II. LITERATURE REVIEW

This chapter explains about the theories related to the research such as concept of speaking, techniques of teaching speaking, and then the concept of Clamshell learning as the technique used in the teaching and learning process of the experiment. The explanation is delivered as follow:

2.1. Definition of Speaking

There are many definitions of speaking stated by experts. Brown (1994) says that speaking is an interactive process of constructing meaning that involves producing and receiving interactive process. Speaking involves 2 or more parties. According to Chaney (1998:13), speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. Some symbols always occur in many situations of speaking like head shake or something. Huebner (1960:5) says that speaking is a skill used by someone in daily life communication whether at school or outside. The skill is required by much repetition, it primarily neuromuscular and not an intellectual process. It contains the ability in sending and receiving massage because repetition is needed by people to achieved and mastered language skill. Doff (1988:2) also says that in all communication or conversation, two people are exchanging information or they have a communication or conversation need. Moreover, Lado (1976:240) says speaking as an ability to converse or to express a sequence of ideas fluently. From experts statements we have above, we can get a conclusion that speaking is

a process of oral activity used in daily life as a part of communication in which verbal and non-verbal symbol used in sending and receiving massage.

2.2. Aspects of speaking

1. **Pronunciation** is ways of words are pronounced. As what (Oster 1985:431) said, one who learns English as a foreign language must be able to use English pronunciation as well as other skills in the language. Pronunciation is an essential component not only of learning a language but also of using that language. For this reason, the learning of proper pronunciation is a delicate area; students need to feel free to make mistakes and practice their pronunciation in order to increase their accuracy, but there are also times when pronunciation must be quickly corrected so that it does not impede the students' ability to understand and be understood.

2. **Grammar** is a rule system in a language. (Lado, 1969:221) said that grammar is a system of units and patterns of language. Grammar is the way in which words are put together to form proper sentences. It's important to make well-formed grammatical sentences to create a good impression and get the meaning across effectively.

3. **Vocabulary** is the words used in a language. We can speak at all without vocabulary (Wilkins, 1983:111) Vocabulary is the personal collection of words that any given person knows and uses on a daily basis. Vocabulary can always be improved and for some people is quit extensive.

4. **Fluency** is the parameter of the speaking level of someone. Someone who has good fluency can perform or use the language easily and quickly in right

order of language. Sentence Fluency is the rhythm and flow of the language, the sound of word patterns, the way in which the writing plays to the ear

5. **Comprehension** denotes the ability of understanding the speaker's intention and general meaning (Heaton, 1991:35). Good comprehension refers to good understanding. If someone' language understanding is good, it can affect the speaking ability. Comprehension is the understanding and interpretation of what is say. To be able to accurately understand the language. One big part of comprehension is having a sufficient vocabulary, or knowing the meanings of enough words.

2.3. Types of Speaking

There are several types of language that we have to know as the English Teachers. According to Brown (2001:250) language teaching is devoted to instruction in mastering English conversation. He divided oral language into two types:

Monologue is the oral language involves only one people in it. There is only one person who speaks as in lectures, news casting, radio broadcast, etc. monologue can be divided into two types;

1. Monologue
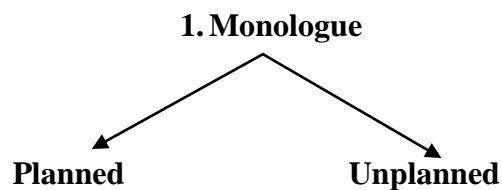
Planned   **Unplanned**

− **Planned Monologue** is the person who speaks use monologue has prepared a note or text to help him or her to speak fluently.

− **Unplanned Monologue** is the person who speaks in monologue does not use any notes or texts. All words spoken emerge from the speaker's mind naturally and spontaneously.

Dialogue is the oral language involves two or more speaker in it. Based on the function dialogue can be divided into two types;

2. Dialogue

Interpersonal   Transactional
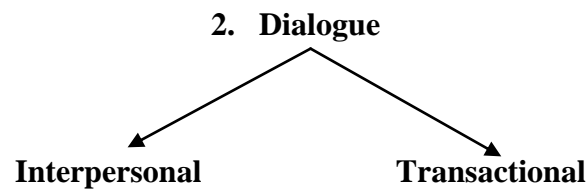
− **Interpersonal dialogue** functioned to promote social relationship.

− **Transactional Dialogue** aimed to convey proportional or factual information.

2.4. Teaching Speaking

Teaching speaking is one of the important parts in teaching language. We know that language is naturally used as a means of communication. River (1978:6) says speaking is developed from the first contact with the language that we learn, because we can transfer our ideas or massages or thought or order to people using speaking.

Japerson in Marians (1978:23) says the essence of human language is human activity on the part of the individual to make him understand by another and activity on the part of the other understands what was on the first. Language, as an activity, permits people to communicate with each other. It can be seen from the statement that language needs interaction (speaking) in the process to fulfill the purpose not just a heap of grammar that students have in the school. Speaking can be understood and mastered if learners feel the situation as if they are in the real condition where the language they learned is used. In this case, researcher uses Clamshell as the technique in teaching speaking in order to give the learners sensation of the real experience of English environment.

2.5. Techniques of Teaching Speaking

There are many techniques in teaching speaking which usually used. There are thirteen techniques of teaching speaking according to Hayriye Kayi (2006) based on some experts' statement, in his article, he tell the techniques as follows:

2.5.1. Discussion

This kind of activity can stimulate students' response in speaking. After the content-based lesson teacher can set a discussion activity by making some groups and hold question and answer related to the last lesson they have learned. By using this activity routinely, students can use their speaking in more active way.

2.5.2. Role Play

In this kind of activity students pretend as if they are in the real condition of society in various social contexts and have a variety of roles. In role-play, the teacher gives information to the learners such as who they are and what they think or feel. Thus, the teacher can tell the student that "You are David, you go to the doctor and tell him what happened last night, and…" (Harmer, 1984)

2.5.3. Simulations

Simulation is almost like role play but there is a different between role play and simulation. In simulation students ask to pretend as a character and make it as in the real condition. For examples students act as a guitarist, then he must bring property like a real guitarist.

2.5.4. Information Gap

In this activity, students are supposed to be working in pairs. One student have the information that other partner does not have and the partners share their

information. Information gap activities serve many purposes such as solving a problem or collecting information. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need.

2.5.5. Brain Storming

Brain storming is functioned to stimulate students' knowledge about the lesson learned in the meeting. In brain storming teacher ask some question related to the lessons or material they have. Through brain storming students are helped in understanding the material in more easy way. Brain storming also helps the students to practice their speaking and confidence in front of other people. A point that the teacher must remember is do not ever criticized students' idea or opinion so the students can explore their mind freely.

2.5.6. Storytelling

Using story telling in teaching speaking help the students be creative. Students can briefly explain about the story has been read or make their own story to tell to their friends in front of the class. Story telling forced students to be creative in the delivery in order to make the story interesting.

2.5.7. Interviews

Interview is almost like simulation but in interview, students are only focused on making question and answer about a topic as they are a journalist who interview a resource person or a guest. Topic given is better given by the teacher so the student know what kind of question they have to make or what the path they should follow. The interview questions have to be made by the students using their own mind and way of thinking. This kind of activity also helps students to

practice their sentences production. In order to boost students speaking confidence teacher can ask them to perform the interview in front of the class.

2.5.8. Story Completion

In this activity teacher narrate a story to the class. Teacher stop narrating the story after some sentence has been delivered. In the next step in story completion activity each student asked to continue the story and add the sentence told by the teacher using their own idea. They may add some new character, plot, setting, and so on.

2.5.9. Playing Cards

In this game, students should form groups of four. Each suit represent a topic. For instance: diamonds represent earning money, hearts represent love and relationships, spades represent an unforgettable memory, and card represent best teacher. Each student in a group choose a card. Then, each student write 4-5 questions about that topic to ask the other people in the group. For example: if the topic "diamonds earning money" is selected, here are some possible questions: "Is money important in your life? Why? " Or what is the easiest way of earning money?" or "What do you think about lottery?" Etc. However, the teacher should state at the very beginning of the activity that students are not allowed to prepare yes-no questions, because by saying yes or no students get little practice in spoken language production. Rather, students ask open-ended questions to each other so that they reply in complete sentences.

2.5.10. Picture Narrating

This activity is based on several sequential pictures. Teacher have some sequential picture to show to the class. Students ask to tell and explain the event or story happen in the picture shown.

2.5.11. Picture Describing

In this technique, students asked to form some groups. Each group have a picture given by the teacher. The next step, students are asked to explain and describe the picture they have. After they have discussed the picture, one of the group members tell to the class about the picture. Everything related to the picture can be told. This kind of activity is very god to promote students' creativity because this type of activity demanding a high imagination and creativity. Beside that students also can improve their public speaking skill.

2.5.12. Find the Differences

For this activity students can work in pairs and each couple is given two different pictures, for example, picture of boys playing football and another picture of girls playing tennis. Students in pairs discuss the similarities and/or differences in the pictures.

2.5.13. Reporting

Before coming to class, students are asked to read a newspaper or magazine and, in class, they report to their friends what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class.

Definition of Reporting

There are many premises about the definition of reporting in teaching speaking. In this case, in oxford dictionary, reporting is to give people information about something that you have heard, seen, done etc. Reporting can be used to encourage general oral fluency or to train students for public performance, especially when they are studying for specific purpose.

Purposes of Reporting

Reporting has two purposes in general. The first purpose of reporting is to make the student can speak the idea in the real condition; second purpose is to motivate the student's self-confidence especially in speaking.

In the first purpose we can say that by using reporting method students can feel how the real situation and condition when they have to perform some speech in front of others. Students usually learn something easily if they interact with the subject directly, that is why reporting is said as a good technique in teaching speaking because reporting provides students the experience and maintain their self-confidence to perform some speech. Based on the second purpose, we know that reporting naturally aimed to boost student's motivation and self-confidence. When presenting tasks, teachers should tell learners about the language function to be produced in the task and the real context(s) in which it usually occurs. They should provide opportunities for interactive practice and build upon previous instruction as necessary (Burns & Joyce, 1997).

Types of Reporting

According to Brown's (1994), *reporting* task categories for speaking can be divided into three types. The types of reporting that Brown said are explained as below:

- Short speeches

  Short speech is kind of speech which is briefly sent information about something. A short speech is sometimes more difficult speak than a long one. To be effective, short talks need careful refining. Every word must count. The speaker must keep in mind the occasion at his speech, the audience to whom he talks, the group for whom he speaks, the facts that need to be given, and above all, the time allotted. He should err on the side of brevity, if at all.

- Oral reports

  An oral report is a presentation, usually done for a student's teacher and classmates. An oral report is an opportunity for students to practice their speaking skills, but other skills may come into play as well. There are presentation skills, such as making eye contact with the audience, listening skills of a question and answer session, and the skill of anticipating how to present something in a way that can be understandable as well as appealing to the particular audience.

- Oral summaries

  Oral summaries are a sort statement that gives only the main point of something, not the detail. So, the point can be sent to another student clearly.

2.6. Clamshell technique

Based on the explanation about reporting above, it can be seen the equality between reporting technique and clamshell technique.

2.6.1. Definition of clamshell learning model

The philosophy of clamshell technique comes from the mechanism of a real clamshell making the valuable pearl in its body. Sand or something strange are inserted into the body to stimulate the production of something more precious, like a pearl. Clamshell learning model is the model of learning which emphasizes in the effort so the students have basic knowledge about the basic competences of the teaching learning process. It becomes stimuli which motivate the students so they can advance to the next step according to the process the teacher have planned. Townsend in Mardalis (1989:15) says humans have a curiosity. While outside him there were events stimulating. Relationship between external stimuli and the desire to know in human being is the cause of why people are always asking and finally investigate or dig up information. Slightest the basic knowledge the students know related to the material affect student's interest in learning process. Steps of clamshell technique require students to have little knowledge about the material. So, the empty crack of knowledge occur. Curiosity encourage the students to fulfill this crack of knowledge with high enthusiasm.

Motivated teaching requires creativity and imagination of teachers to strive in earnest to find ways that are relevant and appropriate in order to generate and maintain student interest. Teachers should always try to make the students have a good self-motivation (Hamalik, 2001:162). One thing the teacher should convince
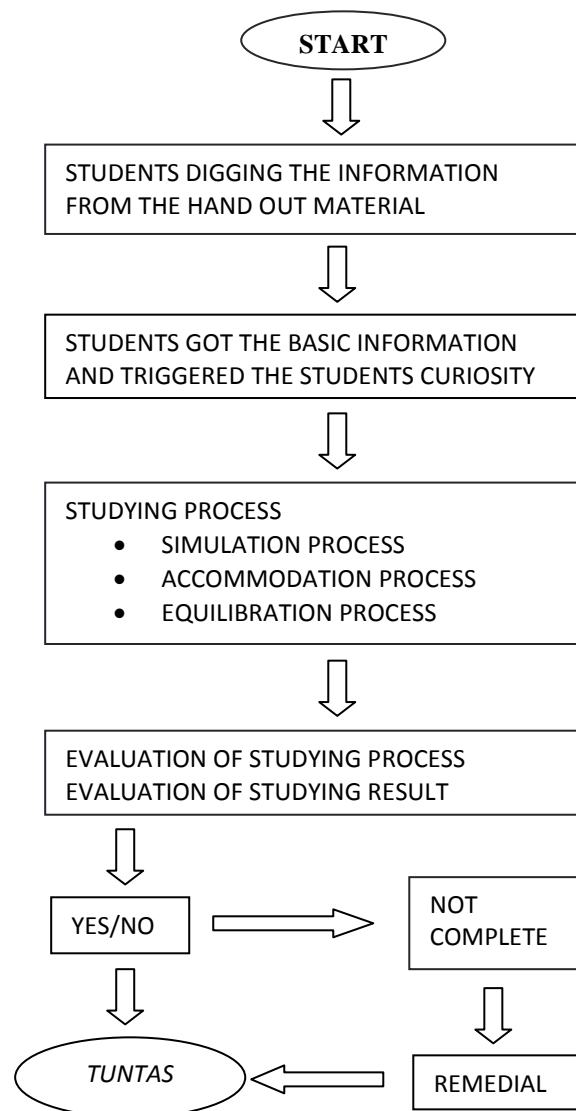
the students that there is no such a difficult thing if we learn. It can be done by

verbal approach and a good learning process.

2.6.2. Procedure of teaching trough clamshell learning

Hanifah in her research was made the flowchart base on the result of her research.

This flowchart contains the step that should be applied in the class.

The flowchart of clamshell learning (Hanifah, 2013:95)

```
                            ┌───────────┐
                            │   START   │
                            └───────────┘
                                  ⇓
        ┌──────────────────────────────────────────┐
        │ STUDENTS DIGGING THE INFORMATION          │
        │ FROM THE HAND OUT MATERIAL                │
        └──────────────────────────────────────────┘
                                  ⇓
        ┌──────────────────────────────────────────┐
        │ STUDENTS GOT THE BASIC INFORMATION        │
        │ AND TRIGGERED THE STUDENTS CURIOSITY      │
        └──────────────────────────────────────────┘
                                  ⇓
        ┌──────────────────────────────────────────┐
        │ STUDYING PROCESS                          │
        │      • SIMULATION PROCESS                 │
        │      • ACCOMMODATION PROCESS              │
        │      • EQUILIBRATION PROCESS              │
        └──────────────────────────────────────────┘
                                  ⇓
        ┌──────────────────────────────────────────┐
        │ EVALUATION OF STUDYING PROCESS            │
        │ EVALUATION OF STUDYING RESULT             │
        └──────────────────────────────────────────┘
                                  ⇓
            ┌──────────┐              ┌──────────┐
            │ YES/NO   │  ⇒           │ NOT      │
            │          │              │ COMPLETE │
            └──────────┘              └──────────┘
                 ⇓                          ⇓
            ┌──────────┐              ┌──────────┐
            │  TUNTAS  │  ⇐           │ REMEDIAL │
            └──────────┘              └──────────┘
```

The steps of teaching through clamshell learning is:

– Teacher prepares the teaching material based on the standard competences, basic competences, and indicators.

– Students read the teaching material based on the standard competences, basic competences, and indicators.

– Students mark the point they know and don't know from the teaching material.

– Teacher divides the board into two parts by giving vertical line in the center of the board. Right parts for the point they don't know, and left part for the point they know.

– In random, students come in front and write a point.

– Students who write in the left part have the time to explain it briefly.

– Students who write in the right part have the time to explain one point which has written in the left part of the board.

– After giving the explanation, their friends have the priority to ask or refute the explanation.

– Teacher rectifies the student explanation which is less accurate.

– Teacher adds the points which didn't dig up yet related to the indicators by using teaching media.

– Teacher give chances to the students who want to ask things they haven't know or haven't clear yet.

– Teacher and students made the conclusion from the material they have learned.

– Teacher does the scoring process to measure the success rate by giving oral test and written test.

2.7. Theoretical Assumption

As a means of communication, languages had to be used in both written and oral form but the fact that we have was many of students could not use the oral form of language properly and correctly. It could be caused by many factors one of the factors was because their lack of ability in speaking. There were many techniques that could help students to improve their speaking ability. One of the techniques was Clamshell learning.

Clamshell learning used some approaches to encourage student to speak in front of society. It emphasized the effort that students have basic knowledge, so they could easily follow the material the teachers have in the classroom. The basis of competencies and indicators became an easy point for students to be studied because they must have had this point in every single student, so their self-confidence would be increased dramatically.

2.8. Hypotheses

Based on the assumption above, researcher had a hypothesis that there would be some improvements occurring in using clamshell technique as a technique in teaching speaking and aspects of speaking were most affected after being taught by using Clamshell technique in speaking class was fluency.