

CHAPTER II

REVIEW OF RELATED LIERATURE

A. The Theoretical Framework

1. Communicative Competence

Language has been defined in a number of different ways. It is extremely important to human interaction because it is how we reach out to make contact with our surroundings. Because of that language can be considered as vehicle that enables us to share our experiences with others. One of important components in understanding language is communicative competence.

Communicative competence can be understood as the ability of person to use a language appropriately based on the context situated. Thus, a person needs to know how to use the language either in the form of structural or functional. According to Kalayo and Fauzan¹, communicative competences can be described as follows:

a. Grammatical Competence

Grammatical competence focuses on the “correctness” and “accuracy”. It concerns to the skills needed to speak and write accurately because these skills are required to know and understand well the language code- vocabulary, grammar, pronunciation, spelling, etc.

¹Kalayo Hasibuan and Muhammad FauzanAnsyari. *Teaching English as a Foreign Language (TEFL)*. (Pekanbaru: Alaf Riau, 2007), p. 24-25

Yano defines² grammatical competence means the acquisition of phonological rules, morphological rules, syntactic rules, semantic rules and lexical items. Today it is called linguistic competence.

b. Sociolinguistic Competence

It involves the appropriate use of language in varied social settings. It takes into account factors such as social norms, status of the participants, and other rules or social conventions that influence both meaning and form, such as knowing how to request information, accept or refuse assistance, and other “social graces” expected of competent users of the language (excuse me, may I borrow your book?)

c. Discourse Competence

It is the ability to appropriately use cohesion devices and coherent rules to engage in conversation requiring the combining and connecting of phrases and sentences. This competence requires the participant to be both as a sender and a receiver of language, alternating the roles appropriately in conversation or written discourse.

d. Strategic Competence

It includes the manipulation of language, both verbal and nonverbal, to achieve the communication goals. This competence is utilized for two major reasons:

²Yasukato Yano. 2011. “Communicative Competence and English as an International Language”. Waseda University. (retrieved on November 21, 2011), <http://www.03yasukato.pdf/communicative-competence>, p. 31

- 1) To clarify meaning (paraphrasing an idea, searching for a word, gesturing to convey meaning)
- 2) To enhance communication (emphasizing a specific word, using body language, changing voice tone, or volume for effect)

People can understand communicative competence intensively through understanding some strands in learning language-especially in learning the second or foreign language. According to Nation and Newton³, there are four strands in learning language;

a. Meaning-focused input

The meaning-focused input strand involves learning through listening and reading-using language receptively-the learners' main focus and interest should be on understanding and gaining knowledge or enjoyment or both from what they listen to and read.

This strand only exists in certain condition, as follows:

- 1) Most of what learners are listening to or reading is already familiar to them.
- 2) The learners are interested in the input and want to understand it.

³I.S.P Nation and Jonathan Newton. *Teaching ESL/EFL Listening and Speaking*. (New York: Routledge, 2009), p. 2-9

- 3) Only a small proportion of the language features are unknown to the learners. In terms of vocabulary, 95 percent to 98 percent of the running words should be within the learners' previous knowledge, and so only five or preferably only one or two words per hundred should be unknown to them.
- 4) The learners can gain some knowledge of the unknown language items through context clues and background knowledge.
- 5) There are large quantities of input.

b. Meaning-focused output

Meaning- focused output strand involves learning through speaking and writing-using language productively. This strand only exists in certain conditions, as follows:

- 1) The learners write and talk about things that are largely familiar to them.
- 2) The learners' main goal is to convey their message to someone else.
- 3) Only a small proportion of the language they need to use is not familiar to them.
- 4) The learners can use communication strategies, dictionaries, or previous input to make up for gaps in their productive knowledge.
- 5) There are plenty of opportunities to produce.

c. Language-focused learning

Language-focused learning involves the deliberate learning of language features such as pronunciation, spelling, vocabulary, grammar, and discourse. The main aim of language-focused learning is to deal with messages, but its short-term aim is to learn language items.

There are some conditions for language-focused learning:

- 1) The learners give deliberate attention to language features.
- 2) The learners should process the language features in deep and thoughtful ways.
- 3) There should be opportunities to given spaced, repeated attention to the same features.
- 4) The features which are focused on should be simple and not independent on developmental knowledge that the learners do not have.
- 5) Features which are studied in the language-focused learning strand should also occur often in the other three strands of the course.

d. Fluency Development

The fluency development strand should involve all the four skills of listening, speaking, reading and writing. In this strand, the learners are helped to make the best use of what they already know.

The fluency strand only exists in certain conditions, as follows:

- 1) All of what the learners are listening to, reading, speaking or writing is largely familiar to them. That is, there are no unfamiliar language features, or largely unfamiliar content or discourse features.
- 2) The learners' focus is on receiving or conveying meaning.
- 3) There is some pressure or encouragement to perform at a faster than usual speed.
- 4) There is a large amount of input or output.

In comprehending communicative competence, people need to know that language is generally divided into two forms: written language and spoken language. Written language is a way of capturing spoken language by making marks on paper. It indicates that spoken language is involved in the entire of communication. 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. Because of that, it is often discussed that speaking in a second or foreign language is the most demanding of the four skills. There are several reasons why communicative competence takes important roles in speaking. One of them is explained by Anne Lazaraton⁴.

To start, fluent speech contains reduced forms, such as contractions, vowel reduction, and elision, so that learners who are not exposed to or who do not get sufficient practice with reduced speech will retain their rather formal-sounding full

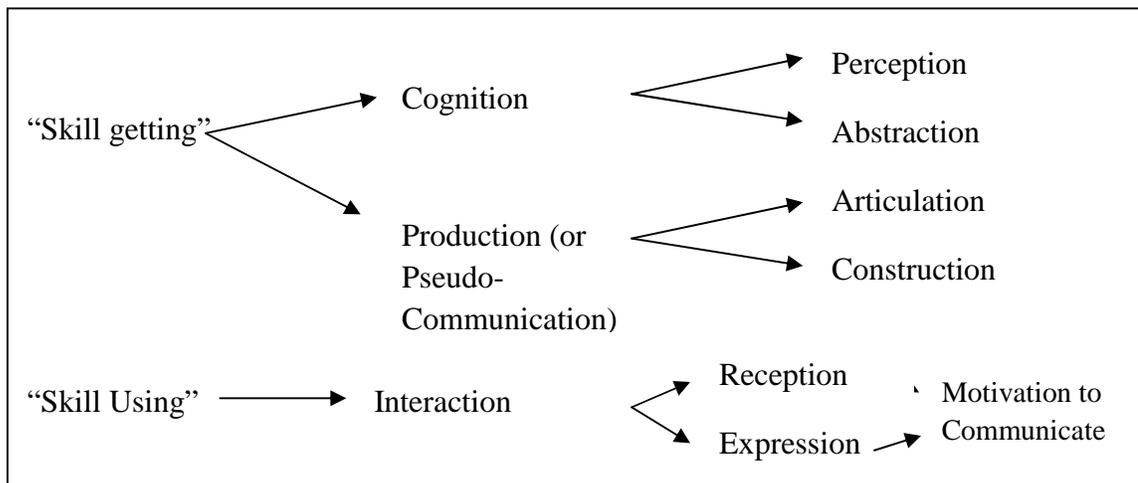
⁴Anne Lazaraton. 2001. "Teaching Oral Skills". Marianne Celce&Muria (Eds).*Teaching English as a Second or Foreign Language*. (Boston: Heinle & Heinle, 2001), p.103

forms. The same can be said for the use of slang and idioms in speech: without facility in using these ubiquitous features of spoken language, learners are apt to *sound bookish*.

Furthermore, Anne explains⁵ the reason why many people were shocked and disappointed when used the second or foreign language for the first time in real interaction:

We had not been prepared for spontaneous communication and could not cope with all of its simultaneous demands.

In addition, Rivers in Ohno⁶ figured out how communicative competence can be implied in the language teaching in order to help students in gaining their speaking ability, as follows:



Through “Skill-getting” activities, the teacher isolates specific elements of knowledge or skill that compose communicative ability, and provides the learners with opportunities to practice them separately. Thus the learners are being trained in

⁵Anne Lazaraton, op.cit, p.103

⁶ Atsuko Ohno. “Communicative Competence and Communicative Language Teaching”. (retrieved on January 18, 2012), <http://cicero.u-bunkyo.ac.jp/./25-32.pdf>, p. 30

separate steps of communication skill rather than practicing the total skill to be acquired. In the “skill-getting stage”, as River points out, the students comprehend language sequences by rapid association of learned elements. Besides, in “skills-using” activities, the learners should be on her own and supported or directed by the teachers.

From explanation above, it should be understood how importance the communicative competence in using language especially in students’ daily activities. Therefore, KTSP provides it as one of purposes in teaching and learning language-English⁷.

- a. Developing communicative competence in oral and written form to achieve informational level
- b. Having awareness about the sense and the significance of English in order to increase national competence in global society
- c. Developing understanding of students about the relationship between language and culture

By providing the communicative competence as one of purposes of teaching and learning English, it is hoped that student can use the language appropriately and correctly especially in the form of recount text.

⁷Depdiknas. “Kurikulum Tingkat Satuan Pendidikan (KTSP) 2006”. (Jakarta: Unpublished, 2006), p. 307

2. English Curriculum for Junior High School and Genre Approaches

Today, education is doing a basic innovation related to the school curriculum. The innovation demands the change of the way of thinking, the learning method, and the evaluation technique. Related to this problem, The National Education Department has changed the previous curriculum-Competence-Based Curriculum (CBC) 2004 - with the new one called School-Based Curriculum (SBC) 2006. Development of SBC is taking references on *Standar Internasional (SI)*, and *Standar Kompetensi Kelulusan (SKL)*. School-Based Curriculum is used for all subjects, including English. It is hoped that by using SBC, the students will comprehend and master the language better.

Basically the 2006 curriculum (KTSP) is developed from standard of content by schools based their context and potentiality. Although KTSP varies between one and other schools, government gives some regulations stated in Governmental Regulation (PP) No. 19, 2005 concerning National Standard of Education (SNP) at May 16, 2005 such as *standard of content and standard of competence of graduate*.

English as stated in standard of content⁸ is learned at elementary two hours in a week (as local content [MULOK] for class IV, V and VI), at junior and senior high school four hours in a week except for language program in SMA – five hours in a week.

⁸ PERMENDIKNAS No 22 Th. 2006

In addition, the standard competence of graduate of English⁹ for each level is communicative competence in the form of spoken of language accompanying action for elementary school, in the form of spoken and written for achieving functional literacy level for junior high school, in the form of spoken and written for achieving information literacy level for senior high school.

Furthermore, the 2006 curriculum (KTSP) does not focus on theme and indicators are decided based on the necessity of learner's need and ability. Moreover, the 2006 syllabus emphasizes on learning process as high light in lesson plan. From KTSP, learning process is expected to be performed interactive, inspirable, fun, challenging, motivating learners to involve actively, and given adequate space for innovation, creativity, autonomy based on learner's potential, interest, physical and psychological development.

The characteristics of Curriculum 2006 are the following:¹⁰

- a. Emphasizing the attainment of the students' competence individually and classically;
- b. Orienting toward learning outcomes, and diversity;
- c. Using genre approaches in the learning process
- d. Accepting any other educative learning sources besides teachers;

⁹PERMEN No 23 Th. 2006

¹⁰ Depdiknas. Op.Cit

- e. Emphasizing its evaluation on the learning process and outcomes in acquiring or attaining a certain competence.
- f. Using special terms such as *standar kompetensi* (Standard of Competence) refers to a minimum statement covering know ledges, skills, attitudes, and values which are reflected in the way of thinking and acting after students learned and finished one of the four language skills (listening, speaking, reading and writing); *Kompetensi Dasar* (Basic Competence) refers to a minimum statement covering know ledges, skills, attitudes, and values which are reflected in the way of thinking and acting after students learned and finished one of the four language skills (listening, speaking, reading, writing).; indicator (Achievement Indicators) refers to a specific basic competence that can taken as a standard to assess the attainment of a learning process;
- g. Materi Pokok (Core Materials) refers to core materials or lessons that students have to learn in a learning process.

In implementing KTSP as English Curriculum, the main point should be considered is about literacy level targeted in each educational level. In other word, there is a literacy level stated as priority scale of achievement on every level of education. There are 4 levels of literacy stated based on the Competency-Based Curriculum and followed by School-Based Curriculum; performative, functional, informational, epistemic. At the level of performative, students are expected to be able to read, write, and speak with the symbols given. At the level of functional, the

students are expected use English for survival purpose, to communicate for daily needs such as to read newspapers and manuals. At the informational level, the students are expected to be able to access knowledge with the medium of language. And at the epistemic level, the students are expected to be able to transform knowledge with the medium of language. It means that the teaching English for junior high school is directed to achieve literacy level-functional.

Levels of Literacy

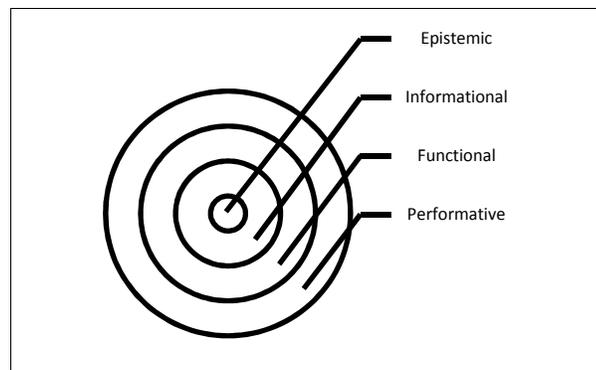


Figure 1: Levels of Literacy

The model of learning suggested in the process of teaching-learning English either KBK 2004 or KTSP 2006 based on the principle of developing English literacy adopted by Hammond et al in 1992. The model is well known as Teaching Learning Cycles (TLC). There 4 stages in TLC include (1) *Building Knowledge of the Field* (BKOF), (2) *Modelling of the Text* (MOT), (3) *Joint Construction of the Text* (JCOT), dan (4) *Independent Construction of the Text* (ICOT).

As what has already explained before that, besides understanding about BKOF activity, teacher also needs to integrate between teaching English and genre. The genre-based approach can be defined as an approach to teaching language using different types of text. It was initially developed in Australia. The results show that this approach gives good results in developing the literary skills of primary school students, and those of disadvantaged school students in Australia. The genre-based approach, being the current approach for EFL teaching in Indonesia, was initially introduced in the 2004 curriculum. By the year 2006, the 2004 curriculum was modified and changed to the Kurikulum Tingkat Satuan Pendidikan (KTSP) but still advocating the genre-based approach to teaching English in Indonesian schools. In teaching English through genre, teachers are encouraged to use different kinds of texts, such as narratives, descriptive and expository texts, especially in their teaching practice to develop students' communicative competence, including linguistic, sociolinguistic, strategic and discourse competence¹¹.

The 2004 curriculum and the KTSP recommend the introduction of at least five different types of text: *recount, narrative, procedure, descriptive and report genres, to develop junior high school students' English language skills*. For senior high school, the curriculum recommends twelve types of text: recount, narrative,

¹¹ Depdiknas.Op.cit, p. 312

procedural, descriptive, report, news items, analytical exposition, persuasive exposition, spoof, explanation, discussion and review.¹²

By using the above mentioned types of text, students are expected to gain certain target competences. For example, the target competence of speaking for junior secondary school students is express and respond the meaning of narrative, recount, procedural, descriptive and report genre in the form of spoken texts, interpersonal and transactional interactions, and formal and informal situations, all of which are in the context of everyday communication¹³. Since the curriculum only determines the target competence through the teaching of several kinds of texts, it can be said that the curriculum offers much flexibility for teachers in their classroom practice. However, the curriculum also suggests that teachers practice the ‘curriculum cycle’ that consists of four stages of learning in the classroom. The four stages consist of building students’ knowledge of the field, modeling the text, joint construction of text and independent construction of text.

The KTSP 2006 is also applied in Al-Kautsar Boarding School. In the curriculum of Al-Kautsar boarding School, teaching speaking is integratd with teaching genres. Especially for the second grade students, there are several text types taught such as description, narration, and recount. According to syllabus¹⁴, one of the

¹² Depdiknas.Op.cit, p. 310

¹³ Ibid

¹⁴Tim Penyusun. “Silabus PM Al-Kautsar pekanbaru 2013/2014”. (pekanbaru: Unpublished, 2014), p. 15

standard competences is expressing the meaning of simple short monologue and oral functional text in the form of descriptive and recount in order to have interaction with surroundings. In addition, one of the basic competences is expressing the meaning of simple, short monologue which uses various spoken language accurately, fluently, and contextually in the form of recount text. Then, generally, the indicators of recount text refer to the ability of students to ask and answer some information in the short recount text orally and the students can be able to do short monologue in the form of recount text. Then, generally, the indicators of recount text refer to the ability of students to ask and answer some information in the short recount text orally and the students can be able to do short monologue in the form of recount text. By achieving these indicators, students are ongoing process developing their ability to communicate for daily needs as expected in the functional level of literacy.

Furthermore, by mastering the speaking ability of recount text, students are expected to express their personal experiences to the people surrounding them such as their bad or happy experiences during vacation. It seems simple, but through expressing recount text, students learn how to tell the events based on chronological orders. In addition, they also learn how to use past tense either in the nominal or verbal sentence.

Moreover, in understanding recount text, there are several points should be considered carefully by students. The purpose of recount text is to provide a record of

all the important activities that happened on the excursion. The text should be arranged in the sequential events by concerning the characters, time, place and who, what, where, when and so on. Thus, in learning speaking in recount text, the students should be maximized in understanding the sequential events. There are several ways in maximizing students' speaking ability in learning recount text. One of them is using hot seat strategy. Hot seat strategy is a strategy that useful for developing questioning skills with the rest of the group¹⁵. Sparling explained¹⁶ that the students are encouraged to use deductive reasoning to predict what language might come next. Through hot seat strategy, students are expected to be able to tell their unforgettable experiences in the form of recount text

3. Speaking

a. Nature of Speaking

Speaking is a language skill through which someone can express ideas or information to the others. In the same way, Swan says that speaking is uttering words in formal situation¹⁷. Brown defines that speaking is oral interaction where the participants need to negotiate meaning contained in ideas, feeling and information, and manage in terms of who is to what, to whom an about what¹⁸.

¹⁵Terry Avon. 1998. "HotSeat". (retrieved on September 24, 2011), <http://www.TEFLChinaTeahouse/Hotseat.html>

¹⁶Dave Sparling. 2008. "Hotseat strategy". (retrieved on September 24, 2011), <http://www.ESLCafe/ideacookbook.html>

¹⁷ Michael Swan. *Practical English Usage*. (New York: Oxford University Press, 2005), p.134

¹⁸ H. Douglas Brown. *Language Assessment: Principles and Classroom Practices*. (New York: Pearson Education Inc, 2003), p.140

Learning to speak is not different from learning any other skills. The students have to practice a lot because no one can achieve a maximum goal without a process of eliminating, errors and inconsistencies. We can also say that learning to speak is more difficult than learning to understand spoken language, because more concern for arrangement of speaking efforts is required in the part of the teacher.

Furthermore, speaking has been considered as the most challenging of the four skills. It is supporting by the fact that in speaking, it involves a complex process of constructive meaning. The process itself requires speakers to make decision about how, why, and when to communicate to others by considering the culture and social context. In addition, Martinez, Evan and Alcon explain¹⁹ that it involves a dynamic interrelation between speakers and listeners that results in their simultaneous interaction. It becomes a key for developing speaking skill in which students needs to learn not only about how to produce it linguistically correct but also pragmatically appropriate utterances.

From the definition above, it can be concluded that speaking is a skill to share someone's ideas, information, suggestion and feeling to another people in oral form by considering culture and social context occurred.

b. Speaking Ability

¹⁹Alicia Martínez-Flor, Esther Usó-Juan and Eva Alcón Sole. "Towards Acquiring Communicative Competence through Speaking". *Current Trends in The Development and Teaching of the Four Language Skills*. Esther Uso'-Juan and Alicia Marti'nez-Flor. (Berlin: Walter De Gruyter GmbH & Co. KG, 2006), p.139

Speaking can be described as the ability of person to express their ideas. Littlewood states²⁰ that speaking ability is a combination of structural and functional aspect of language. The structural aspect concentrates on the grammatical system, describing way in which linguistic items can be combined.

It is understood that speaking is a very difficult and complex skill to be learned especially by the foreign language students. There are many different abilities included in this skill. Arthur Hughes says²¹ that speaking ability on five components: accent, grammar, vocabulary, fluency and comprehension. In short, speaking involves different abilities, which should be used simultaneously.

Paulston and Brunder said that speaking ability is taken to be the objectives of language teaching: the production of speaker competent to communicate in target language²². In addition, Kalayo and Fauzan explained²³ that there are three areas of knowledge involved in speaking needed to be recognized by the language learners.

- 1) Mechanics (pronunciation, grammar, and vocabulary): Using the right words in the right order with the correct pronunciation
- 2) Functions (transaction and interaction):

²⁰ William Little Wood. *Communicative Language Testing*. (USA: Cambridge University Press, 1981), p.1

²¹ Arthur Hughes. *Language Testing for Language Teacher*. (USA: Cambridge University Press, 1990), p. 110

²² Christiana Brat Paulston and Mary Newton Brunder. *Teaching English as a Second Language: Techniques and Procedures*. (Massachusetts: Winthrop Publisher Inc, 1976), p. 55

²³ Kalayo Hasibuan and Muhammad Fauzan Ansyari. *Op.cit*, p.101

- 3) Transaction/information exchange is that knowing when clarity of message is necessary.
- 4) Interaction/relationship building is that knowing when precise understanding is not required
- 5) 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.

Furthermore, Bruder said that there are four rating criteria of test focus on four areas of speaking ability. These areas are language function, appropriateness, coherence, and accuracy²⁴.

- 1) Language functions *include narrating, comparing, giving and defending an opinion, responding to a hypothetical situation, describing and analyzing a graph, extending a greeting, responding to a phone message, giving a progress report, etc.* Each question focuses on one or more language functions. While students may include other language functions in students' response, the focus of students' response should address the language functions stated in the question.

²⁴ Bruch Tillit and Mary Bruder. *Speaking Naturally: Communication Skills in American English*. (New York: Cambridge University Press, 1985), p. 6

- 2) *Appropriateness refers to responding with language appropriate for the intended audience or situation.* In some questions students are asked to respond to the narrator without any specifics given. In this situation, respond with a polite, friendly tone, as if students were talking with a respected colleague. Other questions may ask students to imagine students are talking to a friend, supervisor, business associate, customer, classmate, professor, medical professional, or patient. Sometimes the test specifies that students are talking with someone who works at the same company or institution as students. At other times students are asked to pretend to talk to someone without background on the topic students are addressing. Use language appropriate for whatever situation and audience that are specified.
- 3) *Coherence/Cohesion reflects the ways language is organized (coherence) and how ideas relate to each other (cohesion).* It is important that students' responses are not ambiguous. Opinions and recommendations should be stated clearly. Supporting reasons should clearly connect to the main idea. Steps in a process or events in a story should be ordered logically, described clearly, and connect smoothly. Be specific enough in students' responses so that listeners do not have to interpret or supplement what students are say order to understand students' meaning.
- 4) *Accuracy includes pronunciation, grammar, fluency, and vocabulary.* The ability to speak in a foreign language is at the very heart of what it

means to be able to use a foreign language. Our personality, ourselves image, our knowledge of the world and our reason to express our thoughts are all reflected in our spoken performance in a foreign language. Being able to speak to friends, colleagues, visitors and even strangers, in their language and both of speakers can understand, is surely the goal of very many students.

Cyril weir explains²⁵ how to test or to measure the students' speaking ability.

1) Verbal Essay

The candidate or students 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.

2) Oral Presentation

The candidate is expected to give a short talk like on topic, which he has either been asked to prepare beforehand or has been informed short before the test. This is different from 'speaking essay' described above in as far as the candidate is allowed to prepare for the task.

3) Free Interview

²⁵ Cyril J. Weir. *Communicative Language Testing*. (London: Prentice Hall, 2004), p. 74-80

In this type of interview, the conversation unfolds in an unstructured fashion and no set of procedures is laid down in advance.

4) Information Transfer

Description of a picture sequence.

In this research, the oral presentation test will be used to assess students' speaking ability.

c. Teaching Speaking

The goal of teaching speaking should improve students' communicative skills. It means that students can express themselves and learn how to follow social and culture rules appropriate in each communicative circumstances. Students are expected to be able to produce the language they learn. In teaching speaking, it cannot be separated from grammar, vocabulary and pronunciation. Brown explained that "the ability of speaking fluently is followed naturally from the teaching of grammar and vocabulary, with a bit pronunciation thrown in". In nature teaching speaking there is contributions of grammar, vocabulary and pronunciation²⁶.

Speaking skill is important part of curriculum in language teaching. Without speaking the students cannot achieve the good proficiency in English. In teaching speaking it cannot be separated from grammar, vocabulary and pronunciation. Brown

²⁶ H. Douglas Brown. *Language Assessment: Principles and Classroom Practices*.(New York:Pearson Education Inc, 2003), p. 140

said that “the ability of speak fluently is followed naturally from the teaching of grammar and vocabulary, with a bit pronunciation thrown in”. In nature teaching speaking there is contributions of grammar, vocabulary and pronunciation²⁷.

In addition, Grace provides that communicative language teaching technique allowed the language teacher to create activities which involved feature of personalization it can make them very successful activities for the classroom. The feature of personalization can make students talk about themselves, their lives, their opinions, beliefs and experience²⁸.

Furthermore, Nation provides some principles in teaching speaking as follows:²⁹

- 1) Support and push the learners to produce spoken output in a variety of appropriate genres. Use communicative activities in a range of situations, use role plays, and speaking task to learners needs.
- 2) Provide opportunities for cooperative interaction. Do group work involving opinion gap and information gap tasks, get learners to work together on activity.
- 3) Help learners deliberately learn language items and patterns, including sounds, spelling, vocabulary, multi-words unit, grammar, and discourse.

²⁷ H. Douglas Brown. *Language Assessment: Principles and Classroom Practices*.(New York:Pearson Education Inc, 2003), p. 140

²⁸ Grace Stovall Burkart. 1998. “Modules for the Professional Preparation of Teaching Assistants in Foreign Languages”. (retrieved on February 20, 2011), <http://unr.edu/homepage/hayriyek>

²⁹ Nation, I.S.P and Newton Jonathan. *Teaching ESI/EFL Listening and Speaking*. (New York: Routledge, 2000), p.13

- 4) Provide fluency development activities in each of the four skills.

From definition above, it can be concluded that in teaching speaking, teachers should have the ability to guide students in order to increase students' speaking ability.

d. Genre Text

There are several genre texts provided for second grade students of Al Kautsar Modern Boarding School Pekanbaru, such as description, narrative and recount.

1) Descriptive text

The genre of describing³⁰ is one of the fundamental functions of any language system and one of the first skills emergent language-users learn to control. It is also one of the most widely used genres across all of the learning areas. Description enables the categorization or classification of an almost infinite range of experiences, observations and interactions into a system that orders them for immediate and future reference, and allows us to know them either objectively or subjectively, depending on the learning area or intent of the writer. Describing is also used extensively in many text types, such as information, reports, literary descriptions, descriptive recounts and, due to the need to classify and/or describe a process before explaining it, in the opening paragraphs of most explanations. Describing is also a central feature

³⁰Peter Knapp and Megan Watkins. *Genre, Text, Grammar: Technologies for teaching and assessing writing*. (Sydney: University of New South Wales Press Ltd, 2005), p. 98-124

of narrative texts providing the means for developing characterization, sense of place and key themes.

When describing things from a technical or factual point of view, the present tense is predominantly used, Although present tense may be used in literary descriptions, it is past tense that tends to dominate. Relational verbs are used when classifying and describing appearance/qualities and parts/functions of phenomena (is, are, has, have). Action verbs are used when describing behaviors/uses. In literary and common sense descriptions, action verbs are used metaphorically to create effect. Mental verbs are used when describing feelings in literary descriptions.

Generally, teaching speaking through this text involves some activities³¹, such as describing someone, plant or animal, and place. Those activities are commonly guided by the teacher to be a model how to describe simply someone, plant or animal, and place, then, the students practice it with peers. Teaching speaking through this text involves some common techniques, strategies, or strategy, such as discussion, peer feedback, whispering strategy, etc.

2) Narrative text

The genre of narrative³² is one of the most commonly read, though least understood of all the genres. Because narrative has been and continues to be such a popular genre, there is a belief that it is a genre that students ‘pick up’ the stories

³¹Tim Penyusun. *Kurikulum Tingkat Satuan Pendidikan pondok modern Al-kautsar*. (pekanbaru: Unpublished, 2011), p. 15.

³²Peter Knapp and Megan Watkins. Op.cit, p. 221-246

'naturally'. Narrative does not have, for example, a singular generic purpose as do some of the other genres. It cannot be explained that narrative is simply about entertaining audience, although it generally always does so. Narrative also has a powerful social role beyond that of being a medium for entertainment. Narrative is also a powerful medium for changing social opinions and attitudes. Think about the way that some soap operas and television dramas use narrative to raise topical social issues and present their complexities and different perspectives in ways that are not possible in news reports and current affairs programs. Narrative is also a 'big' or macro genre in that it can easily accommodate one or more of the other genres and still remain dominant.

Generally, teaching speaking through this text involves some activities³³, such as retelling short story, drama, creating short story, etc. Those activities are commonly delivered in the class in the form of role play, working in group and oral performance.

3) Recount Text

In teaching speaking-especially in a recount text as the simplest text type in the genre, the students are expected to be able to tell their experiences in series of events chronologically either individually or in group. According to Knapp and Watkins³⁴, formally, recounts are sequential texts that do little more than sequence a series of

³³ Tim Penyusun. Op.cit

³⁴Peter Knapp and Megan Watkins. Op.cit, p.222-232.

events. Every story, no matter how simple, needs an orientation. Indeed, it is impossible to tell a story unless we see that there are characters set up in a particular time and place, although many postmodern narratives play with these conventions.

a. Orientation.

There are different ways of teaching this stage of recount; for example,

- 1) characters, time, place
- 2) who, what, where, when and so on.

The orientation paragraph is typical of this type of recount. Therefore, students need to identify the orientation part first-such as character, time, and place before coming to the next step.

b. Sequences of the Events

The sequence of events stage, however, is more complex than the previous stage. Here the students tell a record of the important activities that happened on the excursion. The students are suggested to tell it chronologically. Recounts, of all the text types, most closely resemble the grammar of speech. It basically sequence events temporally. Therefore, it should be expected to see a predominance of action verbs and temporal connectives.

Besides considering those aspects of recount text, in delivering speaking, the students also need to concern about the pronunciation, comprehension as what has already explained in the discussion of speaking ability.

It should be understood that recounts are purportedly factual accounts of events from those who actively participated in the occurrences. Students are commonly interested in recounts because they provide a voyeuristic opportunity to look into an event in which the student was not a participant. When teaching the recount genre to the students, teacher can use the text to encourage them to think critically about information and explore the reliability of the account as a whole. This practice promotes the development of critical thinking skills and careful consideration of both the text and the subtext as a written work.³⁵

Generally, teaching speaking through this text involves some activities³⁶, such as asking and giving opinions about past events, using congratulations, agreement, disagreement expression, and telling past events. Those activities are commonly guided by the teacher, it is expected that the students can create similar expression and tell their own experiences then can practice it with peers.

4. Hot seat strategy as one of solutions for Teaching Speaking

The Hot Seat is a role-playing strategy that encourages students to build upon comprehension skills. It is a very popular way to promote literature and keep students pre-occupied with the story selections used most frequently in a drama or a literature classroom. According to Grim³⁷, students may also learn to refine their oral language

³⁵ Erin Schreiner. 2012. "How to Teach Recounts in English Class". (retrieved on February 19, 2012), [http:// how_6513563_teach-recounts-english-class.html](http://how_6513563_teach-recounts-english-class.html)

³⁶Tim Penyusun. Op.cit

³⁷Grim. 2011. "The Hot Seat Strategy". (retrieved on november 13, 2012), <http://arteducationdaily.blogspot.com/>

skills while pretending to be someone of an alternative time period/culture depending on the characters selected.

The basic idea of this strategy is that teacher chooses students who are confident and eloquent as the first few to sit in the hot seat, so they model good practice. Teacher is suggested to not force students to take a part. There will be plenty of volunteers as they gain confidence with the technique. Teacher places a chair in a prominent position before the class and sit on the chair. Then, teacher explains that the chair is known as the hot seat. Teacher invites the student to come in front of the class, then, tell that he is going to be asked about his life. The students are hoped to answer the questions honestly. Teacher is suggested to give students open rather than closed questions. Invite two or three students to sit in the hot seat and be similarly interviewed.

According to Avon³⁸, this strategy is useful for developing questioning skills with the rest of the group. In addition, Sparling explained³⁹ that the students are encouraged to use deductive reasoning to predict what language might come next.

This strategy is suggested for reviewing what has been learned. It can best be used either at the end of a lesson or as an introductory activity to create a bridge from one lesson to another. Teacher together with students decides on a specific conversation topic to frame the strategy. This topic may be related to the current textbook or life skills unit (i.e., shopping, health care, and holidays) or focused on a

³⁸ Terry Avon. Op.cit, p.1

³⁹Dave Sparling. Op.cit, p.1

particular language structure being studied (i.e., the past tense, conditionals, or descriptive vocabulary). One student volunteers to sit in the “Hot Seat” chair in the front of the room. While in the Hot Seat, the student has control of the class. She is responsible for calling on students who have a question and addressing them directly by name, rather than looking at the teacher to facilitate the communication. The audience is responsible for listening to one other’s questions and helping one another to ask culturally appropriate questions, to incorporate pre-determined themes, vocabulary, or grammar structures as much as possible, and to avoid repetition of questions.

Hot seat is most immediately apparent in communication, language and literacy:⁴⁰

- a. Use language to imagine and recreate roles and experiences.
- b. Use talk to organize, sequence and clarify thinking, ideas, feelings and events.
- c. Sustain attentive listening, responding to what they have heard by relevant comments, questions or actions.

Hot seat will also help with the personal and social development of the students:

- a. Be confident to try new activities, initiate ideas and speak in a familiar group.

⁴⁰Optimus Professional Publishing. 2006. “Hot seating in the Early Year”. (retrieved on 21 October, 2011), <http://www.optprofessional.org/teachingexpertise.html>

- b. Maintain attention, concentrate, and sit quietly when appropriate.

Through this strategy, teacher can explore students' understanding about one character from the stories discussed. One of the characters from the story may participate in hot seat. In this strategy, the student remains in role as Tony, for example, from the previous scene and sits in a chair, or hot seat, in front of the class. Classmates are invited to ask him questions which he must answer in role as Tony.

According to Sally⁴¹, through the hot seat strategy, students gain a deeper understanding and perspective of the particular character's psychology, ethics and motivation through the questions and answers. It encourages students to verbalize their thoughts by asking questions and interacting with the text, themes and characters being studied.

In addition, Sarah explains⁴², for students who are eager for more speaking practice, using an interactive, conversational strategy like "Hot Seat" can give them opportunities to communicate authentically in English, to practice targeted grammatical structures or vocabulary, and to get to know each other on a more personal level. Little preparation is required, particularly if the class learns and follows the hot seat routine on a regular basis. For students who have limited

⁴¹Sally Ashton-Hay. 2005. "Drama: Engaging all Learning Styles". 9th INGED (Turkish English Education Association) International Conference 'New Horizons in ELT' Economics and Technology University in Ankara, Turkey. (retrieved on October 21, 2011), <http://eprints.qut.edu.au/pdf>

⁴²Sarah Young. "Hot Seat: Student-Generated Interactive Questions and Conversation Activities". (retrieved on October 21, 2011), <http://www.syoung@cal.org/InstructionalActivityPacketHotSeat.pdf>

experience in the classroom, this student-led process of asking and answering questions, turn taking, clarifying misunderstandings, and taking responsibility for practicing English provides an excellent opportunity to learn classroom protocol and behaviors.

Hot Seat becomes a communication session by and for the students – the teacher disappears into the audience and jots down each question as it is asked and the name of the student who asked the question. Although there are bound to be mistakes, the teacher's job is to observe and write down the students' questions in the correct form; the students' job is to use various clarification techniques if the questions or answers have not been understood. All students should be taught how to refuse to answer a question if they find it inappropriate or uncomfortable.

The hot seat strategy can last as long as the class would like; in general, 10 minutes might be a good goal to begin. It is important that students have enough time to generate a list of questions that the teacher can write down for later practice. At the end of the session, the teacher has the list of questions that students generated and communicated among themselves, and does a quick listening comprehension check to see what information the audience understood and retained about the Hot Seat student. Before the next class session, the teacher types up the questions, noting who asked which question, and gives each student a copy of the question list at the next class. After reviewing the questions, the students practice asking and answering them in a rotating line dialogue.

Hot Seat works for many reasons. As a weekly routine, it takes little preparation or explanation while serving as a way to hold students accountable for effort and participation in class. It encourages student ownership by using the authentic ideas, questions, and opinions of the students themselves, often raise topic from family background and everyday activities, to deeper thoughts about life and the immigrant experience. The students also enjoy learning about and discussing the countries, geography, languages, and cultures of their fellow students.

Hot Seat provides many ways to incorporate specific vocabulary or grammar that the class is studying by asking students to gear their questions to a specific topic. Communication strategies for lower level students are implicitly taught by practicing clarification, confirmation, and comprehension checks; more advanced students work on paraphrasing skills. At the end of the course, students have a collection of questions they can use as conversation starters with coworkers, to study question structure, or to use as journal writing prompts.

From the explanation above, it can be understood that through this strategy, hopefully, students are expected to be able to verbalize their thoughts by questioning and answering a topic discussed, to create deductive reasoning in order to predict what language might come next, and to organize, sequence and clarify thinking, ideas, feelings and events and be able to retell their experiences in the recount form. Simply, hot seat strategy is one of solutions in supporting teaching and learning speaking as it is related in the SMP curriculum.

5. The Procedure of Hot seat strategy

The procedure of hot seat strategy are listed as follows:

- a. To begin with, the teacher assumes the role of a character or subject and sits in the front of the class in specially designated chair called the Hot Seat.
- b. Next, the students are invited to ask questions of the guest in the "Hot Seat". In the beginning it may be necessary to start the question-asking session by saying, "I am Albert Einstein. Do you have any questions for me?" Or, I am a rose bush. I live in the rose garden at the White House. What do you want to know?"
- c. After the students have become familiar with this format, divide them into pairs or small groups of four to six. Assign one person to take the Hot Seat and proceed as described in #2 above. Students are encouraged to ask questions that provide insight into motivation, feelings, or actions.
- d. Finally, whole group "Hot Seat" can be played. The class chooses someone who has done well in the small group setting. This person goes in front of the room and takes questions from the class. It is important before doing this, that time be allowed for both the "Hot Seat" character and the class have ample time to research the character or subject.

There are several variations of hot seat strategy, as follows:⁴³

Variation 1: Prepare for the hot seat

⁴³"Hot Seating". 2011. (retrieved on October 21, 2011), <http://www.40creativeideasDrama.pdf>

- a. Ask students to imagine that a character they have learned about in a recent lesson is in the hot seat.
- b. Together devise a series of questions that it would be interesting to ask that character.
- c. Explain that students are now going to imagine that they are that character. When it's their turn to sit in the hot seat they must answer, in role, whatever questions are put to them by the class.
- d. Students take turns in the hot seat, each answering three or four of the previously prepared questions in as much detail as possible.
- e. It may be appropriate to change to another character at some point, as students gain confidence. This will prevent irritating repetition of the same questions.

Variation 2: Spontaneous hot seat

- a. Repeat variation 1, this time using spontaneous rather than prepared questions from students. This may require a deeper level of in role improvisation from the student/character in the hot seat and also allows the line of questioning to develop out of the character's responses.
- b. Help students to identify the two types of question that they are asking:
 - a) Factual review – testing accurate recall of learning
 - b) Expansive – requiring the pupil to respond in role to questions that lie outside the parameters of the learning
- c. Encourage them to move from type a) questions to type b) questions.

Variation 3: Small group work

Once students have gained confidence in the use of the hot seat strategy, it can be used spontaneously at many points in the learning process. No more than two or three students need to be involved at a time.

The technique can also be used by small groups of students concurrently in order to create a simple character analysis. In this case, ask one pupil in each group to record in note form the responses given by the students in their hot seat.

Variation 4: A content topic and/or grammar focus for Hot Seat is proposed and selected by the teacher⁴⁴

<i>Hot Seat student volunteer</i>	Sits in a chair at the front of the class; establishes how the Q&A will be conducted; facilitates the Q&A
<i>Other Students</i>	Ask targeted questions, one by one, to the Hot Seat Volunteer; listen to others' questions so as not to repeat; monitor for appropriate questions; help others
<i>Teacher</i>	Sits in back of room and writes down student names and questions they ask. Conducts quick listening comprehension check at end of activity, using questions just asked, modeling 3rd person singular. Types up student questions in correcting forms before next class.

Variation 5: Students recycle questions through conversations

<i>Teacher</i>	Distributes typed Hot Seat questions; reviews questions, question types, vocabulary, etc.; has students number off or
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⁴⁴ Sarah Young. 2011. "Hot Seat: Student-Generated Interactive Questions and Conversation Activities". (retrieved on October 21, 2011) <http://www.InstructionalActivityPacketHotSeat.pdf>

	otherwise divide into two lines; monitors and/or participates in line dialogue
<i>All students</i>	Divide into two lines for line dialogue; practice asking and answering questions twice; practice asking follow-up questions; update question collections and note progress / goals

According to Wilhelm⁴⁵, there are several variations of hot seat strategy, as follows:

- e. Interviewing Techniques: Students Hotseat in the context of a formal interview, a press conference, a trial, a debate, even a strategy or strategy show. Groups or panels of students can be Hotseated, and inner voices can be used. Students can use their knowledge of press conferences, for example, to draft a press release and then be interviewed as the president, principal, or some other authority on the story or issue being studied.
- f. Playing an Agent: Interacting with the Person in the Hotseat: The person hotseated get to take a break while the rest of the class works! This set of techniques is great for reviewing information, inferring past situations, and considering how to help characters. In general, students act much like a Greek chorus, commenting on the action, interpreting it, wondering about it, and making predictions.

⁴⁵Jeffrey D. Wilhelm. 2002. Action Strategies for Deepening Comprehension. (retrieved on November 13, 2012), <http://actionstrategiesfordeepeningcomprehension.pdf>

- g. **Voices from the Past:** As a class, consider what might have happened in the past that is affecting the character at this point. Then students come up to remind the character in the hotseat of their past and how it is affecting them. Every student can come up, or a representative can be sent from small student groups. In *Ghosts*, fears and doubts may come to visit the character. In *Whispers*, the students stand behind the hotseat and whisper anything that they think might be going through the character's mind at this point. In *Prequels*, students consider what makes a character the way she is. What is her past? What causes her to be this way? How could we help her? Students could psychoanalyze the person on the hotseat or ask her to remember past events that might be causing current responses. Or in a form of *Role Play*, they could enact possible past events that would explain her current attitudes and reactions.
- h. **Good Angel/Bad Angel:** Use the *Bad Angel* carefully and use this strategy sparingly. This strategy is very good because when we read we should consider how we will use what we are learning and experiencing to make our own lives and those of others better. *Good Angel* allows us to imaginatively rehearse our potential response to real-life situations and to act as helpmates for characters.

Whole-Group Variations of Hotseat

- a. **Tunnel of Advice/Conscience Alley:** Have students form a circle. One student playing a Hotseated character *Runs the Gauntlet* by walking around the circle of students who offer advice or speak as her conscience as she goes by. Have one

student walk about halfway around the class circle, then start another student. In this way many or all of your students get the experience of being spoken to and advised in the “Hotseat”.

- b. Response Montage: Ask students to respond to some questions in writing. For example, write in role what is your character’s response to a particular event/comment/issue. Then ask the students to think of one line that captures the character’s response, and write it down. Students can then recite their lines. The comments could be rearranged into a montage or choral poem. Students could also offer the perspectives of different characters on an event into a montage. To reflect, students could determine which response was most interesting, then consider: How can we explain this response? How could we explore it further?
- c. Inside/Outside: Students form two circles. Those on the inside are in the Hot seat and can confer about their response as if they were one person, or of course they could portray a group, like the Socks or Greasers from *The Outsiders*. Students in the outer circle play other roles, conversing, then posing questions and problems to those in the inner circle. Both inner and outer students speak one at a time, after conferring with others in their group about what their questions and responses will be. Variations include the outer circle being a former or future self of the character with the current self seated in the middle, or the two groups play author and character, advisor and character, or reader and character.
- d. Mantle of the Stranger: The teacher takes on the Mantle of the Stranger, meaning that he/she role plays a stranger who does not know the story that has been read or

the topic that has been studied, but who has an intense need to know that information. The teacher puts everyone in the class in the Hotseat, asking them (in character) what has happened or how things work. Once students see how this goes, they also enjoy taking on the stranger's role as they ask classmates to explain difficult concepts to them.

Bending the Rules: Intensified Involvement

Here are some variations that put a little spin on the Hotseat in order to encourage students to think harder or from a new angle.

- a. **Intensifier:** When a person is in the Hotseat, the teacher can announce that something has changed in the character's situation. Now there is more tension, or the difficulties have just grown worse or more complicated. Then the interview or whispers can continue, but must reflect the changed situation.
- b. **Hotseat the Author:** Authors can be Hotseated and interviewed or they can create an author monologue.
- c. **Personifications:** When teaching math or science, ask students to take on the role of a mathematical or scientific concept – like commutability, inertia or symbiosis, or a force like an electrical charge. Students in the Hotseat can be interviewed about their uses, relationships to other concepts, how they were discovered, are both applied and misapplied in the real world, ad so forth.

- d. Hotseat Reflections: Groups can be formed to review what went well and what answers they would change now that they have had time to think about it. Other times, reflections can occur as a whole class.

From some procedures of hot seat suggested, the researcher formulates the following procedure:

- a. Teacher asks students to imagine the characters that they have learned about in a recent lesson.
- b. Teacher together with the students devises a series of questions that it would be interesting to ask that character.
- c. Teacher explains that students are now going to imagine that they are that character. When it's their turn to sit in the hot seat they must answer, in role, whatever questions are put to them by the class.
- d. Teacher asks a student to take turn in the hot seat.
- e. Teacher asks students to take the question, then, answer three or four of the previously prepared questions in as much detail as possible.
- f. Teacher asks another student to take turn in the hot seat, it may be appropriate to change to another character if the previous character has been answered completely. It will be done for the next students.

B. The Relevant Research

The research conducted by Khairunnisak Hussain, Muszalifa Aman, and Rashidah Abdullah at Senior High School Marsiling, Malaysia on 2011 entitled “Maintaining Students’ Interest on Literature through Literature Programme”. There were two strategies compared in this research; hot seat strategy and sculpture strategy. The research found that the students who were treated by hot seat strategy showed better interest in learning this program.

C. The Operational Concept

The operational concept is the concepts used in accordance with review of related literature. In order to avoid misunderstanding in carrying out the research, it is necessary to clarify briefly the variable used in this study. The indicators are:

1. The using of hot seat strategy in teaching speaking as the independent variable, symbolized by “x”. The indicators are:
 - a) Teacher asks students to imagine the characters that they have learned about in a recent lesson.
 - b) Teacher together with the students devises a series of questions that it would be interesting to ask that character.
 - c) Teacher explains that students are now going to imagine that they are that character. When it’s their turn to sit in the hot seat they must answer, in role, whatever questions are put to them by the class.

- d) Teacher asks a student to take turn in the hot seat.
 - e) Teacher asks students to take the question, then, answer three or four of the previously prepared questions in as much detail as possible.
 - f) Teacher asks another student to take turn in the hot seat, it may be appropriate to change to another character if the previous character has been answered completely. It will be done for the next students.
2. The students' speaking ability as the dependent variable, symbolized by "y". Based on the limitation of the problem that the text used by researcher is recount text. Because of that the indicators of students' speaking ability in recount text are as follows:
- a) Students are able to identify the characters, time, place discussed in recount text clearly.
 - b) Students are able to sequence the events fluently.
 - c) Students are able to tell the recount text with good comprehension.
 - d) Students are able to tell the recount text by using action verb accurately.
 - e) Students are able to tell the recount text by using temporal connective accurately.
 - f) Students are able to tell the recount text with appropriate pronunciation.

D. The Assumption and The Hypothesis

1. The Assumption

Before formulating the hypothesis as temporary answer of the problems, the researcher would like to present some assumptions: (1) students' ability in speaking recount text is various, and (2) strategies can influence students' ability in speaking recount text.

2. The Hypothesis

H_0 : There is no significant effect of hot seat strategy toward students' speaking ability at the second year of Al Kautsar Modern Boarding School Pekanbaru

H_a : There is a significant effect of hot seat strategy toward students' speaking ability at the second year of Al Kautsar Modern Boarding School Pekanbaru