

CHAPTER II

FRAME OF THEORIES

This chapter explained about concept of speaking, type of speaking, concept of *supply the word technique*, procedure of teaching speaking through *supply the word technique*, advantages and disadvantages of *supply the word technique*, theoretical assumption and hypothesis.

2.1 Concept of Speaking Skill

According to Byrne (1984:96) speaking is oral communication. It is two-way process between speaker and listener and involves productive and receptive skill of understanding. Haris (1974:9) stated that speaking is encoding process where we communicate our ideas, thought and feeling through one or the other forms of language. Welty (1976:29), stated that speaking is the main skill communication. Based on these ideas, it is understood that through speaking one can communicate or express what he wants in order to understand one another.

Lado (1976:240) defines speaking as the ability to express oneself in life situation, or the ability to converse, or the ability to express a sequence of ideas fluently. It means that in the process of speaking there must be at least two people, one is the speaker and the other is the listener. Based on the ideas, speaking is very important in daily activities, because we could react to other person and

situation and express our ideas, thought and feeling through spoken language. From definition above the writer can conclude that is an ability to express idea, feeling and emotions to other person. The language is used to express oneself to be understood by other. Speaking is a process of communication to express our idea among people in society to keep the relationship going well. Welty (1974:4) states that speaking is one of four basic skills of language and it has important role in daily life because it is the main skill in communication. Speaking must fulfill these following criteria, they were :

2.1.1 Pronunciation

Pronunciation refers to the ability to produce easily comprehensible articulation. Sakur (1987:5). There are 3 basic pronunciations of the main range of the teaching technique which can be invoked to assist pupils in learning pronunciation. The first is exhortation, exhortation is the instructions to imitate and mimic, to make such a sound, without father explanation. For example the students say *like/lek/* and then the researcher ask the students *not/lek/but/laik/*. The second is speech training, it is the construction of special games and exercises which entail the use of word or sentence so as to practices particular sounds, sequences of sounds, stress-patterns, rhythm, and intonation. The researcher asks the students to practice to pronuon sentences. The third is practical phonetics which including description of the organ of speech, description of the articulation of sounds, descriptions of stress, rhythm and intonational, e.g.,

Swim/swim/ : Mario will swim.

Like/laik/ : I am sure, you like football

Do/du/ : Do you like tennis?

Play/pl y/ : Do you want to play basketball with me?

2.1.2 Grammar

The study of how words and their component parts combined to form sentences, structural relationships in language or in language, sometimes including pronunciation, meaning, and linguistic history. Grammar is the set of logical and structural rules that govern the composition of sentences, phrases, and words in any given natural language. Grammar refers to the study of language rules it is a kind of regularity of sound structure that nobody could learn language without grammar, e.g.

What are you doing?

I am playing basketball with my brother.

2.1.3 Vocabulary

Vocabulary means the appropriate diction which is used in communication Syukur (1987:68). Vocabulary refers to the selection of words that suitable with content Harris (1974:68-69). Vocabulary is divided by two part close class and open class. Close classes in consist of preposition, pronoun, conjunction.

2.1.4 Fluency

Fluency is the smoothness of flow with with sounds, syllables, words and phrases are joined together when speaking. Brumfit (1984:17) and Nation see fluency as the maximal effective operation of the language system so far acquired by the students. Besides that it refers to the one who expresses a language quickly and easily without any difficulty.

2.1.5 Comprehension

Comprehension is the study of how well students understand a language, or that helps them to improve their understanding of it, in which they read a piece of writing or listen to someone speaking, and then answer questions. Besides that, comprehension is the ability to understand completely and be familiar with a situation, facts, etc. It refers to the speakers' intention and general meaning.

2.2 Type of Speaking

Brown (2002) classifies the type of oral language in two parts, monologue and dialogue. Monologue is divided into two parts: planned and unplanned. Dialogue is divided into two parts: interpersonal and transactional. The first is monologues. Monologues mean that when one speaker uses spoken language, as in speeches, lectures, readings, news broadcast, and the like, the hearer must process long stretches of speech without interrupting—the stream of speech will go on whether or not the hearer comprehends. In planned, as opposed to unplanned, monologue differs considerably in their discourse structures. The second is

dialogue, dialogue involves two or more speakers and can be subdivided into exchanges that promote social relationship (interpersonal) and those for which the purpose is to convey proportional or factual information (transactional). Transactional dialogue, which is carried out for the purpose of conveying or exchanging specific information is an extended form of responsive language.

2.3 Concept of Supply the Word Technique

Supply the word technique is a kind of technique which is used as a way to help students' speaking ability. It focused on how the students can respond fluently. Nation (1974:19) when we will teach the "Swimming" we put the letters not in the right order "mmngsiw" and the teacher says the right pronunciation of the word several times. After hearing the teacher's pronunciation, the students try to write the right word. To be able to understand the meaning of those words. There are some ways that can be used by the teacher, such as : picture, sentence clue and gesture or body movement.

1. Using Picture

The teacher gave a picture, then the teacher asked the students to respond about the picture and the students expressed their own words.

2. Using Sentence Clues

The teacher described the word by using sentences. For example : if the teacher taught the word "Volleyball" the teacher asked the students as follow:

Teacher : It is kind of sport
 There are six players in a team
 They play using a ball and a net

What sport is it?
Students : volleyball, sir

3. Using Gesture or Body Movement

If the students doesn't understand the meaning of the word, the teacher uses the appropriate hand qesture or body movements.

2.4 Procedure of Teaching Speaking through Supply the Word Technique

In increasing students' speaking ability. The writer would like to present the application of *supply the word technique*. The writer took some steps in presentation as follow :

1. Pre-Activities

- Teacher greeted the students
- Teacher checked students' attendance list
- Teacher checked students' vocabulary related to the topic by giving the questions (in these activities the teacher supplies some words relate to the topic and the teacher used picture, sentence clues and gesture or body movement), e.g.

Teacher : *Do you know irfan bachdim?*

Students : *yes, I do*

Teacher : *Who is he?*

Students : *he is football player.*

Teacher : *What club does he play?*

Students : *he plays in Persema Malang.*

2. Whilst Activities

- Teacher divided the students in pairs
- Teacher gave an example short dialogue related to the topic, e.g.

T : Do you know Bambang Pamungkas?

S : Yes, I do.

T : Who is he?

S : He is football player

T : What club does he play?

S : He plays in Persija

T : Are you sure, he is Indonesian?

S : Yes, I'm sure.

- Teacher gave a change for the students to practice in pairs
- Teacher asked the students to perform in front of the class in pairs.

3. Post Activities

- Teacher did a reflection by asking the students what they have learned.

Example :

Teacher : well, students, what expressions have we studied so far?

Students : We have studied about the expression of certainty and uncertainty.

- Teacher asked the students to practice it at home.
- Teacher closed the lesson.

2.5. The Advantages and the Disadvantages Of Supply The Word Technique

2.5.1. The Advantages of Supply the Word Technique

- It can help students' self confidence.
- It increases students' vocabulary.
- It increases teaching learning process is more active.
- It increases students' participation in speaking.

2.5.2. The Disadvantages of Supply the Word Technique

- It needs much time before the teaching learning process especially for the teacher.
- For the low students, it is difficult to memorize the vocabulary.