

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Theoretical Framework

1. The Nature of Speaking

Speaking is a language skill through which someone can express ideas or information to the others. Hornby states that to speak means to reproduce words or to use word in ordinary voice, utter words by using conversation¹. In the same way, Swan says that speaking is uttering words in formal situation². 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 what³.

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

¹AS Hornby. 2003. *Oxford Advanced Learners' Dictionary: International Student's Edition, Sixth Edition*. (UK: Oxford University Press), pp. 1289

² Michael Swan. *Practical English Usage*. (New York: Oxford University Press, 2005), pp. 134

³ H. Douglas Brown. *Language Assessment: Principles and Classroom Practices*. (New York: Pearson Education Inc, 2003), pp. 140

explain⁴ 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.

2. The Nature of Speaking Ability

Speaking can be described as the ability of person to express their ideas. Littlewood states⁵ 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 known that speaking is a very difficult and complex skill to learn especially by the foreign language students. There are many different abilities included in this skill. Arthur Hughes says⁶ 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

⁴Alicia 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 Usó-Juan and Alicia Martí Nez-Flor. (Berlin: Walter De GruyterGmbH & Co. KG, 2006), pp. 139

⁵ William Little Wood. *Communicative Language Testing*. (USA: Cambridge University Press, 1981), pp.1

⁶Arthur Hughes. *Language Testing for Language Teacher*. (USA: cambridge University Press, 1990), pp. 110

language⁷. 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 accuracy⁸.

- a. 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.
- b. 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.
- c. 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

⁷Christiana Brat Paulston and Mary Newton Brunder. *Teaching English as a Second Language: Techniques and Procedures.* (Massachusetts: Winthrop Publisher Inc, 1976), pp.55

⁸ Bruch Tillit and Mary Bruder. *Speaking Naturally: Communication Skills in American English.* (New York: Cambridge University Press, 1985), pp.6

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 saying in order to understand students' meaning.

- d. *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 learners.***

Cyril weir explains⁹ 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

⁹ Cyril J. Weir. *Communicative Language Testing*. (London: Prentice Hall, 2004), pp. 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.

3. The Nature of 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. Learners are expected to be able to produce the language they learn. In teaching speaking, it cannot be separated from grammar, vocabulary and pronunciation.

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 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 pronunciation¹⁰.

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

¹⁰ H. Douglas Brown. *Language Assessment: Principles and Classroom Practices*.(New York:Pearson Education Inc, 2003), p. 140

very successful activities for the classroom. The feature of personalization can make students talk about themselves, their lives, their opinions, beliefs and experience¹¹.

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.

4. The Context of Talking Stick Method

If teacher has students who are dominating the discussion, perhaps teacher could give them a non-speaking role in an activity. Teacher can also avoid students speaking over one another by having a symbolic talking stick-teacher can use a koosh ball, rain stick, etc. The communication between teacher-students, students-students can be created into circle-talking stick method.

Talking stick method is useful when students need to share feelings or when the topic under consideration has no right or wrong answer. Talking Stick serves as time-proven method to ensure that every student's voice is heard. The circle is a group process for developing direct, honest, and effective communication in learning, using the "circle" as organizing principle. According to Por¹², talking stick is a method of collaborative learning in which can be understood as a realization of the power of shared minds. The talking stick circle can help in decision making, inquiry management, prioritizing opportunities, clarifying group dynamics, and team product development, problem solving, planning, and creating the bonding needed to build learning communities. In the circle, a specially chosen object frequently a "talking stick" is passed around, and each person in turn speaks about the topics discussed. The stick should serve

¹¹ 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>

¹² George Por. "The Talking Stick Circle: Ancient Tool for Better Decision Making and Strengthening Community." (Retrieved on October 21, 2011), <http://www.terrapsych.com/talking%20stick%20circle.pdf>

as an invitation and encouragement to speak. This also can be considered as an experience of a partnership model in action, when the “compete and dominate” model, under the condition of increasing complexity and interdependence, are growing largely ineffective. Through the circle, it provides a framework and tools of using the diversity of views and talent present in the group, improves communication and collaboration.

Developing competence in holding circle around relatively simple issues, pays off when the issues are hot, complex, requiring immediate attention, and it's challenging to rapidly grow listening/speaking discipline necessary to its success.

During the communication process of talking stick method, whether with humor, the weaving of words, or silence, strong leaders stay present and committed to what is actually taking place, rather than invested in the circle being "successful"... a truly successful circle is an authentic one, no matter how dark or unresolved the outcome. Good facilitation is usually "transparent," in the sense that members leave the circle less impressed with the wisdom and power of the facilitator(s) than with a strong feeling of the movement and interconnectedness of the whole circle. There are times when the talking stick does not go in round, but to the center, when somebody has spoken. Whenever another member of the circle feels moved to speak, s/he picks up the stick again. Because of that, teacher has to remain carefully the basic purpose of talking stick in which to help students' communication running well during the learning process and try to avoid the certain students dominate discussion.

The basic idea of talking stick method is that students are seated in a circle. One student holds an item such as a stick while speaking. Only the student holding the object is allowed to speak. When finished, the student passes the item clockwise to the next person. This procedure is followed until all participants have had an opportunity to speak. Any participant who does not

wish to speak may pass and silence is an acceptable response. Comments that put down others or oneself (e.g., "I don't think anyone will agree with me, but ..." or "I'm not very good at ...") should be discouraged. Moral or ethical issues can often be dealt with in a talking circle without offending anyone. The purpose of talking circles is not always to reach a decision or consensus. More importantly, the purpose is to create a safe environment for students to share their feelings and points of view. They come to believe what they say will be listened to and accepted without criticism. They gain an empathetic appreciation for points of view other than their own.¹³

According to Fujioka¹⁴, there are several suggestions in conducting the talking stick:

1. Use this method when teacher wants the students to listen to others as part of a learner-centered curriculum. This method takes the focus off the teacher, as the sole purveyor of knowledge. By using it, students are encouraged to learn from each other.
2. The teacher can provide language materials with simple, everyday dialog and situations, whereby the students can role-play the parts while in possession of the talking stick. (Who decides who is to hold the stick, and when?) Begin with one assigned student, who then chooses another student to pass the talking stick to, and so on. The others listen attentively because they do not know if they will be passed the talking stick next.
3. For more advanced language users, topic or issue-based content material is excellent because it gives them content they can get excited about, and issues they can address with passion. The teacher can start by presenting on the overhead projector, a newspaper article that addresses an important issue, for example, violence in the schools. The

¹³Instructional Resources Unit of Curriculum and Instruction Branch Saskatchewan Education. 1997. "English Language Arts 10". Second Ed. (Retrieved on October 21, 2011), <http://www.sasked.gov.sk.ca/xla/ela15b.html>

¹⁴Kimberly Fujioka. 1998. "The Talking Stick: An American Indian Tradition in the ESL Classroom". The Internet TESL Journal, Vol. IV, No. 9, September 1998. (Retrieved on October 21, 2011), <http://iteslj.org/talkingstick.html>

teacher should use a real news story which presents a detailed situation. When each student is in possession of the stick, he or she is asked to speak whatever comes to their mind on the topic. The others are to listen with an open mind; and with no self-rehearsal going on in their minds, concerning what they will say. Then the next student speaks and so on.

According to Gagnan¹⁵, there are some advantages of using talking stick method, as follows:

a) Group Discussions

Classroom management during whole-class discussions can get complicated when students begin to talk out of turn. Using a talking stick allows the teacher and the students to know whose turn it is to speak, and signals to others it is their turn to listen. Sitting students in a circle or semi-circle allows all participating children to see who has the stick. The talking stick can be employed during circle time, show and tell, and during brainstorming sessions. Another advantage of the talking stick is that students who might not want to speak can pass on their turn by handing the stick to the next person.

b) Resolving Conflicts

When two or more students experience conflict, it can be difficult to get them to talk calmly about the issue. By using a talking stick, students know that they each will have a turn to tell

¹⁵Melissa Gagnan. 1997. "Talking Stick Ideas for Elementary". (Retrieved on October 21, 2011), <http://www.ehow.com/ehow-education.html>

their side of the story. The teacher can act as a mediator, and should explain to the students that the person who holds the talking stick should be listened to with respect. When each person has had a chance to talk about the issue, they can continue passing the stick back and forth if they want to continue the discussion. The talking stick eliminates the likelihood of more than one person speaking at once and an argument breaking out.

c) Creative Storytelling

Talking sticks can be used to inspire creativity in students. Students who have the stick can share stories with their classmates. Then they can pass on the stick to another student who has a creative story to share. Another variation of creative storytelling is to have each student build on the story. One person begins the story, then passes the stick along, and the next student adds a sentence to continue the story. Continue adding to the story until each student has had a chance to add their idea. The teacher can act as a recorder, writing each student's sentence on large chart paper to create a class story.

5. The Procedure of Talking Stick Method

There are several steps for conducting talking stick method, as follows¹⁶:

- a. The session starts with the talking stick placed on table) with everyone sitting comfortably around it.
- b. These rules are explained and everyone agrees to abide by them. Nobody who rejects the rules can take part.

¹⁶The Changing Minds.org. 2006. "The Talking Stick". (Retrieved on October 21, 2011), <http://www.thechangingmindsblog.html>

- c. One person picks up the talking stick. When they are holding the stick, they can talk for as long as they like, or even hold a silence for a while.
- d. When one person is holding the stick and talking, everyone else listen attentively and without judgment, knowing that what is said is the person who is talking's truth. Even if a listener disagrees, they must not show irritation, annoyance, contempt or any other discouragement.
- e. When the talker has stopped, they place the talking stick on the table (not handing it to anyone else).
- f. The teacher builds small group discussion by asking other students to give some comment or questions to the talker.
- g. The talker answers the comment and question by other students.
- h. The session continues until nobody else has anything left to say, which is signaled by a noticeable period when nobody picks up the stick. Teacher checks that everyone is done before the session ends with thanks all around.

6. Recount Text

Recounts are the simplest text type in this genre. According to Knapp and Watkins¹⁷, formally, recounts are sequential texts that do little more than sequence a series of 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 writing; for example,

¹⁷Peter Knapp and Megan Watkins. *Genre, Text, Grammar: Technologies for teaching and assessing writing*. (Sydney: University of New South Wales Press Ltd, 2005), pp. 222-232

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

b. Sequences of the Events

As well as providing an orientation, the above recount sequences three events: eating dinner, singing songs and staying the night. The next recount, of a class excursion, would be familiar to most teachers. The orientation paragraph is typical of this type of recount. The sequence of events stage, however, is more complex than the previous recount. Here the student provides a record of all the important activities that happened on the excursion.

Recounts, of all the written text types, most closely resemble the grammar of speech. As we have already seen, recounts basically sequence events temporally. We would therefore expect to see a predominance of action verbs and temporal connectives.

B. The Relevant Research

To avoid the same title used in the research, than the researcher shows the relevant research which is done by two previous students of English Education Department of UIN SUSKA RIAU. First, the research conducted by Musdalifah entitled the influence of using picture series in teaching speaking toward students' speaking achievement at the second year students of MAN Rengat. She found that by using picture series, there is significance in teaching speaking toward the students' speaking achievement.¹⁸ Furthermore, the research conducted by the researcher is different from the two pieces of research. The researcher used talking stick method in increasing speaking ability of students at the first year of MA Al-Qasimiyah Sorek Satu. Second, the research conducted by Susi Yamiarsih entitled the effectiveness of using picture chart in learning English speaking at the fifth year school 021 Sungai Lala. In her data

¹⁸Musdalifah. The Influence if Using Picture Series In Teaching Speaking toward Students' Speaking Achievement at the Secod Year Students of MAN Rengat. (Pekanbaru: Unpublished, 2005), pp. 1

analysis, it showed the students who taught by using group work picture chart technique could increase the students' speaking ability¹⁹. It is also different from this research. In this research, the researcher used talking stick method to give effect on students' speaking ability at the first year of MA Al-Qasimiyah Sorek Satu.

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 talking stick method in teaching speaking as the independent variable, symbolized by "x". The indicators are:
 - a) The session starts with the talking stick placed on table with everyone sitting comfortably around it.
 - b) These rules are explained and everyone agrees to abide by them. Nobody who rejects the rules can take part.
 - c) One person picks up the talking stick. When they are holding the stick, they can talk for as long as they like, or even hold a silence for a while.
 - d) When one person is holding the stick and talking, everyone else listen attentively and without judgment, knowing that what is said is the person who is talking's truth. Even if a listener disagrees, they must not show irritation, annoyance, contempt or any other discouragement.

¹⁹ Susi Yamiarsih. The Effectiveness of Using Picture Chart in Learning English Speaking at the Fifth Year School 021 Sungai Lala. (Pekanbaru: Unpublished, 2005), pp. 1

- e) When the talker has stopped, they place the talking stick on the table (not handing it to anyone else).
 - f) The teacher builds small group discussion by asking other students to give some comment or questions to the talker.
 - g) The talker answers the comment and question by other students.
 - h) The session continues until nobody else has anything left to say, which is signaled by a noticeable period when nobody picks up the stick. Teacher checks that everyone is done before the session ends with thanks all around.
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 with good English grammar.
 - b) Students are able to clarify thinking, ideas, feelings and events in recount text fluently
 - c) Students are able to sequence the events fluently.
 - d) Students are able to retell the recount text with good comprehension.
 - e) Students are able to ask opinions from peers with accurate English pronunciation and grammar.
 - f) Students are able to answer opinions from peers with accurate English pronunciation and grammar.

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) teaching technique can influence students' ability in speaking recount text.

2. The Hypothesis

H_0 : There is no significant effect of talking stick method on students' speaking ability at the first year of MA Al-Qasimiyah Sorek Satu of Pelalawan Regency.

H_a : There is a significant effect of talking stick method on students' speaking ability at the first year of MA Al-Qasimiyah Sorek Satu of Pelalawan Regency.