CHAPTER II

REVIEW OF RELATED LITERATURE

This Chapter describes the theories related to this study, which are used as foundation and relevant information for this study.

2.1. Speaking

Speaking is a part of work or academic study may involve presenting reports or presenting a viewpoint on a particular topic. Speaking is the students' way to express meaning or produce in oral short monolog or dialogue used in daily context. It is stated by Bailey (2005:2) that speaking is the process of producing verbal utterances to expressing or developing meaning and processing information. So, speaking is an important part especially in the success or failure of language learning and teaching.

These are types of speaking which has several important features as urged by Brown, 1981 (cited in Nation and Newton, 2009:122). First, Speaking is transactional. That is, its purpose is to communicate information rather than to maintain social contact as is the case with most interactional speaking. It means that the effectiveness of the students' performance should focus on the successful communication of information.

Second, Speaking involves taking a long turn. That is, it is not usually presented as a dialogue but requires speaking for several minutes in a comprehensible and organized way. The speaker can look at the ideas that will be presented and affective way of organizing them. This will usually require a very

good knowledge of the content matter of the talk. The speaker can use a standard rhetorical framework for organizing the ideas.

Third, Speaking is utterance by written language. Often it will involve speaking from notes and will involve academic vocabulary. Also it involved practicing making and using notes. Thus, the learner needs to get practice in preparing notes and speaking from brief notes.

Fourth, Speaking is done in the learner's "careful" style in a clear and deliberate way with opportunity for the speaker to monitor the production. It provides well-prepared opportunities to speak carefully. And fifth, Speaking often needs teaching as it is a skill that is not a part of typical language use. It will better if use graded tasks and give learners the chance to be listeners.

2.1.1   The Function of Speaking

Brown and Yule in Richards (2008:21) posit that speaking in interaction has two functions, namely as interactional and transactional. The interactional relate to protect in social life, and transactional relate to information exchange. Brown (*www.professorjackrichads.com/pdfs/developing-classroom-speaking-activities. pdf*) built the function of speaking into three categories.

a) *Talk as Interaction*

Talk as interaction related to conversation each person by person that use as social function. While the people greet each other, they making a short dialog, tells the experience, etc they hope to be good

relationship with other. They focus on the speakers and how they present themselves into other people more than the message. That exchange of information can be either formal or informal. It depends on the condition while the conversation occurs. The major characteristic are summarized as follow: it has a primary social function, reflects role relationship, reflects speaker's identity, formal or informal, uses in conversational conversation, reflect degrees of politeness, employ many generic word, uses conversational register, and it is jointly constructed.

b) *Talk as transaction*

This category refers to situation where the focus on what is said or done. The main point of message and making oneself understood clearly and accurately rather the participant and how they interact in social life. Burns as cited by Richard distinguishes talk as transaction into two types, firstly the situation focused on giving and receiving information and where participants concern on what they said. Secondly, transaction that concern on good services, for instance checking into hotel or during order the food in a café. The main features of talk as transaction are; it has primarily information focus, main focus is in the message not the participants, employs communication strategies to make understandable, consist frequent questions, repetitions, and comprehension checks, and consist of negotiation and divergence, linguistic accuracy is not important.

c) *Talk as performance*

It refers to public conversation, talk which transmits information before an audience such as public announcement, classroom presentation, and speeches. Talk as performance is likely to short monolog rather than dialog, and followed by a recognizable format (e.g. a speech of welcome) and is closer to written language. These kinds of main feature; focus on both message and audience, reflects organization and sequencing, form and accuracy is important, and it is monologue. Some skills that involved in use of talk as performance, they are; using appropriate format, present information in appropriate sequence, audience engagement, using correct pronunciation and grammar, creating an effect on the audience, and using appropriate vocabulary while in opening or closing.

2.1.2   The Element of Speaking

Harmer (2002:269-271) urges that the ability to speak fluently presupposes not only a knowledge of language features, but also the ability in mental and social processing.

a.   Language features

There are some elements which important for spoken production.

1) Pronunciation: it is the crucial elements of speaking. Pronunciation could influence a meaning. Thus, students should learn how to pronounce well in English to minimize frequent communication breakdown and misunderstanding.

2) Grammar: It deals with the language accuracy. Different types of texts result different grammar (Nunan, 1999:30). Bailey in Nunan (2003:55) states that learning speaking should be done in the way of fluency and accuracy; Drilling can be the best way teaches grammar in speaking. Therefore, teacher should make any drilling as meaningful as possible.

3) Vocabulary: Richard (2008) states that one of learners' problems in speaking is the lack of vocabulary needed to talk about common utterance. The use of conversational routine and topic range could help the students to increase their vocabulary. But the students could not only enrich the vocabulary, they should also acquaint words, idioms, and phrases of colloquial language and they get practice in producing these forms (Brown, 2001:270)

4) Fluency: Based on Bailey in Nunan (ibid), it is the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word searchers, etc.

5) Connected speech: in order to be effective speakers, students should be able to use both the non-living or living phonemes and fluent connected speeches of English. In connected speech, there are contractions, assimilation, elisions, reduced vowels, etc. In consequence, the teacher should help students to involve their connected speech.

6) Expressive device: Changing the pitch, stressing, and intonation can allow extra expression of emotion and intensity. Brown (2001:271) states that the use of these devices conveys important messages.

7) Lexis: the use of common lexical phrases in the performance of certain language can determine the spontaneous of speech. Thus, teacher should provide various phrases in different function.

8) Negotiation language: It is used for finding clarification and showing the structure of what people says.

b. Mental and social processing

1) Language processing: It involved the retrieval of words and phrases from memory and their assembly into syntactically and propositionally appropriate sequences. Speaking activities help the students develop their habits of rapid language processing in English.

2) Interacting with others: It involved interaction with one or more participants. It means that speaking activities involves a good deal with listening, an understanding of the participants is feeling, and knowledge how linguistically to take turn.

3) Information processing (on-the-spot): It involved the other participants' feelings through their response, and need to think about at the moment what is the presenter message to the participants.

2.1.3 Speaking Activities

In order to teach speaking in English as foreign language, teachers are suggested do these kinds of activities. As mentioned by Kayi (2006) that there are thirteen activities that can be used to enhancing speaking skill. They are discussions, role-play, simulations, information gap, brainstorming, storytelling, interviews, story completion, reporting, plating cards, picture narrating, picture describing, and find the differences. Here the explanation as follow:

a) *Brainstorming*

On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristics of brainstorming are that the students are not criticized for their ideas so students will open to share new ideas.

In this activity students suggest ideas which are listed uncritically, the main goal being to get as many ideas as possible. Later the ideas are organized and evaluated.

Here, in this study will focus on the application of this technique.

b) *Discussions*

After a content-based lesson, a discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Before the

discussion, it is essential that the purpose of the discussion activity is set by the teacher. In this way, the discussion points are relevant to this purpose, so that students do not spend their time chatting with each other about irrelevant things. For example, students can become involved in agree/disagree discussions. In this type of discussions, the teacher can form groups of students, preferably 4 or 5 in each group, and provide controversial sentences like "people learn best when they read vs. people learn best when they travel". Then each group works on their topic for a given time period, and presents their opinions to the class. It is essential that the speaking should be equally divided among group members. At the end, the class decides on the winning group who defended the idea in the best way. This activity fosters critical thinking and quick decision making, and students learn how to express and justify themselves in polite ways while disagreeing with the others. For efficient group discussions, it is always better not to form large groups, because quiet students may avoid contributing in large groups. The group members can be either assigned by the teacher or the students may determine it by themselves, but groups should be rearranged in every discussion activity so that students can work with various people and learn to be open to different ideas. Lastly, in class or group discussions, whatever the aim is, the students should always be encouraged to ask questions, paraphrase ideas, express support, check for clarification, and so on.

c) *Role-play*

One other way of getting students to speak is role-playing. Students pretend they are in various social contexts and have a variety of social roles. In role-play activities, 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)

d) Simulations

Simulations are very similar to role-plays but what makes simulations different than role plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on. Role plays and simulations have many advantages. First, since they are entertaining, they motivate the students. Second, as Harmer (1984) suggests, they increase the self-confidence of hesitant students, because in role play and simulation activities, they will have a different role and do not have to speak for themselves, which means they do not have to take the same responsibility.

e) Information gap

In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will 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. These activities are effective because everybody has the opportunity to talk extensively in the target language.

f) Storytelling

Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have. Students also can tell riddles or jokes. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening. In this way, not only will the teacher address students' speaking ability, but also get the attention of the class.

g) Interviews

Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions. Conducting interviews with people gives students a chance to practice

their speaking ability not only in class but also outside and helps them becoming socialized. After interviews, each student can present his or her study to the class. Moreover, students can interview each other and "introduce" his or her partner to the class.

h) *Story completion*

This is a very enjoyable, whole-class, free-speaking activity for which students sits in a circle. For this activity, a teacher starts to tell a story, but after a few sentences he or she stops narrating. Then, each student starts to narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Students can add new characters, events, descriptions and so on.

i) *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.

j) *Plating cards*

In this game, students should form groups of four. Each suit will represent a topic. For instance:

- **Diamonds**: Earning money

- **Hearts**: Love and relationships

- **Spades:** An unforgettable memory

- **Clubs:** Best teacher

Each student in a group will choose a card. Then, each student will 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?

- What is the easiest way of earning money?

- 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.

k) *Picture narrating*

This activity is based on several sequential pictures. Students are asked to tell the story taking place in the sequential pictures by paying

attention to the criteria provided by the teacher as a rubric. Rubrics can

include the vocabulary or structures they need to use while narrating.

l) *Picture describing*

Another way to make use of pictures in a speaking activity is to

give students just one picture and having them describe what it is in the

picture. For this activity students can form groups and each group is

given a different picture. Students discuss the picture with their groups,

and then a spokesperson for each group describes the picture to the whole

class. This activity fosters the creativity and imagination of the learners

as well as their public speaking skills.

m) *Find the Difference*

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.

2.2 Teaching of Speaking

The goal of teaching speaking is students are expected to be able to

communicate both oral and written based on their certain literacy level. Speaking

is one of language skills that should be mastered by students. According to Bailey

(2005:5), speaking is a language skill that could help the students develops

linguistic competence – that is helping the learners capable in producing sounds, words, and structure system of English. Thus, the aimed of teaching speaking should be able to increase students' communicative skills.

To develop other competence is not enough only to speak fluently in English. There are other competences that should be mastered by student; first, discourse competence which includes cohesion (reference, repetition, synonyms) and coherence (how text are constructed). Second, strategic competence means that ability to use the strategies to substitute the gaps in knowledge. Last, sociolinguistic competence is ability to use language accurately in several contexts.

These four components of communicative competence have several purposes for English as foreign language teacher. It is importance for teachers to understand the difficulties' students face when they are speaking English.

2.2.1 The Speaking Strategy

Wang (1990:36) as cited in Rahmawati (2006:14) suggest some teaching strategy in English oral presentation and oral practice in English classes, there are as follows:

1. Cultivating language habit by being exposed to wholly English presentation in a class. It is important to use the language completely in the presentation; they have to adjust to a new language environment with the mimic expression and gesture, which will be useful to acquire the language itself.

2. Creating a lively atmosphere for communicative activities. If it is more alive student will be more active using the language, for instance the teacher can ask them to talk about their daily life or experience.

3. Presenting new material in a communicative context rather than in isolated simple sentence. It should contain the meaning of the text and also use of the language in social context.

4. Providing a wider range of communication by drawing the learners' imagination and store of the knowledge. Learning through talking is better than passively memorizing phonology, semantics and syntax.

2.3 The Graphic Organizers

Graphic organizers are effective tools that have benefits. They are appropriate and have no end in applying the learning strategy. The character of graphic organizer is that they show completely the process the students' mind. Each of them show the differ function from issue or problem. They are suitable for several types of learner, including learners with intermediate level, since they are using words or phrases. There are five main types of graphic organizers as urged by Dough and Melissa in (*http://www.writedesignonline.com/organizers/*)

- *Chart/Matrix:* Use to show attributes, comparing and contrasting, and evaluating.

  It means that compare is examined (two or more objects, ideas, people) in order to note similarities and differences; to compare two pieces of literary

work (Webster's. p 416).Contrast is compare in order to show unlikeness or differences; note the opposite natures, purposes(Webster's. p 442).

- *Tree/Map:* Use to show *classifications*, pedigrees, analysis, structures, attributes, examples, and *brainstorming*.

  Here, Mind Mapping as tool of brainstorming which is a technique for solving certain problems, amassing information, stimulating creative thinking, developing new ideas unlimited and engage participant in discussion spontaneously (Webster's. p 253).

- *Chain:* Use to show processes, sequences, causes and effects, and chronology.

  It explains the following of one thing after another, ordering of succession; a list of books in alphabetical sequence, a continuous or connected series: a sonnet sequence or something that follows; a subsequent event; result; consequence (Webster's. p 1747).

- *Sketch:* Use to show physical structures, descriptions of places, spatial relationships, concrete objects, and visual images.

  It recalls or form mental images or pictures, to make visual or visible, to form a mental image of, and to make perceptible to the mind or imagination (Webster's. p 2127).

  According to Hyerle as cited in Febri (2011, 21) stated that one of the graphic organizer is Mind-Mapping. It is kind of visual tools belonging to Brainstorming webs. Hyerle declared that Brainstorming webs are open thinking system in which there is no formal or common representation

system that is shared among those creating webs. They can be often private, idiosyncratic graphic language which is related to each personality of the thinker in the classroom.

2.4   Definition of Mind Mapping

"Mind Maps" as state above is kind of graphic organizer were introduced to help students take notes effectively by the British psychologist Tony Buzan. According to his book a *"Mind Map"* is a connective frame work through picture and words that*" harnesses the full range of cortical skills: word, image, number, logic, rhythm, color and spatial awareness in a single, uniquely powerful technique"*(Buzan&Buzan 1996:81 as cited in María A. Casco). He claims that a *"Mind Map"* can detach the potential of human brain because it can reflect the association and functions of the brain that is radiant and multidimensional.

Buzan (2006:15-16) recommended how to make Mind Mapping. There are seven steps to create Mind Map; (1) Start in the center of a piece of paper in landscape position. (2) Use a picture as your central idea. (3) Associate the main branches with a picture that is central idea, and then associate the second branches and third branches in the first. (4) Make the branch bond when you create a mind mapping. (5) Use only one keyword. (6) Use colors in your mind mapping. (7) Use picture in every branches (optional). The use of pictures, colors, symbols is highly recommended to emphasize and facilitate recall the idea.

"Mind Map" for Prepare Talks

Buzan (2001:34) also proposed that Mind-mapping to make a presentation has been used by millions of people in around the world. The benefit of using mind-mapping in a presentation is that your thought will always be aware of the whole sketch that allows you to add or subtract information to make a presentation   up, and ensure that no major points are missed or forgotten to be presented. The presenters will be more made eye contact with the listeners, your body will be freer and either your mind.

Mind-mapping is the best or an easiest way to get information in your brain. According to Buzan (2006:6), mind mapping is an easiest way to put information in your brain and then take it back out from your brain. It also can be a creative and effective way to take note.

Buzan and Buzan (1993) emphasize that the central point in the Mind Map must always be an image because the brain is drawn to an image more than a word. Moreover, the use of images in the entire Mind Map is recommended. Similarly, differences in the size of the branches and the associated words are

used to reinforce associations and to add emphasis. The other difference to highlight is the use of color.

As expressed in Buzan and Buzan (1993), these differences can make Mind Maps as a powerful tool. Research on memory and learning emphasizes the importance of association. The radiant structure of a Mind Map with explicit branches promotes associations. The use of color for different categories can also make powerful associations. The use of emphasis in a Mind Map, for example with thicker main branches and larger printing, can also foster recall of information. The focus on using single key words can foster more expansive connections and confining the entire Mind Map to a single piece of paper allow one to see the entire picture at once and perhaps stimulate additional associations.

2.4.1 The Principle of Memory through Visual Graphic

In the books of Buzan "use your perfect memory" (2002:40) states that our perfect memory that had discovered by Yunnan is the same as the latest study of left and right cortex. Yunnan knows that to have a good memory we needs to use all of the aspect of our mind. These are twelve principles that we use to get our perfect memory optimally:

1. Synaesthesia/sense (Synaesthesia/Sensuality): It is combining our senses, associate with the senses to achieve the good memory. It needs to develop our memory by improving sensitivity and exercises (sight, heard, smell, taste, touch, and kinesthesia)

2. Movement: in every key picture, movement gives the benefit any possibility for our brain associated and automatically remembered. Create variation of rhyme three dimension in our mind clearly and more easy to remember.

3. Association: Everything what you want to remember, you just associating or connecting with other thing permanently in your mental.

4. Sexuality: use it in our mind; everybody has perfect memory in this case.

5. Humor: more funny, strange, awkward and tickled what you create, it more clear to be remembered.

6. Imagination: this is the sources of memory. Einstein also urges that imagination more important rather than knowledge, because the knowledge is permanent; however imagination supports the progress and arise evolution.

7. Number: it can add special characteristic and efficiency of principle order and sequence.

8. Symbolism: the ordinary draft which is boredom and abstract can changing into symbol or picture to get reach idea and recalling possibility.

9. Color: use full color can help the new idea more colorful more easily.

10. Order and/or Sequence: it may be used for better references and improve the brain access randomly the idea.

11. Positive Image: it more excited that the purpose of memory is make the brain recognize and remember those picture.

12. Exaggeration: the big size, shape, and voice of picture can help the function of memory large.

2.4.2 The Advantages of Using Mind Mapping

Mind mapping have many advantages to our life as state by Buzan (2006:10) in "How to Mind Map" book says that mind map can help us to being more creative, save our time, solve our problem, concentrate, think better, arrange our thought, study fast and efficient, make a plan, and communication.

Michael Michalto in Buzan (2007:6) state that mind mapping will easier to do something, such as; (1) active our brain, (2) make us focus on our topic or discussion, (3) help us to link separated information, (4) also give clear or concrete situation, (5) and make us to gather the concepts or can help us to compare it.

Based on "The Use of *"Mind Maps"* In the Teaching of Foreign Languages Conference" by *María A. Casco (2007)* propose the use of Mind Maps have benefit in the following applications:

1. Engage the learner: it contains of a structure to reduce the learner's anxiety when receiving input through listening and reading and when speaking.

2. Activate prior knowledge: the use of images and keywords promote remember of what the learner knows about the topic.

3. Scaffold speaking: The map serves as a tool for the learner to organize his thoughts and speech.

4. Assess oral production: The same map implemented at other stages of the language course, can be used to get a new sample of the learner's production. By explaining the connections on the map, the learner will show if he has acquired new structures and lexical items. The production acquired with the aid of the map will reveal errors providing an information source for the teacher to reflect upon in her future practice.

5. Advantages & Benefits: The maps used in the examples are multifunctional. They can be used for different purposes: prediction, listening comprehension, reading comprehension, speaking and writing. Also, they can be applied with learners with different levels of proficiency in the target language.

2.5   The Curriculum for Junior High Schools

The latest curriculum KTSP (Kurikulum Tingkat Satuan Pendidikan) ,junior high school graduates is targeted to achieve the functional level for purposes of communication - that is, who are capable of using language to fulfill the daily needs.

Based on the Depdiknas, English teaching in Junior high school has three objectives:

1. Developing students' ability in both oral and written communication to reach the functional target.

2. Encouraging students' awareness in the importance of English as an international language in the globalization era.

3. Enhancing students' knowledge about the correlation between language and culture.

Based on Standard Competence of English subject in Junior High School students are expected to be able communicate both oral and written accurately and fluently, and acceptable in daily life context. They are expected to be able to express meaning or produce short simple monolog orally in five genre texts; (1) Descriptive: it describes particular person, place or thing. (2) Procedure: it describes how something is accomplished through a sequence of actions or steps. (3) Recount: it retells event for the purpose or informing or entertaining (4) Narrative: it amuse, entertain and to deal with actual or vicarious experience indifferent ways. Deal with problematic event and finds the resolution. (5)Report: it describes the way things are, includes the social phenomenon in our environment.