

CHAPTER II

THEORETICAL FRAMEWORK

A. Speaking

1. The Nature of Speaking

Generally, speaking can be described as the ability of person to express their idea, feeling, or something in his or her mind to the other by using the spoken language. Therefore, speaking is a productive skill. Speaking is active or productive skill. Speaking is one of the language skills and it is a tool of communication and the most important factor in teaching language well.

Speaking is a prominent skill among the others; it is the application after mastering other language skill such as listening, reading, and writing. These cannot be separated each other, therefore it is important to practice speaking a lot to develop our ability, because no one can achieve the maximum goal without practicing.

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

Speaking skill 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.¹

From the Moris's opinion speaking skill is dialogue because speaking skill 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).

The aim of speaking is a major objective in language classes. Moreover, the goals in detail are stated as follow:²

- a. To express the students have a functional ability to make understood.
- b. To enable the students to convey the meanings
- c. To make the students enable to express themselves orally
- d. To motivate the students in order to use English properly
- e. To motivate the students in order to be able to communicate orally with native speaker.

Language is a complex, specialized skill which develop in the child spontaneously without conscious efforts or formal instruction deployed awareness of it is underlying logic, is qualifieldly the same in every individual, and is district from more general abilities to process information or behave intelligently. He also adds "the language is a system of arbitrary conventionalized vocal, written or

¹Moris in Novia, T. *Strategy to Improve Students' Ability in Speaking*, (Padang: UNP Padang, 2002).

² Edge, Julian, *Essential of English Language Teaching*, (Longman Group-U., 1993), p.3.

gesture symbols that enable members of given community to communicate intelligently with one another.³

Speaking or communication is not only done in the class but also out of the class. A movement or join undertaking that maybe different stakeholders have helped to create and to which anyone can sign up. It aims to ensure that all young people have variety of high quality in learning experiences outside classroom; learning outside classroom has always been axiomatic. Time for studying is influence by two factors, they are available time (class hours) and time that is used for studying (out of class hours). Although class is a place where the learning process can be done more effective, but learning English outside classroom are also needed by the students to increase their speaking ability.⁴

Interpersonal communication can be done formally and informally in the class and out of the class. It show us that the students have many ways and chance in improving their speaking ability, they can use the class hours until out of the classroom for their communication as a way to practice their speaking. Some benefits of learning English outside classroom are:⁵

- a. Improve their academic achievement
- b. Make learning more engaging and relevant to the students
- c. Reduce behaviour problems and improve attendance
- d. Stimulate inspire and improve motivation
- e. Develop the ability to deal with uncertainty

³Brown, H. Douglas, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, Second Edition,(New York: Addison Wesley Longman, Inc, 2004), p. 115.

⁴Brown, H. Douglas, *Ibid.*,

⁵ Hedge,Tricia, *Teaching and Learning in the Language Classroom*, (Oxford: Oxford University Press, 2000), p. 263.

Based on quotation above, it is clear that students speaking ability need practice their speaking ability in everywhere include the use of English outside classroom in order to improve their speaking ability. For example, it can be done after learning time, at home, at course, at market, and so fort. The level of frequency of the use of English outside classroom more or less influences the students speaking ability. As we know that, the more we practice the more we get.

2. Speaking ability

Speaking is the active and productive skill, it take place when someone can use sentence orally in social interaction.⁶ The ability is a special natural power to do something well. It can conclude, speaking ability is the active and productive skill to use-to-use sentence orally well in social interaction. In addition, speaking ability is a combination of structural and functional aspect of language.

Many English students regard speaking ability as the measure of knowing a language. These students define fluency as the ability to converse with others, much more than the ability to read, write or comprehend oral language. They regard speaking as the most important skill they can acquire and they asses their progress in terms of their accomplishment in spoken communication. Furthermore, speaking is a complex requiring the simultaneous of different abilities, which often develops at different rates.

⁶Hornby. Op. Cit.

It is known is speaking ability is very difficult and complex skill to learn especially by foreign language students. There are many different abilities included in this skill. Speaking ability on five components: accent, grammar, vocabulary, fluency and comprehension. In short, speaking involves different abilities, which should be used simultaneously.

3. Teaching Speaking

Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

To create classroom speaking activities that will develop communicative competence, instructors need to incorporate a purpose and an information gap and allow for multiple forms of expression. However, quantity alone will not necessarily produce competent speakers. Instructors need to combine structured output activities, which allow for error correction and increased accuracy, with communicative output activities that give students opportunities to practice language use more freely.

Through well-prepared communicative output activities such as role plays and discussions, you can encourage students to experiment and innovate with the language, and create a supportive atmosphere that allows them to make mistakes without fear of embarrassment. This will contribute to their self-confidence as speakers and to their motivation to learn more.

4. Components of Teaching Speaking

Teaching speaking is to teach English language learners to:

- 1) Produce the English speech sounds and sounds patterns.
- 2) Use words and sentence stress, intonation patterns and the rhythm of the second language.
- 3) Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
- 4) Organize their thoughts in a meaningful and logical sequence.
- 5) Use language as a means of expressing values and judgments.
- 6) Use the language quickly and confidently with few unnatural pauses, which is called fluency.⁷

In addition, the languages learners need to recognize that speaking skill involve three are of knowledge:

⁷Nunan, David. *Language Teaching Methodology a Text Book For Teacher*, New York: Pieties Hall. 2003.

- 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.⁸

5. Guidance for Teachers in Teaching Speaking

Here is some guidance for English language teachers while teaching oral language:

- 1) Provide maximum opportunity to students to speak the target language by providing a rich environment that contains collaborative work, authentic materials and tasks, and shared knowledge.
- 2) Try to involve each student in every speaking activity; for this aim, practice different ways of student participation.

⁸ Kalayo and Ansyari, Op.cit. p. 113

- 3) Reduce teacher-speaking time in class while increasing student-speaking time. Step back and observe students.
- 4) Indicate positive signs when commenting on a student's response.
- 5) Ask eliciting questions such as "What do you mean? How did you reach the conclusion?" in order to prompt students to speak more.
- 6) Provide written feedback like "Your presentation was really great. It was a good job. I really appreciated your efforts in preparing the materials and efficient use of your voice."
- 7) Do not correct students' pronunciation mistakes very often while they are speaking. Correction should not distract student from his or her speech.
- 8) Involve speaking activities not only in class but also out of class; contact parents and other people who can help.
- 9) Circulate around classroom to ensure that students are on the right track and see whether they need your help while they work in groups or pairs.
- 10) Provide the vocabulary beforehand that students need in speaking activities.
- 11) Diagnose problems faced by students who have difficulty in expressing themselves in the target language and provide more opportunities to practice the spoken language.

6. The Measuring Aspects of Students' Speaking Ability

There are five aspects which are generally recognized in analyzing speaking skill such as Pronunciation, Grammar, Vocabulary, Fluency and Comprehension.⁹

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.

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.

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

⁹Haris. D.P. *Testing English as a Second Language*. New York: McGraw Book Company. 1974. p. 81.

we have learned for comprehensible communication. It means that vocabulary mastery is one of the important components in communication.

d. Fluency

Fluency is probably best achieved by allowing the air stream of speech to follow then as some of this speech spill over beyond comprehensibility.

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.

1. English Conversation Club

a. Definition of English Conversation Club

The teacher needs some methods to increase the students' speaking. One of them is by conversation club. The reason is transactional language (conversation club activities) will help the students practice in speech, pronunciation, intonation and stress like the native speaker.

Conversation is a cybernetic and dialectic framework that offers a scientific theory to explain how interactions lead to "construction of knowledge", or, "knowing": wishing to preserve both the dynamic/kinetic quality, and the necessity for there to be a "knower".

An English Club is a place for language learners to use English in a casual setting. Practising language skills in the classroom is important, but it is not like real life. In the classroom, we often focus on one skill and one item (for example: grammar - future tense). After learning the rules our teacher gives us time to practise using the item. We have our papers in front of us and the rules are fresh in our mind. Will we remember how to use our skills next week, or next year? In an English Club, we get a chance to practise many different skills in a setting that is more like real life. Though our English teacher understands our English, our English Club friends will require us to speak more clearly and listen more carefully.¹⁰

The majority of English Clubs, however, are designed for people who want to improve their English in all skill areas. If this is the type of club you want to create it is useful to divide the meetings in terms of themes or skills. Each member of the club can choose from a list of dates. You can suggest topic ideas, or ask members to come up with their own. Always give members the option of bringing in their own idea (leave a blank space for other on the theme/skill schedule). See sample meeting schedule for ideas for your own club. The leader for each meeting is in charge of everything including the warm-up, the focus, and the dividing of members into groups or pairs. This gives everyone in the group an opportunity to show their leadership and creative skills. If someone is extremely shy and unwilling to be a leader, you can still allow them to join the club. Perhaps

¹⁰Burns, Kevin R. Op. Cit.

they will agree to be a leader a few months later in the next session when they have more confidence in English.

b. Procedures in Using English Conversation Club

There are some procedures in using conversation in teaching speaking:¹¹

- 1) Prepare the students: give them input (both topical information and language forms) so that them will have something to say and the language with which to say it.
- 2) Offer choices: let the students suggest the topic for conversation or choose from several options. Conversation does not always have to be about serious issues. Students are likely to be more motivated to participate if the topic is television programs, plans for a vocation, or new about mutual friends. Weight topics like how to combat pollution are not as engaging and place heavy demands on students' linguistic competence.
- 3) Set a goal or outcome
- 4) Use small groups instead of whole class conversation
- 5) Keep it short: give the students a defined period time, not more than 8-10 minutes, for conversation. Allow them to stop sooner if they run out of things to say

¹¹ Kalayo and Ansyari. Op. Cit.

- 6) Allow students to participate in their own way: not every student will feel comfortable talking about every topic. Do not expect all of them to contribute equally to the conversation
- 7) Do topical follow-up: have students report to the class on the result of conversation
- 8) Do linguistic follow-up: after the conversation is over, give feedback on grammar or pronunciation problems you have heard. This can wait until another class period when you plan to review pronunciation or grammar anyway

Through well-prepared communicative output activities such as conversation, you can encourage students to experiment and innovate with the language, and create a supportive atmosphere that allows them to make mistakes without fear of embarrassment. This will contribute to their self-confidence as speakers and to their motivation to learn more.

c. Significance of Using English Conversation Club in Teaching Speaking

It has been mentioned before in the above discussion that English conversation club is one of the activities to promote speaking. Through English conversation club activities the students learn how to express ideas, opinions, or feeling to others by using words or sounds of articulation.

Larsen Freeman explained that role-plays are important in the communicative approach because they give learners an opportunity to practice communicating in different social contexts and different social roles. An English

conversation club is a highly flexible learning activity that has a wide scope for variation and imagination.¹²

Communicative techniques and develops fluency in the language, promotes interaction in the classroom and increases motivation. Here peer learning is encouraged and sharing of responsibility between teacher and the learner in the learning process takes place. English conversation club can improve learners. Speaking skills in any situation, and helps learners to interact. As for the shy learners, English conversation club helps by providing a mask, where learners with difficulty in conversation are liberated. In addition, it is fun and most learners will agree that enjoyment leads to better learning. Several reasons for using English conversation club in teaching speaking as follows:

- 1) A very wide variety of experience can be brought into the classroom and we can train our students in speaking skill in any situations through English conversation club.
- 2) English conversation club puts students in situation in which they are required to use and develop those phonic forms of language which are so necessary in oiling the works of social relationships, but which are so often neglected by our language teaching syllabuses.
- 3) Some people are learning English to prepare for specific roles in their lives. It is helpful for these students to have tried out and

¹²Diane Larsen-Freeman. *Techniques and Principles in Language Teaching*. From: <http://www.scribd.com/doc/40895399/metodedepredare, 1986>.

experimented with the language they will require in the friendly and safe environment of a classroom.

- 4) English conversation club helps many shy students by providing them with a mask.
- 5) Perhaps the most important reason for using English conversation club is that it is fun.

In conclusion, conversation club is a technique that can develops students' fluency in target language, promotes students to speak or interact with others in the classroom, increases motivation and makes the teaching and learning process more enjoyable.

B. The Relevant Research

To avoid the same title used in the research, than the writer shows the relevant research, which is done by previous student of English education of UIN SUSKA RIAU is Sumiati (2006). The title of her research is *the contribution of group work activity toward the students' speaking ability at the second year of Madrasah Aliyah Hidayatul Mubtadiin Bandar Sungai*. After doing the research, Sumiati 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 observed is 0.22 while r table is at 5% significant level is 0.288 and at 1% significant level is 0.372.

Susi Yamiarsih (2007) conducted a research entitled "*The Effectiveness of Using Picture Chart to Increase Students' Ability in Speaking at the Second Year of SMPN 3 Pasir Penyu Indragiri Hulu*". This research is equivalent with this topic since it is about using picture to increase students' speaking ability. She insisted that using picture chart to increase students' ability in speaking is effective. This research tries to investigate whether pictures can interest reluctant students in speaking.

C. The Operational Concept

There are two variables used in this research, they are variable X and variable Y. Participation in English conversation club is as Variable X and students' speaking ability is variable Y. The indicators are as follow:

1. Variable X (Participation in English conversation club)
 - a. The students participate in English conversation club activities.
 - b. The students share their ideas to others in English conversation club activities.
 - c. The students ask the question to the other students in English conversation club activities.
 - d. The students give responds the other students question in English conversation club activities.
 - e. The students interact to the other students in English conversation club activities.
2. Students' Speaking ability
 - a. Students are able to express his or her own ideas to each other by using spoken language.
 - b. Students can reduce the vowels in speaking.
 - c. Students can express their own idea or feelings spontaneously or without pauses and hesitation.
 - d. Students can reasonably well acquainted with the word, idioms and phrase.
 - e. Students can rate of delivery their tasks.
 - f. Students can speak with correct stress, rhythm and its intonation.
 - g. Students can produce waves of language without interlocutor words.

D. The Assumption and the Hypothesis

1. The Assumption

Before formulating the hypothesis as temporary answer the problem, the writer would like to present assumption such as:

- a. The students' speaking ability is various.
- b. The different method in teaching speaking might make the difference in students' speaking skill.

2. The Hypothesis

Ho: There is no significant effect of English conversation club activities toward students' speaking ability at the second year of Islamic Boarding School Al-Kautsar Pekanbaru.

Ha: There is significant effect of English conversation club activities toward students' speaking ability at the second year of Islamic Boarding School Al-Kautsar Pekanbaru.