

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Theoretical Framework

1. Nature of Speaking Ability

Speaking is defined as an ability to express ideas, thoughts, and feelings orally. For most people, the ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication.¹ It is the main form of communication that is used to get any message across, moreover in teaching and learning process. Communication processes are sign-mediated interactions between at least two agents, which share a repertoire of signs, and semiotic rules.² So, communication is a process of transferring information from one entity or person to another. Therefore, speaking process should get a big attention in communication.

Speaking ability is the measure of knowing language which involves mechanics (pronunciation, grammar, vocabulary); using the right words in the right order with the correct pronunciation. Function (transaction and interaction); knowing when clarity of message is essential (transaction/ information exchange) and when precise understanding is not required (interaction/

¹Marriane celce-Murcia. 2001. *Teaching English as a Second or Foreign Language*. Boston: Library of Congress Cataloging-In-Publishing Data.

² Dr. Ilknur ISTIFCI. 2011. *International Journal on New Trends in Education and their Implications*. P. 97. <http://ijonte.org> Retrieved on May 25th,2013.

relationship building) and social cultural rules and norms (turn –taking, rate of speech, length of pauses between speakers, relative rules of participant); understanding how to take into account who is speaking to whom, and what circumstances, about what, for what reason.³

Speaking can be defined as oral communication. Communication is a part of human civilization. It can be concluded that one of the important aspects in speaking is that there is a communication or interacting between the speaker and listener. According to Utami Widiyati and Bambang Yudi Cahyono, speaking is then make the primary aim of language when the direct method come. In the era of this method oral communication become the basis of grading the language teaching programes.⁴ Harmer states that there are three reasons why people communicate. First, people communicate because they want to say something. Second, they communicate because they have some communicative purposes. Third, when people communicate, they select from their language store.⁵ Therefore, it becomes clear that speaking or oral communication has been considered an important language skill for second or foreign language learners.

Speaking is a part of productive skills. Because, any ideas can produces with speech up. It is perhaps the most fundamental of human skills, and because learners do it constantly, they do not often stop to examine the processes

³Drs. Kalayo Hasibuan and Muhammad Fausan Ansyari. 2007. *Teaching English as a Foreign Language (TEFL)*. Pekanbaru: Alaf Riau Graha UNRI Press, p. 141.

⁴Utami Widiyati and Bambang yudi Cahyono. 2006. *The Teaching of EFL Speaking in the Indonesian Context: the State of the Art*. Pdf. Retrieved on 20 January 2014.

⁵Jeremy Harmer. 1991. *The Practice of English Language Teaching*. UK: Longman.

involved. Bailey states yet having a simple conversation is anything but a simple process—particularly if someone is speaking a new language.⁶ Nation and Newton state also that speaking as a part of work or academic study may involve presenting reports or presenting a view point on a particular topic.⁷ Speaking is the oral production of written language. Jo McDonough in Nazma Akhters' thesis mentions that speaking involves expressing ideas and opinions; expressing a wish or desire to do something, negotiating or solving problems; or establishing and maintaining social relationship.⁸ The process itself requires speakers to make decision about how, why, and when to communicate to others by considering the culture and social context.

Improving English speaking ability does not have to involve expensive courses. The most important part is simply to immerse interlocutor in the language, and to initiate conversations in English. It can be described as the ability of person to express their ideas. It is a language skill through which someone can express ideas or information to be others. The intention of speaking course is often that the students should be able to express himself in the target language; to cope with basic interactive skill like exchanging greetings, thanks, and apologies; and to express his need, request information, service and etc.⁹

Richard and Renandya state that speaking a language is especially difficult for

⁶Kathleen M. Bailey. 2002. *Issues in Teaching Speaking Skills to Adult ESOL Learners*. P. 121.

⁷I.S.P. Nation and J. Newton. 2009. *Teaching ESL/EFL: Listening and Speaking*. NY: Routledge. P. 122.

⁸Nazma Akhter. 2008. "The Effect of Culture on Productive skill." Bangladesh: Unpublished Thesis P. 6

⁹Gilliam brown and George Yule. 1983. *Teaching the Spoken Language: Approach Based On the Analysis of Conversational English*. Cambridge: Cambridge University Press.

foreign language learners because effective oral communication requires the ability to use the language appropriately in social interactions.¹⁰ 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.

2. 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 Yule's framework (after Jones, 1996, and Burns, 1998): *talk as interaction; talk as transaction; talk as performance*.¹¹

1). Talk as interaction

Talk as interaction refers to what we normally mean by "conversation" and describes interaction that serves a primarily social

¹⁰ Jack C. Richards and Willy A. Renandya, 2002. *Methodology in Language Teaching: An Anthology of Current Practice*. New York: Cambridge University Press. P.204.

¹¹ Jack C. Richards. *Teaching Listening and Speaking: From Theory to Practice*. Cambridge University Press 2008. New York. P.21

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.¹² Burns in Richards 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 transactions that focus on obtaining goods or services, such as checking into a hotel or ordering food in a restaurant.¹³

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.

¹² *Ibid.* P. 24.

¹³ Jack C. Richards. *Loc Cit.* P.26.

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.¹⁴

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

¹⁴*Ibid.*.P. 27.

- 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.¹⁵

Brown argued that there are five types of similar categories apply to the kinds of oral production that students are expected to carry out in the classroom. They are imitative, intensive, responsive, interactive, and extensive.¹⁶

a. Imitative

The first ability type of speaking performance is the ability simply parrots back a word or phrase or possibly a sentence. While, this is a purely phonetic level of oral production, or number of prosodic, lexical, and grammatical properties of language maybe included in the criterion performance.

b. Intensive

A second language type of speaking frequently employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in narrow band of grammatical, phrasal, lexical or phonological relationship (such as prosodic element-intonation, stress; rhythm, juncture). The speaker must be aware of semantic properties in order to be able

¹⁵ Jack C. Richards. *Loc Cit.* P.28.

¹⁶ H. douglass Brown. 2003. *Language Assessment: Principles and Classroom Practice.* (California: Longman) P. 141

to respond, but interaction with an interlocutor or test administrator is minimal at best.

c. Responsive

Responsive assessment task includes interaction and test comprehension but at the somewhat limited level of very short conversation, standards greetings and small talk, simple request and comments and the like.

d. Interactive

The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes include multiple exchanges and or multiple participants. Interaction can take the two forms of the transactional language, which has the purpose of exchange the specific information or interpersonal exchange, which has the purpose of maintaining social relationships. In interpersonal exchange, oral production can become pragmatically complex with the need to speak in a casual register and use colloquial language, ellipsis, slang, humor, and other sociolinguistic conversations.

e. Extensive (monologue)

Extensive oral production task includes speeches, oral presentation, and storytelling during which the opportunity for oral interaction from listener is either high limited (perhaps to nonverbal responses) or ruled out altogether.

According to Weir as quoted by Chandra Alfindodes, there are four explanations about how to test or to measure the students' speaking ability.¹⁷

a. Verbal Essay

The candidate or student is asked to speak for three minutes on either one or more specified general topics. The candidate has to speak at length which enables a wide range of criteria including fluency to be applied to output. It means that this activity asks students to answer the topic based on the teacher given and in form of list of questions. And students intend to giving information orally.

b. Oral Presentation

The candidate is expected to give a short talk like on topic, which she has either been asked to prepare before hand or has been informed shortly before the test. This is different from 'speaking essay' described above in as far as the candidate is allowed to prepare for the task. Means that activity is students present the task orally as the topic given. The students can prepare the material and learn it before they perform. It easy to learn the speech and material.

c. Free Interview

In this type of interview, the conversation unfolds in unstructured fashion and no set of procedures is laid down in advance. Means that the questions come in that time without information before. There is no prepare for the students to study or learn the topic that interviewing.

¹⁷ Chandra Alfindodes. 2012. "The Difference of Speaking Ability of Students Who Taught And Not By Using Barrier Games Strategy At The First Of Islamic Senior High School 2 Model Pekanbaru."Pekanbaru: Unpublished Thesis. P. 80.

d. Information Transfer

Descript of a picture sequence. The meaning is that the students give the information to other by using media that is picture. From that media, the student performs to transfer the knowledge by describing the picture orally.

So, it can be concluded that the way to test and measure students speaking ability are the way how the teacher values the students' speaking ability including the speaking fluency and accuracy. Teacher should be able to make a test in valid and reliable.

3. 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.¹⁸ To sum up, the purpose of 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 speaking¹⁹:

- 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)

¹⁸Kalayo Hasibuan dan Muhammad Fauzan Ansyari. 2007. *Teaching English as a Foreign Language*. Pekanbaru: Alaf Riau Graha UNRI Press. P. 102.

¹⁹Kalayo Hasibuan dan Muhammad Fauzan Ansyari. *Loc Cit*, P. 101.

- 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.

Teaching speaking ability is a prominent part in learning language for students. As stated by Harmer, there are number of classroom speaking activities as follows:²⁰

- 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.

²⁰Jeremy Harmer, 2000. *The Practice of English Language Teaching, third edition*. London: Longman. PP. 348-352.

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 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.

4. Teaching Speaking

For most people, the ability to speak is same as we know the basic language of human communication since a baby. Our parents are the teachers. They teach everything in front of us to introduce thing by using oral communication. That can be written, spoken and just monitoring and understanding.

Speaking skill is an important part of curriculum in language teaching. Without speaking the students cannot achieve the good proficiency in English. The goal of teaching speaking should improve students' communicative skills. It means that students can express themselves, and practice to explore the idea and the message by using social strategy or spoken and written communication. So, teaching speaking can give a good way for all students. Therefore, it invites students to be active students in the classroom.

In teaching speaking, classroom management will give a big effect to be effective in teaching. Murcia states teaching speaking, EFL teachers need to be particularly adept at organizing class activity that are authentic, motivating and varied.²¹ Students will be motivated with the way of teacher in teaching. Different way in teaching makes the students feel get new situation in learning.

The students as language learners need to recognize that speaking involves three areas of knowledge:²² Mechanics (pronunciation, grammar, and

²¹Marriane celce-Murcia.2001.*Teaching English as a second or Foreign Language*. Boston: Library of Congress Cataloging-In-Publishing Data. P. 110

²²Drs. Kalayo Hasibuan and Muhammad Fausan Ansyari. 2007.*Teaching English as a Foreign Language (TEFL)*. Pekanbaru: Alaf Riau Graha UNRI Press.

vocabulary), functions (transaction and interaction), and social, cultural rules and norms (turn- taking, rate of speech, length of pauses between speakers, relative roles of participations). For all those areas of knowledge, the teacher can assess the students speaking by using indicators of scoring categories in assessing speaking:²³

1. Grammar, errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak her/his language,
2. Vocabulary, speaking vocabulary inadequate to express anything, but the most elementary needs,
3. Comprehension, within the scope of his/her very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition or paraphrase,
4. Fluency, no specific fluency description. Refer to other four language areas for implied level of fluency,
5. Pronunciation, errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his/her language.

Based on syllabus MTs Hidayatul Muta'alim Mengkirau Meranti Regency, there are four categories: Pronunciation, Grammar, Vocabulary and

²³H.douglas brown. 2003. *Language Assessment Principles and Classroom Practice*. California: Longman. P.172.

Fluency.²⁴ The students' speaking ability is measured by using oral language scoring rubric as follow:

TABLE II. 1
Assessment aspects of speaking

No	Aspects Assessed	Score			
		1	2	3	4
1	Pronunciation				
2	Grammar				
3	Vocabulary				
4	Fluency				
Total					
Maximum Score		20			

2. Oral Questionnaire Technique

a. The Concept of Oral Questionnaire Technique

In teaching and learning, the teacher should implement a good and interest technique. An interest technique of teaching is needed in teaching and learning process in order to achieve the goal in curriculum and the students will be interested in learning process. The teacher has to create the best technique in teaching and learning process to improve students' speaking ability in learning English.

Underhill in Douglas Brown's book describes yet another technique that is useful for controlling technique the test-taker's output: form filling or what I might rename "Oral questionnaire."²⁵ A questionnaire technique was used to

²⁴Syllabus MTs Hidayatul Muta'alim Mengkirau

²⁵*Ibid.*p.151

collect data from the students.²⁶ Here the test-taker sees a questionnaire that asks for certain categories of information (personal data, academic information, job experience, etc.) and supplies the information orally.²⁷ The principle is that test-taker's have a great deal to offer to the test researcher in making judgments about the value of the tests which they take. Questionnaires are any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answer.²⁸ Most scholars know that test and questionnaires are assessment tools of a completely different nature, but because some novice researchers might find written, self completed (self report) questionnaires and written tests rather similar. It is also likely that responses to open the questions will more accurately reflect what the respondent want to say.²⁹

According to Douglass Brown said that oral questionnaire for the test-takers sees a questionnaire that asks for certain categories of information and supplies the information.³⁰ It could also be argued that such techniques are nothing more than a written form of questions that might otherwise (and more appropriately) be part of standard oral interview.³¹ True, but the advantage that the written form offers is to provide a little more time for the test takers to

²⁶Glenn Fulcher. Testing Tasks: Issues in Task Design and the Group Oral. Journal. Retrieved: 11-04-2013

²⁷H. Douglas Brown. 2003. *Language Assessment Principles and Classroom Practice*. California: Longman

²⁸Zoltan Dornyei. 2009. *Questionnaires in second language research: construction, administration, and processing*. Library of congress cataloging in publication data

²⁹David Nunan. 1992. *Research Method in Language Learning*. NY: Cambridge University.

³⁰H. Douglas Brown. 2003. *Language Assessment Principles and Classroom Practice*. California: Longman. P. 151.

³¹*Ibid.*

anticipate an answer, and it begins to remove the potential ambiguity created by aural misunderstanding. It helps to unlock the almost ubiquitous link between listening and speaking performance.

To easier the teacher in teaching and the students in learning, it's better to create new technique or oral questionnaires technique. It will administer once at the beginning of the course and once at the end. This will help you see how your students' ideas about learning strategies have changed.

b. The Purpose of Oral Questionnaires Technique

Oral questionnaire technique is one way of provoking conversation and opinion exchange is to get students to conduct questionnaire. This technique is an effective way to involve students in learning activity in the classroom because each person in the group must produce and receive information. It gives more time to students to hear, to think and to respond. This technique involves social interaction. One of most basic interactions is asking question, and action from which learners gain great benefit.

Oral questionnaire technique same meaning as interview strategy. Because, these cases involve social skill. Interview can stimulate meaningful spoken and written communication. Another strategy that is Three Step Interview, Liang says as quoted by Sumiati that Three Step Interview strategy can helps

students to gain competence in listening, speaking and summarizing.³² In conclusion that, these strategy same advantages with oral questionnaire technique.

c. The Advantages of Oral Questionnaires Technique

Based on explanations above, the advantage of oral questionnaire technique helps to unlock the almost ubiquitous link between listening and speaking performance.³³ This strategy can make students still in topic and to develop their idea, and to help them to know each other. In applying this technique will build interaction and social strategy.

Questionnaire is useful because by being pre-planned, they ensured that both questionnaire and respondent have something to each other. Depending upon how tightly designed they are, they may well encourage the natural use of certain repetitive language patterns, and thus be suited in the middle of our communication continuum.³⁴

Oral questionnaire technique helps students to learn their speaking conversartion. This technique can make students brave to express their idea. So, it can change students to become good speaker and also good listener.

³²Sumiati. 2012. "The Effect of Using Three Step Intrview Strategy Toward Students' Listening Comprehension at The First Year of State Senior High School Dharma Pendidikan Kempas District of Indragiri Hilir Regency." (pekanbaru: Unpublished)

³³H. Douglas Brown. 2003. *Language Assessment Principles and Classroom Practice*. California: Longman

³⁴Jeremy Harmer. 1991. *The Practice of English Language Teaching*. UK: Longman.

d. The Teaching Speaking Procedures By using Oral Questionnaires Technique

Some procedures of oral questionnaire technique by way of³⁵:

1. Choose one topic
2. The teacher talks about the topic,
3. The teacher tells a story about the topic gotten, the way of story, and the grammar of each sentence in the story.
4. The teacher gets students to give him as much vocabulary as they can based on the topic,
5. The students now work in pairs to plan questions for their sleep questionnaire and the teacher goes round helping where necessary,
6. The students go round the class questioning other students and noting down what they say,
7. While the students are doing this, the teacher listens and prompts where necessary and the teacher then gets them to tell the class of any interesting experiences they have uncovered before moving on to language work.

In the learning process, teacher can ask students to complete questionnaires to evaluate learning technique used for a task. The information is retrospective in that students have time to reflect on what they usually do in a situation. Questionnaires can be open-ended or closed. Open ended questionnaires allow students a broader response range. However, since this is self-report data,

³⁵Jeremy Harmer.1988. *How to Teach English*. England: Longman. P. 9.

keep in mind that students may not remember everything or may think information is irrelevant and not put it down.³⁶

Even beginning level language students can complete self-evaluation questionnaires in the target language if the questionnaire is short and the teacher explains each item. However, some teachers may prefer to develop questionnaires in the students' native languages in order to encourage students to engage in deeper reflection. After completing the questionnaires in the native language, students can be asked to follow up with a discussion of their questionnaires in the target language.³⁷

Harmer states in the other book that students can design questionnaire on any topic that is appropriate. As they do so the teacher can act as a resource, helping them in the design process. The results obtained from questionnaires can then form the basis for written work, discussions, or prepared talks.³⁸

Here the explanations of the procedure about oral questionnaire technique: the first, the teacher chooses one topic the example is about sleep. The second, the teacher tells a story about anything that relate with sleep. Example about nightmare, or about someone he has seen in sleepwalking. Next, students find out anything vocabulary about sleep. Then, students work in pairs to plan the questions and apply the oral questionnaire technique. After that, the students go round the class to questioning other students and noting down what they say. The last, teacher listens and prompts where necessary and teacher

³⁶ Anna Uhl Chamot. 1999. *Op. Cit.* P. 71

³⁷ *Ibid.* P. 131.

³⁸ Jeremy Harmer. 1991. *The Practice of English Language Teaching*. UK: Longman.

improves and gives additional information about the conversation happen. So, it will be developed students' speaking ability, summarizing and also listening.

B. The Relevant Research

According to Syafi'i, relevant research is required to observe some previous researches had been conducted by other researchers in which they are relevant to our research itself.³⁹ Below are some researchers as conducted by some researchers relevant to this research:

1. A research was conducted by Irena Desliawati entitled "The effect of using interview strategy toward students' writing ability on descriptive paragraph at the second year of SMPN 1 SIAK HULU". In this research, the researcher aimed to offer an alternative strategy in teaching writing by using interview strategy. This strategy intended a cooperative learning experience where students asks about, listens to and values what their classmates have said. After the researcher analyzed the data of the second year of SMP N 1 Siak Hulu by using t test formula, the researcher concluded that H_a is accepted and H_o is rejected. It means that there was a significant effect of using interview strategy toward students writing ability.⁴⁰
2. A research was conducted by Sumiati entitled "The effect of using Three Steps Interview Strategy toward students' listening comprehension at the first year of

³⁹M. syafi'I, S. 2007. *From Paragraph to a Research Report: A Writing of English for Academic Purpose*. (Pekanbaru: Lembaga Bimbingan Belajar Syaf Intensive/LSBI)

⁴⁰Irene Desliawati 2012. "The Effect Of Using Interview Strategy Toward Students' Writing Ability On Descriptive Paragraph at the Second Year of Smpn 1 Siak Hulu." Pekanbaru: Unpublished.

state senior high school of Dharma Pendidikan kempas District of Indragiri Hilir Regency". The researcher intended and aimed to offer alternative strategy in teaching listening comprehension to the first grade of students of senior high school. This strategy is a strategy of cooperative learning that can help students in gain competence not only in listening but also in speaking, summarizing and social skill. To find the significant effect of the strategy, the researcher have done analyze the data by using t test formula. The researcher concluded that H_a is accepted and H_o is rejected. It means, there is an effect of using Three Steps Interview Strategy toward students listening comprehension.⁴¹ It is different from this research. In this research, the researcher used Oral Questionnaire Technique to give effect on the students' speaking ability at MTs Hidayatul Muta'allim Mengkirau, Meranti Regency.

C. 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 the research; they are variable X and variable Y. the using of Oral Questionnaire technique is as Variable X that gives the effect on students' speaking ability as a variable Y. The indicators are as follow:

⁴¹Sumiati. 2012. "The Effect of Using Three Step Interview Strategy Toward Students' Listening Comprehension at the First Year of State Senior High School Dharma Pendidikan Kempas District of Indragiri Hilir Regency." Pekanbaru: Unpublished Thesis.

1. Variable X (using oral questionnaire technique).
 - a. The Teacher chooses one topic and talks about it to the students,
 - b. The teacher tells a story about the topic gotten, the way of the story and the grammar of each sentence in the story,
 - c. The teacher gets students to give him as much vocabulary as they can based on the topic,
 - d. The students now work in pairs to plan questions for their sleep questionnaire and the teacher goes round helping where necessary,
 - e. The students go round the class questioning other students and noting down what they say,
 - f. While the students are doing this, the teacher listens and prompts where necessary and the teacher then gets them to tell the class of any interesting experiences they have uncovered before moving on to language work.
2. Variable Y (students' speaking ability).
 - a. The students are able to explain information in a good pronunciation,
 - b. The students are able to state their idea with correct grammar,
 - c. The students are able to develop the topic with appropriate vocabulary,
 - d. The students are able to express their idea fluently,
 - e. The students are able to do communication in English for daily question, conversation with friends, or speech in front of the class.

D. The Assumption and Hypothesis

1. The Assumption

In this research, the researcher assumes that the result of this research shows there is a significant effect of using Oral Questionnaires Technique on the students' speaking ability at the seventh grade of MTs Hidayatul Muta'allim Mengkirau, Meranti Regency.

2. The Hypothesis

1. H_0 : there is no significant effect of using oral questionnaires technique on the students' speaking ability at the seventh grade of MTs Hidayatul Muta'alim Mengkirau, Meranti Regency,
2. H_a : there is a significant effect of using oral questionnaire technique on the students' speaking ability at the seventh grade of MTs Hidayatul Muta'alim Mengkirau, Meranti Regency.