II. LITERATURE REVIEW

This chapter reviews the theories that support the research. It consists of concept of speaking, aspects of speaking, text, teaching speaking, authentic material, non authentic material, procedure text, advantages and disadvantages, theoretical assumption and hypotheses.

2.1 Concept of Spoken Language

Spoken language is actually a process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. In order to achieve a communicative goal through speaking, there are two aspects to be considered – knowledge of the language, and skill in using this knowledge. It is not enough to possess a certain amount of knowledge, but a speaker of the language should be able to use this knowledge in different situations.

In addition, By Gate views the skill as comprising two components: production skills and interaction skills, both of which can be affected by two conditions: firstly, processing conditions, taking into consideration the fact that a speech takes place under the pressure of time; secondly, reciprocity conditions connected with a mutual relationship between the interlocutor.

Naturally, spoken skill or speaking skill has two skills such as: (1) micro skills and (2) macro skills. Theoretically, macro and micro skills has their own implementation in speaking activities. Here are crucial points of macro skills which should be implemented in speaking class.

1. Accomplish communicative functions appropriately according to situations, participants, and goals.

2. Use appropriate styles, registers, implicative, redundancies, pragmatic conventions, conversion rules, floor keeping and yielding, interrupting, and other sociolinguistic features in face-to-face conversations.

3. Convey links and connections between events and communicate such relations as focal and peripheral ideas, events and feeling, new information and given information, generalisation and exemplification.

4. Convey facial features, kinesics, body language, and other nonverbal cues along with verbal language.

5. Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

Besides that, micro skills have some basic skills that should be implemented in speaking activities such as:

1. To pronounce the distinctive sounds of a language clearly enough so that people can distinguish them. This includes making tonal distinctions.

2. To use stress and rhythmic patterns, and intonation patterns of the language clearly enough so that people can understand what is said.

3. To use the correct forms of words. This may mean, for example, changes in the tense, case, or gender.

4. To put words together in correct word order.

5. To use vocabulary appropriately.

6. To use the register or language variety that is appropriate to the situation and the relationship to the conversation partner.

7. To make clear to the listener the main sentence constituents, such as subject, verb, object, by whatever means the language uses.

8. To make the main ideas stand out from supporting ideas or information.

9. To make the discourse hang together so that people can follow what you are saying.

In this case, this research mainly focuses on micro skills, consisting of the following aspects of the skills, illustrated as follows:

2.2. Aspects of speaking Skills

There are three aspects related to the speaking skills as proposed by Heaton (1991) i.e. fluency, pronunciation, and comprehension conceptualized as below:

It is explained as follows;

1. Pronunciation

Pronunciation refers to the student's ability to produce comprehensible utterances to fulfill the task requirements. Harmer (2001:28-33) provides more issues related to pronunciation. He suggests pitch, intonation, sounds and spelling, and stress. Pronunciation becomes important because it gives meaning to what is being said. Wrong pronunciation may cause misunderstanding or people involved in a

conversation are offended. (Thornbury, 2005:128-129). Here is the explanation and example of pronunciation: (1) sound: we hear (**skiz**-*uh* m) as well as the older (**siz**-*uh* m) for schism, and (**kom**-per-*uh-buh l*) for comparable, (2) stress is when a word or syllables is pronounced with greater force than other words in the same sentence for example: [ˈ ɡ ɑ ː dən] ⟹garden ⟹the first syllable is stressed: **gar**den and [ˈ mɛ dəʊ] ⟹meadow ⟹the first syllable is stressed: **mea**dow, (3) intonation is variation of pitch when speaking, for example: a. tag questions (when we the speaker is sure that the answer will be "yes"); You /LIVE here, /DON'T you? (the speaker is sure and expects the answer "yes"), b. the last part of alternative questions (after "or"): Do you want /TEA or /COFfee ?.

2. Fluency

According to Gilman (1968: 45) the characteristic of voices is commonly described as: (1) pitch, for example lowing dialog are bolded, and their change in pitch is shown. A line-by-line analysis follows.

Do you know anyone who could help me bake a birthday cake?
You should ask Sarah. She bakes the **best** cakes I've ever eaten.

(2) loudness, (3) fluency, (4) duration, and (5) quality.

3. Comprehension

According to Carrel (1984: 332), comprehension is a process in which the readers use their formal schemata (rhetorical structure language knowledge) and content (background knowledge of context) in order to get meaning of printed symbol.

It could be clearly noticed that speaking is process building and sharing meaning, in which thought and knowledge are used to express what people would deliver and communicate in different situations. In speaking, there are several aspects that must be dealt with and it could be reference to assess the speaking activity. Some types of speaking activity are also illustrated. In this research, the observer would be used procedure text by using authentic material and non authentic material that can increase students' speaking ability.

2.3. Text

Text is a semantic unit that is realized in the form of word, clause, and sentence. It is not only a group of words or sentences. Hyland (2004: 6) states that the text is an autonomous object which can be analyzed and described independently of particular context, writer or reader. Text has structure. It is orderly arrangement of words, clauses, and sentences by following the principles which guides the correct of element.

There are two main categories of text namely literary and factual. Literary texts are text constructed to appeal emotion and imagination. For example: stories, movies, scripts, folktales, novels, and lyrics' song. There are three main text types in this category: narrative, poetic and dramatic. Factual text presents information or ideas and aim to show, tell or persuade the audience. The main text types in this category are narrative, procedure, recount, exposition, explanation and discussion. Not all the texts are same. Some factors which accounts for the differences in texts are the purpose for which the text is being used and the language features.

Each kind of text is structured in different ways to achieve its purpose. It is important to understand each type of text. Beside it is needed as an academic purpose, text also requires students to be real social life. To be concrete, the text illustrates the description above.

2.4. Teaching Speaking Skills

According to Hornby (1995: 37) teaching means giving the instruction to (a person): give a person (knowledge skill, etc). While speaking means to make use of words in an ordinary voice, so teaching speaking is giving instruction to a person in order to communicate.

Teaching speaking means giving opportunity to learners to enable their selves understood. Teaching Speaking is to teach learners to: (1.) produce speech sound patterns with appropriate words, (2.) Sentences according to the proper social setting, audience, situation and subject matter, and (3.) organize their thoughts in a meaningful and logical sequence (Nunan, 2003 in Kayi, 2006).

Nunan (2003:54-56) says that there are five principles for teaching speaking, they are: (1). giving students chance to practice with both fluency and accuracy such as ask them to read aloud a text (2). providing opportunities for students to talk by using group work or pair work such as presentation. (3).planning speaking task that involve negotiation for meaning such as discussion. (4).designing classroom activities that involve guidance and practice in both transactional and interaction speaking such as conversation.

In brief, teaching speaking means giving the opportunity of students to study about: (1) how to combine their ideas and thoughts. Moreover, it is also about (2) how students selecting the words and sentences orally which appropriate to their social setting. Teaching speaking is the way for students to make an interaction to another person in any situation by meant of using correct pronunciation, fluency, and comprehension.

2.5. Authentic Material

An authentic text commonly is a stretch of real language, produced by a real speaker or writer for a real audience and designed to convey a real message of some sort of information. This assumption is supported by Day and Bamford (1998: 54) who state that an authentic material is one written language is considered, unabridged text that is written for native speaker.

Furthermore, Martinez (2002) defines that authentic materials are sometimes called authentic or contextualized, real-life materials are those that a student encounter in everyday life but that were not created for educational purposes. They include newspapers, magazines and websites, as well as driver's manuals, utility bills, pill bottles and clothing labels. From, these assumption it can be said that authentic texts is made by using authentic language (a language that is only used by native speaker for the conversation activity with native speaker without any facilitator for second language learner. These texts are used to transfer ideas, information and messages from the author to his readers. Besides, this text is made not for teaching a language. It is made without making its language components (vocabulary and grammar) to be able to understand easier by second language learner, it is made

only for native speaker.

Although authentic is not for language learning program, it is important for language learners or students who want to broaden their knowledge about the way of using the foreign language in the real life. Authentic materials offer real language that is contextually rich and culturally pertinent. They also provide insight into the adult learners' new community and the services and opportunities offers.

It can be said that authentic material is important to learn, because it is full of language insight and related to the culture. Most of them contain a large variety of structures and vocabularies that has never been found in the school textbook. Although authentic text uses original language (language in which its sentence's structure and the use of vocabulary is not simplified) that is hard for students to comprehend, it can improve students' speaking achievement.

In addition, Peacock (1997) points that authentic material is the material that has been produced to fulfil some social purpose in the language community and that were not created for teaching and learning activity. The source of authentic material are newspaper, magazines, internet, TV program, movies, CDs, song, brochures, literature (novel, poems and short stories), catalogues, tickets, bills, receipts, wrappings, business cards, labels, stamps and stamps.

Authentic material has some characteristics that must be known by the observer before getting it. These criteria are important for the observer to know, with knowing the criteria of authentic material, the observer able to differentiate whether

the text is authentic material or not.

1. Authentic material is made by writers for readers whose first language is the same with the language used in the text. Or, it can be said that this type of the text is made for native speakers. Widdowson (1983) in Martinez (2002: 1) defines that authentic would be material designed for native speakers of English used in the classroom in away similar to the one it was designed for. It means that a text will be authentic if it is written for readers that has the same first language with the writer of the text.

2. Authentic material is a text in which its content is appropriated to the readers' world. It present a lot of information appropriated to the readers' in comprehending writing achievement. Spelleri (2002: 4) notes that the material reflects a reality that is economically feasible for the learners. From the statement it can be said that the content of the authentic text or material is always adapted to the learners' world, learners' interest, need and ability in comprehending the source.

3. Authentic material gives reliable information, in order words it can be trusted. It provides real information, not fictional information. Spelleri (2002: 4) says that the material respects the immigration status of the learner, whether documented or undocumented. The undocumented immigrant should not find himself in trouble for attempting to make use of knowledge gathered from the authentic material. From the statement it can be said that authentic material contain understandable news and information that can be trusted its truth and do not mislead the learners.

4. Authentic materials contain a lot of vocabularies appropriated to the

learners' vocabularies. This text does not contain vocabularies that exceed the learners' vocabularies limitation. Spelleri (2002:2) explains that the authentic materials contain non-complex vocabulary. A large amount of printed matter marketed to the general public is written at the fifth grade level while the language of items produced by public safety and social welfare offices is sometimes even simpler. And at least on the following:

a. The authentic item features picture, diagrams, and tables, because to make the student easier in understanding the material.

b. The material uses bullet, titling, subtitles or other clear separation of text, because to make the student in knowing the steps in making something.

c. The material allows some learner interaction: a form to fill out, a recording to listen, to check list, and questions to think about, because the learner should understand the material and can develop their understanding about the material.

To recapitulate, it can be said that authentic material is actually language use that can be understood by the public or society. It also be completed by some interested pictures, tables, and other things that can be facilitate the readers in comprehending it. Furthermore, it is usually illustrated by a few of advertisements and cleared by placing a title and some subtitles in the right place. Frequently, authentic text gives: some chance for readers to interact with the author of the text or the editorial staffs who publish that text; giving some quiz with a gift and chances for expressing mind and feeling to the learners.

a. Authentic material is attractive for learners and well-organized.Nuttal (1996: 177) states that authentic material not only motivates students but also exhibits the characteristics of true discourse: having something to say, being coherent and clearly organized.

b. Sometimes authentic material contains a language that cannot be understood by learners. This phenomenon may be caused by disharmony between vocabularies and the other. The text may contain vocabularies that exceed the learners' vocabulary limitation. Spelleri (2002: 2) explains that true authentic materials are not edited and simplified in anyway. They require the observer to act as a filter, releasing the language in manageable quantities, raising or allowing the filter as needed, and ensuring the comprehensibility of the material through selection of learning objective, the task to be accomplished, and the way of the material approached. Briefly, it can be said that the content of the authentic material can be understood easily.

The implication of authentic material that the observer would be given in this research consist of; (1.) instant coffee packages and instant noodle packages as the part of teaching learning process) in first meeting, (2.) in the second meeting the observer used two videos; how to make gado-gado and how to make a kite. The speaking text is naturally the application of procedure text.

2.6. Non Authentic Material

Non authentic materials are specifically designed for the language learners. They are either adapted or simplified or written keeping in mind the language

proficiency of the learners in question; (1) they are specially designed for learning purposes, (2) the language used in them is artificial, they contain well formed sentences all the time, (3) they are useful for teaching grammar. Non authentic material as we know that existing material is materials used by teachers or learners to facilitate the learning of a language. Obviously, include photocopies, workbooks, grammar books, and dictionaries

2.7. Procedure Text

Basically, procedure text is a text that is designed to describe how something is achieved through a sequence of actions or steps. It explains how people perform different processes in a sequence of steps. This text uses simple present tense, often imperative sentences. It also uses the temporal conjunction such as first, second, then, next, finally, etc. Further, Anderson &Anderson (1997: 2) assert that a procedure is a piece of text that tells the reader or listener how to do something. The purpose of procedure text is to provide sequenced information or directions so that people can successfully perform activities in safe, efficient, and appropriate ways.

Commonly procedure text is already familiar with people's daily life, for example in giving instructions to make something, in games rules, in recipes, manual steps, directions of destination (Derewianka. 2004: 23-27). The context consists of three parts:

   a. Title/goal

   b. List of material

c. Steps/method/procedures

In order to arrange a good procedure text, we need the common text organization that should be applied in writing procedure text. Derewianka (2004: 27) mentions, the text organization of a procedure text as follows:

a. The focus of instructional texts is on a sequence of actions, because to show the chorological activities or instruction.

b. The structure is easily recognized, because in procedure text in each generic structure they have specific words.

c. Each stage serves a particular function

d. The text may also include comments on the usefulness, significance, danger, fun, etc.

e. Headings, subheadings, numbers, diagrams, photos are often utilized to make instructions as clear and easy to understand as possible.

Furthermore, Anderson & Anderson (1997: 52-55) states that the generic structure of a procedure text contains: (1) an introductory statement that gives the aim or goal. This maybe the title of the text or an introductory paragraph, (2) a list of the materials that will be needed to complete procedure: (a) this may be a list or a paragraph and (b) this step may be left out in some procedures, (3) a sequence of steps in the order they need to be done: (a) numbers can be used to show first, second, third, and so on, (b) the order is usually important; such word as *now, next,* and *after this* can be used, (3) usually the steps begin with a command such as add, stir, or push.

There are some examples of procedure text, for example as below:

1. HOW TO MAKE PANCAKE

INGREDIENTS :
· - 3 – 4 spoonful of flour
· - 2 eggs
· - 1 ½ (250 ml) of milk
· - 1 stick of butter

MATERIALS :
· - 1 mixing bowl
· - 2 table spoons
· - 2 cups
· - 1 small pan

1.1 The application of procedures.
These are some steps in dealing with "How to Make Pancake".
First, put the flour in the bowl.
Second, put milk in a cup.
Next, make sure it's 250 ml of milk.
And then, Put the milk in the bowl.
After that break the 2 eggs into the bowl.
Next, mix it with a spoon.
Then, heat up the pan and put the butter
After that, put the mix in the pan.
Next, let the pancake mix cook about 5 minutes
And the last flip pancake over when the top is brown.
Finally your pancake its ready to be served

2. HOW TO MAKE A CUP OF COFFEE

MATERIALS AND INGEDIENTS :

 - 2 spoons of sugar
 - one spoon of coffee powder
- hot water
 - a cup
 - a spoon

2.1 The application of the procedures.
These are some steps in in dealing with "How to Make A Cup of Coffee"
First, prepare two spoons of sugar, a cup, hot water, one spoon of coffee powder, a spoon.
Second, put one spoon of coffee powder into the cup.
Next, pour some hot water into the cup.
And then, add 2 spoons of sugar into a cup of coffee
Finally stir it well and the hot coffee is ready to drink

(http://www.kursusmudahbahasainggris.com/2013/09/15-contoh-procedure-text-terlengkap-dan.html)

2.8. Advantages and Disadvantages

There are advantages and disadvantages in applying these materials, they are:

2.8.1. Advantages of Authentic Material

There are some advantages that can be obtained from using authentic texts or materials in teaching speaking.

a. Firstly, authentic material can provide many chances for the observer and students to understand about how to use the target language (in this case English) in the real life. Homolova (2004: 1) explains that authentic material can provide resources for ESL/EFL the resea can offer them to opportunity to expose learners to materials produced for real life and for-out classroom context. By using authentic material, we can understand materials with "real language", produced by real speaker for real audience. It can be said that by using the authentic materials, both of the observer and students will understand how to use the target language in the real life. They will understand how to use the target language in communicating to the native speaker (that is a person who's their first language for the observer and students).

b. Secondly, authentic material provides a large amount of the ways of using English (target language) in the real world. This text supplies a lot of ways of expressing various feelings and thoughts for the students. Homolova (2004:1) says that if the observers use authentic materials sensibly they provide learners with secure bridges into real world of using English use. It means that this type of reading text can protect students from doing any mistakes in expressing their feelings and minds in their target language (English)

c. Thirdly, authentic material contains a lot of information from all aspects of life. This advantage is very important for the student to increase their knowledge. As Martinez (2002:1) views that authentic materials keep students informed about what is happening in the world, so they have an intrinsic educational value. It means that authentic materials have educational value for students. Besides, containing a lot of information needed by students to improve their language knowledge, these texts also help students in improve their background knowledge.

d. Fourthly, authentic material provides a lot of happiness for students. As Martinez (2002:2) notes that they can encourage speaking for pleasure, because they are likely to contain topics of interest to learners, especially if students are given the chance to have a say about the topic or kinds of materials to be used in the class. It means that authentic material have a large variety of topics that can make students to be interested in. And, it is important for the observer to give a chance to students in determining the topic of authentic materials that will be spoken by them.

e. Fifthly, authentic material keeps students informed about what is happening in the world, so to have an intrinsic educational value. As the observer, we are educators working within the school system, so education and general development are part of our responsibilities (Sanderson, 1999).

f. Sixthly, students are exposed to real discourse, as in videos of interview with famous people where intermediate students listen for gist. They provide exposure to real language.

2.8.2 Disadvantages of Authentic Material.

As mentioned previously, there are also some disadvantages that can be obtained from using authentic texts or materials in teaching speaking.

a. The vocabulary might not be relevant to students' immediate needs, for example by using video the native speaker usually spoke in daily conversation and as usual the native speaker sometimes give some jokes during giving the explanation about some procedure then it is make the students confused to get the point.

b. Special preparation is necessary which can be time consuming, for example in using video or picture before the observer gives the treatment, she has to prepare all of the goods of that media such as in video she has to prepare the projector/LCD.

c. Too many structures are mixed, for example the native speaker usually give some jokes in English. It is make confusing and it is look like disorder.

Ordinarily, in the teaching learning activities, every single method or media always have the advantages and the disadvantages. It was natural, but authentic materials have more advantages then disadvantages. Because of that the observer used this media in this research.

2.8.3. Advantages of Non Authentic Material.

Basically, using non authentic material have several advantages in teaching learning process, such as : (1) the language is easy, (2) get clear objectives to develop, (3) it is adapted for a particular aspect, (4) materials are relevant, useful

and focused on what students are learning at the point, and (5) easy to find and preparation is not consuming time.

2.8.4. Disadvantages of Non Authentic Material.

Besides that, the use of existing material has been considered to have some weaknesses. Firstly, it does not present the real language model in real context, it also reduces teacher role in the classroom from the classroom managers to the teachers who rely on other people ideas. In addition, it does not accommodate local materials and brings about local culture. The existing materials have burdened students and teachers due to the difficult vocabularies covered and the preparation could be time consuming. They rarely offer real language example used in real life context. At the meantime, authentic materials support EFL learning environment in which exposure to the target language is needed as in the first language acquisition. Furthermore, they help teacher provide their student opportunity to learn according to their need and interest. (Jacobson: 2003, Krashen: 1986, Martinez: 2002)

2.9. Theoretical Assumption

There was possible teaching procedure text through authentic materials and non authentic material can increase students speaking ability. From the frame of theory and explanation above, it could be assumed that applying authentic material and non authentic material on teaching speaking can give positive effect in increasing students' speaking ability and it can also increase three aspects of speaking; pronunciation, fluency, and comprehensibility. Authentic material can

give the students easier to communicate. By utilizing authentic material in procedure text speaking, it is assumed that students can create the interaction with others and able to communicate some information. Thus, the students would be able to communicate well. As the result, students' speaking ability can be increased.

2.10. Hypotheses

The theoretical assumption above leads to the following hypotheses:

1. There is a significant different in the students' speaking ability between authentic material and non authentic material.

2. Aspect of speaking will be different between who are taught through authentic material and non authentic material is pronunciation.