

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Speaking Ability

Speaking is a key of communication. It plays a very crucial part in peoples' daily life. Almost of every aspects in our life is covered by speaking. According to Longman in Purmayasari, Speaking is defined to be able to talk in a particular language.¹ Biyagate as quoted by Nunan in Bobby Febrianto defined "speaking is oral interaction where the participants need to negotiate the meaning contained in ideas, feeling, and manage in terms of who is to say what, to whom, and about what."²

Cameron stated that "speaking is the active use of language to express meaning so that other people can make sense of them."³ Shumin in Mona Khimes states that "learning to speak a foreign language requires more than knowing its grammar and vocabulary."⁴ From all definitions above, writer can conclude that speaking is an activity that gives opportunity to practice language orally. People can express the idea, feeling, or something in the mind to others directly. Speaking does not

¹ Purmayasari. *The Effect of Think-Pair- Share (TPS) Strategy to Improve Students' Speaking Ability at the Second Year of Islamic Boarding Senior High School Bahrul 'Ulum Perhentian Raja Distric of Kampar Regency*. (Pekanbaru: Unpublished, 2011). p. 10

² Bobby Febrianto. *The Influence of Applying Debate Session on Improving the Language Departement Students' Speaking Proficiency at the Second Year of SMAN 3 Pekanbaru*. (Pekanbaru: Unpublished, 2010). p. 10

³ Lynne Cameron. *Teaching Language to Young Learners*. (New York: Cambridge University Press, 2001) p. 40

⁴ Mona Keimes. *Using Creative Strategy to Promote Students' Speaking*. (Fujairah: Unpublished, 2006) p. 11

only deal with correct pronunciation, the use of grammatical structure, and appropriate words, but also with the proficiency to make the listeners understand about what is being talked.

Speaking is an important skill for students. Jack. Richard states “Learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency.”⁵ It is clear that students should be focused to master speaking skill. According to M. F Fatel and Praveen M. Jain, speaking is useful for us, as follows:⁶

- a. To suggest new ideas: When teacher wants to increase the vocabulary of students, he at first should introduce the new ideas to the students so that student could be able to increase his vocabulary. During this process, the teacher should not apply his own notions on students. He should put a topic' before students so that there will be discussing or talking among them on the topic. Teacher should put topic according to experiences and interests of students.
- b. When teacher introduces new ideas, then new word also should be introduced to students so that students could be acquainted of new words. With little efforts students can learn two or three words of English language. Thus,student can be strong in remembering of words.

⁵ Jack c. Richards. *Teaching Listening and Speaking from Theory to Practice*. (New York: Cambridge University Press, 2008). p. 19

⁶ M. F Fatel and Praveen M. Jain. *English Language Teaching: Methods, Tools, and Techniques*. (Jaipur: Sunrise Publishers & Distributors, 2008). p. 103, 105

- c. When students learn new ideas and new words, then he should be given the knowledge of way of arranging words properly. There is much difference in order of words in English and Gujarati language. Teacher should tell about the two patterns of the languages. So that student could understand it very well so that they could apply them in their speech.
- d. When students learn how to arrange the words properly, then teacher should develop the habit of speaking among his students. He can develop it by asking questions and receiving answers from students. He can organize debate or discussion. So that the habit of speaking could be developed in students.

Besides that, M. F Fatel and Praveen M. Jain also delivered the importance of speaking, they are:⁷

- a. It enables student to speak very effectively and master on communication skill.
- b. It makes student perfect in any kind of reading and writing.
- c. Oral work helps students to read lesson of the text very effectively and it helps to prepare the way for textual teaching.
- d. It prepares the foundation of good silent reading.
- e. It develops good speech, good pronunciation, speak correct sentence and effective vocabulary.
- f. The oral work helps students to improve their spelling mistake.

⁷ *Ibid.* Ps. 105 and 106

- g. Oral work help students to develop all linguistic skill like LSWR very effectively.
- h. Through oral practice, graded and controlled vocabulary can be developed.
- i. The oral work remits the pronunciation mistakes and thus develops the habit of correct or accurate speech.
- j. It enables the students to understand how to speak and how to use stress, intonation and articulation in speech.
- k. The oral work helps students to acquire proficiency in writing.

From the usefulness and the importance of speaking, writer can conclude that speaking is a crucial skill in English language. We cannot leave it when studying English. Speaking and the others skill have an interrelationship. It cannot be separated. Speaking is as the high measurement of successful students of language besides three skills that the students should master them at the end of their learning process; they are listening, reading and writing. In conclusion, speaking skill will play a large part in the overall competence.

Richard stated that “the ability to speak a second or foreign language well is very complex task if we try to understand the nature of what appears to be involved.”⁸ The foreign language students should have more motivation and ambition to learn a new language. It will make them easier to understand and apply the language. Students’ speaking ability can

⁸ Jack C. Richard and Willy A. Renandya. *Methology in Language Teaching: An Anthopology of Current Practice*. (New York: Cambrige University Press, 2002). p. 201.

be determined by their communication orally and their taking part in spoken language activities directly. It can be also described as the ability of persons to express their ideas. The structural aspect concentrates on the grammatical system, describing way in which linguistic items can be combined. Functional means the application of language in suitable situation and condition. According to Kalayo, speaking ability is the measure of knowing a language. It means that ability is description of someone who is able to speak grammatically and fluently.⁹

In addition, Kalayo and Fauzan explained that there are three areas of knowledge involved in speaking needed to be recognized by the language learners.¹⁰

- a. Mechanics (pronunciation, grammar, and vocabulary): Using the right words in the right order with the correct pronunciation
- b. Functions (transaction and interaction):
 - 1) Transaction/information exchange is that knowing when clarity of message is necessary.
 - 2) Interaction/relationship building is that knowing when precise understanding is not required
- 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.

⁹ Kalayo Hasibuan and Muhammad FauzanAnsyari. *Teaching English as a Foreign Language (TEFL)*. (Pekanbaru: Alaf Riau Graha UNRI Press, 2007) p. 101

¹⁰ *Ibid*

In conclusion, the speaking ability is the ability of someone to produce language well. It should have the components of speaking, such as accent, grammar, vocabulary, fluency, and comprehension.¹¹

2. Students' Speaking Ability

Speaking skill is one component that is involved in curriculum of language teaching that has to be taught by the teachers. The purpose of teaching spoken language is to develop the students' ability in interacting. Success of the language is that English and involving comprehension as well as production.¹²

The goal of 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. Students are expected to be able to produce the language they learn. In teaching speaking, it cannot be separated from grammar, vocabulary and pronunciation. Brown explained that "the ability of speaking fluently is followed naturally from the teaching of grammar and vocabulary, with a bit pronunciation thrown in". In nature of teaching speaking there is contribution of grammar, vocabulary and pronunciation¹³.

The success of a teacher can be decided by the way of presenting the material whether the language is acceptable and easy to understand by

¹¹ Arthur Hughes. *Testing for Language Teacher*. United Kingdom: Cambridge University. 2003.. p.131

¹² Ibid. p.113

¹³ H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*. (New York: Pearson Education Inc, 2003). p. 140.

the students or not. In addition, there are five principles for teaching English. They are:¹⁴

- a. Be aware of the differences between second language and foreign language learning context.
- b. Give students practice with both fluency and accuracy.
- c. Provide opportunities for students to talk by using group work or pair work, and limiting teacher talk.
- d. Plan speaking task that involves negotiation for meaning.
- e. Design classroom activities that involve guidance and practice in both transactional and interactional speaking.

Briefly, learning to speak in a foreign language will be facilitated when learners are actively engaged in attempting to communicate. In other words, the students are using any and all the target language at their command to perform some kinds of oral task.¹⁵ Communicative competence is taken to be the objective of language teaching. Then, the teaching point is simply to get meaning across, to be able to communicate some referential meaning in the target language.

In conclusion, teaching speaking cannot be ignored as an important English skill to be mastered in order to enable the students to use the target language as well as possible. Also, in this teaching speaking, the researcher teaches the students dealing with the students' text books and

¹⁴ David Nunan. *Practical English Language Teaching*. (Sydney: Mc Graw Hill. 2003). Ps 54-56

¹⁵ Jeremy Harmer. *How to Teach English: An Introduction to the Practice Language Teaching*. (England: Longman. 1998). p.87

their prior knowledge added by supplement material that still correlate to syllabus by applying Four Corners strategy.

3. The Factors Influencing Students' Speaking Ability

According to Hughes "The purpose of teaching spoken language is to develop students' ability in interacting success of the language, involving comprehension as well as production."¹⁶ In addition, Ur states that there are four characteristics of successful speaking activity:¹⁷

- a. Learners talk a lot. As much as possible of the period of time allotted to the activity is in fact occupied by learner talk.
- b. Participation is even. Classroom discussion is not dominated by a minority of talkative participants: all get a chance to speak, and contributions are fairly evenly distributed.
- c. Motivation is high. Learners are eager to speak: because they are interested in the topic and have something new to say about it, or because they want to contribute to achieve a task objective.
- d. Language is of an acceptable level. Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

There are many reasons that make speaking activity become a measure of the students' success in learning foreign language. According

¹⁶ Hughes, Arthur. *Testing for Language Teacher*. (Cambridge : Cambridge University Press, 2003), p. 113

¹⁷ *Ibid*, p.120

to Jeremy Harmer, there are three reasons that English should be practiced, they are:¹⁸

- a. Speaking activities give the students many chances or opportunities to use English in real situation
- b. Speaking tasks can give chances for the students to use grammar or what they learnt before in real speaking
- c. More speaking activities make the students able to use English fluently and automatically.

Based on the definitions of speaking above, the writer can summarize that speaking is capability to use language, a skill to share someone ideas, information, suggestion and feeling to another people in oral form.

4. The Nature of Four Corners Straregy

Four Corners is to provide content-rich topics in every unit, extensive opportunities to practice natural English, integrated skills, and a wide variety of engaging speaking activities.¹⁹ Andrea M. Guillaume stated that four corners strategy is a cooperative learning strategy that provides students with the opportunity to think about their opinions and then discuss those opinions wth others. It means that Four Corners strategy is to give the opprtunity to learners for giving their opinions and discussing it with others.

¹⁸ Jeremy Harmer. *How to Teach Speaking: An Introduction to the Practice of English Language Teaching* (Cambridge:Longman,1998).p.87.

¹⁹ Answer.com. ESL Journal,
http://www.cambridge.org/id/elt/catalogue/subject/project/item6585669/?site_locale=in_ID.
 Retrieved 30 June 2013

The four corners strategy is a cooperative teaching and learning strategy that inspires students to take part in group activities. It is most suitably used when students are lethargic and need some meaningful physical movement in order to refocus.²⁰ This teaching strategy helps to develop listening, verbal communication, critical thinking, and decision-making skills in the classroom context. It can be used to buttress course content, clarify student viewpoints, and develop an understanding of differences in values and opinions.

Students will have the chance to engage in meaningful dialogue with others who have these same or differing viewpoints. They not only acquire and build on previous knowledge, but also develop their presentation skills. In addition, tired students are re-energized in a four corners classroom.

Four corners is an instructional strategy that asks students to make a decision in regards to a question asked or a problem presented. Students must decide if they agree, strongly agree, disagree, or strongly disagree with the statement.

The teaching strategy, four corners is an engaging activity that allows students to focus their thinking about a topic. As well, it gives them an an opportunity to present their ideas to a smaller audience.

Four corners enhances students' interaction and encourages high level cognitive talk, and it is important because task related social

²⁰ Cara Bradley and Eric Green. *Four Corners Teaching Strategy* retrieved on April 30th, 2013. (<http://www2.uregina.ca/ctl/2011/03/09/four-corners-teaching-strategy/>)

interaction supports students' cognitive development. It is good warm up or team building strategy that can also provide information about the students' knowledge and attitudes at the beginning of a lesson or unit

5. Teaching Speaking by Using Four Corners Strategy toward Students' Speaking Ability

Four corners has some advantages when it is applied in teaching English process especially in teaching speaking. Firstly , Four Corners is useful for building the knowledge, secondly Four Corners strategy can build oral language skills , it means that this strategy can make the learners share their ideas to their friends in a group. Thirdly , this strategy can make the movement or re-energises tired students.²¹ It means that Four Corners strategy can make the learner enjoyable in teaching leaning process

There are some steps that should be applied by teacher in using four corners strategy in teaching speaking. It gives students chance to speak up and come up their arguments. The procedures to use it, as follows²²

- a. Present a statement or issue , or poses a question
- b. Provide four alternate responses (strongly agree, agree, disagree, strongly disagree) and places one response in each corner of the classroom

²¹ <http://esolonline.tki.org.nz/ESOL-Online/Teacher-needs/Pedagogy/ESOL-teaching-strategies/Oral-language/Teaching-approaches-and-strategies/Speaking-Listening/Four-corners>. Retrieved 30 Mei 2013

²² Eworkshop.on.ca: Online Teaching Resource. *Four Corners*. (Ontario: Queen's Printer fot Ontario, 2005). p. 1.

- c. Give students at least 10 seconds to think on their own (“think time”)
- d. Ask students to choose the corner with the response that best represent their point of view
- e. Ask students to pair with a partner in their corner and share with their partner the reason behind their decision
- f. Ask each group to come to consensus and select one person to share the group reasoning and decision with the whole class.

B. Relevant Research

According to Syafi’I , relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to research itself.²³ There are several relevant researches which have relevancies to speaking area.

The research was done by Malcolm Knowles, entitled ,” The Impact and Effectiveness of Four Corners Teaching Strategy”. It was an experimental research. The finding of the research indicated that the result of using Four Corners Strategy was succesful and gave impact in the teaching strategy.²⁴

The research was done by Sylvia Utami entitled “ The Effect of Using Corners Strategy toward Student’ Listening Comprehension at the second year students of Islamic Boarding Junior High School Darel Hikmah Pekanbaru”. She focused on applying corners strategy in the classroom. She used experimental

²³ Syafi’I. *From Paragraph to a Research Report : A Writing of English for Academic Purposes.*(Pekanbaru:LBSI,2011).p.122.

²⁴ Malcolm Knowles, “The Impact and Effectiveness of Four Corners Teaching Strategy The American Association for Language Teaching” (unpublished undergraduate thesis, The American Association, 2008)

research design. From the research , she found the influence of applying Corners strategy to improve students' listening comprehension. It gave good improvement to students' listening comprehension.²⁵

C. Operational Concept

Operational concept is a concept as guidance used to avoid misunderstanding. There are two variables in this research. X variable is Four corners strategy and Y variable is students' speaking ability. To measure each variable the writer will identify them in some indicators as follows:

1. Four corners strategy is classified with the indicators as follows (X):
 - a. The teacher presents a statement or issue , or poses a question
 - b. The teacher provides four alternate responses (strongly agree, agree , disagree , strogly disagree) to the students and places one response in each corner of the classroom
 - c. The teacher asks to the students if they have 10 seconds to think on their own (“think time”)
 - d. The teacher asks to the students to choose the corners with the response that best represent their point of view
 - e. The teacher asks the students to pair with a partner in their corner and share with their partner the reason behind their decision
 - f. The teacher asks each group to come to consensus and select one person to share the group reasoning and decision with the whole class

²⁵ Silvia Utami, “The Effect of Using Corners Strategy toward Student’ Listening Comprehension at the second year students of Islamic Boarding Junior High School Darel Hikmah” Pekanbaru. Universitas Islam Negeri Suska Riau (Pekanbaru: unplied 2013)

2. Students' Speaking Ability (Y Variable)

- a. Some of the students are able to understand what the speaker says in English
- b. Some of the students are able to pronounce English words well.
- c. Some of the students are able to express their ideas in English
- d. Some of the students are able to inform the message clearly.
- e. Some of the students are able to choose vocabulary accurately in expressing oral language.
- f. The students are able to apply social and cultural rules and norms in speaking.

D. Assumption and Hypothesis

1. Assumption

In this research, the writer would like to make an assumption that the better applying Four Corners Strategy, the better speaking ability of the second year students of SMAN 3 Pekanbaru will be.

2. Hypothesis

H_a : There is a significant effect of Four Corners Strategy toward students' speaking ability at the second year of SMAN 3 Pekanbaru

H_0 : There is no significant effect of using Four Corners Strategy toward students' speaking ability at the second year of SMAN 3 Pekanbaru