

CHAPTER II

REVIEW OF THE RELATED THEORIES

A. Theoretical Frameworks

1. Nature of Speaking

Speaking is a productive skill used in the oral sense. The basic rule of positive speaking is to respond to verbal aggression without using instinctual patterns of attacking, defending, or withdrawing.¹ The success of the students in speaking is measured through the accuracy and fluency of their speaking skill. An “activity is requiring the integrations of many subsystems, all these factors combine to make speaking a second or foreign language a formidable task for the learners, for many people speaking is seen the central skill.”² 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. Nevertheless, speaking in a second or foreign language has often been viewed as the most demanding of the four skills. A good speaker should be able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics.³ In conclusion, someone will be a good speaker when he or she is able to speak English in every activity that happens in his/her society.

¹Kate Cohen-Posey. 2008. *Making Hostile Words Harmless* Canada. John Wiley & Sons. Inc. p.,

²Mariane Celce Murcia. *Teaching English as a Second or Foreign Language*

³Arthur Hughes. 1989, 2003. *Testing for Language Teachers*. Second edition. Cambridge. Cambridge University press. p.129.

Next, Speaking is the active use of language to express meanings so that the other people can make sense of them.⁴ A speaker needs to find the most appropriate words and the correct grammar to convey the meaning accurately, and needs to organize the discourse so that a listener can understand. It can be concluded that the essential one in speaking is that the other people can understand and respond to what the speakers say or convey to them.

Various definitions of speaking have been given by many theories. According to Bygate in Nunan speaking is oral interaction in which the participants need to negotiate the meaning contained in ideas, feeling and to manage in terms of who is to say what, to whom, and about what.⁵ Meaning that, speaking is used to make the listener understands the speaker's expression.

Talking about speaking as communication, it cannot be separated from that language. The objective of teaching spoken language is the development of the ability to interact successfully in that language and to involve comprehension as well as production.⁶ According to Kalayo, speaking involves three areas of knowledge:

- a. Mechanics (pronunciation, grammar, and vocabulary)
speaking by using the right order with the correct pronunciation.
- b. Functions (transaction and interaction)
Knowing when clarify of message is essential (transaction/ information exchange) and when precise understanding is not required (interaction/ relationship building).
- c. Social and culture rules and norms
Understanding how to take into account who is speaking to whom, in what circumstance, about what and for what the reason.⁷

⁴Lynne Cameron. 2001. *Teaching Languages to Young Learners*. Cambridge. Cambridge University press.

⁵David Nunan. *Language Teaching Methodology: A Text Book for Teacher*.(New York: Prentice Hall,1991),pp.40

⁶Arthur Hughes,*Op.cit*.pp.101.

⁷Kalayo Hasibuan and Muhammad Fauzan Ansyari. *Teaching English as a Foreign Language TEFL*, (Pekananaru: Alfa Riau Graha UNRI press,2007) p.101

Based on the theories above, the writer can conclude that speaking ability means produce the language for doing interaction and communication between the people in real life.

As Pointed by Brown, in Mary Ann that Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information.⁸ They also state that its form and meaning are depend on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (linguistic competence), but also that they understand when, why, and in what ways to produce language.⁹ In conclusion, as good speakers they should have both linguistic competence and sociolinguistic competence.

In addition, speaking is the process of transmitting ideas and information orally in a variety of situations.¹⁰ In this case, an effective oral communication involves generating messages and delivering them with attention to vocal variety, articulation, and nonverbal signals. In order to be a competent speaker, a person must be able to compose a message and provide ideas and information suitable to the topic, purpose, and audience. Thus, the competent speaker must also be able to transmit the message by using delivery skills suitable to the topic, purpose, and audience. As a result, the competent speaker must also be able to transmit messages by using interpersonal skills suitable to the context and the audience.

2. Types of speaking performance

⁸Mary Ann Cunningham Florez. 1999. *Improving Adult English Language Learners' Speaking Skills*. Washington, DC. National Center for ESL Literacy Education.

⁹Mary Ann Cunningham Florez.*Ibid*.

¹⁰SherwynMorreale, at al. 1998.*Speaking and Listening Competencies for College Students*. Washington, DC.National Communication Association.

There are six types of classroom speaking performance that students are expected to carry out in the classroom:¹¹

a. Imitative

In this activity, the students try to imitate the pronunciation, intonation and so on from tape recorder speech or the like. The teacher also can do drilling where the students imitate what the teacher says.

b. Intensive

Intensive speaking is a way of practicing or doing some exercise in accordance with speaking regularly. This activity will help the students to develop their speaking proficiency.

c. Responsive

In this way, the students are very active in learning and teaching process like asking question, giving opinion, giving feedback, doing task that is given by the teacher, etc.

d. Transactional (dialogue)

Transactional language, carried out for the purpose of conveying or exchanging specific information is an extended form of responsive language. By seeing the statement before, we can see that in transactional dialogue the students should be able to convey or deliver such information.

e. Interpersonal (dialogue)

This activity has purpose of maintaining social relationship than for the transmission of fact and information. In this case, learners would need to learn how such features as the relationship between interlocutor, casual style, and sarcasm are coded linguistically in this conversation.

¹¹*Ibid.*, pp.271-274

f. Extensive (monologue)

Students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports summaries of perhaps short speeches. The students in this level should be able to do monologue like doing oral reports and the like.

3. Speaking Ability

The students' speaking ability can be seen by their communication orally and their skill in spoken language activities directly. According to Kalayo to help the students develop communicative efficiency in speaking, instructors can use a balanced activities approach that combines language input, structured output, and communicative output.¹² He also says that "language learners need to organize that speaking involves three areas of knowledge":

d. Mechanics (pronunciation, grammar, and vocabulary)

speaking by using the right order with the correct pronunciation.

e. Functions (transaction and interaction)

Knowing when clarify of message in essential (transaction/ information exchange) and when precise understanding is not required (interaction/ relationship building).

f. Social and culture rules and norms

Understanding how to take into account who is speaking to whom, in what circumstance, about what and for what the reason.

Based on the opinion above, the writer can conclude that speaking ability means produce the language for doing interaction and communication between the people in real life.

¹²Kalayo Hasibuan and Muhammad Fauzan Ansyari. *Teaching English as a Foreign Language TEFL*, (Pekamaru: Alfa Riau Graha UNRI press,2007) p.101

In conducting this research, the researcher is followed some indicators of scoring categories in assessing speaking that is stated by Hughes. These indicators as following :¹³

a. Accent

1. Pronunciation frequently unintelligible.
2. Frequent gross error and a very heavy accent make understanding difficult, require frequently repetition.
3. "foreign accent" requires concentrated listening, and mispronunciations lead to occasional misunderstanding and apparent errors in grammar of vocabulary.
4. Marked "foreign accent" and occasional mispronunciation which do not interfere with understanding.
5. No conspicuous, mispronunciations, but would not be taken for a native speaker.
6. Native pronunciation, with no trace of "foreign accent"s.

b. Grammar

1. Speech is so halting and fragmentary that conversation is virtually impossible.
2. Speech is very slow and uneven except for short or routine sentence.
3. Speech is frequently hesitant and jerky; sentences may be left uncomplete.
4. Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words.
5. Speech is effortless and smooth, but perceptively non-native in speed and evenness.
6. Speech on all professional and general topics are effortless and smooth as a native speaker's.

c. Vocabulary

1. Vocabulary in adequate for even the simple conversation
2. Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc.).

¹³Arthur Hughes, *Loc.cit.* p.131

3. Choice of word sometimes in accurate, limitations of vocabulary prevent discussion of some common professional and social topics.
 4. Professional vocabulary adequate to discuss special interest, general vocabulary permit discussion of any non-technical subject with some circumlocution.
 5. Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.
 6. Vocabulary apparently as accurate and extensive as that of an educated native speaker.
- d. Fluency
1. Speech is so halting and fragmentary that conversation is virtually impossible.
 2. Speech is very slow and uneven except for short or routine sentence.
 3. Speech is frequently hesitant and jerky; sentences may be left uncomplete.
 4. Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words.
 5. Speech is effortless and smooth, but perceptively non-native in speed and evenness.
 6. Speech on all professional and general topics are effortless and smooth as a native speaker's.
- e. Comprehension
1. Understand to little for the simplest type of conversation.
 2. Understands only slow, very simple speech on common social and touristic topics; require constant repetition and rephrasing.
 3. Understand careful, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing.
 4. Understand quite well normal educated speech when engaged in a dialogue, but occasional repetition or rephrasing.
 5. Understand everything in normal educated conversation except for very colloquial or low-frequency items, or exceptionally rapid or slurred speech.
 6. understand everything in both formal and colloquial speech to be expected of an educated native speaker.

The students' speaking ability is measuring by using oral language scoring rubric adopted from Hughes as follow:

Table 1

Proficiency	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Accent	1	2	3	4	5	6
Grammar	1	2	3	4	5	6
Vocabulary	1	2	3	4	5	6
Fluency	1	2	3	4	5	6
Comprehension	1	2	3	4	5	6

4. Teaching Speaking

Brown states that teaching can not be define apart from learning. Teaching is a guiding and facilitating room learning enabling the learner to learn, setting the condition for learning.¹⁴Therefore, In teaching and learning process, the teacher should be able encourage the students by creating a good atmosphere which shows students that their experimentation and question are welcome. Teacher can serve some times in discussing how to learn with them, guiding them toward their own best methode study. To make the students have several sucessful characteristics in learning, they are as follows:¹⁵

1. *A willingness to listen:* good learner listen to what's going on- not just in the sense of playing attention, but also in term of really listening to the English that is being used, soaking it up with eagerness and inteligence.
2. *A willingness to experiment:* many good learners are not afraid to' have a go'. They are prepared to take risks, to try thing out and see how it works.

¹⁴Doughlas Brown. *Principle of Language Learning and Teaching*. (San Francisco University, 2000)
p.7

¹⁵Jeremy Harmer, *The Practice of English Language Teaching*.(England, Pearson Education. 2001)
p.131

3. *A willingness to ask question:* good teachers frequently invite students to ask if the students do not understand about something.
4. *A willingness to think about how to learn.* Good learners bring or invent their own study skills when they come to a lesson.
5. *A willingness to accept correction.* Good learners are prepared to be corrected if it helps them.

Based on explanation above, the researcher can conclude that the teachers should be able to manage the classroom being taught, in order to build good atmosphere in teaching and learning process. Giving an appropriate strategy, which will support the students in learning a foreign language.

5. Assessing Speaking skill

A speaking test is a procedure to measure speaking ability that requires the learner to speak, or to produce utterances and he/she is assessed on the basis of his/her utterances. In addition, In an elementary level, a speaking test may be focused on assessing one or two aspects of speaking skills such as the pronunciation, intonation, and stress.¹⁶ In advanced level, on the other hand, the assessment is focused on the language function. In other words, it does not merely measure the language components, which have been mastered by the learner, but it covers all the communicative ability of the learner covering fluency, grammatical accuracy, vocabulary choice, and interactive communication. The teachers see that for students in advanced level should master some components of speaking like fluency, grammatical order, vocabulary, and so on.

Assessment instruments should reflect instruction and be incorporated from the beginning stages of lesson planning. For example, if a lesson focuses on producing

¹⁶NurMukminatien. *The Advantages of Using an Analytic Scoring Procedure in Speaking Assessment.* Universitas Negeri Malang.

and recognizing signals for turn-taking in a group discussion, the assessment tool might be a checklist to be completed by the teacher or learners in the course of the learners' participation in the discussion. Criteria should be clearly defined and understandable to both the teacher and learners.

Anyone who develops a speaking assessment will have ideas about what kind of speaking will focus on, how the assessment will be done, and what the rating criteria will be.¹⁷ The written form of these ideas is called the test specifications, or specs for short where the specifications contain the developers' definition of the construct(s) assessed in the test, and detailed definitions of the tasks and rating criteria to guide the development of comparable tasks and the delivery of fair ratings.

6. Active Knowledge Sharing Strategy

a. Some Theories About Active Knowledge Sharing Strategy

In teaching and learning, the teacher should have a good and interest strategy. An interest strategy 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.

According to Silberman, active knowledge sharing is a great way to draw students immediately into the subject matter of your course. You can also use it to assess the knowledge level of students while, at the same time, doing some team building. It works with any class and with any subject matter.¹⁸ Active knowledge sharing will benefit students in having ability to speak well from personal relationship to community activity.

¹⁷Sari Luoma. *Op cit.* 113.

¹⁸Silberman, M. 1996. *Active Learning: 101 Strategies to Teach Any Subject.* Boston: Allyn and Bacon. p.57

According to Evita Rosilia Dewi etl. Active Knowledge Sharing used to encourage the students to do question participation.¹⁹This strategy gives the students opportunity to explain their argument about the topic because the topic has more sides.

According to Nove E. Variant Anna and Dyah Puspita Sari active knowledge sharing strategy should be adapted to the condition and the context in which organization is located. It is better to choose strategy by involving the audiences, because of the successful of knowledge sharing depends on the role and contribution of the entire audiences. There are some alternatives to determine a proper knowledge sharing strategy.²⁰

According lily TsuiActive knowledge sharing strategies are categorized here based on delivery method. And fall into three categorized writing, speaking, and information technologies.²¹ Active knowledge sharing responsestrategy presented here was developed as a way of helping students to build a repertoire of interpretive strategy that can be enlisted when dealing with complex short stories.

Based on the definition above can be concluded, active knowledge sharing is a learning strategy to involve students speaking in discussion and help the people to increase their arguments about the topics that have different perspective.

This strategy can be applied if the teacher is to present the topic or issues that give rise to a variety of different views. The purpose of active knowledge

¹⁹Evita Rosilia Dewi etl.. *The Implementation of Active Knowledge Sharing The Improve Question Participation of Senior High School Class XI IPA 1 Negeri Ngemplak Academic Year 2011/ 2012.*

²⁰Nove E. Variant Anna and Dyah Puspita Sari. 2013.*Knowledge Sharingin Libraries: A Case Study of Knowledge Strategy in Indonesian University Libraries.*

²¹Tsui,Lily, 2006. *Knowledge Sharing Handbook: Strategies and Recommendation for Researcher Policymaker and Service Providers.* Community-University Partnership.

sharing is to train learners to find a strong arguments in solving an actual problem in the appropriate position they played.

b. The Steps of Active Knowledge Sharing

According to Silberman the activity to practice Active Knowledge Sharing strategy. The procedures are:²²

1. Provide a list of questions pertaining to the subject matter you will be teaching. You could include some or all of the following categories:
 - Words to define (e.g., “what does ambivalent’ mean?”)
 - Multiple-choice questions concerning facts are concepts (e.g.,” a psychological test is valid if it (a) measures an attribute consistently overtime and (b) measures what it purpose to measure.”)
 - People to identify (e.g., “who is George Washington carver?”)
 - Questions concerning actions one could take in certain situations (e.g., “how do you register to vote?”)
 - Incomplete sentences (e.g., “A Identifies the basic categories of task you can perform with a computer program.”?)

For example, a history a teacher could begin a course on the twentieth century by handing out the following quiz:

- a. What happened in the following years: 1918, 1929, 1945, 1963, and 1984?
- b. Identify the following:
 - Mussolini
 - Chamberlain
 - Trotsky
 - Mao
 - McCarthy (Joseph and Eugene)
- c. In your opinion, what is the most important event in the twentieth century?

2. Ask students to answer the questions as well as they can.

²²Silberman, Loc.Cit.57

3. Then invite them to mill around the room, finding others who can answer questions they do not know to answer. Encourage students to help each other.
4. Reconvene the full class and review the answers. Fill in the information as a way to introduce topics of information in the class

Variation of active knowledge sharing

1. Give each student an index card. Ask them to write down one piece of information they are sure is accurate concerning the subject matter of the class. Invite the students to mill around, sharing what they wrote on their cards. Encourage them to write down new information garnered from other students. As a full group review the information collected.
2. Use opinion questions rather than factual ones, or mix factual questions with opinion questions.

B. The Relevant Research

The writer gets a relevant research from: Rahayu Indarti Ningrum research. The title of her research is “the Implementation of Teaching English by Using an Active Knowledge Sharing Strategy to Improve Students Reading Skill at The Eighth Grade of SMPN 1 SIMAN PONOROGO in Lesson Year 2010\2011. This research was an experimental method, which was consisting of two groups, control group and experimental group. This research aimed at finding out the effect of using Active Knowledge Sharing strategy on speaking skill. She found that there was a significant effect and percentage of the effect of using Active Knowledge Sharing strategy.²³

²³Rahayu Indarti Ningrum. *The Implementation of Teaching English by Using an Active Knowledge Sharing Strategy to Improve Students Reading Skill at The Eight Grade of SMPN 1 SIMAN PONOROGO in Lesson Year 2010\2011.*

The difference of what has been conducted by the researcher and research above is that the research above is just about skill, the researcher emphasizes to speaking skill and research above emphasized to reading skill. Then, the location and subject of research above and this research are also different.

B. The Operational Concept

Operational concept is a concept as a guidance used to the avoid misunderstanding. Syafi'i emphasizes that operational concept should be clearly defined in a more simple words in order that the research can be better measured and evaluated.²⁴ There are two variables in this research. Variable X is Active Knowledge SharingStrategy and variable Y is the Students Speaking Ability. To measure each variable the writer identified them in some indicators as follows:

1. The use of Active Knowledge Sharingstrategy in teaching speaking as the independent variable, symbolized by "X". There are some indicators:²⁵
 - a. Provide a list of questions pertaining to the subject matter you will be teaching.
 - b. Ask students to answer the questions as well as they can.
 - c. Then invite them to mill around the room, finding others who can answer questions they do not know to answer. Encourage students to help each other.
 - d. Reconvince the full class and review the annswers. Fill ithe information as a way to introduce topics of information in the class.
2. The students' speaking ability as the dependent variable, symbolized as "Y".

The indicatorsare :²⁶

- a. The students have good pronunciation.
- b. The students are able to speak English in correct grammar.

²⁴M. syafi'i. 2007.*A Writing English for Academic Purposes*. Pekanbaru:LBSI,. P.122

²⁵Silberman, Loc.Cit.57

²⁶Arthur Hughes,*Op.cit*.pp.

- c. The students are able to speak English in accurate vocabulary.
- d. Students are able to speak English fluently.
- e. The students have good comprehension.

C. The Assumption and Hypothesis

1. Assumption

Based on the theories and relevant research, in this research the writer assumes that by using Active Knowledge Sharing strategy can help students to improve their speaking ability of the eight grade at SMPN 1 Kampar Timur Regency

2. Hypothesis

- 1) H_a : There is significant effect of using Active Knowledge Sharing strategy on students' speaking ability of the eight grade at SMPN 1 Kampar Timur Regency
- 2) H_o : There is no significant effect of using Active Knowledge Sharing strategy on students' speaking ability of the eight grade at SMPN 1 Kampar Timur Regency

