teaching and learning process. "The objective of teaching spoken language is development of the ability to interact succesfully in that language, and that this involves comprehension as well as production."[7]

According to Nunan, there are many principles that every teacher should consider while planning a speaking course.[8]

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[7] Arthur Hughes. *Testing for Language Teacher: Second Edition.* (Cambridge: Cambridge University Press, 2003)., p. 113

[8] David Nunan, *Practical English Language Teaching.* (Singapore: McGrow Hill Education, 2003), pp. 54-56

a. Be aware of the differences between second language and foreign langugae learning contexts.

A foreign language context is one where the target language is not language of communication in the society. A second language context is one where the target language is the language of communication in the society.

b. Give students practice with both fluency and accuracy.

Accuracy is the extent which students' speech matches what people actually say when they use 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.

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

The learners take on diverse speaking roles when the teacher is removed from the conversations, which are normally filled by teacher.

d. Plan speaking tasks that involve negotiation for meaning.

Negotiation for meaning is when learners make progress by communicating in target language because interaction necessarily involves trying to understand and make your self understood.

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

Interactional speech is communicating with someone for social purposes. It includes both establishing and maintaining social relationships. Transactional speech involves communicating to get something done, including the exchange of goods and/or services.

Teaching speaking should improve students' communicative skills. It means that students can express themselves and learn how to follow social and culture rules appropriate in each communicative circumstances. Learners are expected to able to produce the language they learn.

Brown says that teaching cannot be defined a part from learning. Teaching is guiding and facilitating learning enabling the learners to learn, setting the conditions for learning. Our understanding of how the learner learns will determine our philosophy of education, our teaching style, our approach, method and classroom technique[9].

Because of that in teaching and learning process the teacher should be able to encourage the students by creating an atmosphere which shows students that their experimentation and questions are welcome. Teachers can spend some time discussing how to learn with them, guiding them toward their own best method study. In order to make the students have several successful characteristics in learning as follows:

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[9] H. Douglas. Brown, *Pinciples of Language Learning and Teaching*. (Longman : Longman, 2000), p, 7
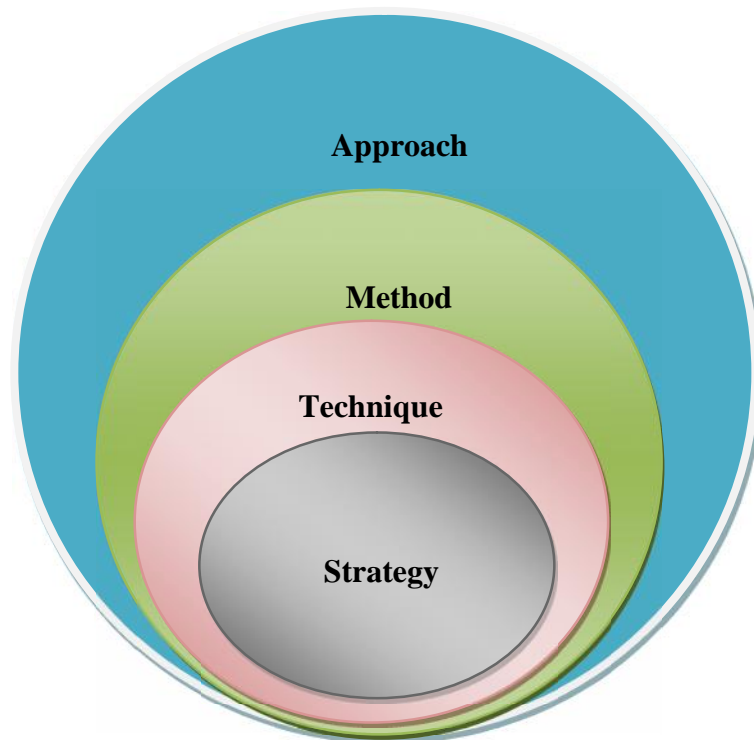
1. A willingness to listen : good learner listens to what's going on not just in the sense of paying attention, but also in term of really listening to English that is being used, soaking it up with eagerness and intelligence.

2. A willingness to experiment : many good learners are not afraid to have a go, they are prepared to take risks, to try things out and how it works.

3. A willingness to think about how to learn : good learners bring or invent their own study skills when they come to a lesson

4. A willingness to accept correction: good learners are prepared to be corrected if it helps them.[10]

From several successful characteristics in learning above, it can be concluded that in teaching speaking, teachers should have the ability to guide student in order to increase students' speaking ability

4. Approach, Method, Technique and Strategy

In English language teaching, we have to know what we want to do, what for, how we are going to do it, and what we need in order to achieve is. This refers to approach, method, technique, and strategy. We have to make no mistake to differentiate among these terms. We should know several of them that can be gained in English classroom. To understand more about them, it is necessary to know the differences among following concepts:

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[10] Jeremy Harmer, *How to Teach English.*(Cambridge: Longman, 2001), p. 10

An approach, according to Antony, in Richard and Renandya, was a set of assumptions dealing with the nature of language, learning and teaching.[11] It is a personal philosophy of teaching. What is the role of the teacher, the students, the administration and the parents? Approach describes more general the nature of language learning. Our teaching method, technique, and strategy will depend on the approach we take. This means that approach is dynamic, which in a positive thing. It shows our growth as teacher, and the fact that we are able to change or adapt to the situations that we face. The method was defined as an overall plan for systematic presentation of language based on a selected approach in an operational way. A teaching method design includes objectives, syllabus, activities, teachers' role, and materials. It will have in

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[11] Jack.C. Richard, *Methodology in Language Teaching*. New York: Cambridge University Press. 2002. P. 9

implementation in classroom. Basically, Method is a procedure or way materializing a teaching approach though a systematic plan.

Then, technique is specific classroom activities consistent with a method, and therefore in harmony with approach as well. According to Celce, technique is classroom device or activity and narrowest of the method concept, some technique are widely used and found in many methods, however, some technique are specific to or characteristic of given method.[12] Therefore, technique are the different teaching practices that we observe in the classroom,. It involves skills and specific classroom activities. The technique that we use will depend on our teaching method and approach.

According to Riding and Rayner in Hewitt, strategy as a set of one more procedures than an individual acquires to facilitate the performance on learning task.[13] It means strategy will vary depending on the nature of the task. It much reflects distinction between differences in the learner, which contribute to an individual learning styles and learning environment. Then, strategy is a plan intended to achieve a purpose, it is more general than technique. It aims to help learning take place; it can involve the different ways of organizing the classroom and planning lesson.

According to Rebecca, strategy can classified into direct strategy and indirect strategy. Direct strategy is language learning strategy that directly

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[12] Marrianne Celce-Murcia(Ed). *Teaching English as a second or foreign Language*. Boston: Heinle & Heinle. 2001. P. 6

[13] Des Hewitt. *Undersatnding effective Learning: Strategies for Classroom*, New York: Open University Press. 2008. P. 18

involve the target language.[14] Direct strategy is composed of memory strategies for remembering and retrieving the new information, cognitive strategies for understanding and producing the language and compensation strategies for using the language despite knowledge gaps[15]. All the 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 the different purposes. Indirect strategy is the strategy that support and manages the language learning without directly involving the target language[16]. Indirect strategy are divided into metacognitive strategy for coordinating the learning process, affective strategy for regulating the emotions, and social strategy for learning with others.[17]

Twins Strategy include in direct strategy especially cognitive strategy. Direct strategy itself involves the target language directly. cognitive strategy help the students store, remember and retrieve the new information, creating mental linkages , applying images and sounds, reviewing well, and employing action This strategy aslo include indirect strategy especially in sosial strategy with learning with others. It has function to help students speaking ability by exact description of a picture. Twins strategy is a strategy which it encourages students to speak by being given pictures to be described to their partners. They

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[14] Oxford Rebecca, L, *Language Learning Strategies*, (San Fransisco:Newbury House Publisher,1990) p.37
[15] *Ibid.,* p.14
[16] *Ibid.,* p.151
[17] *Ibid.,* p.15

will interact with other by discussion each other about their picture as one way to students use language.

5. The Nature of Twins Strategy

Twins is one of the speaking strategies in which students work to find the matching pictures by describe it with their partner without letting their partner looking it and also finding corresponds of their pictures. [18] Not only practice by describe pictures but students also learn cooperative activity and giving questions and answer each other. It can help students improve their speaking ability and will activate in learning involvement. They will interact with others to discuss pictures as a way of getting target language.

According to Klippel, this strategy offers a reason for speaking and can improve learners' fluency.[19] In other words, students forced to speak in a pleasant way since each of students are provided pictures as aim to speak and in this strategy students works in pairs, each pair have pictures but with related each other. Through describe to each other, they find correspond of their pictures.

Basically, the procedures of twins strategy can be implemented as follows:

1. The teacher introduces and explains the strategy to the students.
2. The teacher tells the students about the topic.

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[18] Andrew Wright, *Picture for Language Learning(*Cambridge: Cambridge University Press, 1989), p. 48
[19] Fridericke Klippel. Op. Cit., p. 41

3. The teacher provides the class into pairs.

4. The teacher copies two handout for all student that half students have handout A and handout B for the other half.

5. The teacher provides each student works with their partner with one copy handout A to student A and handout B to student B and they must not let their partners see their handouts.

6. The students describe their handout picture to each other and asking questions about their handout as the aim for students determine the picture out of their set corresponds with one on their partners handout.

7. Finally the teacher and students look at each other handout and discuss further.[20]

Twins is appropriate to be applied by intermediate students[21]. By this strategy they are great way to present, practice and when students become familiar with the activities used in class, they will early finished the activity. Here the strategy allow students describe corresponds of set pictures. The way of this strategy is aimed to appeal to all different students types at some point during the learning process. It is particularly important to appeal to visual students as very high proportions of students have this type of intelligence. There are some advantages of twins strategy, they are:

1. To increase students' speaking ability.

2. To help students pay attention each other.

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[20] Ibid., p. 42
[21] Ibid., p. 40

3. Make students enjoyable during the course.

4. To improve cooperation and mutual acceptance within their pair partner.

5. To build up students confidence in delivering their ideas.[22]

B. The Relevant Research

This research has relevance with other researches, a research from Armine Dillbandyan, She conducted a research which entitled " the effect of use twin pictures activity on students speaking performance". The effect of the present study to investigate what twin pictures activity would help students on oral performance. The study was carried out in experimental English classes (EEC) by using focus group and comparison group. The result revealed that there was significant different between performance of two groups. Thus it was determined that twin pictures activity help students to improve their oral performance.[23]

In 2011, Yuli Ananta conducted a research which entitled "An Application of Picture in Improving Speaking Ability of the second Year Students of SMAN 3 Bagan Batu". In her research finding, she analyzed students' speaking achievement before and after using picture. In this research finding, she found that there is a significant effect of using picture in improving speaking ability [24]

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[22] Andrew Wright. Op. Cit., p. 42

[23] Htpp:// www.Educational Linguistic/Two-Pictures:University Armenia. Html.

[24] Yuli Ananta,"*An Application of Picture in Improving Speaking Ability of the second Year Students of SMAN 3 Bagan Batu"*. (Pekanbaru:University of Riau, 2010)

C. The Operational Concept

In order to clarify the theories used in this research, the writer would like to explain briefly about variables of this research. This research is an experimental research in which focuses on gaining the effect of using twins strategy toward speaking ability of the second year students at state senior high school 2 Kerinci Kanan. Therefore, in analyzing the problem in this research, there are two variables used. As mentioned by Syafi'i that all related theoretical frameworks can be operated in the operational concept. [25] The first is using Twins strategy which is strategy in teaching speaking. The second is speaking ability of second year students at state senior high school 2 Kerinci Kanan. Using Twins strategy is an independent variable and speaking ability of second year students at state senior high school 2 Kerinci Kanan is a dependent variable.

The operational concepts are explained by particular words or indicators, so that they can be measured empirically. Therefore, the operational concept of independent variable (X) using twins strategy can be seen as follows:

1. The teacher introduces and explains the strategy to the students.
2. The teacher tells the students about the topic.
3. The teacher provides the class into pairs.

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[25] Syafi'i. *From Paragrphs to Research Report: A Writing of English for Academic Purposes.* (Pekanbaru:LBSI, 2007), p. 122

4. The teacher copies two pictures for all students that half students have picture A and picture B for the other half.

5. The teacher provides each student works with their partner with one copy picture A to student A and picture B to student B and they must not let their partners see their handouts.

6. The teacher asks students to describe their picture to each other and ask questions about their picture.

7. The teacher asks students to determine the picture out of their to set corresponds with their partners picture.

8. The teacher and students look at each other picture and discuss together.

Then, the indicators of students' speaking ability as a dependent variable (Y) can be seen as follows:

1. The students are able to state topic idea of the speech

2. The students are able to produce supporting details of topic ideas

3. The students are able to produce acceptable pronunciation

4. The students are able to use appropiate words, phrases or vocabularies

5. The students are able to use correct grammar

6. The students are able to express the comprehensible ideas.

D. The Assumption and Hypothesis

1. Assumption

In general, assumption for this research can be exposed as in the following:

a. The students' speaking ability is various.

b. The twins strategy can improve students' speaking ability in learning English.

2. Hypothesis

Ho_1 : There is no significant difference students' pre test mean score of speaking ability between experimental class and control class.

Ho_2 : There is no significant difference students' post test mean score of speaking ability between experimental class and control class.

Ho_3 : There is no significant effect students' pretest and post test mean score of speaking ability of using twins strategy in experimental class.