

II. FRAME OF THEORIES

A. Concept of Speaking

Speaking is defined as a complex skill requiring the simultaneous use of a number of different abilities which often develop at different rates (Harris, 1969: 81).

Furthermore he mentioned five components are generally recognized in analyses of the speech process: pronunciation, grammar, vocabulary, fluency and comprehension.

Irawati (2003: 7) stated that speaking is one of the central elements of communication of an interactive process in which an individual alternately takes the roles of speakers and listeners used to communicate information, ideas, and emotions to others using oral language.

Rowiyah (2008: 8) defines speaking as transferring a message or idea to the other persons that need good sentences forms and good speaking ability, so the listener will understand what is the speaker means.

Halliday (1995) as quoted by Thomas and Hawes says that spoken language is used to the major functions of language; the ideational function and interpersonal

function. The interpersonal function of language is reflected in the kind of social talk that we participate in throughout the day in conversational exchanges with family, friends, colleagues, etc. this kind of relaxed verbal interaction is the use of language to establish and maintain social relations. The ideational function corresponds to a function of language quite different from its use for social relations. This is the use of language to express content and to communicate information. Furthermore Thomas and Hawes (1994) explain, where the focus is on the transfer of information, language is used to get things done, to produce a result in real-life terms.

Biber (1999) states that spoken language takes place in real time, and are subject to the limitations of working memory, so that its principles of linear construction are adapted to that purpose. A writer can retract a sentence and it can be as if it never existed for the reader. Reformulating for a speaker, however, means adding utterances-but there is no possibility of making previous utterances disappears.

From the explanation above, we can conclude that speaking is the social ability to communicate verbally to transfer message, to share information and to give thought so the listener understand what the speaker said.

B. Classroom Interaction in Language Teaching

Classroom interaction is defined as description of the form and content of behavior or social interaction in the classroom (Marshall: 1998).

Bishop (2000) stated that students will not get enough practice just by talking to the instructor, and very little by just listening to the instructor. Furthermore he said that students develop competency and become critical thinkers in classroom that provides opportunities for intensive, structured interaction among students.

Malamah in Rowiyah (2007) stated that the teacher must engage in the sort of interaction with the learner, in which the communication is able to take place. She also adds that communication is achieved by mean of variety of resources. In the classroom interaction communication among the students and teacher-students take place. Interaction in the classroom take place when the students interest in presented. To promote interaction on other language, the teacher therefore must maintain a lively attention in another language among students in the classroom (Rivers in Rowiyah, 1987) it means that the teacher can use non verbal cues to encourage students speaking interaction, for example, smile expectantly and nod as students talk.

When we talk about different interaction in class, we mean the issue of who is speaking to whom. Edge (2001:69) divided classroom interaction into 6 types of interaction:

1. Teacher – students interaction where teacher gives obstruction to the whole class (T-Ss)
2. Teacher-students interaction where there is an exchange between the teacher and the whole class such as question and answer (Ss-T)

3. Teacher-student interaction where teacher initiates the interaction with an individual of students. The teacher asks a student to answer question, repetition, confirmation and so on (T-S)
4. Student-teacher interaction where the communication with the teacher stated by student. The student initiated himself to question the teacher, giving opinion, complaining, eliciting in form of information and many others (S-T).
5. Teacher-student-student interaction where the teacher tells one student to say something to another (T-S-S).
6. Student-student interaction where students communicate directly with each other in form of discussion, asking for the correct term, confirmation of an information, giving opinion and so on (S-S).

In addition, Rackham (1971) divided eight categories of contribution that can be used as an aid to analyzing patterns of classroom interaction, they are:

1. Seeking Suggestions. This label is used when someone invites others to contribute their ideas, suggestions or proposals
2. Suggesting. This can take a number of forms e.g. "I suggest we do so and so", "Let's do the following", "Shall we do X, Y and Z", "Can I take your idea a stage further?"
3. Agreeing. This covers all types of supporting or backing up what has just been said. This includes nodding.
4. Disagreeing. This covers all ways of opposing or withholding support for what has just been said: i.e. not only an outright disagreement ("No, I can't go along

with that.") but also stating a difficulty, whether valid or not: "The snag is that ..." or "We are running short of time again."

5. Seeking Clarification. Whenever someone asks for a recap or checks that he has understood what was intended e.g. "Do you mean ...", "What happens if A and B coincide."

6. Clarifying Responses is to requests for explanations; also spontaneous summaries of a discussion.

7. Interrupting. Whenever someone beaks in to stop a member from finishing his or her contribution; or when everyone seems to be speaking at once.

8. Miscellaneous. In practice, it is difficult to assess all contributions quickly enough to categorize them, so any unspecified contribution can be put in this category rather than go unrecorded

Rahmawati (2007) has done her research which focused on the process of classroom interaction in speaking class by using video at SMPN 2 Bandar lampung. She used qualitative method, in which the process of teaching learning was observed and she also used descriptive method to describe the data she got. This research was conducted to find the pattern of interaction in the classroom and kind of interactional strategies performed by students to get their meaning across during teaching and learning process by using video. Two methods; observation and video recorder were used to gather the data in her research then she coded the data into kinds of interaction by Edge (2001:69) T-Ss (Teacher-Students), Ss-T (Students-Teacher), T-S (Teacher-Student), S-T (Student-Teacher), T-S-S (Teacher-Student-Student), S-S (Student-Student) interaction occurred and kinds of interactional strategies performed by students, they are: Appeal for help,

Repetition request, and Response including repetition, confirmation, and rejection. In applying the research design, she acted as an observer. She prepared lesson plan for the class teacher who conducted the instruction. The implementation of video had three stages; pre-activity including pre viewing, while activity including while-viewing and post viewing, and post-activity.

The results show that:

- There were seven patterns of interaction occurred in the classroom, they are : T-Ss (Teacher-Students), Ss-T (Students-Teacher), T-S (Teacher-Student), S-T (Student-Teacher), T-S-S (Teacher-Student-Student), S-S (Student-Student)
- There were three kinds of interactional discourse performed by students, they are: Appeal for help, Repetition request, and Response including repetition, confirmation, and rejection.

Interactional strategies frequently happened in students-teacher interaction where the teacher asked the student to describe or retell the story of video. Appeal for help and response mostly occurred while repetition request did not since the instruction and explanations from teacher were clear enough for students.

From the explanation above, we can conclude that interaction is social relationship of people in the classroom whether the interaction initiated by the student himself or the teacher. Classroom interaction in English class include some activities in the class such as expressing the students' ideas verbally, opposing some information, giving clarification, complaining about something,

interrupting and so on. In order to develop the learners' competency, they are expected to practice the language in the classroom.

C. Concept of Newspaper

Newton (1980) states that newspaper is a remarkable, lively, varied, interesting and amusing publication and must be excellent help to teachers of English at variety of levels and to their students.

Newspaper contains of many interesting parts, such as News stories, editorials, photographs, advertisements, comics, and headline. Those interesting parts can be used to motivate students for becoming aware of what is happening in the world and a possibly happy side effect that could be that the students eventually may come to realize that it is fun (Izquierdo, 1989). Furthermore she explains when the textbook becomes a bit of a burden and we feel like doing something more creative and related to real life in our English class, we do not realize how much material is readily available to us through the mass media, newspaper.

Catchcart (1989); Nunan (1991); Melvin and Stout (1992) as quoted by Winnie Lee from Chinese University of Hong Kong and Bruce Morrison from Hong Kong Polytechnic University say, newspaper articles have been widely used as language learning materials and their pedagogic value has been highlighted by a number of ELT practitioners.

Pemagbi (1995) says newspapers can be used to teach many aspects of language and communication skills. Editorials and gossip columns, serious and light-hearted newspapers can be used to teach formal and informal varieties of English and reports on court proceedings can illustrate questioning techniques. Homework assignments requiring students to list and bring to class the vocabulary items and expressions they encounter in newspapers have become immensely valuable.

We can use newspaper as varied and interesting learning material. As quoted from Irawati (2003), the teacher prepared the materials taken from the newspaper, multiplied as many as students in class and for the collaborator. Every time before coming to class the teacher discussed the material with the collaborator. The collaborator who is also the real class teacher helps the writer (the teacher, in the study) to inform about the topic or theme that the students studied. This helped the learner to find suitable material that relevant to the topic or theme based on the curriculum so that the students can achieve the target of learning. For each session, the teacher always gave homework. Kinds of homework were varied. The teacher asked them to read an article at home and find out the meaning or definition of the difficult words so that later in the next session they can have a better discussion because they already comprehend the text. The teacher also varied the tasks, for example, teacher asked students to do an exercise alone but another time teacher directed to work in groups.

Classroom procedure of using newspaper for English speaking class:

1. The teacher prepares newspaper article (at one day, one topic is discussed) multiplied as many as students in class.

2. The teacher explains the classroom procedure of using newspaper as the teaching material in speaking class to the students.
3. The teacher asks some questions to the students (brainstorming) related with the article of the newspaper text.
4. The teacher writes on the whiteboard the students' answer.
5. The teacher mentions the answer that the students' have mentioned.
6. The teacher begins to introduce the news to the students.
7. The teacher divides the students into small group; each group consists of four students.
8. The teacher gives newspaper article for each group.
9. The teacher asks the students to discuss the content of newspaper article in group and make summary, opinion and critics related with the content of the article.
10. The students present their discussion result to the class.

Irawati (2003) stated that different materials from the newspaper gave chances for students to explore more about English. They can have better vocabulary, better grammar, better structures and also better knowledge. Students were curious about the next material to be used in class. They were motivated to participate actively even if sometimes they gave wrong answer to teacher's questions. It showed that students interested to the material and motivated to speak.