

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 The Nature of Speaking

Tarigan (1990:3-4) defines that speaking is a language skill that is developed in child life, which is produced by listening skill, and at that period speaking skill is learned.

Speaking is the productive skill. It could not be separated from listening. When we speak, we produce the text and it should be meaningful. In the nature of communication, we can find the speaker, listener, message and feedback. Speaking could not be separated from pronunciation as it encourages learners to learn English sounds.

Harmer, (in Tarigan, 1990: 12) writes that when teaching speaking or producing skill, we can apply three major stages, those are:

- 1) Introducing new language
- 2) Practice
- 3) Communicative activity.

Speaking has been regarded as merely implementation and variation, outside the domain of language and linguistic proper. Linguistic theory has mostly developed in abstraction from context of use and source of diversity. Therefore, Clark and Clark (in Nunan, 1991: 23) said that speaking is fundamentally an instrument act. Speakers talk in order to have some effect on their listener. It is the result of teaching learning process. Students' skill in conversation is score aspect in teaching speaking, it becomes vitally aspect in language teaching learning

success if language function as a system for expression meaning, as Nunan (1991:39) states that the successful in speaking is measured through someone ability to carry out a conversation in the language. We confess that there are many proponent factors that influence teaching speaking success and there are many obstacle factors why it is not running well.

According to Ladouse (in Nunan, 1991: 23) speaking is described as the activity as the ability to express oneself in the situation, or the activity to report acts, or situation in precise words or the ability to converse or to express a sequence of ideas fluently. Furthermore, Tarigan (1990: 8) said that "*Berbicara adalah cara untuk berkomunikasi yang berpengaruh hidup kita sehari-hari*". It means that speaking as the way of communication influences our individual life strongly.

2.1.1 Speaking Ability.

Ability is how the way the students can understand well and do the material. According to the rule and the right aspect of one skill. That is from the own side of students which come from the nature .Speaking ability is the students' ability in expressing their ideas orally that is represented by the scores of speaking. Speaking is only an oral trail of abilities that it got from structure and vocabulary, Freeman (in Risnadedi, 2001: 56-57) stated that speaking ability more complex and difficult than people assume, and speaking study like study other cases in study of language, naturalize many case to language teachers.

Based on the curriculum 2006 (Departmen Pendidikan Nasional, 2004).for junior high school speaking ability is important because the curriculum expected

that students in the speaking aspect can express the meaning of simple conversation for interpersonal and transactional occupation, short functional text and short monologue text on formal and informal situation to communicate related to the environment and academic context. So the students should have the speaking ability to pass it.

2.1.2 The Component of Speaking

All of people in the world needs to speak, to share their ideas, opinions and informations to other people, for getting the good communication people not only speak as they need but also they should know and use the component of speaking. According to Syakur (1987: 5) there are at least five components of speaking concerned with comprehension, grammar, vocabulary, pronunciation, and fluency.

a. Comprehension

Speaking is the way to share ideas, opinions and information between two people or more when there is speaker and listener so both of them need to comprehend and they should know what they want to talk about so the information stated in the right place according to the point that they want to share.

b. Grammar

Directly when the students want to speak English they should use good sentences, for getting the effective communication and grammar is important to make sure that the students ability is correct in oral and written aspect

c. Vocabulary

Students can not speak and write well in English terms without having many vocabularies in their mind, different with they have more vocabularies but less in grammar the point still conveyed. It means that vocabulary is important for speaking.

d. Pronunciation

Pronunciation is how the way the students speak or produce oral language with clearly and easy to understand when they use their right pronunciation the point will be conveyed well and the listener will be easy to know the purpose.

e. Fluency

Fluency is the rule of good communication in other words is the purpose of the students learn to speak is fluency that they do not need to spend a lot of time to share the information they can speak clearly and easily to understand with fluency there is not many time to think "as like" "emmh", and stop they speak.

2.1.3 Teaching Speaking

Teaching speaking is teach one of four skills in English language. And speaking is very important and crucial part for the students to communication using English from the previous Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" Chaney (1998; 13). In previous teaching speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because,

only in that way students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

2.1.4 Problem of students speaking

In our country English is popular since at elementary school until academic level but in the fact students still have some problems in speaking English according Nawshin(2009) the lack are:

1. Lack of interesting topic

Students feel boring because lack of interesting topic, in classroom the topic usually monoton and makes the students less motivation to talk more in difference topic and something new.

2. Size of the class

Size of the class is important to state that the classroom activities effective or not effective specially in speaking part. When the class is too many students, it can cause some of the student lack of participation and can not take part in speaking activity.

3. Anxiety of making mistakes

Mistakes and errors are the one of problem of speaking, that makes the students use English is not their mother tongue or their first language when they think if they make mistake, they will look shameful and afraid get bad score. And make the teacher dislike them.

4. Peer responses

When there is speaker must be there is listener, the listener response here is important, when the speaker speak and the listener does not give attention just talk each other because of the speaker speed up or does not

speaking fluently. It makes the speaker shy and they do not want to speak again.

5. Lack of motivation

Students should have motivation to speak up, and the motivation comes from the teacher that gives them opportunity to try speaking English in the classroom. And they do not worry about the mistakes that they make.

6. Teacher's talk vs students talk

In speaking activity the students should have more time to talk than the teacher. In fact many teachers still get a big part of classroom activity and the students just listen and worry to talk.

7. Students participation

When the speaking class starts, the teacher has to check again if all the students get the opportunity to speak or just become the listener.

8. Grammar item taught in deductive manner

Almost teachers in our country bring the class to the grammar item and grammar books, and think that grammar is important for the students to use English clearly.

2.1.5 The Classroom Speaking Activities

There are many activities in teaching speaking that can make the students speak and make the students active in the class. Here are some activities that can apply in the speaking class:

1. Drilling

Drilling is a technique that has been used in foreign language classrooms for many years. It was a key feature of audio-lingual method approaches to language teaching, which placed emphasis on repeating structural patterns through oral practice. Based on Matthews, Spratt, and Dangerfield (1991: 210) drill is high control of oral practice that the students respond to the new words or new things.

Drilling means, listening to a model, provided by the teacher, or a tape or another student and repeating what they heard. Drilling is a technique that is still used by many teachers when introducing new language items to their students. According to Tice (2004) drilling is a useful technique when it is applied appropriately in the classroom according to the material.

a. Kinds of drill

According to Haycraft (36: 1978), after presentation and explanation of the new structure, students may use controlled practice in saying useful and correct sentence patterns in combination with appropriate vocabulary. These patterns are known as oral drills. They can be inflexible: students often seem to master a structure in drilling, but are then incapable of using it in other contexts.

Furthermore, drills have several types in form:

- a. Repetition Drill
- b. Substitution drill can be used to practice different structures or vocabulary items.
- c. Question and Answer Drill
- d. The Transformation Drill
- e. Chain Drill

- f. Expansion Drill
- g. Communicative Drill

The advantages and the weaknesses of drilling techniques are, drilling help our learners memorize language by the teacher's control. And the teacher can correct any mistakes that students make, and encourage them to concentrate on difficulties at the sometime. The weaknesses of drilling often make the students not creative. In all drills learners does not have little choice over what is they said. So, drills are form of very controlled practice. The teacher needs to handle the drills, so that the students are not over used and they don't go on far too long. One of the problems about drills is that they are fairly monotonous.

2. Games is activity that can be educational value, games can use in the classroom activity not only think about the use of the correct language but also games encourage learners to interact, cooperate, to be creative and spontaneous in using the language in a meaningful way.

Games are use as methods or techniques to involve students in learning when it appropriate with the material, Ersoz (2000) states that games can use to give practice in all language skills and they can use to practice many types of communication. Games can definitely use for all age groups, but some caution is needed when used for adult learners. Teachers have to ensure that their games are age appropriate and not too easy or challenging for their students. Kopecky (2009) states that adult students look for structure in lessons and by keeping a game clearly tied to the work. It helps maintain their confidence in the teacher.

The principle for using games are game must be more than just fun, game should involve "friendly" competition, game should keep all of the students

involved and interested, game should encourage students to focus on the use of language rather than on the language itself and game should give students a chance to learn, practice, or review specific language material.

According to Gaudart (1999) there are four types of games that can use they are: card games, board games, simulation games, and party-type games. When choosing games a teacher does not have to have a multitude of games up his or her sleeve, but rather creativity at taking existing, familiar or popular games and adapting it to the classroom to aim for maximum student involvement. Traditional games like hangman, Pictionary, charades, Chinese Whisper, Bingo, Snakes and Ladders, Battleships, Who wants to be a millionaire. It can be modified and tailor-made for the learners and teaching content. Many games require modification in use when the students' needs taken into consideration. It is also important to note that a game doesn't need to involve a lot of movement or excitement or cheering, but it does need to be intellectually challenging.

Kim (1995) state general advantages of using games in the classroom they are include: Games are a welcome break from the usual routine of the language class. And the students are motivating and challenging. Learning a language requires a great deal of effort. Games help students to make and sustain the effort of learning. Games provide language practice in the various skills- speaking, writing, listening and reading. They encourage students to interact and communicate. They create a meaningful context for language use.

And the weakness is Games lower anxiety levels, are entertaining, educational and give students reason to use the target language. It is a natural way of learning and exposes students to real learning opportunities. "Games

encourage, entertain, teach, and promote fluency. If not for any of these reasons, they should be used just because they help students see beauty in a foreign language, and not just problems that at times seem overwhelming.' (Uberman, 1998) its mean that games can involve the students skill if the way of using games in the right place but if not suitable with the target or material it can make game useless and the goal not deliver well.

3. Simulation

Simulation is a technique of teaching learning that is based on an actual situation. Simulation is designed to replicate a real life situation. Students can participate in the simple system and learn how the real system operates without spending the days, weeks, or years to do this experience in the real world. Furthermore, the students can bring properties to create the real situation. Kayi (2006) says that in simulations, students can bring items or objects to make a realistic environment. For example, if a student is acting as a singer, she can bring a microphone to sing.

Through simulation technique, there are so many advantages for students in learning process. Simulation can bring fun for students and the teacher. Simulation is very useful to improve students' speaking skill, where the emphasis is on fluency and not so much on accuracy. Eva (2012) state that the students can be fun and your students could really grow to like them if you adapt them to their age and level of knowledge. The students can be more motivated and challenged to communicate using English in their daily life because they have practice it in

their classroom. Simulation is entertaining; moreover, it can motivate the students (Kayi, 2006).

The most important thing in simulation, namely; the students imagine themselves in a situation outside the classroom and use language appropriate to this new context. It means that the students are not acting as themselves, but they are someone else. So it can develop the imagination and self confidence of the students. Therefore, it can inspire and motivate the student to be more active, creative, and brave to speak when teaching learning process.

2.2 DIGS Technique

In teaching speaking, the teacher already done many techniques to improve speaking ability of the students. But each techniques still have a strength and the weakness. So the researcher try to find out the techniques that can combine becomes effective techniques that is DIGS. DIGS here is combination from Drilling, Games, and Simulation.

Drilling is a technique that has been used in foreign language classrooms for many years. It was a key feature of audio-lingual method approaches to language teaching, which placed emphasis on repeating structural patterns through oral practice. Based on Matthews, Spratt, and Dangerfield (1991: 210) drill is high control of oral practice that the students respon to the new words or new things. The reseacher use drilling to make language focus so the students can pronounce well and understand about the material like the use and the purpose. Drilling technique also have advantages and weakneses.

The advantages and the weaknesses of drilling teachniques are, drilling help our learners memorize language by the teacher's control. And the teacher can

correct any mistakes that students make and encourage them to concentrate on difficulties at the same time. The weaknesses of drilling often make the students not creative. In all drills learners do not have little choice over what they say. So drills are a form of very controlled practice. The teacher needs to handle the drills, so that the students are not overused and they don't go on for too long. One of the problems about drills is that they are fairly monotonous based on previous research from Eni Kartikasari, Zainal Arifin and Urai Salam they try to improve speaking ability by the title "Improving Students' Speaking Ability Through Repetition Drill."

The second is games, games is an activity that can be educational value, games can be used in the classroom activity not only think about the use of the correct language but also Games encourage learners to interact, cooperate, to be creative and spontaneous in using the language in a meaningful way so the researcher use game to reinforce the material and complete the weakness from drilling technique, but games also have strengths and weaknesses according to Kim (1995) general advantages of using games in the classroom and they include: Games are a welcome break from the usual routine of the language class. And the students are motivating and challenging. Learning a language requires a great deal of effort.

Games help students to make and sustain the effort of learning. Games provide language practice in the various skills- speaking, writing, listening and reading. They encourage students to interact and communicate. They create a meaningful context for language use. And the weakness is Games lower anxiety levels, are entertaining, educational and give students reason to use the target language. It is a natural way of learning and exposes students to real learning

opportunities. "Games encourage, entertain, teach, and promote fluency. If not for any of these reasons, they should be used just because they help students see beauty in a foreign language and not just problems that at times seem overwhelming." (Uberman, 1998) it means that games can involve the students' skill if the way of using games is in the right place but if not suitable with the target or material it can make the game useless and the goal not delivered well.

The last is simulation, simulation is a technique of teaching learning that is based on an actual situation. Simulation is designed to replicate a real life situation. Students can participate in the simple system and learn how the real system operates without spending the days, weeks, or years to do this experience in the real world. Furthermore, the students can bring properties to create the real situation. Kayi (2006) says that in simulations, students can bring items or objects to make a realistic environment. For example, if a student is acting as a singer, she can bring a microphone to sing, in this part the researcher wants to apply the material in real situation and check the understanding of the material also for completing the weakness of game.

Through simulation technique, there are so many advantages for students in learning process. Simulation can bring fun for students and the teacher. Simulation is very useful to improve students' speaking skill, where the emphasis is on fluency and not so much on accuracy. Eva (2012) states that the students can be fun and the students could really grow to like them if you adapt them to their age and level of knowledge. The students can be more motivated and challenged to communicate using English in their daily life because they have practice it in

their classroom. Simulation is entertaining; moreover, it can motivate the students (Kayi, 2006).

2.2.1 Teaching speaking by using DIGS technique

DIGS technique is technique that combine three technique in one classroom activity such as drilling, game and simulation because each of them have a strength and the weakness so from that case the researcher try to combine to be effective technique from each strength and weakness of the techniques. From the three techniques use as one classroom activities in three stage of activities.

First stage is drilling according to Matthews, Spratt, and Dangerfield (1991,210) drilling gives highly control to the oral practice and the students' respon and gives some clues. Here the teacher introduce what is speaking material that they will learn and the teacher give the material in front of the class. The teacher write the sentence that will given to the students and read to give the students knows how the way to read with good pronunciation, and explain what is the meaning and the purpose of the sentence, if the students understand go to next step is drilling, the students using repetition drilling to check the students pronunciation and the fluency. The teacher read and the students repeat the sentence until they can pronounce well but here, drilling have some weaknesses like the student will not vary creative and active, and also will be bored so the weakness of this stage will decrease with next step that is game.

This is time to using games using games technique games as we know is the special technique to improve the ability of students speaking. Because game

has more colorful activity, it can increase the interest and motivation of the students and they do not feel bored they will feel happy, enjoy and fun (Kim, 1995:36). So if they can pronounce the sentence the teacher should apply it in game to make sure that they are can speak well and make students learn active and creative so they learn with enjoy and fun its activity to reinforcement the material that is the advantages but game also have disadvantages the game will make the class out of control if the rule is not deliver clearly and the goal is not complete well so this case should decrease using simulation in next step.

Third stage is simulation as we know that simulation is effective technique to stimulate students to speak because it techniques is students real situations or real problem that they can solve and simulation allow students to bring real properties that they need to make they enjoy and feeling real to do the role of the material so three techniques can complete each other with the strength and the weakness from each technique.

2.3 Review of Previous Study

In conducting this study, the researcher related the study with the previous study. The previous study the use of DIGS is based on each research of each techniques because there is no research about DIGS before. Start from drilling the previous research of drilling the researcher found a study about drilling technique from Eni Kartikasari, Zainal Arifin and Urai salam they try to improving students speaking ability by the tittle” Improving Students’ Speaking Ability Through Repetition Drill” the purpose of this study is to know the how repitition drilling technique improve students’ speaking ability. And the result of the study is there

is significant improvement of students speaking ability but in the step of research cycle one, two and the last cycle is difference, because the technique used more than one time so the students fill bored and there is no enthusiastic anymore and being crowded in the class.

Second the researcher found the study of the use of game from Mania Moayad Mubaslat 2011/2012 by the title "The Effect of Using Educational Games on the Students' Achievement in English Primary Stage" and the purpose of the study is to know the improvement of students achievement, and the result of the study is, the game have a good effect to improve students achievement. This research also have some weaknesses. When the researcher did the research the rule is not deliver clearly so the students confused to understand what should they do, other weakness is when the researcher use one game that does not appropriate with the material the class being crowded because the students feel confused.

Third is the researcher found the previous study about implementing simulation according to Wan Yee Sam (1990) on his research that attempted to relate the use of drama to the communicative approach (CA). He presented some discussion on the general concept of the CA and communicative activities and exploited two dramatic techniques; role-play and simulation. He concluded that use of drama activities could be used as an innovative method in language teaching to provide a meaningful way of learning a language.

Based on each study of three techniques that can improve students ability or understanding in learning english process. The researcher want to know if three techniques combine as DIGS technique there a significant improvement of speaking ability of the student because from previous research have positive

effect but have negative effect also so the researcher combine three technique to complete the strength and the weakness.