

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **2.1 Notions of Speaking**

Speaking is one of the four basic skills in learning foreign language besides listening, reading, and writing. It has been taught since the students entered a Junior High School however it is not easy for the students to communicate in English. They have to think more often when speaking English. Of course, students need interaction with others (teachers, friends) to communicate. Martin Bygate (1998:7) acquaints that interaction skill involves the ability to use language in order to satisfy particular demands. First, it is related to the internal conditions of speech. Second, it involves the dimension of interpersonal interaction in conversation.

From the four skills mentioned earlier, it could be grouped into two categories: oral and written features. While written on other hand is the form of letters, symbols, words or messages etc especially on paper.

Among those language skills, speaking is unfortunately in many ways treated as an undervalued skill. Maybe it is because we can almost all speak, so we take the skill too much for granted. The phenomenon that most language teachers

emphasize their teaching in the mastery of grammar is the clearest evidence. They seem to forget that speaking also deserves attention as much as literary skill.

Despite that fact it is taken for granted, speaking is very important in people's everyday life. As Bygate (1987:6) states that speaking is the vehicle: "par excellence" of social solidarity, of social making of professional achievement and of business. It is through their way of speaking that people are most frequently judged. In addition to that speaking is also a medium through which much language is learnt, including English. To speak is not merely uttering sequences of words in their correct pronunciation. One is said to be a good speaker provided he manages to deliver what is in his mind well and to make his audience understand him.

Literally, to speak means to say words to say or to talk something about something, to have a conversation with somebody; to address somebody in word etc. While speech means the power of action of speaking a manner or way of speaking.

Furthermore, speaking is the term that the writer uses for verbal communication between people. When two people are engaged in talking to each other, the writer is sure that they are doing communication. Communication between people is an extremely complex and ever changing phenomenon. There are certain generalizations that we can make about the majority of communicative events and these have particular relevance for the learning and teaching process.

People do communication for some reasons. Jeremy Harmer (2002:46) states the reasons as follows:

- (1) They want to say something. What is used here is general way to suggest that the speakers make definite decisions to address other people. Speaking may, of course, be forced upon them, but we can still say that they feel the need to speak, otherwise they would keep silent.
- (2) They have some communicative purpose. Speakers say things because they want something to happen as a result of what they say. They may want to charm their listeners; to give some information, to express pleasure; they may decide to be rude or flatter. To agree or complain. In each of these cases they are interested in achieving this communicative purpose what is important the message they wish to convey and the effect they want it to have.
- (3) They select from their language store. Speakers have an infinite capacity to create new sentences. In order to achieve this communication purpose they will select (from the “store” of language they possess) the language they think is appropriate for this purpose.

There will be a desire to communicate on the part of the students and they will also have a communicative purpose. Where the students are involved in a drill or in repetition. They will be motivated the need to reach the objective of accuracy. The emphasis is on the form of the language. A teacher should be in creating procedures of teaching in order that the objective is reached.

According to the BBC World Service radio there are some of the common problems which people face when they are learning to speak English. If someone

wants to become a more fluent speaker of English, and at some of the skill it is needed for effective communication. There are six important things considered to be useful in speaking. In order to have self confidence fluency and accuracy, finding the right words keeping the listeners interested and sounding natural are required.

It is clear that students should be careful in choosing words and styles in communication. Somebody who wants to speak English well, she has to know the ways of speaking English. Speaking is really different from writing. In speaking, broad vocabularies, having interaction with listeners and can speak English well as native speakers do.

## **2.2 Speaking Skills**

Learning any foreign language has to do with the four skills that have to be mastered. The four skills are listening, speaking and listening (oral skills) are said to relate to language expressed through the aural medium. Reading and writing are said to relate to language expressed through the visual medium (written symbol).

Another way of representing these skills is by reference not to the medium but to the activity of the language user. Therefore, speaking and writing are said to be active or productive skills, where as listening and reading are said to be passive or receptive skills.

The diagram below expresses these four skills:

	Productive/ Active	Receptive/ Passive
Aural medium	Speaking	Listening
Visual medium	Writing	Reading

Listening skill is the ability to understand English presented in oral form. This skill is set up as an aim by our government particularly in the effort to affiliate with foreign colleges or to communicate with others. Speaking skill is the ability to use the language in oral form. In junior and senior high schools this skill is limited to the ability to conduct a simple conversation on some subject (e.g. expressing regret, gratitude, agreement, offer, certainty, etc). Among the four skills, speaking skill is a difficult one to assess with precision, because speaking is a complex skill to acquire.

The following four or five components are generally recognized in analysis of speech process:

(1) Pronunciation.

It includes the segmental features: vowels and consonants. In any language we can identify a small number of regularly used sounds; and the stress and intonation.

(2) Grammar.

It is a linguistic category, which is generally defined by the syntactic or morphological aspects, for example using sentence structure and tenses.

(3) Vocabulary.

It is a component of language that maintains all of the information about meaning.

(4) Fluency.

It leads to ease and speed of the flow of speech, which is using words with no noticeable cognitive or mental effort. It is having mastered word recognition skills to the point of over learning. Fundamental skills are so "automatic" that they do not require conscious attention or fluency in English is accuracy with good pronunciation.

(5) Comprehension.

It refers to understanding thoroughly the whole aspect of message conveyed in the conversations; in this case comprehensibility focuses on the students' understanding of conversation.

Harris (1969: 81) says that comprehension is the ability to speech a foreign language is the most pressed skill. Because someone who can speech a language will also be able to understand it. Lado (1961: 239-240) defines speaking ability as: "The ability to use in essentially normal communication, stress, intonation, grammatical structure and vocabulary of the foreign language at normal rate delivery for native speakers of the language."

Speaking skill is a matter which needs special attention. No matter how great an idea is, if it is not communicated properly, it cannot be effective. Oral language or speaking is an essential tool for communicating, thinking, and learning powerful learning tool. It shapes modifies, extends, and organizes thought. Oral language is a foundation of all language development and, therefore, the foundation of all learning. Through speaking and listening, student learns concepts, develop vocabulary and perceive the structure of the English language essential

components of learning. Students who have a strong oral language base have an academic advantage. School achievement depends on students' ability to display knowledge in a clear and acceptable form in speaking as well as writing.

In communicating with other people, it is important to know whether the situation is formal or informal. Besides, it is also important to know that the language, in this case English, can be standard or non standard so that they are able to communicate effectively. In speaking English as a foreign language the speaker obviously has to try to speak it in the way the native, speakers do. In order to be able to speak English better, it is important for him to learn all of the four skills in English and master English phonetic as well, because it is very helpful to learn the language quickly and successfully. The use of language or speaking skill is a matter of habit formation.

In speaking, he must implant the habit of fusing it for communication until it becomes deeply establishes. In conclusion, the definition of speaking skill lexically is the ability to utter words or sounds with the ordinary voice or the ability to communicate vocally or to have conversation through practice, training, or talent. In addition to that, Lado (1961:240) points out that speaking ability / skill is described as the ability to report acts or situation, or the ability to report acts or situations in precise words, or the ability to converse, or the express a sequence of ideas fluently. The writer can conclude that someone who wants to speak a foreign language has to know the rules of that language, like grammar, vocabulary, pronunciation, and word-formation, and to apply them properly in communication.

## 2.3 Elements of Speaking

Jeremy Harmer (2003:269) states that the ability to speak English presupposes the elements necessary for spoken production as follows:

### (1) Language features

The elements necessary for spoken production, are the following:

- a) Connected speech: in connected speech sounds are modified (assimilation), omitted (elision), added (linking r), or weakened (through contractions and stress patterning). It is for this reason that we should involve students in activities designed specifically to improve their connected speech.
- b) Expressive devices: native speakers of English change the pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical and non-verbal (paralinguistic) means how they are feeling (especially in face to – face interaction). The use of these devices contributes to the ability to convey meanings.
- c) Lexis and grammar: therefore supply a variety of phrases for different functions such as agreeing or disagreeing, (*I think so, yes of course, I doubt (/dʌvt/), I am afraid of. . .*), expressing surprise (*I am surprised. . . , I don't believe it. . .*), shock (*you are joking me. . . , you are kidding me. . .*), or approval (*I allow you to. . .*)
- d) Negotiation language: effective speaking benefits from the negotiator language we use to seek clarification and show the structure of what we are saying. We often need to ask for clarification when we are listening to



someone else talks and it is very crucial for students, for example, asking unclear some words or name that have pronounced by some one.

## (2) Mental / Social Processing

Success of speaker's productivity is also dependent upon the rapid processing skills that talking necessitates a). Language processing: language processing involves the retrieval of words and their assembly into syntactically and propositionally appropriate sequence. b). Interacting with others: effective speaking also involves a good deal of listening, an understanding of how the other participants are feeling, and knowledge of how linguistically to take turns or allow others to do so. c). (On the spot) information processing: quite apart from our response to other's feelings, we also need to be able to process the information they tell us the moment we get it.

## **2.4 General Concepts of Audio-lingual Method**

Using contrastive The Audio-lingual Method, also known as the aural oral, Functional skills, new key or American method of language teaching was considered a "scientific" approach in language teaching Lado in Omaggio, CA, (1986:61)

According to Bushra Noori the last four decades of the 29<sup>th</sup> century witnessed a phenomenal increase in global communication. Many people, across the world, showed an intense and abiding interest in modern languages. Dissatisfaction with the traditional methods, their validity, and adequacy, especially with their treatment of spoken language led to the birth of the Audio-lingual method which

is based on the aural-oral approach. It put accent on the acquisition of oral language skills through oral practice based on repetition and analogy.

He added that the Drill technique theory is derived from linguistics and psychology. It is a combination of structural linguistics theory, contrastive analysis, aural-oral procedures and behaviorist psychology. In this theory language is seen as having its own unique system. The system comprises several different levels: phonological, morphological, and syntactic.

Phonological is the study of the way speech sounds are structured and how these are combined to create meaning in words, phrases and sentences. Phonology can be considered aspects of grammar and, just as there are grammar 'rules' that apply to the syntax of a sentence and the morphology of words.

Morphological Morphology / morpheme morphology is the study of the way words are formed. The smallest part of a word that can exist alone or which can change a word's meaning or function is called a morpheme (e.g. un-, happy, -ness, look-ed, and cloud-y). In sentences can be as: The owl *looked* up at the *cloudy* sky.

Syntactic (syntactic / syntactical) is the most important aspect of English grammar. It refers to the way words are put together in a group to create meaning as phrases, clauses or as a sentence. Studying the syntax of a sentence involves investigating the structure and relationships of its words.

Standard syntax refers to the syntax of a particular dialect of English called Standard English - this is the syntax you will read in most written texts and hear

from teachers in lessons, newsreaders and in any other more formal context. Non-standard syntax is a normal part of much spoken English and is common in regional dialects.

Each level has its own distinctive patterns. Language learning is viewed as the acquisition of a practical set of communication skills. It entails language and learning the rules by which these elements are combined from phoneme to morpheme to word or phrase to sentence. Language is primarily spoken and only secondarily written. Therefore, it is assumed that speech has priority in language teaching. This theory is an interpretation of language learning in terms of stimuli and response, operant conditioning and reinforcement with emphasis on successful error-free learning.

Furthermore, Brown (1994:57) explains that the Audio-lingual Method was widely used in the United States and other countries in the 1950's and 1960's. It is still used in some programs today. This method is based on the principles of behavior psychology. It adapted many of the principles and procedures of the Direct Method, in part as a reaction to the lack of speaking skills of the reading approach. This new method incorporated many of the features of the earlier Direct Method, but the disciplines added the concepts of teaching "linguistics patterns" in combination with "habit forming".

He also explains that this method was one of the first to have its roots "firmly grounded in linguistics and psychological theory" Brown (1994:57), which apparently added to its credibility and probably had some influence in the popularity it enjoyed over a long period of time. It also had a major influence on

the language teaching methods that were to follow and can still be seen in major or minor manifestations of language teaching methodology even to this day.

According to Brown (1994:57) another factor that accounted for the method's popularity was the "quick success". It achieved in leading learners towards communicative competence. Through extensive mimicry, memorization and "over-learning" of language patterns and forms, students and teachers were often able to see immediate results. Just as the Direct Method that preceded it, the overall goal of the Audio-lingual Method was to create communicative competence in learners. However, it was thought that the most effective way to do this was for students to "over learn" the language being studied through extensive repetition and a variety of elaborate drills. The idea was to project the linguistics patterns of the language into the minds of the learners in a way that made responses automatic and "habitual". To this end it was held that the language "habits" of the first language would constantly interfere, and the only to overcome those problem was to facilitate the learning of a new set of "habits" appropriate linguistically to the language being studied.

By the explanation above the writer concludes that Drill technique is a kind of method for teaching language through dialogues which stresses on the students' habit formation by repetition, memorizing grammatical structures through substitutions, singular-plural and tense transformations etc, using the target language and the culture where the language is spoken.

## 2.5 Principles of Audio-Lingual Method

Principles of Audio-lingual method as follows:

(1) A comparison between the native language and the target language is supposed to help the teachers to find the areas with which their students probably experience difficulty: this is expected to help students to overcome the habit of the native language. (2) Language is not seen separated from culture. Culture is everyday behavior of people who use the target language. One of the teacher's responsibilities is to present information about that culture in context. (3) Students are taken to be imitators of the teacher's model or the tapes. (4) The dialogue is the chief means of presenting vocabulary, structures and it is learned through repetition and imitation. (5) Mimicry, memorization, and pattern drills are the practice techniques that are emphasized. (6) Most of the interaction is between the teacher and the learner and it is limited by the learner. (7) Listening and speaking are given priority in language teaching and they precede reading and writing. (8) Correct pronunciation, stress, rhythm and intonation are emphasized. (9) The meanings of the words are derived in a linguistics and cultural context and not in isolation. (10) Audio-visual aids are used to assist the students' ability to form new language habits.

Meanwhile, Brown (1994:57) also enumerates the principles of the Audio Lingual Method is as follows: (1) New material is presented in dialog form. (2) There is dependence on mimicry, memorization of set phrases, and over learning. (3) Structures are sequenced by means of contrastive analysis and taught one at time. (4) Structural patterns are taught using repetitive drills. (5) There is little or no

grammatical explanation. Grammar is taught by inductive analogy rather than deductive explanation. (6) Vocabulary is strictly limited and learned in context. (7) There is much use of tapes, language labs, and visual aids. (8) Great importance is attached to pronunciation. (9) Very little use of the mother tongue by teachers is permitted. (10) Successful responses are immediately reinforced. (11) There is great effort to get students to produce error-free utterances. (12) There is tendency to manipulate language and disregard content.

## **2.6 Audio-Lingual Method**

There have been many arguments about the emphasis on or the importance of the subject matter and the importance of the method. Some methods have been applied to the teaching of English in the effort improving the result, such as the Direct Method, the Total Physical Response Method and Audio Lingual Method. Drills, as part of the Audio lingual method, have been applied to the teaching of English especially in speaking. In this case, teaching English as a foreign language makes teachers and students try to use English as a means of communication the better our students will master English. In reaching the goals of the teaching speaking, the use of an appropriate method is keenly needed. In the writer's opinion, drills are probably one of the best alternatives in teaching speaking.

The dialogues were memorized line by line. Learners mimicked the teacher or a tape, listening carefully to all the features of the spoken target language. Native speaker- like pronunciation was important in presenting the model. Phrases and sentences of a dialogue were taught through repetition, first by the whole class,

then smaller groups and finally individual learners. To consolidate what was learnt, the dialogue was adapted and personalized by application to the learner's own situation.

These drills were practiced orally, first in chorus and later individually. Some generalizations (not rules) were given to advanced learners about the structures they had practiced. Writing, in the early stages, was confined to transcriptions of the structures and dialogues learnt earlier. Once the learner had mastered the basic structured, she was asked to write reports or compositions based on the oral lessons. The pattern or structure drill exercises were found in most contemporary text books and on language laboratory tapes. They were designed for rapid oral practice in which more items were completed per minute than in written practice. Some teachers mistakenly use them for written practice, thus giving students a boring, tedious chore. Pattern drill exercises were useful for demonstrating the operation of certain structural variations and familiarizing students with their use.

They served an introductory function. They were useful only as a preliminary to practice in using the new structural variations in some natural interchange, or for review and consolidation of the use of certain structures when students seem in doubt. When pattern were used, it is important that students understand the changes in meaning they are affecting by the variations they are performing.

Sometimes a grammatical feature has been encountered in listening or reading material or in a dialogue. Intensive practice exercises or drills were useful for learning such formal characteristics of English as tense forms (not tense use), irregular forms of verbs, pronoun choices, and so on.

Furthermore, Noori (2001: 54) says that the lesson in audio-lingual method typically begins with a dialogue, which contains the structure and vocabulary of the lesson. The students are expected to mimic the dialogue and eventually memorize it. Often, the class practices the dialogue as a groups, and then in smaller groups. The dialogue is followed by pattern drill on the structure introduced in the dialogue. The aim of the drill is to “strengthen habits” to make the pattern “automatic”.

The techniques derived from the principles of the audio-lingual method are as follows: (1) Students listen to a native-like model such as the teacher or a tape recorder. (2) Students repeat the new material chorally and individually. (3) Teachers correct students’ errors immediately and directly. (4) Dialogues are memorized by reversing roles between (teacher-student) (student-student). (5) Students are encouraged to change certain key words or phrases in the dialogue. (6) Students write short guided compositions on given topics. (7) Students are encouraged to induce grammatical rules. (8) Students are involved in language games and role play. (9) Filling in the blanks exercise is used. (10) Minimal pairs are used. (11) Teachers ask questions about the new items or ask general questions. (12) Substitution drills, chain drills, transformation drills and expansion drills are used. (13) Language laboratory is used for intensive practice of language structures as well as supra segmental features. (14) Dialogue is copied in students’ note book. (15) Students are asked to read aloud.

Freeman (2000:45-50) provides expanded descriptions of some common or typical techniques closely associated with the audio lingual method.



The listing here are as follows:

(1) Dialogue memorization

Students memorize an opening dialogue using mimicry and applied role playing.

(2) Backward Build-up (Expansion Drill)

Teacher breaks a line into several parts; students repeat each part starting at the end of the sentence and “expanding” backwards through the sentence, adding each part in sequence.

(3) Repetition drill

Students repeat teacher’s model as quickly and accurately as possible.

(4) Chain drill

Students ask and answer each other one by one in a circular chain around the classroom.

(5) Single-slot Substitution drill

Teacher states a line from the dialogue, and then uses a word or phrase as a “cue” that students, when repeating the line, must substitute into the sentence in the correct place.

(6) Multiple-slot Substitution drill

Same as the single slot drill, except that there are multiple cues to be substituted into the line.

(7) Transformation drill

Teacher provides a sentence that must be turned into something else, for example a question to be turned into a statement, an active sentence to be turned into negative statement, etc.

## (8) Question and Answer drill

Students should answer or ask questions very quickly.

## (9) Use Minimal Pairs

Analysis, teacher selects a pair of words that sound identical except for single sound that typically poses difficulty for the learners-students are to pronounce and differentiate the two words.

## (10) Complete the Dialogue

Selected words are erased from a line in the dialogue-students must find and insert.

## (11) Grammar Games

Various games designed to practice a grammar point in context, using lots of repetition.

The following are the steps of teaching speaking through audio lingual that will be done in this research. The text which will use is the text used in the first cycle.

- Dialogue Memorization

(1) Teacher enters the class and greets the students.

T : *“Good morning students. How are you?”*

S : *“Good morning, I am fine thank you and you?”*

T : *“I am fine too, thank you.” Do you remember about someone’s personality?”*

S : *“Yes I do, miss.”*

- Backward Build-up (Expansion Drill)

(2) Teacher begin the lesson, teacher shows pictures of four students to the students, teacher asks the students about those pictures.

T : *"Let us begin the lesson, all of you, can you see the pictures?"*

S : *"Yes we can, miss."*

T : *"How many students are there in the pictures?"*

S : *"There are four students miss, they are Aming, Tora, Santi and Ayu."*

- Repetition Drill

(3) Teacher points out some students and asks them still about those pictures.

T : *"Adi, who is the girl in picture one?"*

S : *"She is a beautiful student mom."*

T : *"Dian, do you know the girl in picture two? What is her name?"*

S : *"Her name is Lola."*

T : *"How about you Lisa? Who is the boy in picture three?"*

S : *"He is Adi mom."*

T : *"And you Farid? Do you know the boy in picture four? What is his name?"*

S : *"He is me my self mom, I am Farid."*

- Single-slot Substitution drill

(4) Teacher shows other picture. The picture is about two of people. They are a man and a woman. Teacher asks the students about the picture.

T : *"How many people are there in the picture?"*

S : *"There are two people actually."*

T : *"Who are they?"*

S : *"They are a green grocer and costumer, mom."*

T : *"What are they doing?"*

S : *"They are selling and buying fruit and vegetable."*

- Multiple-slot Substitution Drill

(5) Teacher introduces the students some dialogue relating to the pictures. Teacher reads the dialogue first.

T : *"Here are some dialogues. I will read the dialogue first" Please listen to me carefully!"*

### **Dialogue 1**

Maya : *"Hello, I am Maya."*

Nita : *"Hi, I am Nita."*

Maya : *"I am a new student here."*

Nita : *"I am, in fact, a new student too."*

Maya : *"Are you in this class?"*

Nita : *"Yes, I am."*

Maya : *"We are classmates then."*

Nita : *"That's right. We are in the same class."*

*"Fine, have you heard that dialogue well?"*

Maya : *"Yes, we have."*

- Transformation Drill

(6) Teacher reads the dialogue sentence by sentence Students imitate the teacher drills the students.

T : *“Ok! Let us read the dialogue sentence by sentence. Listen to me first and then repeat after me.”*

S : *“Yes mom.”*

- Question and Answer Drill

(7) Teacher uses the combination of drilling technique in audio lingual method to drill the students.

T : *“Now, please pay attention!”*

Example:

(1) Simple Repetition

- Teacher : *“I am a new student.”*

- Students : *“I am a new student.”*

(2) Simple Substitution

- Teacher : *“I am a new student.” (Ali) (Putri)*

- Students : *“Ali is a new student. He is a new student.”*

- Students : *“Putri is a new student. She is a new student.”*

(3) Multiple Substitutions

- Teacher: *“I am a new student.” (Ali) (singer)*

- Students: *“Ali is a new singer.”*

- Use Minimal Pairs

(4) Simple Correlation

- Teacher : *“I am a new student.” (Ali & Putri)*

- Students : *“Ali and Putri are new student.”*

- Complete the Dialogue

(8) Teacher conducts review and test on speaking:

T : *“Now, I want you still work with your classmate and answer these questions.”*

S : *Is it still related to the text we have just discussed miss?”*

T : *“Sure, it is.”*