CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Speaking

This point could explain more about speaking skill. Such as definition speaking, element of speaking, teaching speaking and assessing speaking

2.1.1 Definition of Speaking

Brown (1994); Burns and Joyce (1997) in Murad (2005) states Speaking is an interactive process of constructing meaning that involve producing, receiving and processing information Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving. However, speech is not always unpredictable.

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.

Based on Competence Based Curriculum speaking is one of the four basic competences that the students should gain well. It has an important role in communication. Speaking can find in spoken cycle especially in Joint Construction of Text stage (*Departmen Pendidikan Nasional, 2004*). In carrying out speaking, students face some difficulties one of them is about language its self. In fact, most of students get difficulties to speak even though they have a lot

of vocabularies and have written them well. The problems are afraid for students to make mistakes

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, the listener, the message and the feedback. Speaking could not be separated from pronunciation as it encourages learners to learn the English sounds (Harmer,

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.

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

Speaking is the key of communication. By considering what good speakers do, what speaking tasks can be used in class, and what specific needs learners report, teachers can help learners improve their speaking and overall oral competency.

2.1.2   Element of speaking

The ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language 'on the spot'(Harmer,2004)

2.1.2.1 Language Feature

Among the elements necessary for spoken production (as opposed to the production of practice examples in language drills, for example), are the following:

1) Connected speech: effective speakers of English need to be able not only to produce the individual phonemes of English but also to use fluent 'connected speech'.

2) 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).

3) Lexis and grammar: spontaneous speech is marked by the use of a number of common lexical phrases, especially in the performance of certain language functions.

4) Negotiation language: effective speaking benefits the negotiatory language we use to seek clarification and show the structure of what we are saying.

2.1.2.2. Mental or Social Processing

If part of speaker's productive ability involves the knowledge of language skills, success is also dependent upon the rapid processing skills that talking necessitates.

1) Language processing: effective speakers need to be able to process language in their own heads and put it into coherent order so that it comes out in forms

that are not only comprehensible, but also convey the meanings that are intended.

2) Interacting with others: most speaking involves interaction with one or more participants. This means that effective speaking also involves a good deal of listening, and understanding of how the other participants are feelings, and a knowledge of how linguistically to take turns or allow others to do so.

3) (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. The longer it takes for 'the penny to drop' the less effective we are as instant communicators. However, it should be remembered that this instant response is very culture specific, and is not prized by speakers in many other language communities.

2.2. Assessing Speaking

Speaking assessments can take many forms, from oral sections of standardized tests such as the Basic English Skills Test (BEST) or the English as a Second Language Oral Assessment (ESLOA) to authentic assessments such as progress checklists, analysis of taped speech samples, or anecdotal records of speech in classroom interactions. Assessment instruments should reflect instruction and be incorporated from the beginning stages of lesson planning (O'Malley & Pierce, 1996). For example, if a lesson focuses on producing and recognizing signals for turn taking in a group discussion, the assessment tool might be a checklist to be completed by the teacher or learners in the course of the

learners' participation in the discussion. Finally, criteria should be clearly defined and understandable to both the teacher and the learners.

2.3. Developing Speaking Materials

In developing material to teach speaking, there is much kind of sources that can be chosen by material developer. The sources, for instance, can be obtained from dialogue, recording, text , picture, situation and etc.

Additionally, in developing material to teach speaking , it is important to know types of speaking activities.

According to Brown (2004: 141 – 142), there are five basic types of classroom speaking activities, they are:

1. **Imitative**

   Imitation is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form. (e.g., learners practicing an intonation pattern a certain vowel sound.) Drills offer students an opportunity to listen and to orally repeat certain strings of languages that may pose some linguistic difficulty.

2. **Intensive**

   Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language.

   Intensive speaking can be self-initiated, or it can even form part of some pair work activity, where learners are "going over" certain forms of language.

3. **Responsive**

   A good deal of students speech in the classroom is responsive: short replies to teacher- or student-initiated questions or comments.

4. **Transactional (dialogue)**

   Transactional language, carried out for the purpose of conveying or exchanging specific information, is and extended form of responsive language.

5. **Interpersonal (dialogue)**

   the other form of conversation mentioned in the previous chapter was interpersonal dialogue, carried out more for the purpose of maintaining social relationships than for the transmission of facts and information.

6. **Extensive (monologue)**

   Students at intermediate to advanced levels are called on to five extended monologues in the form of oral reports, summaries, or perhaps short speeches, Here the register is more formal and deliberative. These monologues can be planned or impromptu

2.4. Methodology of Task Based Instruction

There are two basic kinds of methodological procedure for teaching task. First, procedures that relating to how the task specified in a task based syllabus can be converted into actual lesson. Second procedure are relating to how the teacher and learners are participate in the lesson.

The design of a task based lesson involves consideration of the stages or component of a lesson that has a task as its principal component. Willis (1966) and Ellis (2003) In Richard (2008) suggests using a cycle of activities with task

work using a sequence of activities in a lesson. These activities create interaction mediated by a task and then build language awareness and language development around task performance. She proposes the following sequence of activities:

A. Pre-task activities

Introduction to topic and task

1. Teacher helps Students to understand the theme and objectives of the task, for example, brainstorming ideas with the class, using pictures, mime, or personal experience to introduce the topic.

2. Students may do a pre-task, for example, topic-based odd-word-out games. Teacher may highlight useful words and phrases, but would not pre-teach new structures.

3. Students can be given preparation time to think about how to do the task.

4. Students can hear a recording of a parallel task being done (so long as this does not give away the solution to the problem).

5. If the task is based on a text, Students read a part of it.

    In the ore task teacher explore the topic with the class and may highlight useful word and phrases, helping students to understand the task instructions. The students may hear a recording of other people doing the same task.

B. The task cycle

Task

1. The task is done by Students (in pairs or groups) and gives Students a chance to use whatever language they already have to express themselves and say whatever they want to say. This may be in response to reading a text or hearing a recording.

2. Teacher   walks around and monitors, encouraging everyone's attempt at communication in the target language.

3. Teacher helps to formulate what they want to say, but will not intervene to correct errors of form.

4. The emphasis is on spontaneous, exploratory talk and confidence building, within the privacy of the small group. Success in achieving the goals of the tasks helps Students' motivation.

Planning

1. Planning prepares Ss for the next stage, where they are asked to briefly report to the whole class how they did the task and what the outcome was.

2. Students draft and rehearse what they want to say or write.

3. Teacher   goes around to advise students on language, suggesting phrases and helping Ss to polish and correct their language.

4. If the reports are in writing, Teacher can encourage peer editing and use of dictionaries.

5. The emphasis is on clarity, organization, and accuracy, as appropriate for a public presentation.

6. Individual students often take this chance to ask questions about specific language items.

Report

1. Teacher asks some pairs to report briefly to the whole class so everyone can compare findings, or begin a survey. There must be a purpose for others to listen. Sometimes only one or two groups report in full; others comment and add extra points. The class may take notes.

2. Teacher chairs, comments on the content of group reports, rephrases perhaps, but gives no overt public correction.

    During the task cycle, the students perform the task in pair or small group. While the teacher monitor from a distance. The students then plan how they will tell the rest of the class what they did and how it went, and then report on the task either orally or in writing, and / or compare notes on what happened.

C. **The language focus**

Analysis

A. Teacher sets some language-focused tasks, based on the texts student read or on the transcripts of the recordings they heard. Examples include the following:

1. Find words and phrases related to the topic or text.

2. Read the transcript, find words ending in "student " and say what the "student " means.

3. Find all the words in the simple past form. Say which refer to past time and which do not.

4. Underline and classify the questions in the transcript.

5. Teacher starts Students off, then students continue, often in pairs.

    B. Teacher goes around helping. Students can ask individual questions.

        In plenary, Teacher then reviews the analysis, possibly listing relevant language on the board. Students may take notes.

    Practice

1. Teacher conducts practice activities as needed, based on the language analysis work already on the board, or using examples from the text or transcript. Practice activities can include:

2. Choral repetition of the phrases identified and classified

3. Memory challenge games based on partially erased examples or using lists already on blackboard for progressive deletion

4. Sentence completion (base sentence set by one team for another)

5. Matching the past-tense verbs (jumbled) with the subject or objects they had in the text

6. Dictionary reference with words from text or transcript

In the language focus stage the student examine and discuss specific features of any listening or reading text which they have looked at for the task and the teacher may conduct some form of practice of specific language features which the task provoked.

2.5 The Advantages and Disadvantages Task Based Instruction

There are advantages and disadvantages to task-based instruction in.

2.5.1 The advantages of Task Based Instructions According to Krahnke (1987) and Bourke (2006)

1) TBL is applicable and suitable for students of all ages and background.

2) Students will have a much more varied exposure to language with TBL.

3) Students are free to use whatever vocabulary and grammar they know, rather than just the task language of the lesson.

4) Allows   meaningful communication.

5)   Students will be exposed to a whole range of lexical phrases, collocations and

patterns as well as language forms.

6)   Encourages   students to be more ambitious in the language.

7)   TBI are that it can be used to teach content as well as language, can be

combined with more traditional method.

2.5.2   The Disadvantages of Task based instruction (TBI) are:

1)   TBI requires a high level of creativity and initiative on the part of the teacher

2)   TBI requires resources beyond the textbooks and related materials usually

found in language classrooms.

3)   TBI is not teacher-centered and it requires individual and group responsibility

and commit mention the part of students.

4)   There is a risk for learners to achieve fluency at the expense of accuracy.

2.6   The Goal of Task Based Instruction.

According to Skehan (1996) in Kasap (2005) , it is vital to set proper goals

for TBI in order to support its effectiveness, and he suggests that TBI focus on three

main language learning goals: fluency, accuracy, and complexity.

To achieve the first goal, fluency, learners aim to use the target language in

real life situations at an adequate degree of speech rate without disturbing pauses. In

addition to adjusting speech rate, pausing, rephrasing, hesitation, redundancy and use

of appropriate lexical items are keys to attaining language fluency (Skehan, 1996).

Accuracy is related to the use of target language in a rule-governed way. Since

inaccuracy may cause communication breakdowns and reflect negatively on the

speaker's production, it is necessary for TBI to promote accuracy for effective

language learning and use (Skehan, 1996; Willis, 1996). Focus on form as well as fluency has to be a key goal in language practice and language acquisition. However, TBI proponents emphasize that focus on form should not influence the flow of communicative pedagogy in the classroom (Ellis, Basturkmen, & Loewen, 2001). Tasks balancing fluency and focus on form are central keys in designing successful language teaching tasks.

Complexity (restructuring) involves learner's commitment to expand basic competencies to use more challenging phrases, words or sentences. Learners' willingness to attempt more complex language use is also important in the learning process (Skehan, 1996). If learners do not attempt to restructure and elaborate the language, it may be due to a lack of interest to improve their interlanguage or an unwillingness to take risks to use more complex structures (Schachter, cited in Skehan, 1996).