CHAPTER II

THEORETICAL FRAMEWORK

A. Discourse Chains

1. The Nature of Discourse Chains

According to Mary Spratt in Edward states, Discourse Chains are dialogues reduced to the names of functions and presented diagrammatically with the functions placed in order of occurrence, as indicated by arrows, under headings showing who says what. [1]

A discourse chain can produce various versions of a dialogue. For example, the following is just one of the dialogues that the "invitations" discourse chain generate. Example of discourse chains:

"Invitation"

A : *Margaret*
B : *Yes*
A : *Would you like to come to cinema tonight?*
B : *Sorry, I am afraid I cannot, I am going out.*
A : *Oh, well, what about coming to a party on Saturday?*
B : *O.K,,, that would be nice*
A : *Good. Shall we meet outside the Town Hall at 7?*
B : *O.K. Fine*
A : *Bye the, see you on Saturday*
B : *Bye*

The term discourse chains refer to the language that teachers and students use to communicate with each other in the classroom. Talking, or conversation, is the medium through which most teaching takes place, so the study of classroom discourse is the study of the process of face-to-face

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[1] Arnold, Edward, *Practical Techniques in Language Teaching,* (London: Melbourne Auckland, 1985), p. 29.

classroom teaching. It is carried out in which frequencies of teacher and student verbal behaviours and interaction patterns (such as asking higher-order questions, providing structuring information, praising student answers) have been correlated with student achievement.[2]

Example:

Ben: Most of the people there are scientists. In fact, just about all of them are.
Jim: Even the cooks would be scientists?
Ben: Not necessarily. OK.
Jim: Some of them?
Ben: Pilots.
Jim: Yeah, they'd need pilots.
Ben: All the things that need to be done to keep you living. You know, you need to have food, you need to have shelter.
Jim: I know, a driver. But you could have a scientist to be a driver.
Ben: What else would they do? A-ah, what are they called? I don't know.
Jim: Maintenance man. Maintenance man.
Tilly (overhearing):   Thank you. Maintenance person!
Jim: Or lady. Maintenance person.
Paul: I'll tell you what. Um, explorer.
Jim: Um, expedition leader.
Ben (aware that the next group is listening): Just whisper, will you?
(to next group) Stop copying, you lot. Can't you use your own brain?
Jim: Yeah, they haven't got any brain to use.
Ben: Exactly.
Tilly: How many have you got [on your list]?
Jim: Twenty-eight thousand.
Ben: You'll have a job to beat that.
Jim (whispering to Ben):   Mm. Builder?
Ben (to teacher passing group):   They're copying.
Tilly and Nell: We are not.
Jim: Yeah, they are too.
Teacher: Oh, you don't need that sort of carry on.
Jim: Let's see, um … um … a guide.
Ben: Isn't that kind of like a leader?
Jim: No, 'cause the expedition leader is a leader. He just, the guide knows where everything is. The expedition leader doesn't.

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[2]Nuthall, Graham, *Classroom Discourse*, from: (http://education.stateuniversity.com /pages/1916/Discourse.html, 2012).

Ben: *An expedition leader has to know where everything is as well, or else he wouldn't be an expedition leader 'cause he's supposed to guide them all around the place and tell 'me where to go. He's the most experienced and therefore he should be the guide.*
Jim: *Yeah, but first of all they'd need a guide that's been there. While he is learning.*
Ben: *Well, he wouldn't be the leader while he was learning.*
Jim: *Yeah.*

2. Levels of Discourse Chains Processing

There are five levels of cognitive representation that are constructed during comprehension. These include the surface code, the text base, the situation model, pragmatic communication, and the discourse genre. In order to illustrate these five levels as follows:[3]

a. The surface code is a record of the exact wording and syntax of the sentences. This code is preserved in memory for only a few seconds when technical text is read. The text base contains explicit propositions in the text in a stripped-down form that captures the semantic meaning but loses details of the surface code. For example, the text base of the first part of the second sentence includes the following: (1) someone turns a key, and (2) the cylinder rotates when the key is turned. The text base is preserved in memory for several minutes or longer.

b. The situation model (sometimes called the mental model) is the referential mental world of what the text is about. In the above example, the situation model contains causal chains of events that unfold as the key unlocks the door, a visual spatial image of the parts of the lock, and the goals of the person who uses the lock. The

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[3] Nuthall, Graham, *Ibid*.,

construction of an adequate situation model requires a sufficient amount of relevant world knowledge, such as general knowledge about locks and mechanical equipment. Deep comprehension consists of the construction of this referential situation model, whereas shallow comprehension is limited to the surface code and text base. The situation model is retained in memory much longer than the text base and the surface code, assuming that the comprehended has adequate world knowledge to build a situation model.

c. The pragmatic communication level refers to the information exchange between speech participants. In a two-party oral conversation, the two speech participants take turns speaking while pursuing conversational goals. There may be additional participants in a conversation, such as side participants in the circle of conversation and bystanders who are outside of the circle. Speech acts are crafted in a fashion that is sensitive to the common ground (shared knowledge) between speech participants, and linguistic cues differentiate given (old) information in the dialog history from new information. The cognitive representation of a spoken utterance can be quite complex when there are several communication channels between multiple participants (sometimes called agents) in a conversation. When printed text is read and comprehended, the pragmatic communication is somewhat simplified, although there are vestiges of oral communication and multiple communication channels in textual matter. For example, there is

communication between the reader and writer, between the narrator and audience, and between agents in embedded dialogues within the text content. Text comprehension improves when readers are sensitive to the communication channel between author and reader.

d. Discourse genre is the type of discourse–such as narration (stories), exposition, persuasion, and so on. Discourse analysts have proposed several different discourse classification schemes, which are organized in a multilevel hierarchical taxonomy or in a multidimensional space (a set of features or levels of representation that are potentially uncorrelated). The Macaulay excerpt above would be classified as expository text. Narrative text is normally much easier to comprehend than expository text because narrative has a closer affinity to everyday experiences.

e. Deep comprehenders construct rich representations at the levels of the situation model, pragmatic communication, and discourse genre, whereas the text base and surface code have a secondary status. Paradoxically, the examinations that students normally receive tap the surface code and text base rather than the deeper levels. Teachers generally ask students to recall explicit content or to answer multiple-choice questions that tap word recognition, definitions, or attributes of concepts. One way of promoting deep comprehension is to compose exams with questions that emphasize the situation model, inferences, reasoning, and other aspects of the deeper levels. Since the late 1980s,

researchers have advocated a shift in assessment standards to encourage deep comprehension.

3. Purposes of Discourse Chains

Discourse chain provides an excellent means of practising language within a controlled situational framework, while giving students a considerable degree of choice as to which exponents to use. For this reason, discourse chain can be used for various purposes:

a. To provide freer work after more controlled forms of practice have taken place and to lead in to even freer activities;

b. To bring together for revision purposes items previously taught separately

c. To revise the language of a particular situation;

d. To diagnose students' language needs. One could, for example, ask students to supply the conversation indicated in one of the above discourse chain; if the students made lots of mistakes as they did this, it would become clear that this was an area in which they need help;

e. To provide a frame work for dialogue writing;

f. To provide practice in appropriate language use;

g. To test students' knowledge of the language connected with particular situations.

The functional labels in a discourse chain are what generate the conversation; It is therefore vital too keep them simple to make sure those students, particularly at elementary level, understand them. Besides the

name of the function, information about register can also be included, e.g. 'greet casually', 'accept formally', thus providing student whit practice in using language appropriately (as mentioned in (f) above). Parallel discourse chains on the same situation but involving different levels of formality can also be used for this purpose.

4. **The Ways in Using Discourse Chains**

There is no fixed way of using discourse chains, but a fairly standard one which meets the purposes of points is the following:

a. Establish the situational context of the discourse chains, e.g. for "invitation", the teacher can show the students a picture of man and woman in an office, establish their names, their relationship and any other interesting or useful information.

b. Present discourse chains on the blackboard or OHP transparency. The teacher can either reveal the whole chain at once or only one exchange at a time, eliciting the relevant language as the dialogue progresses. Appropriate explanations can be given at this stage if the students are unfamiliar with the technique and/or with any of the functional labels.

c. Choose two students on opposite sides of the class, allot each of them the role of one of the speakers in the chain, and then ask them to go through their parts. This provides an example for whole class of what they are required to do.

d. Either divide the class into closed pairs and ask them to practise the dialogue simultaneously or if the discourse chain is printed on a handout and distributed teach students, us it as a mingling activity.

e. Provide the discourse chain has not already been over-exploited on this occasion, students can then write up the dialogue or a parallel one.

B. Speaking Ability

1. The Nature of Speaking Ability

Speaking skill is the process of building and sharing meaning by verbal and non-verbal symbols. Speaking ability is a crucial part of foreign language learning and teaching. However, today's world requires the goal of teaching speaking ability should improve students' communicative skills because students can express themselves and learn how to use a language.

Speaking ability is a tool to communicate naturally between society to express opinion and as a social behaviour form. Speaking skill also is ability to arrange sentences because communications happened by using sentences to present difference of various behaviours from different society.[4]

From the Moris's opinion speaking ability is dialogue because speaking ability involves two or more speakers and can be subdivided into those exchanges that promote social relationships (interpersonal) and those for which the purpose is to convey propositional or factual information (transactional).

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[4]Moris in Novia, T, *Strategy to Improve Students' Ability in Speaking,* (Padang: UNP Padang, 2002).

2. **The Components of Speaking Ability**

According to Kalayo and Ansyari state that the languages learners need to recognize that speaking ability involve three are of knowledge: [5]

a. Mechanics (pronunciation, grammar, and vocabulary). The language learner should use the correct words in the right order with the correct pronunciation.

b. Functions (transaction and interaction). The language leaner should know when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building).

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

3. **Factors Influencing Speaking Ability**

According to Brown, there are some cases in speaking skill, [6] they are:

a. Clustering

Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically (in breath groups) through such clustering.

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5 Kalayo Hasibuan and M. Fauzan Ansyari, *Teaching English as a foreign Language (TEFL)*, (Riau: UIN SUSKA Riau, 2007), p. 113.

[6]Brown, H. Douglas, *Teaching by Principles: an Interactive Approach to Language Pedagogy*, (Englewood Cliffs, NJ: Prentice Hall Regents, 2001), p. 256.

b. Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language. Leaner can capitalize on this feature of spoken language.

c. Reduced Forms

Contraction, elisions, reduced vowels, etc, all from special problem teaching spoken English.

d. Performance Variables

One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitations, pauses, black tracking, and correction.

e. Colloquial Language

Acquaint the words, idioms and phrases of colloquial language and get practice in producing these forms.

f. Rate of Delivery

Achieve and acceptable speed along with other attributes o fluency.

g. Stress, Rhythm, and Intonation

The stress-timed rhythm of spoken English and its intonation patterns convey important messages.

h. Interaction

Learning to produce waves of language in a vacuum-without interlocutors-would rob speaking skill of its richest component: the creativity of conversational negotiation.

4. Measuring of Students' Speaking Ability

There are five aspects which are generally recognized in analyzing speaking skill such as Pronunciation, Grammar, Vocabulary, Fluency and Comprehension.

a. Pronunciation.

Pronunciation includes the segmental features of vowels, consonants, stress, and intonation patterns. Pronunciation is the ways of certain sounds are produced. In communication process, one needs to pronounce and to produce the words uttered clearly and correctly in order to miscommunication.[7]

b. Grammar

Grammar remains us how to make the use of words: that is to say, it teaches us how to make the use of them in proper manner, to be to choose the words which ought to be placed. We must be acquainted with certain principles and rules constitute what is collect grammar.[8]

c. Vocabulary

Vocabulary is one of word include in language, have many words that must mastery by who person to speak or writing something. Vocabulary is the acquisition of an adequate, vocabulary as essential for successful second language use, because without an extensive vocabulary we will be unable to use the structures and the function that

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[7]Richard, Jack C, *et. al.*, *Language Teaching Applied Linguistics,* (Malysia,VVP, 1999), p. 297.

[8]Nunan, David, *Language Teaching Methodology a Text Book for Teacher*, (New York: Pieties Hall, 1991), p. 296.

we have learned fir comprehensible communication. It means that vocabulary mastery is one of the important components in communication.[9]

d. Fluency

According to Brown, fluency is probably best achieved by allowing the air stream of speech to follow then as some of this speech spill over beyond comprehensibility.[10]

e. Comprehension

In brief speaking requires that not only know how to produce specific points of language includes grammar, pronunciation, vocabulary, and fluency, but also to understand the when, why, and in what ways to produce the language.

C. Relevant Research

To avoid the same title used in the research, the writer shows the relevant research. The first was done by Sumiati. After doing the research, she found that the students' speaking ability was categorized less. It can be proved by the average percentage was 53, 65%. While to find out the contribution of group work activity toward the students' speaking ability the null hypothesis is accepted. It can be seen r_{table} is higher than r_{ch} whether r

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[9]Nunan, David, *Ibid.*, p. 117.
[10]Brown, H. Douglas. *Op.Cit.,* p. 254.

observed is 0, 22 while r table is at 5% significant level is 0, 288 and at 1% significant level is 0, 372.[11]

The second research was done by Zulkifli. After analyzing and giving interpretation, he found that, the score of F-test was 16.15 then it was consulted to F-table with df = 38 found that at significant level 5% = 4.10 and at 1% = 7.35. Finally, F-test = 16.15 was higher than F-table. Therefore, it can be interpreted that there was significant contribution of group work participation strategy toward speaking skill at the second year students of SMAN 1 Bunut Pelalawan.[12]

D. Operational Concept

The operational concept is the concept to give explanation about theoretical framework in order to avoid misunderstanding and misinterpretation toward the research. There are two variables used in this research, they are variable X and variable Y. The using of discourse chains is as Variable X that gives the effect on students' speaking ability as variable Y. The indicators that will be compared are about students' speaking ability before and after being taught by using discourse chains. The indicators are as follow:

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[11]Sumiati, The Contribution of Group Work Activity toward the Students' Speaking Ability at the Second Year of Madrasah Aliyah Hidayatul Mubtadiin Bandar Sungai, (Pekanbaru: UIN SUSKA Riau, Unpublished Thesis, 2006).

[12]Zulkifli, Contribution of Group Work Participation toward the Speaking Skill of the Second Year Students at SMAN 1 Bunut Pelalawan, (Pekanbaru: UIN SUSKA Riau, Unpublished Thesis, 2011).

1. Variable X (teaching procedures in using discourse chain)

    a. Writer explains the discourse chain to the students that unfamiliar with the technique and/or with any of the functional labels.

    b. Writer shows a picture of man and woman in an office and the students are ordered to command the picture for example, establish their names, their relationship and any other interesting or useful information.

    c. Writer presents discourse chains on the blackboard or OHP transparency. The teacher can either reveal the whole chain at once or only one exchange at a time, eliciting the relevant language as the dialogue progresses.

    d. Writer chooses two students on opposite sides of the class, allot each of them the role of one of the speakers in the chain, and then ask them to go through their parts.

    e. Writer divides the class into closed pairs and asks them to practise the dialogue simultaneously.

    f. Writer orders the students write up the dialogue or a parallel one.

2. Variable Y (students' speaking ability)

    a. The students articulate English with correct pronunciation in discourse chain

    b. The students use appropriate vocabularies in discourse chain

    c. The students can use rules and certain principle in sentences in proper manner in discourse chain

d. The students can express their ideas with fluency and effortless as a native speaker in discourse chain

e. The students can express their ideas with best achieved by allowing the air stream of speech to follow then as some of this speech spill over beyond comprehensibility in discourse chain

E. Assumption and Hypothesis

1. The Assumption

Before constructing the hypothesis, the writer would like to offer assumption that by using discourse chain strategy can increase students' speaking ability at the second year of Madrasah Aliyah Dar El Hikmah Pekanbaru.

2. The Hypothesis

Based on the assumptions above the writer formulates two hypotheses as follows:

Ho: There is no significant effect of using discourse chains to increase speaking ability at the second year students of Madrasah Aliyah Dar El Hikmah Pekanbaru

Ha: There is significant effect of using discourse chain to increase students' speaking ability at the second year of Madrasah Aliyah Dar El Hikmah Pekanbaru