CHAPTER II

In this chapter, I present: (1) theoretical framework, and (2) previous related studies.

2. Literature Review

2.1 The Concept of Speaking

Speaking is an interactive activity using a language done by speakers by combining codes and messages. By speaking, people are able to know what kinds of situations in the world. Speaking in a foreign language itself is more difficult than speaking in a native language. According to Burns and Joyce, speaking is an interactive process of meaning construction which includes receiving, processing, and producing information (as cited in Abrar, Mukminin, Habibi, Asyrafi, Makmur & Marzulina, 2018, p.130). From those statements above, it can be concluded that people should be aware and ready to have English speaking ability when they wants to communicate effectively with others.

Among all of the skills taught, speaking is considered as one of the important skills that have to be mastered. Speaking skill involves four domains: linguistic competence, communicative, competence, strategic competence and social competence (Littlewood, 1981, p.18). That is because speaking is an interactive activity between two or more people and usually the person you are talking to is writing for you to speak right away to them. Meanwhile, Harmer (2007) proposes that if students want to be able to speak fluently in English, hey need to be able to pronounce phonemes, correctly, use appropriate stress and intonation patterns and speak in connected speech. In addition, Brown (2000) states that "teaching is guiding

and facilitating learning, enabling the students to learn, setting condition for learning" (as cited in Putra Hedyan and Marzulina, 2011, p. 188). So, speaking is also an activity delivering language and communicating ideas, thought orally, therefore speaking always relates to communication

The ability of students to speak will improve if they want to practice it. Learning by doing is the concept of being master in speaking. A good speaker hence synthesizes this array of skills and knowledge to succeed in a given speech act. Florez (1999) highlights the following skills underlying speaking:

a. Using grammar structures accurately;

b. Assessing characteristics of the target audience, including shared knowledge, status and power relations, or differences in perspectives;

c. Selecting vocabulary that is understandable and appropriate for the audience, the topic being discussed, and the setting in which the speech act occurs;

d. Applying strategies to enhance comprehensibility, such as emphasizing key words, rephrasing, or checking for listener's comprehension;

e. Paying attention to the success of the interaction and adjusting components of speech such as vocabulary, rate of speech, and complexity of grammar structures to maximize listener's comprehension and involvement.

A careful examination of all previously mentioned speaking skills emphasizes that speaking is a high complex mental activity which differs from other activities because it requires much greater effort of the central nervous system (Bygate, 1998,

p. 43). It includes sub processes and involves distinct areas of planning. First the speaker has to retrieve words and phrases from memory and assembles them into syntactically and propositionally appropriate sequence (Harmer, 2001, p 6). Speaking also happens in the context of limited processing capacities due to limitations of working memory, and thus a consequent need for routinization or automation in each area of production arises. This means that the speaker should process the information he listens to the moment he gets it. Besides, speaking involves a sort of monitoring during and following speech production and the managing of communication under a range of external pressures (Bygate, 1998 & Basturkmen, 2002, p. 21). Taking into consideration the current view of speaking as a complex skill and a multi-facets cognitive process, it is important then to consider more closely the features of effective instruction that can facilitate the acquisition of these skills and processes by SL/FL learners. According to Oprandy (1994) and Nunan (1999), propose that effective instruction should be characterized by the following:

a)   The whole should be more important than the parts. This means that both synthetic and analytical procedures used to teach speaking should share a common concern with the whole rather than the parts.

b)   Instruction should enable learners to reflect on their own as well as on others' processes and strategies in an active way.

c)   There should be ample opportunities for interacting to expand the repertoire of experiences with the target language with its various ideational, interpersonal and textual functions for which speech is used.

d) There should be opportunities for learners to practice both linguistic and communicative competencies.

2.1.1 The Element of Speaking

Speaking is an important skill as it is considered the bridge that connects people talking the same language. It helps people express their thoughts, ideas, feelings and emotions to others. According to Brown (2004), the following six components of speaking are generally recognized in analysis of speech process such as pronunciation, grammar, vocabulary, fluency, task and comprehension.

a. Pronunciation (including the segmental features-vowels and consonants and the stress and intonation patterns)

As stated in Harmer (2007), if students want to be able to speak fluently in English, they need to be able to pronounce the phonemes correctly, use the appropriate stress and intonation patterns and speak in connected speech.

b. Grammar

Bygate (1997), describes that it is obvious that in order to be able to speak foreign language, it is necessary to know a certain amount of grammar and vocabulary.

c. Vocabulary

As we know, vocabulary is the basic element in a language. Folse (2004), comments that vocabulary is single words, set phrases, variable phrases, phrasal verbs, and idioms.

d.   Fluency

In simple terms, fluency is the ability to talk freely without too much stopping or hesitating (Riddel, 2001, p. 32). Meanwhile, according to Gower et al (1995), fluency can be thought of as the ability to keep going when speaking spontaneously.

e.   Comprehension

The last speaking element is speaking comprehension. Comprehension is discussed by both speakers because comprehension can make people get the information they want. Comprehension is defined as the ability to understand something by a reasonable comprehension of the subject or as the knowledge of what a situation is really like.

Based on the explanation above, it can be concluded that in the learning of speaking, the component of speech process (pronunciation, grammar, vocabulary, fluency, task and comprehension) and also speech features (segmental and suprasegmental features) Understandable the speakers says depend on the clarity of their sound so the process of communication can run successfully.

2.1.2   Basic types of Speaking

Speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test-takers listening skill, which necessarily compromises the reliability and validity of an oral production test. Before assessing speaking, Students can improve their speaking

skills through mastery, it needs to acknowledge five basic types of speaking below. According to Brown (2014), there are five basic types of speaking:

1. Imitative is the one of types speaking performance that is the ability so simply parrot back (Imitate) a word or phrase or possibly a sentence.

2. Intensive is the one of types speaking that is the oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships.

3. Responsive is the one of types speaking assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversation, standard greetings and small talk, simple request and comments and the like.

4. Interactive is the one of types speaking which sometimes include multiple participants is the factor that differentiate between responsive and interactive speaking. Interaction can take the two forms of transactional language, which has the purpose of the exchanging specific information, or interpersonal exchanges, which have the purpose of maintaining social relationships. In interpersonal exchanges, oral production uses colloquial language, ellipsis, slang, humor and other sociolinguistic conventions.

5. Extensive is the one of types speaking it includes speeches, oral presentation, and storytelling, during which the opportunity for oral interaction from listeners is either highly limited or ruled out altogether. Based on explanation above, Writer use two of the basic types of speaking which is appropriate with my topic, those

are imitative and interactive. The writer prefers to use imitative because the Strategy that researcher use in my topic is Twins Strategy.

2.1.3 The Concept of Teaching Speaking

Teaching is an activity that concern about learning process. It is a process of giving guidance to the students to reach the goals. Teaching is also known as "instruction". Teaching is an interactive process between the teacher and the students and among the students themselves (Kimatafsirah, 2003, p.7). According to Husna (2016), in Indonesia, Educational institutions are very diverse, starting from formal education, informal and non-formal. For those who want to master the general education could take the path of formal educational institutions such as elementary, Junior and Senior high school. More argues that teaching is the actions of someone who is trying to assist others to reach their fullest potential in all aspects of development the personal characteristics and skills (as cited in Herlina & Holandyah, 2015, p. 110). It means that teaching becomes the main goal of many learners to helping the students progress in terms of their accomplishments in spoken or communication.

Furthermore, according to Kayi (2006), The important of teaching speaking; First, the ability of communication in a second language fluently and effectively present to get learners achievement in school and every phase of life. Second, teachers must have more attention for teaching speaking than memorization.

The important of teaching speaking; Thus, it can be important because it helps the learners to be successful to communicate in a second language clearly and

efficiently in leading the students. Based on Escobedo & Hollingworth (2017), explain that schools are the center of evaluation, not the students, principals or teachers. According to Astrid (2017), students have various personality factors that should be considered by the teacher in planning and conducting learning activities. There are some factors that could give positive impact to teaching and learning activities, but there are others that could give bad effects. Zurqoni added a teacher (lecturer) who taught warmly, communicatively, and familiar with students will cause students' self confidence (as cited in Astuti, 2016, p. 157). In addition, Faiz (2017) states teachers are the agents of change for student achievement and school improvement. In brief, teacher also should follow certain principles for teaching speaking, which may help the students in designing the classroom activities and management. Nunan (2003), suggests there are many things that influence teaching speaking. They are as follows:

1. Give students practice with both fluency and accuracy it means that at the beginning and intermediate level of studies, learners must be given opportunities to improve their fluency as well as accuracy. Accuracy means using the target language correctly and fluency is using language quickly and confidently. The teacher should not emphasize on any one aspect of speaking. Rather, students should get practice on both accuracy and fluency.

2. Use group work or pair work it means that to improve students' speaking, they should be given enough opportunities to speak in class. So, teacher talk time should be less and student talk time should be more. It is important for language

teachers do not take up all the time. Pair work and group work can be used to increase the amount of time that learners get to speak in the target language during the lesson. In this way, the students will get chance to interact and practice the language with other students.

2.1.3   Teaching Speaking

According to Arthur Hughes (2003), Teaching speaking is one of the important things in process of teaching and learning process. "The objective of teaching spoken language is development of the ability to interact succesfully in that language, and that this involves comprehension as well as production.

According to Nunan (2003), there are many principles that every teacher should consider while planning a speaking course:

a. Be aware of the differences between second language and foreign langugae learning contexts. A foreign language context is one where the target language is not language of communication in the society. A second language context is one where the target language is the language of communication in the society.

b. Give students practice with both fluency and accuracy. Accuracy is the extent which students' speech matches what people actually say when they use target language. Fluency is the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word searches, etc.

c. Provide opportunities for students to talk by using group work or pair work, and limiting teacher talk. The learners take on diverse speaking roles when the teacher is removed from the conversations, which are normally filled by teacher.

d. Plan speaking tasks that involve negotiation for meaning. Negotiation for meaning is when learners make progress by communicating in target language because interaction necessarily involves trying to understand and make your self understood.

e. Design classroom activities that involve guidance and practice in both transactional and interactional speaking.

Interactional speech is communicating with someone for social purposes. It includes both establishing and maintaining social relationships. Transactional speech involves communicating to get something done, including the exchange of goods and/or services. Teaching speaking should improve students' communicative skills. It means that students can express themselves and learn how to follow social and culture rules appropriate in each communicative circumstances. Learners are expected to able to produce the language they learn.

Brown (2000), says that teaching cannot be defined a part from learning. Teaching is guiding and facilitating learning enabling the learners to learn, setting the conditions for learning. Our understanding of how the learner learns will determine our philosophy of education, our teaching style, our approach, method and classroom technique . Because of that in teaching and learning process the teacher should be able to encourage the students by creating an atmosphere which shows students that their experimentation and questions are welcome. Teachers

can spend some time discussing how to learn with them, guiding them toward their own best method study. In order to make the students have several successful characteristics in learning as follows:

1. A willingness to listen : good learner listens to what's going on not just in the sense of paying attention, but also in term of really listening to English that is being used, soaking it up with eagerness and intelligence.

2. A willingness to experiment : many good learners are not afraid to have a go, they are prepared to take risks, to try things out and how it works.

3. A willingness to think about how to learn : good learners bring or invent their own study skills when they come to a lesson.

4. A willingness to accept correction: good learners are prepared to be corrected if it helps them.

From several successful characteristics in learning above, it can be concluded that in teaching speaking, teachers should have the ability to guide student in order to increase students' speaking ability.

2.1.4   Approach, Method, Technique and Strategy

In English language teaching, we have to know what we want to do, what for, how we are going to do it, and what we need in order to achieve is. This refers to approach, method, technique, and strategy. We have to make no mistake to differentiate among these terms. We should know several of them that can be gained in English classroom. To understand more about them, it is necessary to know the differences among following concepts:
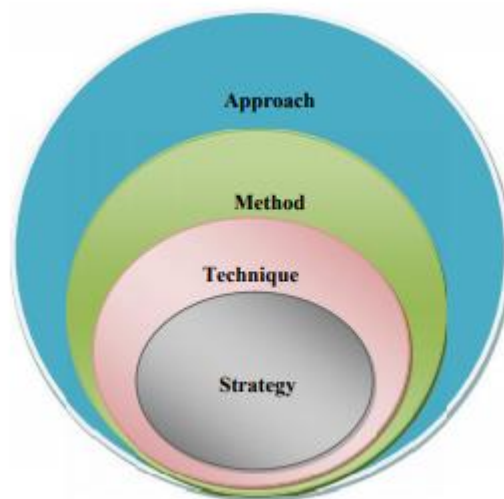
An approach, according to Antony, in Richard and Renandya (2002), was a set of assumptions dealing with the nature of language, learning and teaching.. It is a personal philosophy of teaching. What is the role of the teacher, the students, the administration and the parents? Approach describes more general the nature of language learning. Our teaching method, technique, and strategy will depend on the approach we take. This means that approach is dynamic, which in a positive thing. It shows our growth as teacher, and the fact that we are able to change or adapt to the situations that we face. The method was defined as an overall plan for systematic presentation of language based on a selected approach in an operational way. A teaching method design includes objectives, syllabus, activities, teachers' role, and materials. It will have in implementation in classroom. Basically, Method is a procedure or way materializing a teaching approach though a systematic plan.

Then, technique is specific classroom activities consistent with a method, and therefore in harmony with approach as well. According to Celce (2001), technique is classroom device or activity and narrowest of the method

concept, some technique are widely used and found in many methods, however, some technique are specific to or characteristic of given method. Therefore, technique are the different teaching practices that we observe in the classroom,. It involves skills and specific classroom activities. The technique that we use will depend on our teaching method and approach.

According to Riding and Rayner in Hewitt (2008), strategy as a set of one more procedures than an individual acquires to facilitate the performance on learning task. It means strategy will vary depending on the nature of the task. It much reflects distinction between differences in the learner, which contribute to an individual learning styles and learning environment. Then, strategy is a plan intended to achieve a purpose, it is more general than technique. It aims to help learning take place; it can involve the different ways of organizing the classroom and planning lesson.

According to Rebecca (1990), strategy can classified into direct strategy and indirect strategy. Direct strategy is language learning strategy that directly involve the target language. Direct strategy is composed of memory strategies for remembering and retrieving the new information, cognitive strategies for understanding and producing the language and compensation strategies for using the language despite knowledge gaps. All the direct language strategies require mental processing of the language, but the three groups of direct strategies (memory, cognitive, and compensation) do this processing differently and for the different purposes. Indirect strategy is the strategy that support and manages the language learning without directly involving the target language16. Indirect

strategy are divided into metacognitive strategy for coordinating the learning process, affective strategy for regulating the emotions, and social strategy for learning with others.

Twins Strategy include in direct strategy especially cognitive strategy. Direct strategy itself involves the target language directly. cognitive strategy help the students store, remember and retrieve the new information, creating mental linkages , applying images and sounds, reviwing well, and employing action This strategy aslo include indirect strategy especially in sosial strategy with learning with others. It has function to help students speaking ability by exact description of a picture. Twins strategy is a strategy which it encourages students to speak by being given pictures to be described to their partners. They will interact with other by discussion each other about their picture as one way to students use language.

2.3 The Concept of Twins Strategy

Twins Strategy is a classic example of an affectively based strategy. This strategy was inspired in which learners in a classroom were regarded not as a "class" but as a "group". According to Andrew Wright (1989), Twins is one of the speaking strategies in which students work to find the matching pictures by describe it with their partner without letting their partner looking it and also finding corresponds of their pictures. Not only practice by describe pictures but students also learn cooperative activity and giving questions and answer each other. So, this activity resulted in students less participate in learning activities that tend to make them

quickly bored and lazy to learn" (as citied in Syarifudin, p. 211). Meanwhile, Fridericke Klippel (1985), states that twins strategy is one of the strategies to help students to speaking ability by exact description of a picture. Which it encourages students to speak by being given pictures to be described to their partner. They will interact with other by discussion each other about their picture as one way to students use language.

A second language is a language studied in a setting where that language is the main vernicle of everyday communication and where abundant input exists in that language. According to Rebecca (2003), strategies are among the main factors that help determine how and well students learn a second or foreign language. The Twins Strategy has 4 strategies that is Games, Think-pair-share, describing a picture and discussion. Sometimes the strategy is useful, but it depends on the teacher can applied the strategy or not. By using this strategy hopefully, the students will be able to work with the team, develop their interpersonal skill and independence. Besides, they are also going to be encouraged, innovated, have creativity through deep leaning, and require. Students think about their learning, the issues and the problems. It also can make them to develop their tolerance, understanding and respect of others opinion, responsibility for one's own learning, actions and responsibility to the group. In line with the statements above, that students' responsibility and independence help them to develop their characteristics of lifelong learner's motivation, self- evaluation, time management and the skills to access information.

2.3.1 Procedures of Twins Strategies

Basically, Andrew Wright (1989), stated that the procedures of twins strategy can be implemented as follows:

1. The teacher introduces and explains the strategy to the students and tells the students about the topic.

2. The teacher provides the class into pairs.

3. The teacher copies two handout for all student that half students have handout A and handout B for the other half.

4. The teacher provides each student works with their partner with one copy handout A to student A and handout B to student B and they must not let their partners see their handouts.

5. The students describe their handout picture to each other and asking questions about their handout as the aim for students determine the picture out of their set corresponds with one on their partners handout.

6. Finally the teacher and students look at each other handout and discuss further.

2.3.1 The Advantages of Using the Twins Strategy

According to Andrew Wright (1989), The use of Twins Strategy has many advantages:

1. To increase students' speaking ability.

2. To help students pay attention each other.

3. Make students enjoyable during the course.

4. To improve cooperation and mutual acceptance within their pair partner.

5. To build up students confidence in delivering their ideas.

2.3.2 Previous Related Studies

There are two previous studies which are related to my present study. The first study entitle *"The effect of using Twins Strategy toward Speaking ability of the Second year students at state Senior High School 2 Kerinci Kanan"* in 2012/2013 Academic Year written by Khoiriah Fatul (2014). The purpose of this study is to find out whether there is significant difference of speaking ability before being taught by using twins strategy of the second years students at State Senior High School 2 Keinci Kanan. For the result, there is a significant effect of Twins Strategy in student's speaking ability from 40 students at second years students of Senior High School 2 kerinci kanan as samples. The similarity between her studies with my study is in independent by using Twins Strategy is to improve pronunciation of speaking. However, the difference is in the population of the study. In my study, the population of this study is eleventh-grade students at MTS N 1 Palembang, while in Khoiriah Fathul's study was the second year students of Senior High School 2 kerinci kanan at Pekanbaru.

The last study entitle is *"Improving The students Speaking Ability by Using Lost Twins Game"* Tenth-TKR Grade Students of SMK Yafalah Ginggangtani in 2014/2015 Academic Year written by Gustiara Reza (2015). The purpose of this

study is to find out whether Lost Twins Game can improve the students speaking ability in the X-TKR SMK Yafalah Ginggangtani. The result of observation showed that the implementation of Lost Twins Game in teaching speaking was good and run well, the students' composition has good result who were classified in to "good to average", and the result of questionnaires showed that this technique was helpful and useful for the students speaking activity. The similarity between her studies with my study are in independent variables namely use Twins Game in teaching Speaking. However, the difference is in the population of the study. In my study the population of this study is Seventh grade student at MTS N 1 Palembang, while in their study was the First year students of SMK Yafalah Ginggangtani at Grobongan.

2.4 Hypothesis of The Study

The writer formulates the hypotheses in the following:

1. (H_0): there is no significant difference on the eighth-grade students' speaking ability who are in low, average, and high categories taught by using Twins Strategy and those who are not at MTS N 1 Palembang before and after treatment.

2. (H_a): there is significant difference on the eighth-grade students' speaking ability who are in low, average, and high categories taught by using Twins Strategy and those who are not at MTS N 1 Palembang before and after treatment.

2.5   Criteria of Testing Hypotheses

2.5.1 Measuring significant difference / influence

Measuring significant difference / influence of two group and independent sample t-test was used. It was administered to measure two independent variables. The criteria of testing the hypothesis are as follows:

1. If the p-output (Sig.2-tailed) is lower than 0.05, the null hypothesis (Ho) is rejected, and the alternative hypothesis (Ha) is accepted.

2. If the p-output (Sig.2-tailed) is higher than 0.05, the null hypothesis (Ho) is rejected, and the alternative hypothesis (Ha) is accepted.