II. LITERATURE REVIEW

This chapter discusses about literature review and it deals with review of previous research, concept of speaking, types of speaking, concept of teaching speaking, concept of *realia,* procedure of teaching speaking using *realia,* and the advantages and disadvantages of using *realia* are classified like the following:

2.1. Review of Previous research

The previous researches were discussed to investigate speaking whether *realia* makes the study process be more effective or not in students' speaking achievement. Those previous researches were showed as follows:

▪ Sari Irianti (2011:3) conducted a research about speaking at SMP PGRI 2 Ciputat. She found that in fact, most of the students still have difficulties in speaking. It caused by some factors. Those are:

1. Most of students are shy and afraid to take a part in the conversation. In the other words, the students are having problem with their confidence.

2. Most of students are still clumsy in speaking, they just speak when the teacher ask them.

3. The students are not enthusiastic and not courage enough to involve in the speaking learning process. Therefore they need an attractive technique to stimulate them to speak English.

▪ Hatimah (2013:36) conducted a research at MA Islamiyah Syafi'iyah Sumberanyar-Paiton about the effect of *authentic material*. She found that the

English teacher had never used another source of material except the text book in teaching reading. Consequently the students feel bored and unmotivated in joining a teaching and learning process. Regarding the reason above, the selection of good material is needed in language learning. The materials may come from course book or authentic materials. The learning process involves not only in making students to produce grammatical sentences but also enabling students to function the language effectively in appropriate context and society.

2.2. Concept of Speaking

Macro skills are four main skills in mastering English language. They are; speaking, writing, listening, and reading. While, micro skills are sub skills which are related to language builder to produce written or oral grammatical sentences for examples, fluency, grammar, vocabulary, pronunciation, spelling, and etc. Speaking is a general skill in which one of the productive skills of language that can be used to express the idea or to share the information. Sub skills or micro skills are the elements of macro skills which cannot be separated each other. Specifically fluency, grammar, vocabulary, and pronunciation are four elements of speaking which are corresponding. In teaching English as a foreign language, language is revealed as a group of sounds with specific meanings and organized grammatical rules, Setiyadi (2006:10). The theory assumes that in understanding the specific meaning of a message or information clearly, someone should arrange the words until it forms a sentence and arrange the sentences become a whole paragraph by implementing grammatical rules and connecting words.

According to Harris (1974:84), the components of speaking are pronunciation, fluency, grammar, vocabulary, and comprehension. Below are the ranges of the score. Each score has different criteria as follows:

Table 2.1 Scoring Criteria of Pronunciation

Aspects	Score	Qualifications
Pronunciation	5	If speech is fluent and effortless as that of native speaker.
	4	Denote that if it is always intelligible though one is conscious of a definite accent.
	3	Refers to pronunciation problem necessitate concentrated listening and occasionally lead to misunderstanding.
	2	Indicate that it is very hard to understand because of pronunciation problem most frequently asked to report.
	1	Shows that pronunciation problem so serve as to make conversation unintelligible.

Table 2.2 Scoring Criteria of Grammar

Aspects	Score	Qualifications
Grammar	5	Make few (if any) noticeable errors of grammar or word order.
	4	Occasionally makes grammatical and/ or word order errors which do not, however, obscure meaning.
	3	Refers to that speed and fluency are rather strongly affected by language problem.
	2	Means that a student usually doubt and often forces into silence by language problem.
	1	Means that speech is so halting and fragmentary as to make conversation virtually impossible.

Table 2.3 Scoring Criteria of Vocabulary

Aspects	Score	Qualifications
Vocabulary	5	The use of vocabulary and idiom virtually that is of native speaker.
	4	Indicates that sometimes a student uses inappropriate terms and or rephrase ides because inadequate vocabulary.
	3	Refers to using frequently the wrong word, conversation somewhat limited because of inadequate vocabulary.
	2	Denotes that misutilizing of word and very limited vocabulary make conversation quite difficult.
	1	Means that vocabulary limitation so extreme as to make conversation virtually impossible.

Table 2.4 Scoring Criteria of Fluency

Aspects	Score	Qualifications
Fluency	5	If the speech is fluent and effortless as that native speaker.
	4	Refers to speed of speech seems rather strongly affected by language problem.
	3	Make frequents errors of grammar and word order, which obscure meaning.
	2	Grammar and word order make comprehension difficult must often rephrase sentence and/or restrict him to basic pattern.
	1	Errors in grammar and word order to severe as to make speech virtually unintelligible.

Table 2.5 Scoring Criteria of Comprehension

Aspects	Score	Qualifications
Comprehension	5	Appear to understand everything without difficulty.
	4	Understand nearly everything at normal speed although occasionally repetition maybe necessary.
	3	Understand most of what is said at lowers that normal speed with repetition.
	2	Has great difficult following what is said.
	1	Cannot be said to understand even simple conversation in English.

Meanwhile, in transactional speaking the components that can be reached and raised is accuracy. In addition, According to Brown and Yule there are three function of speaking, "…three part version Brown and Yule's framework (after Jones 1996 and Burns 1998), they are:

a. Talk as interaction

Talk as interaction is an interactive communication of two or more people in daily conversation spontaneously. This is about how people try to convey his message to other people communicatively. The main intention in this function is social relationship. So, the people need to use speaking skill to speak well.

b. Talk as transaction

Talk as transaction focuses on how people deliver a message that make others understand of what we want to convey clearly and accurately. In this type of spoken language, students and teacher usually focus on meaning.

c. Talk as performance

Talk as performance focuses on multilogue which is better than monologue. The function of speaking as performance is the practice in speeches, public speaking, public announcements, storytelling, and so on.

2.3. Types of Speaking

Brown (2001: 250) says that much of our language teaching is devoted to instruction in mastering English conversation. He classified the types of oral language into: monologue and dialogue. Monologue happens when one speaker used spoken language, as in speech, lecture, reading, and news broadcast, the listeners must process long stretch of speech without any interruption and the stream of the speech would go on. Besides monologue, another type of speaking is dialogue. Dialogue involved two or more speakers. As stated before, dialogue can be divided into transactional which is concerned on transfering the information, and the interactional which has the primary purpose of maintaining social relationships.

In this research, the researcher focused on the monologue only. The students would be tested in pre-test before the treatment was administered and post-test section by commanding them to describe the picture of *realia* object they had identified in the treatment. The students got some treatments in which they were required to analyze the *realia* object in a group to deliver factual report related to the object. There are two kinds of monologue: *planned* and *unplanned*. Planned monologue is when the students have a time to prepare what would be revealed by them before performance. Another technique of monologue is unplanned monologue. The teacher does not give students a time for preparing themselves

before the performance. Planned technique was applied to support their performance.

2.4. Concept of Teaching Speaking

Speaking should improve students' communicative skill to express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance. Setiyadi (2006:60) assumes that in teaching the target language dialogue plays an important role. Almost any language class begins with a dialogue. The following considerations are necessary to construct a good dialogue.

1. The dialogue should be short

2. The dialogue should have not more than three roles.

3. The dialogue should contain repetition of new grammar.

4. The context should be interesting for the language learners.

5. Previous vocabulary and grammar should be included in the dialogue.

Teacher has a crucial role in teaching foreign language especially in speaking. Teacher should be a good model in helping students to improve their speaking achievement in producing correct grammatical, logically connected sentences that are appropriate to specific contexts, and using acceptable pronunciation. Teacher also should use the interesting media and the appropriate method on teaching speaking to increase students' motivation to speak well on a fun activity.

2.5. Concept of *Realia*

Realia is closely related to the natural approach. Accordingly, realia comes to be indispensible for the effectiveness of language acquisition, because the

implementation of these materials create more natural settings, where learners learn a foreign language, much like a child learns his native language in early stages. Considering this, the use of *realia* language acquisition is generated naturally. *Realia* become a thread between the students own language and what it could be totally new for them when learning a language (Oyarzo, Vergas and Reyes, 2008:24-67). Because, *realia* leds students to learn speaking easily with objects which are familiar or everyday use.

Examples of authentic materials are; newspapers and advertisements, bills and receipts, official letters and forms from governments or businesses, maps and directions, prescriptions and instructions, written notes and messages. Therefore, such kinds of real materials in the environment were used in this research as the object of discussion that had been known by students such as vegetable, fruit, school equipment, plants, animal, meals, and their friends in the class.

According to Benavent (2011:89), *realia* and authentic materials increase learners' motivation but are difficult to adapt to the learners' level of language, especially at the beginning level. It is important to note that preparing the materials can be very time-consuming. Authentic material can be too complicated and difficult for learners in their original format and it requires a longer time for students, so it is difficult to achieve curriculum target.

House (2008:53-70) says that authentic materials can greatly benefit problem solving, project based learning, case based learning, role play, and simulation and gaming methodology. Students and teacher can use authentic materials as a meaning to link the formal, and some extent artificial, and environment of the

classroom with the real world in which we hope our students eventually be using the language they are learning. It is important to bear in mind that the concept of context must be made central to in class-teaching. Therefore, authentic material may lose much of their suitability when used in a very different context from that in which such material originally intended.

On the other hand, the majority of ESP students are more interested in the topic than in the form of language (Wegener, 2008:139). In the specific case of EAP, Flowerdew and Peacock (2008:182) find three arguments for and another three against authentic materials. In favour: non-authentic text cannot represent real-world situations the learners would face are best prepared for authentic texts. Against: any one authentic text may not be authentic for a specific class, just because a text is authentic does not reevant, and authentic texts are often too difficult linguistically. Authentic materials and *realia* are often found in ESP course books today and are particularly prevalent in Commercial English. They can increase students' motivation and expose them to real language and culture as well as different genres of the professional community to which they aspire.

Before the authentic material would be used by the learners in reading or writing lessons, keep the materials as authentic as possible, but change all language content, including vocabulary and structure. Break down the activity into a series of smaller, interconnected tasks; provide background information, rewrite the material, reformat the writing in terms of font style, white spaces and font size, consider the quantity of material, consider the layout on the page, consider expectations of tasks, and be consistent.

Realia helps learners transfer their literacy skills from familiar formats to a variety of other formats they may encounter and they support learners' transition and integration into the world outside the classroom.

2.6. Procedure of Teaching Speaking by Using *Realia*

1. **Pre-activity**

   Students:

a) Respond teacher's greeting.

b) Respond teacher's question about students' attending.

c) Pay attention to the purpose of study which is informed by the teacher.

d) Respond teacher's questions about previous lesson and pay attention to the material which would be learned.

2. **While Activity**

a) Students are divided into six groups, each group consist of four or five students.

b) Students are given one *realia* object to be object of discussion.

c) Students are asked to identify the object to know the parts of object body, how the object appearance and to find the words which are related to the characteristic of the object generally and specifically. So, they can mention some new words to increase their vocabulary mastery.

d) Students are required to pronounce words together after the teacher gave the example of correct pronunciation related to the object and the teacher will correct some error pronunciation.

e) Students are asked to plan the point they will reveal by writing some sentences before reporting to help them memorize the report easily, but they do not require to see the notes when they deliver the factual report of the *realia* object.

f) Each student should report at least two sentences of factual data related to the object.

g) Students express the result of discussion to other groups by their own language.

3. **Post-Activity**

Students:

a) Pay attention to the summary of the lesson

b) Give comment about the lesson

c) Pay attention to the teacher's instruction (can be doing homework, assignments, etc).

4. **Evaluation**

a) Technique : Speaking test

b) Instrument : Describing the picture.

2.7. Advantages and Disadvantages of Using *Realia*

Teaching speaking by using *realia* had both advantages and disadvantages that the teacher should pay attention in order to achieve more effective during teaching learning process. They are as follow:

Table 2.6 Advantages and Disadvantages of Using *Realia*

No.	The advantages of teaching speaking by using *realia*	The disadvantages of teaching speaking by using *realia*
1	It builds background knowledge by exposing learners to new ideas and content from real-life.	They are made for the mainstream literate public and not geared toward language or literacy learning.
2	It takes creative thinking for instructors to imagine what kinds of authentic materials may suit the language and literacy objectives of the classroom.	It can be too complicated and difficult for learners to use *realia* in their original format.
3	They prepare learners to deal with real-life situations outside the classroom.	Requires a longer time for students. So it is difficult to achieve curriculum target and managing noise levels
4	They motivate learners by showing them that the literacy skills they are learning are valuable and useful for living in an information-age culture.	It takes time and effort to modify authentic materials to suit the literacy and language levels of learners and to fit the theme, strategies, and content of the class.

2.8. Theoretical Assumption

According to the explanation above, the researcher assumed that *realia* would influence students' speaking achievement. The researcher was optimize that *realia* as an authentic material would help students to improve their speaking skill because it would increase students' motivation to explore the *realia* object clearly by exposing their prior knowledge of the object of the real life.

2.9. Hypothesis

The hypothesis which was proposed to be formulated in this research was:

1. By using *realia* in teaching speaking would improve student's speaking achievement.