

CHAPTER II

REVIEW THE RELATED LITERATURE

In this study, there are many related theories that have to be reviewed in order to know the related literature. The researcher defines the problem and obtains the definite idea. Those are about speaking, the understanding of speaking, the function of speaking, definition of scientific approach, the implementation of scientific approach and previous study.

2.1. Speaking

Speaking is a basic skill that Language Learners should master with the other language skills. speaking is not only making sound. Speaking is the most natural way to communicate. It is defined as a complex process of sending and receiving messages through the use of verbal expressions, but it also involves non verbal symbols such as gestures and facial expressions. Without speaking, learners are like isolated from any kinds of society.

2.1.1. The Understanding of Speaking

In the process of writing this paper, the writer tries to find out the meaning of speaking as one of skills in English language. She has finally found several resources that explain speaking as follows.

According to Webster as quoted by Wijarwadi (2008), speaking has a variety of meanings:

- a. To tell, to say, to make known or as by speaking, to declare; to announce
- b. To proclaim; to celebrate
- c. To use or be able to use (a given language) in speaking
- d. To address.

In addition, Oxford Dictionary states that "speaking is to make use of language in an ordinary, not singing, to state view, wishes etc or an act of spokesman"(Hornby: 1987) as quoted by Wijarwadi (2008). Based on the previous four definitions, it can be synthesized that speaking is the process of sharing with another person, or with other persons, one's knowledge, interests, attitudes, opinions or ideas. Delivery of ideas, opinions, or feelings is some important aspects of the process of speaking which a speaker's idea become real to him and his listeners.

2.1.2. The Function of Speaking

Several language experts have attempted to categorize the functions of speaking in human interaction. According to brown and Yule's in Yusniar Firdausi thesis (2012) states that there are three functions of speaking : talk as interaction, talk as transaction: talk as performance. Each of these has function and different teaching approach. Below are the explanations of the function of speaking:

2.1.2.1. Talk as interaction

Brown and Yule cited Yusniar Firdausi's thesis (2012 in state that This function refers to what we normally mean by conversation and describe interaction which serves a primarily social function. The focus is more on the speakers and how they wish to present themselves to each other than on the message. The main features of talk as interaction can be summarized as follows :

- It has a primarily social function
- It reflect role relationship
- It reflect speaker's identity

- It may be formal or casual
- It uses conversational conventions
- It reflect degree of politeness
- It employ many generic words
- It uses conversational register

Some of the skills involved in using talk as interaction are Opening and closing conversations, Choosing topic, Making small talk , Turn talking, Interrupting , Reacting to other, Recounting personal incidents and experience, turn taking and using adjacency fair. Mastering the art of talk as interaction is difficult and may not be a priority for all learners. In talk as interaction, the ability to speak in natural way is required in order to create a good communication. That It way some students sometimes avoid this kind of situation because they often lose for words and feel difficulty in presenting a good image of themselves. This can be disadvantage for some learners where the ability to use talk as interaction can be important.

2.1.2.2.Talk as transaction

The other function of speaking is talk as transaction. This type of talk refers to situations where the focus is on what is said or done. The message is the central focus here and making oneself understood clearly and accurately ,rather than the participants and how they interact socially with each other.

Anne burns as cited in Yusniar Firdausi's thesis (2012) , distinguishes talk as interaction into two different types. One is a situation where focus in giving is on giving and receiving information and where the participants focus primarily on what is said or achieved. Accuracy may not be a priority as long as information is

successfully communicated or understood. The second type is transactions which focus on obtaining goods services. In this type of spoken language, students and teacher usually focus on meaning or on talking their way to understanding.

Meanwhile, talk as transaction has several main features as follow:

- It has primarily information focus
- The main focus is the message and not the participant
- Participant employ communication strategies to make themselves understood
- There may be frequent questions, repetitions and comprehensions check
- There may be negotiations and digression
- Linguistic accuracy is not always important

Some of the skills involved in using talk as transactions are Explaining need or intention, Describing something , Asking questioning ,Confirming interaction , Justifying an opinion , Making suggestions , Clarifying understanding , Making comparisons , Agreeing and disagreeing . Compare with talk as interaction, talk as transaction is easier for some student because it only focuses on messages delivered to the others. Also, talk as interaction is more easily planned since current communicative materials are a rich resources of group activities, information-gap activities and role plays. It can provide source for practicing how to use talk for sharing and obtaining information as well as for carrying out the real world transaction.

2.1.2.3. Talk as performance

The next functions of speaking according to brown and Yule in Yusniar Firdausi's thesis (2012) This refers to public talk, that is talk which transmit

information before an audience such as morning talks, public announcement, and speeches. Talk as performance tends to be in the form of monolog rather than dialog. Often follows as recognizable format and is closer to written language than conventional language. Similarly with talk as interaction or transaction. Examples of talk as performance are giving a class report about a school trip, conducting a class debate, making a sales presentation, and giving a lecture. The main features of talk as performance are:

- There is a focus on both message and audience
- It reflect organization and sequencing
- Form and accuracy is important
- Language is more like written language
- It is often monologue.

Some of the skill involved in using talk as performance are :

- using an appropriate format
- Presenting information in an appropriate sequence
- Maintaining audience engagement
- Using correct pronunciation and grammar
- Creating an effect on the audience
- Using appropriate vocabulary
- Using appropriate opening and closing

It is clearly seen from the feature and skill involved in using talk as performance that initially talk as performance need to be prepared in much the same way as written text. Therefore, this kind of talk required a different teaching strategy. This involves providing example or models of speeches or oral presentation.

2.2. Developing Material

Material development is the dynamic process to develop by integrating some aspect to be more enjoyable and increase the motivation of the students to learn English.

Developing materials for instructional program can be quite simple, or quite involved, depending on the instructional program that is suitable for the area where you are working.

2.2.1. Need Analysis

Need analysis is a set of tools, the technique and procedure for determining the language content and learning process for specified group and learners (Nunan:1999). Based on Riterich and Chancerel: 1987 at Kuter 1999 Need analysis refer to one of the activities in gathering information that will help teachers to understand the “localneed” of learners and class activities to meet the learners’ real life need in meaningful ways. Need analysis should be carried out during the life of each course. And (Richterich and Chancerel : 1987 at Kuter : 1999)also steted that need analysis should be continues process because the need of every period can be changed.

In this study, the researcher uses a reference of Hutchinson and Waters (1987 : 53) they stated that there are two types of need that should be analysing

what the learner needs to do in the target situation and learning need is analyzing what the learners need to do in order to learn.

2.2.1.1. Target Need

Target need is one of analysis that should be investigated to understand what the learners need to do in target situation. The analysis of target need involves identifying the linguistic features of target situation included necessities, lack and wants.

Necessities represent the knowledge that the learners have to obtain in order to perform well in the target situation (Hutchinson and Waters: 1987) in which it has the question what the learners need English for. This investigation focuses on the need learners. It is matter of observing what the situation the learners will be used to function in.

2.2.1.2.Learner Need

Learners are the centre of the system in a teaching process. They are not the participants or consumers that only receive everything that was given by the teacher. Nevertheless, they can describe the educational illustration base on their needs. (hutchinson and Waters: 1993 in Kuter: 1999) stated that the learners' need should be considered in the process of planning the content of planning the content of language program.

According to Hutchinson and Waters, analyzing learning need is important for the teacher to get information aboutthe learners in order to facilitate them well and it will stimulate, motivate and arrest learners' attention in the teaching and learning process.

Frameworks for analyzing are; why are the learners taking the course? How do the learners learn? What resources are available? Who are the learners? Etc.those questions are needed to know the learners' condition and also their needs in learning English. In conclusion, target need and learning need are two elements of need analysis that should be investigated.

2.3 Definition of Scientific Approach

There are so many approaches in teaching and learning English especially in speaking. One of the teaching and learning approaches is scientific approach. Scientific approach is a new approach that is used in curriculum 2013. This approach focus on the students. Approach is the basic concept that embodies, inspire, strengthen, and the underlying ideas about how learning methods are applied in a particular theory. Therefore a lot of the view that the approach is the synonym of the method. Scientific approach means the basic concepts that underlying the formulation of inspiring or teaching method by applying scientific characteristics. Scientific approach is part of the pedagogical approach in teaching and learning process in the classroom that underlies the implementation of the scientific method (Noviyanti,et.al: 2013). Scientific method is a fundamental way for students to practice thinking critically. By performing science experiments and analyzing the resultant data, you are helping to build the next generation of creative thinkers (Lewis:2013)

Based on the curriculum 2013, this approach is focus on the three phases in teaching and learning English. They are knowledge, skills and personal attitudes. Hopefully, it can make the students be a human that has a balance of skills between soft skills and hard skills and also has creativity. In other hand, 2/3 of

creativity acquired through education, 1/3 comes from genetics. The reverse applies to the ability of intelligence, 1/3 comes from education 2/3 comes from genetics (Dyers, J.H. et al:2011). It means that education has the importance role to create the creativity of the students. Focussing on creativity in education means that students have opportunities to develop their skills and knowledge. This is the goal of scientific approach. Dyers, J.H. et al also stated that the creativity is obtained through: Observing (watched), Questioning (ask) Experimenting (try), Associating (reasoning), Networking (Forming networks).

Scientific approach in learning includes observing, asking, trying, processing, presenting, summarizing, and creating (Sudarwan as quoted by widiasih, 2013). McCollum (2009) explains that critical components in teaching using a scientific approach should include the teacher presents the lessons that can increase a sense of curiosity (Foster a sense of wonder), increases skills observed (Encourage observation), analysis (Push for analysis) and communicate (Require communication). According to the Ministry of Education (2013), the implementation of the scientific approach includes five aspects, they are: Observing, questioning, exploring, associating and communicating. In shortly, the scientific approach is the concept in teaching and learning to encourage the students to practice thinking critically through five aspects; Observing, questioning, exploring, associating and communicating.

2.3.1. The Implementation of Scientific Approach

According to the Ministry of Education (2013), the implementation of the scientific approach includes five aspects, they are: Observing, questioning, exploring, associating and communicating.

2.3.1.1. Observing

In the observing emphasize on meaningful learning. This method has certain advantages, such as the provide the media in a real object , learners are happy and challenged , and easy to implement. However, this step needs more time in preparation. This step is very useful to fulfill the learners' curiosity. So that the learning process has a high meaningfulness. By doing observation, the learners found that there is a relationship between the object being analyzed with learning materials used by the teachers. The activities will be undertaken on this step are activities that maximize the senses by looking, listening and reading. When conducting these observations, the teacher should prepare a manual observation assignment format.

2.3.1.2. Questioning

The questioning step means constructing the concept of knowledge in form of a discussion group or class discussion (Gunawan: 2013) In this stage should be developed curiosity and ability to think critically so the questions need to develop on high-level thinking. This stage also require students to participate actively. In this step the students have to ask about the phenom that have been observed. The teacher should inspire the students to improve and develop their attitudes, skills, and knowledge. While the teacher ask, the teachers are guiding learners to learn well. When the teacher answer the learners' questions, the teacher also encourage the students to be a good listener and a good learner. It is different with the assignment that want the real action, the question is intended to obtain a verbal response. The term "question" is not always in the form of "interrogative

sentence", but also can be in the form of a statement, as long as both want a verbal response. The form of questions, for example: What are the characteristics of effective sentence? Form of a statement, for example: Mention the characteristics of effective sentence!

2.3.1.3. Exploring

Exploring activity is internalize the knowledge and skills that newly gained by the students. In the curriculum 2013 students must explore their skills and knowledge by themselves. In this step, the learners should combine their knowledge and skills in form of performance. The students involve in the subject that came up by the teacher. The teacher can provide video, text, or picture to lead the students to explore their skill and knowledge. It can make the students understand the material easily.

2.3.1.4. Associating

Associating activity is the process of developing the ability to categorize and compare a variety of ideas and events and then placing it in a piece of memory. The experiences that have been stored in memory then connects and interacts with previous experience. This step is difficult for most students. Students are required to properly understand the subject taught teacher. The associating process can make students digest well, sort out the good and bad, then get the conclusion. Not easy to make sense of the teaching material if the subject burden the students. However, student will be easier to digest if the student is able to concentrate on learning progress. In associating the teacher can ask the students to work in group to discuss and analyze the subject are given.

2.3.1.5. Communicating

The last aspect is communicating. communicating activities aimed at developing the ability to present all the knowledge and skills that already mastered both written and verbal. In This step not only knowledge and skills to communicate but also the problems and successesfulness that gained during the learning process. In here the students share the informations that they get. It can be in form of presentation of their result project of work, telling story, or report a problems that they found and giving opinion about the phenom or problems are happened in their real life. So it can help the students to use the language in their real life.

2.4. Previous Study

Previous Study is needed for the researcher to know the benefit and also the lack of the study that is relate with her study. This study is conducted by Widiastuh with the title *Meningkatkan Keterampilan Reading Comprehension Dengan Scientific Approach*.

The result of the study showed that scientific approach can improve students' learning outcomes. There are four reasons, First, scientific approach (scientific approach) carried out in groups so the students feel more confident and feel comfortable. It can add student learning outcomes. Second, in the observing, questioning and exploring steps can improve the students' vocabularies. Third, in the communicating step can improve the students' understanding. It can train the students to share their result of discussion to other groups. The last, exploring step can improve the students' reading skill. However, this study focuses on

development of speaking materials by using scientific approach. Therefore the discussion will be different from the previous study.