CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents reviews of related literature used in this study. The reviews of related literature have a goal of providing previous studies and information concerned with the research problems, including overviews of the speaking, speaking ability, teaching method and Talking stick method. They are also used as a guide of presenting this study.

A. Speaking

In language teaching, we often talk about the four language skills (speaking, listening, reading and writing) in terms of their direction and modality.[1] Language generated by the learners (in either speech or writing) is considered productive and language directed at the learners (in reading and listening) is known as receptive language. Modality refers to the medium of the language (whether it is aural oral or written). Thus, speaking is the productive oral skill.

1. The Nature Of Speaking

Speaking is one of the four sub skills is communicative as one way to can communicate with other people. So, by we communicate with other people, we will get more information and knowledge.

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[1]Kathleen M Bailey, *Practical English Language Teaching: Speaking International Edition 2005* (America: The Mc Grow hill Companies.2005), 2.

There are many definitions of speaking, they are:

a. Speaking is the ability to say articulation sounds or words to express thought, idea and feeling.[2]

b. Speaking is the verbal use of language to communicate with other.[3]

c. Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information.[4]

d. Speaking is the process of building and sharing meaning through the use verbal and non- verbal symbols, in a variety of contexts.

Speaking is consists of producing says thematic verbal utterances to convey meaning. In other words, speaking is an expressing thought, idea and feeling someone to other.[5] So speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. It is often spontaneous, open-ended, and evolving, but it is not completely unpredictable. In this matter, the functions of spoken language are interaction and transactional.[6]

Speaking is such a fundamental human behavior that we don't stop to analyze it unless there is something noticeable about it. Likewise, if someone is a particularly effective or lucid speaker, we may notice that her speech is atypical in a noteworthy

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[2]Henry Guntur Tarigan, *Berbicara sebagai Suatu Ketrampilan Bahasa* (Bandung: Angkasa, 1984), 15

[3]Glenn Fulcher, *Testing Second Language Speaking* (Great Britain: Longman, 2003), 23

[4]Kathleen M Bailey, *Practical English Language Teaching; Speaking* (Singapore: Mc Graw, Hill Companies, Inc, 2005), 2

[5]St. Y. Slamet, *Dasar-DasarKeterampilan Berbahasa Indonesia (*Surakarta: LPP UNS dan UNS Press, 2008), 33

[6] *Ibid*, 208

sense. What we fail to notice on a daily basis, however are the myriad physical, mental, psychological, social, and cultural factors that must all work together when we speak. It is even a more impressive feat when we hear someone speaking effectively in a second or foreign language.

Speaking is the single most important aspect of learning English as second and foreign language. It is known speaking as to communication to another people and means communication.

To most people, mastering the art of speaking is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language.[7] Speaking ability can used to communicate with the other people in the daily life. Speaking is so important since it can build the students' creativity. It will enable students express their thought, idea and feeling, telling story, describing something and as tourist guide.

2. The Function of Speaking

According to Brown and Yule as quoted by Jack C Richards, the function of speaking are classified into three, they are talk as interaction, talk as transaction, and talk as performance.

Each of these speech activities is quite distinct in term of form, function and requires different teaching approaches.[8]

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[7]David Nunan, *Language Theacing Methodology*(Sydney, Prentice Hall, tt), 3*9*

[8]Jack C Richards, *Teaching Listening and Speaking, from theory to practice*(New York: Cambridge University Press, 2008), 21

3. Characteristics of a Successful Speaking Activity

The characteristics of a Successful Speaking Activity commonly are:[9]

a. Learners talk a lot.

As much as possible of the period of time allotted to the activity is in fact occupied by learners talk. This may seem obvious, but often most time is taken up with teacher talk or pauses.

b. Participation is even

Classroom discussion is not dominated by a minority of talkative participants: all get a chance to speak, and contributions are fairly evenly distributed

c. Motivation is high

Learners are eager to speak because they are interested in the topic and have something new to say about it or because they want to contribute to achieving a task objective.

d. Language is of an acceptable level

Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

e. Fluency

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[9]Penrry Ur, *A Course in Language Teaching, Practice and Theory* (New York: Cambridge University Press, 1996), 120

The candidate shows sustained ability to maintain a conversation and to contribute at some length. The candidate can respond to change in direction of the conversation and perhaps initiate new topics.[10]

f. Vocabulary

The candidate shows enough command of vocabulary to respond with some precision. Shades of meaning are achieved and some sophisticated information / ideas are communicated. Can understand and participate in any conversation within the range of his or her experience with a high degree of fluency and precision of vocabulary.[11]

g. Structure

The candidate demonstrates ability to use a variety of structures accurately and consistently. The students are able to speak with sufficient structural accuracy and appropriateness in most informal conversations on practical and social topics.

h. Pronunciation

There has been some controversy over the role of pronunciation work in a communicative, interactive course of study. Because the overwhelming majority of adult learners will never acquire an accent, free command of a foreign language should a language program that emphasizes whole

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[10]Peter Lucantoni, *Teaching and Assessing Skills in English as a Second Language*(Cambridge: Cambridge University Press, 2002),
[11] *Ibid*, 221

language, meaningful contexts, and automatic of production focus on these tiny phonological details of language.[12]

B. Speaking Ability

1. Definition of Speaking Ability

Speaking ability is described as the ability to express oneself in life situation. On the ability' students report acts of situation in prose words, and the ability to converse or to express a sequence of ideas fluently. This is because most students want to be able to speak English after they have graduated from junior high school in order to communicate with a foreigner or continuous their study.

According to Maidar G Arsjad and Mukti U.S : *"The speaking ability is the expressing ability of sentences to express thought, idea and feeling."*[13] To teach speaking well, a teacher is advised to remember the following:

a. Try to know the students interest, as privations, and how the learn knowing the students individually is much better

b. A teacher has to know the students language level, except for beginners

c. If is available a native speaker can be used as a model

d. Give cultural background, pragmatism and kinesis used in

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[12]H Douglas Brown, *Teaching by Principles: an Interactive Approach to Language Pedagogy, Second edition*(New York: Addition Wesley Longman, Inc, 2001), 268

[13]Maidar G Arsjad and Mukti U.S. *Pembinaan Kemampuan Berbicara Bahasa Indonesia*(Erlagga,1988), 23

e. Give a sense of progress to the students

f. Don not citizen too much on language and content

g. Encourage spontaneity

h. A teacher may change the sequence of topics from text books

i. Group students based on their ability and interest

j. Create relevant situation for practice

2. **The Purposes of Speaking Ability**

The speaking ability has some purposes. There are:[14]

a. Easy of speak

The students often practice to speak. So, they are expanding their ability by natural, fluent, and gratify. The students need expand confidence by practice.

b. Clarity

The students can speak by clearly in the articulate of sentences. A good idea must be arranged well like by discuss.

c. Responsibility

The students must be speak exactly and thought about appropriate with topic of speak, purpose of speak and situation of speak.

d. Critical sense of hearing

The students need to learn evaluate words and purpose of speaker.

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[14] *Ibid*, 242

e. Making habit

Habit of speak cannot be reached without habit of interaction.

3. The Teaching of Speaking

Teaching speaking is design to help the teacher improve his teaching of speaking, so that the student develops into confident and skilful speaker and listener.

In teaching speaking activities, it is also necessary to recognize the functions of speaking. Richard states that there are three functions of speaking:

a. Talk as interaction

This refers to we normally mean by "conversation" and describes interaction which server a primarily social function the examples of these kinds of talk are chatting to and adjacent passengers during a plane flight, chatting to school friends over coffee time.

b. Talk as transaction

This type of task refers to situation where the focus is on what is said or done. The massage is the central focus here and making one self understood clearly and accurately, rather than the participant and how they interact socially with each other. The example of these kinds of talk are classroom group discussion and problem solving activities, a class activity during which students design a poster, discussing needed repair to a computer with a technician, discussing sightseeing plants with a hotel clerk or tour guide,

making a telephone call to obtain fight information, asking someone for directions on the street, buying something in a shop, ordering from a menu in a restaurant.

c. Talk as performance

This third type of talk which can use fully be distinguished has been called talk as performance. This refers to public talk, that is, talk as performance. This refers to public talk, that is, talk which transmits information before an audience such as morning talk, public announcements, and speeches. The examples of talks as performance are giving a class report about school trip, conducting a class debate, giving a class report about school trip, conducting a class debate giving a speech of welcome, making a sales presentation giving a lecture. [15]

Cajkler and Addelman give examples of speaking giving activities which one could use with 14-16 years-old, based on a presentation-practice-communication model:

1) Presentation: for less able students, the teacher mimes the actions and present vocabulary and phrases, for example he dances, he knits, he swims or past time equivalents, depending on the stage of learning.

2) Practice:

    - Repetition of phrases and vocabulary

    - Responding to flashcards

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[15] http://cc.msns-cache.com. Acced at 26, March 2010.

- Responding to teacher questions (all abilities, as the questions can be graded to suit learners' abilities and interests)

- Pair work with cue cards

- Survey/questionnaire on hobbies (can cater for a range abilities)

3) Communication: talking freely about one's leisure, for example, to the foreign language assistant, to peers, visitors. [16]

C. The Activities For Teaching Speaking

There are many activities we can use in the classroom, namely, controlled activities, guided activities, creative or freer communication.

a. Controlled activities

For example: repetition practice or set sentences prompted by picture or word cues-to improve the accurate use of words, structure and pronunciation, and to foster confidence.

b. Guided activities

For example: model dialogues which the student can change to talk about themselves and to communicate their own needs and ideas; task.

c. Creative or freer communication

These activities are usually designed to give either creative practice opportunities for predicted language items, or general fluency practice, where

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[16] As Quoted by Coroline Woods, *Teaching and Assessing Skills Foreign Languages* (Cambridge: Cambridge University Press, 2005), 43.

the specific language focus is less relevant. There are many examples of guided and free speaking activities:

1. Interaction or information gap activities

   These are carried out in pairs or groups and usually depend on one or more students either having incomplete information or no information at all, and the other(s) having the information needed to complete the task. The aim is for the 'haves' to communicate their information to the 'have notes' or the 'have notes' to extract it.

2. Role plays

   A role play is when students take the part of particular person: a customer, a manager, a shop assistant for example. As this person they take part in a situation, acting out a conversation.

3. Simulations

   A simulation is slightly different from a role play in that student are not playing roles but being themselves. They are confronted by a task to do or a problem to solve and they must do what they would do in the circumstances.

4. Discussions

   There are most fully–fledged discussions (as opposed to small ones that arise naturally in response to something immediate like the day's news).

5. Games

Many conventional games can be adapted to foreign language teaching. As with any communication activity the areas of language produced may be predictable, and therefore useful as a guided activity, or less predictable and suitable for a freer stage.

Games are particularly useful with younger learners but are generally popular with students of all ages, especially if they appreciate how they can help them improve their English.[17]

D. The Problem of Teaching Speaking

The researcher found many problems in speaking English because of many factors. Some problems occurred from the students themselves. On the other hand, some problems came from external factor; it meant that the problem did not come from the students themselves. The problems that occurred from the students themselves were as follows:

1. Students were less of motivation to learn English.

2. The students were lack of confident, so when the teacher gave opportunity for the students to speak up, most of them would be quiet.

3. The students still had wrong mindset, they still thought that English is difficult and boring.

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[17] Gower, *Teaching Practice Handbook*, vii.

4. The students felt nervous when spoke directly and individually.

5. The students did not have any ideas in their mind; it meant that they did not know what they were going to say.

6. They did not have any abilities to support their speaking such as grammar, vocabulary, pronunciation.

7. Their average score of the class was under standard minimum scored (KKM).

Besides that, the problems came from external factors. Some problems came from the teacher and the school. They were as followings:

1. The teacher had good skill in teaching English, but she always used the same technique in teaching English. She used Role-play Technique in teaching speaking most of the time. It made the students got bored.

2. The situation of the class also made the students did not enjoy in teaching and learning process. Sometimes, the facilities in the classroom could not be used well, such as the air conditioner worked unwell and it made the classroom hot, so the students felt uncomfortable with the situation.

3. The library did not supply English book except main material book. English books which were supplied in the library were the book from government that were used as the main book in teaching and learning process. One of the ways to solve these problems, the researcher chose Talking Stick method to

improve student's speaking skill. Talking Stick method is a method that uses stick as a tool to give the students opportunity to speak up. Talking Stick method has many advantages, such as it can make an interesting activity in teaching and learning process, the students will have opportunity to express their mind, the teacher will control the class easier by this method.

E. Assessing Speaking

A major concern for teacher is how we can asses' students' speaking abilities in the new language. There are four basic criteria to keep in mind as we devise, use, or adapt tests of speaking and pronunciation, such as: *First*, we want to make sure that we are testing what we are teaching and the students want to learning doing so is fair and appropriate. A test that measures what it is intended to measure is called a valid test. So, in assessing speaking, a valid test is more needed because it is used to measure the real ability of students. *Second*, we want to be sure that a test or assessment procedure is reliable. Reliability is concerned with consistency. Reliability of the test is seen that the result of students' test are same although are evaluated by the different evaluator. *Third* criterion is one which teacher understands quite well practically. The teacher interviewing each student for thirty minutes might be a very thorough way to assess his or her speaking skill, but if you are teaching several classes a day, and especially if they are large classes, then interviewing all your students for thirty minutes apiece would be very impractical.

The forth criterion is wash back (or instructional impact). This concept is often defined as the effect a test has on teaching and learning. [18]

There are three main methods for scoring students speaking skills: objective scoring, analytic scoring and holistic scoring. The choice is also influenced by (and influences) the wash back message you wish to send to the students.

Objective scoring does not involve any judgment during the scoring process (though a great deal of judgment may be involved in determining the correct answers to compile the key). Truly objective scoring can be done by an untrained person using a scoring key. In many cases, objective scoring can be done by computer (e.g. in computer- delivered tests or with scan able answer sheets where students mark their answers). Typically there is one and only one correct answer to each objectively scored test item.

Holistic rating a speech sample (such as an oral interview, a recorded conversation, or a passage that a learner reads aloud) is given one overall evaluation, which may be rating (a "six" on a ten-point scale) or a designation (pass versus not pass, or the " advanced" designation in a system that consist of novice, intermediate, advanced, or superior categories)**.**

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[18] David Nunan, *Practical English Language Teaching*: *Speaking* (New York: Mc Graw Hill,2005)24,25.

Analytic rating, on the other hand ,involve rating systems in which the abilities underlying the speaking skill have been analyzed and the test takers are evaluated on how well they perform the various sub skills.

For example, some people have used analytic scale that includes those categories of vocabulary, grammar, pronunciation and fluency in evaluating speaking.[19]

F. Talking Stick Method

1. Definition of Talking Stick

The Talking Stick was used in native North American tribes at council meetings. It was used as courtesy not to interrupt a chief when he was speaking. The talking stick was then passed to the next council member who wished to speak. Talking stick is used today by many groups especially in groups of children or adult who need help preventing discussion from degenerating into cacophonies. It can make sure that people listen to what is being said and can help keep an interesting discussion focused.[20]

Talking Stick is a method that uses a stick as tool or instructional media, who holds stick, must answer questions from the teachers after the students learn the material anyway.[21]

Talking stick is a management method that encourages all students to participate equally in a discussion. It can be used after reading a book aloud, as a

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[19] *Ibid,* 25.
[20] http://en.Wikipedia.org/Wiki/reading,diakses . Accessed 27 november 2016.
[21] http://Learning- with- me.Blogspot.com.pembelajaran.html. Accessed 27 november 2016.

part of literature circles, during small group literacy instruction or when conducting a whole class novel study.[22]

The learning Talking Stick encourages students to dare to express an opinion. The learning method begins with a talking stick teacher explanation about the subject matter that will be learned. The students are given the material to read and learn. Teachers provide sufficient time for this activity.

Furthermore, the teacher asks students to close the book. Teachers take a stick that had been prepared in advance. Sticks are provided to learners. Learners who received the stick are required to answer questions from teachers and so on. When stick rolling from one learner to another learners, it should be use music.[23]

Ideally music should be a daily activity and should fulfill a variety of criteria. Music of different kinds will perform different functions. The music can be used in this way to consolidate musical learning through a focus. Increasing, there are books available which use songs in this kind of broader context.[24]

Final step of Talking Stick activity give students an opportunity to reflect on the material they had learned. Teachers provide a review of all answers given learner and jointly learners formulate conclusions.

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[22] www.LauraCandler com. Accessed 27 november 2016.
[23] Agus Suprijono, *PAIKEM teori dan aplikasinya* (Surabaya, 2008), 68
[24] David Whitebread and Penny Coltmai, *Teaching and Learning in the early years* (New York: Routledge, 2008), 280

2. **Advantages of Talking Stick**

   a. **Advantages**

   Talking Stick is seen as offering many advantages, some of which are as follows:

   1) Enhanced language learning in such areas as spelling and pronunciations.

   2) Improved speaking skills

   3) Greater enjoyment of studying speaking

   4) More positive attitude toward speaking

   5) Higher possibility of developing a speaking habit

   6) Test the readiness of students

   7) Train to think and understand quickly

   8) To be more enterprising learning (learn more first before discussing the matter in the school)

   b. **Disadvantages of Talking Stick**

   1) Make students heart gymnastics

   2) Make students ashamed because not accustomed yet.

3. **Procedures Of Teaching Speaking Use The Talking Stick**

Procedures of Talking Stick Method According to Imas Kurniasih and Berlin Sani the procedure of Talking Stick Method are:[25]

a. The teacher prepares the materials and a stick.

b. The teacher explains the main topic. Then, the students read and learn the materials for some minutes (10 minutes).

c. The teacher commands the students to close their books and takes a stick.

d. The teacher gives the stick to a student.

e. The teacher sings a song or plays music while the stick moves one student to another until the song or music stops.

f. The student who gets the stick must stands up and answers the teacher's questions.

g. Then, the stick rolls on again until each student gets the stick and takes part in the learning process.

h. Finally, the teacher gives the evaluation and makes conclusion.

4. Teaching speaking by using talking stick

a. The teacher prepares the materials and a stick.

b. The teacher explains the main topic. Then, the students read and learn the materials for some minutes (10 minutes). In this time teacher can be explain about the introduction, who am I game, telling a story and etc.

c. The teacher commands the students to close their books and takes a stick.

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[25] Ibid 83-84),

d. The teacher gives the stick to a student.

e. The teacher sings a song or plays music while the stick moves one student to another until the song or music stops.

f. The student who gets the stick must stand up and answers the teacher's questions or student must express or telling about anything.

g. Then, the stick rolls on again until each student gets the stick and takes part in the learning process.

h. Finally, the teacher gives the evaluation and makes conclusion.

5. Previous Research Finding

Before the researcher will hold this research, the researcher studied previous research as follow:

1. This research is started from the previous research conducted by St hartina, 2013. "Using Talking Stick Method to Improve the Speaking Ability of the Second Year Students at SMA Negeri 1 Maiwa Kabupaten Enrekang."

The formulated of problem is "Is the use of Talking Stick Method effective to improve the speaking ability at the second year students of SMA Negeri 1 Maiwa Kab.Enrekang in academic year   2012/2013?"

Based on the result of the data analysis, research findings, and discussion in the previous chapter, the researcher comes to the following conclusion.

a.   The data show that the students speaking ability before and after the treatments are significantly difference. It was found in students post-test was

higher than the pre-test, which proved that the use of talking stick method in learning activity contributed to the students' more effective in teaching speaking.

b.   Using talking stick method can improve the students speaking ability even though the results of them are different. It can be seen through their increasing score from pre-test to post-test.[26]

2. The second research comes from Susilowati. 2011"the implementation of Reading Aloud and Talking Stick in increasing reading skill at MTs Darul Huda Ponorogo" (Classroom Action Research).

In this study the writer decided the statement of the problem as the following:

1. How is the implementation of Reading Aloud and Talking Stick in increasing reading skill for the seventh grade students of MTs Darul Huda Mayak Tonatan Ponorogo?

2. Is the implementation of Reading Aloud and Talking Stick able to increase reading skill for the seventh grade students of MTs Darul Huda Mayak Tonatan Ponorogo?

Based on the data derived from the observation during classroom action research can conclude as follow:

 A. The implementation of Reading Aloud and Talking Stick in teaching reading, have some procedure. *First*, the learning strategy begins with teacher's

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[26] http://sthartina09.blogspot.co.id/

explanation about the subject matter that will be learned. *Second*, the students are given the material to read and learn. *Third*, some of them asked to read it. The teacher gives example's read correctly. *Fourth*, they asked to read it again. *Fifth*, Afterward students asked to search vocabulary from text in dictionary. Students can questions to teacher if they can't find in dictionary. *Sixth*, teachers provide sufficient time for this activity. Then the teacher asks students to close the book. *Seventh*, teachers take a stick that prepared in advance. Stick is provided to learners. Learners who received the stick is required to answer questions from teachers and so on. When stick move from one learner to another learners, it should be use music.

Based on the result of the research, the implementation of Reading Aloud and Talking Stick able to increase reading skill. It can be identified that after the implementation, there was an increase of the students' activeness, cooperation and achievement. In the first cycle the students' score of activeness 35%, cooperation 44% and achievement 64.7%. The second cycle, activeness 55.8%, cooperation 64.7% and achievement 85.2%.The third cycle, activeness 73.5%, cooperation76.4% and achievement 97%.[27]

3. The next research comes from Aisyah Ambalika Saraswati Institute Islamic Of Studies Salatiga (Iain) Salatiga[28]

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[27] Susilowati, *sekripsi jurusan tarbiyah prodi tadris inggris.* stain ponorogo, 2010
[28] ambalika saraswati, institute islamic of studies (iain) salatiga, 2016

The title of this study is "Using Talking Stick Method to Improve Students' Reading Matery at the Second Grade Students of SMPN 1 Pringapus in the Academic Year of 2016 /2017". After describing the previous chapter, the researcher summarizes that; 1. The implementation of using talking stick method to improve students' reading mastery for the second grade students of SMPN 1 Pringapus in the academic year of 2016/2017 applies well. Based on the data that class everage score in pre-test cycle 1 was 76, 17, post-test cycle 1 was 88,23 and class average score in pre-test cycle 2 was 87,23, post-test cycle 2 was 92,05. 2. Score mean test of post test are greater than pre test. It indicates that each cycle has different improvement of using talking stick method. The result of mean in cycle 1 which post-test score (88,23) higher than pre-test (76,17) it could be seen clearly in the students' improvement score of their achievement in cycle 1 and the result of mean in cycle 2 which post-test score (92,05) higher than pre-test (87,23) it could be concluded that teaching reading by using talking stick method could be effectively improved in cycle 2. 3. The finding of the t-calculation was the proof that students have significant improvement in their competence. Both in the cycle I the t53 calculation was 4, 83 and cycle II the t-calculation was 3,21. Score t-calculation each cycle were higher than t-table (2, 03), it means that there was significant improvement of students' reading mastery through talking stick method.

According to the previous research finding before, there is similarly in these researches' and this research that both use the talking stick method.

There are *different* in the Research content with this researcher the content of this study will discuss about the implementation of *the talking stick method* in SMP Islam Thoriqul Huda Cekok babadan toward the teachers presenting teaching method in the classroom. There are three procedure of talking stick itself which from those, the researcher wants to know Among them which one is the effective way? So this study wants to know what the advantages of using talking stick in teaching speaking and also this study wants to know the students perception and responses of teacher teaching through talking stick in their Understanding about the lesson.especially to know the reason of applying talking stick, and describe the implementation of talking stick, identify the advantages of talking stick and students responses.