**CHAPTER II**

**REVIEW OF RELATED LITERATURE**

This chapter presents the research method. It consists of underlying theories that include definition of speaking, the elements of speaking, teaching speaking, the activities of teaching speaking, testing of speaking skill, types of speaking tests, criteria’s of inquiry method.

1. **Definition of Speaking**

Speaking as a fundamental to human communication means that speaking is used to interact and communicate by someone to others. (Allen, 1985: 97) In all of life activities of course, speaking is needed. Although written language communication can be used in daily life, but speaking has more capacity of the use in daily live for example, to call or great. It also makes easier for the user to conduct communication.

In speaking activities the students usually get some problems that make them difficult to speak or say anything. Sometimes it can be hoped based on many reasons. They can feel shy to speaking or they are lack of vocabulary.

Speaking is a productive skill. It involves putting a message together, communicating the message, and interacting with other people. Speaking involves at least two people; a speaker and listener. (Lindsay and Knight, 2006; 26). In real life, they discuss each other, exchange information about what they see and hear, etc. Beside that, speaking is oral language proficiency and complex language skill that involve knowledge and pronunciation, grammar, vocabulary, and culture.

11

Learners need strategies for developing the following speaking skill: (<http://www.nclrc.org.2009.washigton>university/essentials/speaking/stratspea.html)

**1. Using minimal responses**

Language learners who lack confidence in their ability to participate successfully in oral interaction often listen in silence while others do the talking. One way to encourage such learners to begin to participate is to help them build up a stock of minimal responses that they can use in different types of exchanges. Such responses can be especially useful for beginners.

Minimal responses are predictable, often idiomatic phrases that conversation participants use to indicate understanding, agreement, doubt, and other responses to what another speaker is saying. Having a stock of such responses enables a learner focuses on what the other participant is saying, without having to simultaneously plan a response. In other hand, using minimal responses can indicate understanding, agreement, doubt and other responses to speaker is saying.

**2. Recognizing scripts**

Some communication situations are associated with a predictable set of spoken exchanges - a script. Greetings, apologies, compliments, invitations, and other functions that are influenced by social and cultural norms often follow patterns or scripts. So do the transactional exchanges involved in activities such as obtaining information and making a purchase. In these scripts, the relationship between a speaker's turn and the one that follows it can often be anticipated.

Instructors can help students develop speaking ability by making them aware of the scripts for different situations so that they can predict what they will hear and what they will need to say in response. Through interactive activities, instructors can give students practice in managing and varying the language that different scripts contain. In other hand, recognizing scripts can help the students to develop speaking skill, they can predict what the students hear and the students need to response.

**3. Using language to talk about language**

Language learners are often too embarrassed or shy to say anything when they do not understand another speaker or when they realize that a conversation partner has not understood them. Instructors can help students overcome this reticence by assuring them that misunderstanding and the need for clarification can occur in any type of interaction, whatever the participants' language skill levels. Instructors can also give students strategies and phrases to use for clarification and comprehension check.

By encouraging the students to use clarification phrases in class when misunderstanding occurs and by responding positively when they do, instructors can create an authentic practice environment within the classroom itself. As they develop control of various clarification strategies, students will gain confidence in their ability to manage the various communication situations that they may encounter outside the classroom.

Speaking activities that concentrate on getting learners to produce sounds, phrases, or grammatical structures range from activities which are controlled by the teacher to activities where the learners have more freedom to choose the language they use. Controlled activities generally focus on the learners producing language accurately, while less controlled activities focus on developing the learner’ fluency.

In some ways speaking can be considered the most difficult skill to acquire since it requires command of both listening comprehension and speech production sub skills (e.g., vocabulary retrieval, pronunciation, choice of a grammatical pattern, and so forth) in unpredictable, unplanned situations.(Murcia, 2000; 165). On the other hand, speaking can be viewed as the easiest skill since one can use body language, demonstration, repetition, and various other strategies to make oneself understood. This chapter will deal with the linguistic, the sociocultural, and the contextual, and the personal features of speaking in another language.

In some situation, the teachers use speaking to give interactions or to get thing done. The teachers use speaking to describe thing, to complain about people’s behavior, to make polite requests, or to entertain people with jokes and anecdotes.

The linguistic, Mismatches and misunderstanding in oral communication can be the result of any of the following problems or conditions: (Murcia, 2000; 165)

1. The speaker does not have full command of the target linguistic knowledge and produces an unacceptable or even unintelligible form.
2. The necessary background knowledge is not shared by the speaker and the hearer, and they bring a different set of expectations.
3. The speaker and the hearer do not share sociocultural rules of appropriary, and therefore the speaker may have violated such a rule from the hearer’s point of view due to pragmatic transfer from the first language.

The basic assumption in any oral interaction is that the speaker wants to communicate ideas, feelings, attitudes, and information to the hearer or wants to employ speech that relates to the situation. The objective of the speaker is to be understood and for the message to be properly interpreted by the hearers. It is the speaker’s intention that needs to be communicated to the hearers. However, a production in any of the above three areas might create a piece of spoken discourse that gets misunderstanding.

So, learners need to develop their ability to string sounds and words togged as learners saw. As teachers have seen, students also need to interact successfully with other speakers respond appropriately and use the appropriate language for the situation because one student and other students are talking to. Especially in the early stages of their development, the learners need to be able to talk round words or expressions students do not know so that the conversation does not get stuck while students think of the right word. Students need to learn expressions to define things. The learners need to practice speaking in a wide range of contexts with people student know. Learners also need to be able to produce language accurately enough for the listener to be able to understand without too much effort. The teacher should try to keep a balance between a learner’s fluency and accuracy.

Speaking skills is playing a very important role in language learning, including foreign language learning because speaking is a process a building and sharing meaning, through the use of verbal and non verbal symbol.

1. **The Elements of Speaking**

The students who want to be able to speak fluently in English, they need to be able to pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech. But there is more than that. Speakers of English especially where it is second language will have to be able to speak in range of different genres and situations and they will have to use a range of conversational repair strategies. The students will need to be able to survive in typical functional exchanges.

Harmer (2005; 13-14) suggests different speaking events in order to describe different speaking). Whatever the purpose speaking events, people can characterize it as interactive or non interactive. Finally, people might a difference between speaking that is planned and speaking that is unplanned, such as a job conversation that takes place spontaneously when we bump into someone on the street. It means that speaking is using in people life.

Some speaking in a job interview may be for the exact purpose of maintaining and sustaining good interpersonal relations, and most interviews do their best to plan what they are going to say just as interviews plan what some their questions will be (Harmer, 2004;233). Nevertheless, thinking of speaking in terms of purpose, participation, and planning helps the people speaking activities in all six categories and in different combinations of these categories.

Successful interaction depends on a knowledge and successful execution of turn taking. In other words, conversation is to be successful, which the students need to be able to ask for repetition by using formulating expression repeating up to the point of conversation breakdown. In real talk, the students are involved in spontaneous face to face conversation outside the classroom with competent English language speakers, people probably need to be expected to more than just the kind of question found in cookbooks. (Harmer; 2005; 225). However, the students need to be aware of what real conversation to like and the teacher should give students help in using some of the more important phrases. Each student has to pick up one of the strips and they then have learned the phrase on it in conversation.

When teaching speaking, the teacher needs to make students aware to fixed phrases, functional sentences and adjacency pairs. Teachers can do this by teaching functional exchanges. Teachers can have students look at transcripts of typical exchanges and teachers can let them watch film clips of this kinds language use. To some up, teaching speaking needs the student’s awareness to fixed phrases, functional sentences, and adjacency pairs.

1. **Teaching Speaking**

Teaching speaking is a challenging responsibility as there are many problems related to every day practice. According to Ur (1999: 121), some fundamental problems that appear in the speaking class include inhibition, complete silence, and low participation. Learners often feel afraid to say things in foreign language classroom. They are usually worried in making mistakes fearful of criticism or losing face, or simply shy of the attention that their speech attracts. (Cahyono, 2010; 15). In addition, learners often complain that they cannot think of anything to say; they have no motive to express themselves beyond the guilty feeling that they should speak up. In the speaking class, only one participant can talk at a time if the students to be heard. In a large group this means that each participant will have only very little time to talk. The problem is compounded by the tendency that some learners are dominant, while others speak very little or not at all. In another case, there is a tendency for them to use mother tongue because it is easier.

The teacher is expected to design an activity that will be able to over come those problems. Ur (1999: 120) suggests four characteristics of successful speaking class. First, much of the time should be used for the activity involving the learners to talk. Second, classroom activity should not be dominated by talkative participants. All learners should get a chance to speak and contributions are distributed evenly. Third, learners are eager to speak because they are interested in the topic. Learners have something new to say about it, or because they want to contribute to achieve a task objective. Last, the learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy. One of the ways to realize a successful speaking class is through task based language learning. So, any four characteristics of successful speaking class, the students must have activity to improve their speaking skill in the class, the students must be diligent to improve sentences in any topics. The students should be having new creativities to achieve task objective, and the students must express their skill in level speaking. From the explanation above by designing the attractive activities, it is hoped that the successful speaking class can be reached.

1. **The Activities of Teaching Speaking**

Speaking is an important part of the learning and teaching process of English as a second language . Despite its importance, for many years, teaching speaking has been undervalued because English teachers continually teach speaking just as a repetition of drills or memorization of dialogues. (<http://efi>dyahendrawati.wordpress.com/2008/08/07/activities-in-teaching-speaking/). Nowadays, however, the goal of teaching is shifted to improve students’ communication skills, because, only in that way, the students can express themselves and learn how to follow the social and cultural rules appropriate in certain circumstances. There are several activities to teach second language learners how to speak communicatively.

1. The first activity is discussion, which aims at drawing a conclusion, sharing ideas about something, or finding solution on a problem. In this activity, a teacher must set the purpose of discussion in the beginning, so that students will discuss relevant points according to the purpose. In addition, they will not spend their time chatting each other about irrelevant and unnecessary things.

2. The second way of setting students to speak is role play and simulation. In role play activities, the students pretend they are in various contexts and have a variety of social roles. The teacher then gives information to the learners such as who they are and what they think or feel. For example, the teacher can tell the student, “Andy, you go to an accountant and tell him what happened to your business last month.” Simulations, on the other hand, are more elaborations of role play, because the students can bring items to class to create a realistic environment. For instance, if a student’s as a doctor, he brings a stethoscope to examine his patients, and so on. Role play and simulation have advantages. For one, it is entertaining as well as motivating students. The second advantage is increasing the self-confidence of hesitant students, because they have a different role and do not have to speak for themselves, it means they do not need to feel ashamed of making mistakes.

3. The third activity is brainstorming; in this case students must produce ideas on a given topic in a limited time. Brainstorming is a one of very effective way to the encourage students to speak up their thoughts and feelings quickly and freely. The good characteristic of this activity is that students are not criticized for their ideas, so students will be open to share new things collaboratively.

4. The fourth and the most favorite, in his opinion, is storytelling. The students can briefly summarize a tale or story heard from somebody beforehand, or they may create their own stories to tell to their classmates. This activity encourages students to have creative thinking, because they must organize the story in the format of beginning, development, and ending. In addition, the students must be able to describe characters and the setting of the story very clearly. By this activity, the teacher can both explore students’ speaking and entertain the class.

5. The last activity is reporting, which integrates students reading or listening skill with speaking ability. Before coming to class, the students are asked to read newspaper or magazines, or to listen to news on radio or television. Later in class, they report to their friends what they find as the most interesting news. The students can also express their opinion about the news, or tell whether they have experienced anything related to the news worth telling to class. This activity fosters the creativity of the learners as well as their public speaking skills.

In summary, teaching speaking can use a variety of communicative activities, ranging from discussion, role play and simulation, brainstorming, storytelling, and reporting. By using those communicative methods, the students will have more opportunity to communicate each other based on real-life situations, or to engage in active tasks to promote their confidence, creativity, and speaking ability in the ways that are meaningful and fun for them.

1. **Testing of Speaking Skill**

Speaking is probably the most difficult skill to test. It involves a combination of skills that may have no correlation with each other, and which do not lend themselves well to objective testing. There are not yet good answers to questions about the criteria for testing these skills and the weighting of these factors. A speaker can produce all the right sounds but not make any sense, or have great difficulties with phonology and grammar and yet be able to get the message across.

(<http://www.cis.doshisha.ac.jp/kkitao> 1996/library/article/test/speaking.htm)

Also, success in speaking depends to a great extent on the listener. Comprehension of spoken material depends, among other factors, on the degree to which the listener is familiar with the speaker's accent and the degree to which they share background knowledge, and so what is a problem for one listener may not be a problem for another listener.

Another difficulty is separating the listening skill from the speaking skill. In most normal situations, there is an interchange between listening and speaking, and speaking appropriately depends, in part, on comprehending spoken input. This necessarily becomes a factor in the testing of speaking, and it is difficult to know whether you are testing purely speaking or speaking and listening together.

Testing speaking is also a particular problem when it is necessary to test large numbers of students. In some situations, it is necessary to test thousands of students, and even if each student speaks for only a few minutes, this becomes a huge job.

In spite of the difficulties inherent in testing speaking, a speaking test can be a source of beneficial backwash. If speaking is tested, unless it is tested at a very low level, such as reading aloud, this encourages the teaching of speaking in classes. It can be said that there are some difficult that must be faced by the student to conduct speaking that is why the researcher gives speaking test.

1. **Types of Speaking Tests**
2. **Reading Aloud**

One way that reading is tested is by having the testers read aloud. This is not generally a good way to test reading. Its backwash effect is likely to be harmful, and it is not a skill that is used much outside of the classroom. ( Kitao, 1996). However, it is a way to test pronunciation separately from the content of speech. If it is necessary to use this method of testing, the test should at least make use of a situation where the student might actually be reading aloud, such as reading instructions or parts of a letter to another person. In other hand, Reading aloud is a way to test pronunciation separately from the content speech. It is not generally a good to test reading.

1. **Conversational Exchanges**

Another simple type of test is a test in which students are given a particular situation and instructed to respond in a certain way. These tests are usually highly structured and require only a limited response, not connected discourse. In addition, it is testing listening at least as much as it is testing speaking. (Kitao, 1996).However, this type of test does make it possible to test large numbers of people at the same time in a way that is at least somewhat communicative. So, Conversational Exchanges is conducting a test in which students are given a particular situation and instructed to respond in certain way.

1. **Testing Speaking Using Visual Material**

Pictures, maps, diagrams, and other types of visual material can be used to test speaking without requiring the tested to comprehend written or spoken material. Through careful selection of the material, the tester can control the vocabulary and, to some extent, the grammatical structures required. Various types of material are appropriate for this type of test, depending on the language that the tester wants to elicit. One common type of stimulus material is a series of pictures which tell a story, often with a few sentences of introduction to get the testee started. This requires the tested to put together a coherent narrative. A variation on this is to give the pictures in random order of the narrative to a group of testers. The students describe their pictures and decide on their sequence without showing them to each other, and then put them down in the order that they have decided on. They then have an opportunity to reorder the pictures if they feel it is necessary (Kitao, 1996). So, the speaking test can use visual material like’s pictures, maps, diagram and other types. A various types in test can be done by using stimulus material which tells a story in classroom, on giving the picture random order of the narrative to a group or testers.

Another type of test using a visual stimulus is one in which two test’s are given pictures that are similar but have several differences. Without seeing each other's pictures, they describe their own pictures and find the differences ( Kitao, 1996).In addition to using pictures, it is possible to use charts, graphs, or other ways of visually organizing information, and the tested has to describe them. One possible problem with this type of visual stimuli is that the material has to be something that all the tested can interpret equally well, since if a taste has difficulty understanding the visual information that will influence the way tested is evaluated.

1. **Oral Interviews**

Oral interviews are testing situations in which the tester and the tested carry on a conversation. The tester generally has a list of questions to ask the tested, and someone either the interviewer or another person but preferably another person assesses the language proficiency of the tested. The advantage of an interview is that it attempts to approximate a conversation situation, but the knowledge that it is a test and the constraints of the roles in the interview make it difficult to have a real, natural conversation.(Kitao, 1996). So, Oral interviews are testing stimulate which in the testee and testee a conversation. The advantages of oral interviews are attempts to do conversation, but the roles in the interviews are difficult to have real, natural conversation.

When doing an interview test, it is very important that the interviewer is well trained in order to avoid problems and so that the interviewer is consistent from one interview to another to help make the evaluation of the tested more reliable. The interviewer, for example, should avoid talking too much (though giving some personal information may help break the ice and put the tested at ease), should speak clearly, should not interrupt the interviewer to give answers, should maintain eye contact with the interviewee, and should not correct the interviewee during the interview. In other words, interview is important that interviewer well trained in other avoid problems. The interviewer is consistent from interview to help the evaluation of the tested more reliable.

1. **Role Play Test**

Another type of test is a role play. In a role play the tested and a confederate are given information on which to base a role play and the testers are evaluated on their ability to carry out the task in the role play. For example, the role play might be getting information about course requirements. Role plays require the tested to use various functions that he/she might need in real communication. (Kitao,1996). In other hand, role play test is confederating to give information on which to base role play, and testee is evaluate on students skill in role play.

1. **Group or Pair Activities**

To avoid the types of problems associated with oral interviews, sometimes students are put together in pairs or groups that are given some task, such as the ones mentioned above in the section on using visual materials. They might also be given a quiz to work on together, a puzzle to work out, or a task. The point of these is not to find the "right" answer but to stimulate speech for the tester to evaluate. This is intended to be a less inhibiting situation than an interview test, but it also has the problem of lack of control. How the activity goes depends to a great extent on the mix of testers that are put together. If their level of English proficiency is widely different, or if one tested is particularly dominant, this will influence the interaction. A well-trained interviewer can provide similar environments from one interview to another, but this is not possible in testing a group of testers in a group activity. (Kitao, 1996). In addition, successful group discussions depend on factors other than speaking, including active listening and eliciting the opinions of all of the group members. The activate goes depends to a great extent on the mix extent of testers and put together. The testers particularly dominant, it will influence in the student’s interaction.

From the explanation above the types of speaking test, the test which is suitable to be used in teaching speaking by using inquiry method is group or pair activities, because it helps the students to improve or influence interaction in testing a group. Group or pair activities can provide similar environments from one interview to another.

1. **Criteria’s of Choosing Method**
2. **Nature of Inquiry Method**

Inquiry is way that teachers use to teach in front of class. In CTL Inquiry method is a process of learning and discovery the transistor feat based in thinking through the process systematically. (Kesuma al.cl, 2010: 63).So, Inquiry is process learning to critical thinking in systematically. With the inquiry method, both content and process are taught at the same time. Whether content or process is more important and therefore emphasized will depend on the objectives for the lesson and teacher’s judgment. Research confirms that inquiry is as effective as other methods in teaching content and may be better than most in teaching other leanings, especially the process of inquiry.

Teaching the process of inquiry is an opportunity for students to learn and practice skill associated with critical thinking. Helping students develop the ability to think is receiving increased emphasis because of the realization that students will get benefit from being independent and reflective thinkers in the real social world (Douglas, 2000; 259).So, Inquiry is a helping for the students to be critical thinking to discuss student’s problem solving, The students can create their skill to develop learning and it is one of the benefit from being reflective and being independent students.

Teachers use this method when teaching has such a purpose to make students excited by conducting the task, and actively seek their own problem-solving and researching it. Finding the source of its own, and they study together in groups. The students are also expected to be able to express opinions and to formulate conclusions later. They are also expected to debate, argue and defend his opinion; inquiry contains a higher mental processes-high teachers said.

According to Roestiyah (2008; 76-77), the inquiry method has the advantage that it can be stated as follows:

* + - 1. Inquiry method can form and develop the concept on students, so students can understand basic concepts and ideas better.
      2. It assists in the use of memory and transfer to a new learning situation
      3. It encourages the students to think intuitively and formulate their own hypotheses
      4. It gives the individual’s which satisfaction to inquiry something.
      5. The situation becomes more stimulating learning
      6. It can develop individual talents or skills
      7. It gives students the freedom to learn by using their own or group.
      8. The students can avoid the students of the ways that traditionally.
      9. Inquiry method can give the students who learn that they can assimilate and Accommodate Information.

From this explanation above, there are nine advantages of inquiry method. Here, the students are trained to develop student’s skills in improving speaking by using inquiry method. The students can express their opinion in problem solving based on the given topics. The teachers give stimulus learning by conducting the student’s speaking skill.

According to Komalasari (2010: 73-74), learning the methods of inquiry have 5 common components are as following:

1. Question

Learning usually begins with an opening question that provokes curiosity or admiration of students and the students will be a phenomenon. Students are given the opportunity to ask questions, which are intended as guidance to the core question to be solved by the students. Furthermore, teachers deliver the core questions or core problem to be solved by the students. So, the teachers give opportunity to ask some questions which intended to be solved by the students.

1. Student Engagement

In the method of inquiry, the active involvement of students is a must, while the teacher's role is as a passive facilitator. The students do not plan to write answers to questions in the field or to answer the questions at the end of the chapter of a book, but prosecuted involved in creating a product that shows a students’ understanding to the concepts which are being studied or in conducting an investigation. However, students’ engagement involved in creating a product being learned by the students

1. Cooperative Interaction

Students are required to communicate, work in pairs or in groups, and discuss various ideas. In this case the student is not currently competing. The answer to the problems posed, the teachers can come in many forms, and probably the correct answer. So, Cooperative Interaction let the students to improve their skills from communication work pair or group and discuss about various ideas by correcting answers.

1. Performance Evaluation

In answering the problem, usually the students are asked to create a product that can describe the knowledge about the problem being solved. This product can be a form of slide presentations, charts, posters, essays, and others. Through these products to evaluate teachers. So, performance evaluation, students are asked to create the product and then the students describe the knowledge how to solve the problem.

1. Variety of Resources

The students can use a variety of learning resources for example, textbooks, websites, television, video, posters, interviews with experts and others. So, varieties of resources more emphasize on students take them from wide range of sources.

According to Komalasari (2010; 74), steps of learning inquiry model:

1. Formulate the problem

Students are governed to formulate the problem, and then the students apply the experiment the problems. The students see the source of problem from they taken the problem, for example:

1. Which cities are including the big city of in Indonesia?
2. How do we categories the big market?
3. Observe or perform field observations

The students can conduct observations by reading the book or others resource to get some information, the students can also observe and collecting the data from the observed object.

1. Analyze and present the results in writing, drawings, reports, charts, tables, and other works.

First the students analyze and present the result of observation, the students make the tables, map and other from the students’ observation result. For example;

1. The students make the maps of the big cities in Indonesia
2. The students make the tables of types of market
3. Communicating or presenting the work on the reader, classmates, teachers, or other audiences.

In the process of learning students need time to use his brain power to think and gain an understanding of concepts, principles and techniques to investigate the problem.

To improve the methods of inquiry can be generated with the following activities: (Roestiyah, 2008: 77-79):

* 1. Guiding the activities of the laboratory

Teachers provide extensive guidance to the students, and most of the planning made by the teacher. In which the students conduct experiments or investigations to discover the concepts or the principles set by the teacher. So, the teachers give activities in the laboratory to experiment based on the concepts or principles which the teacher’s set.

* 1. Modification of inquiry

In this case the teacher only provides a problem, and provides materials or tools necessary to solve problems individually or in groups. Assistance should be the questions which allows the students to think and find ways of proper research. So, the teachers also provide the materials and problems to problem solving in individually or groups.

* 1. Freedom of inquiry

Once students learn and understand about solving a problem and gain enough knowledge about certain subjects, and has made modifications inquiry, then the student is ready to engage in freedom of inquiry. Teachers can invite students to engage in activities of the freedom of inquiry, from students to identify and formulate a variety of issues to be studied. So, students can identify and formulate the problem after they are doing modification of inquiry. The teachers are freedom the students to have creative thinking, by solving the problem .

* 1. Inquiry approach to the role

The students which involved in the process of problem solving, similar to the ropes usually in a way followed by scientists. An invitation is giving a problem to students, and questions that have been carefully planned, the students invite to do some activities for junior fashion such as: designing experiments formulate hypotheses, establish control, and so on. Therefore, the students must be involved in problem solving process. So teachers give the problem to students and invite them to do experiment, hypothesis and others.

* 1. Invited to the inquiry

An activity that involves the students to learn in teams, each consists of four members to solve the problem, each member is given a task given the different roles such as team coordinator, technical advisor, recording data, and the assessment process. Team members described the roles above, work together to solve problems related to the topic to study. From this explanation above, the teachers invite some groups of students to solve the problem, and the teachers give the task which has different roles.

* 1. Picture puzzles

One of the techniques to develop students' motivation and attention in a small or large group discussion. Pictures, demonstrations, or situations that can actually be used to improve the way students think critically and creatively. The students can use the pictures, demonstration and others to improve the students critical and creative thinking.

* 1. Lessons synaptic

The approach is to stimulate students' creative talents. Basically the synaptic centralize on the involvement the students to make various kinds forms of figuratively in order that to be able create student’s intelligence and develop the power their creativity. It can be implemented as metaphor can help in releasing the bond strong mental structure inherent in looking at a problem that can support the emergence of creative ideas. So, the students are trained to make various kinds of form figurative in order that to improve the student’s intelligence and creativity.

* 1. Clarity of values

Evaluation is needed more about the advantages of this approach, particularly with respecting the attitudes, values ​​and the formation of students' self concept. It turned out that the method of inquiry students perform cognitive tasks better. So, clarity of values are more favorable for the students by using inquiry method in doing cognitive tasks.

From the explanation above, it can be said that have eight to improve the method of inquiry. Therefore, many activities to improve the method of inquiry, they are guiding the activities of the laboratory, modification of inquiry, freedom of inquiry, inquiry approach to the role, invited to the inquiry, picture puzzles, lessons synaptic, clarity of values,

The method of inquiry can be done well requires the following conditions (Roestiyah, 2008, 79).

1. Conditions are flexible, and free to interact

Teachers should always try to make conditions more attractive in the learning activities.Develop information and communication technologies are rapidly teacher can present the material or the learning materials by utilizing all available technologies. Particularly in the use of methods of inquiry here the students are required to develop his thinking to think critically in solving a problem.

1. Responsive to environmental conditions

A good teacher always responses to what they want from their students. Departing from the role of guidance counselor and director of student learning activities, then such a way that teachers should be able to serve the needs of students in terms of getting the information sought.

1. Conditions that make it easier to focus

Full concentration is needed in the process of inquiry learning, because students are faced in a variety of concepts in solving a problem. The teacher's role is to provide the circumstances as comfortable as possible, so the students can learn optimally.

1. Conditions free from the pressure

Learning activities that started from the beginning of students' interests and abilities of the influence of learning activities to achieve a student, that students actually given freedom in choosing the ways or techniques in their learning, but still linear in the provision of these topic freedoms. Thus, the students are able to explore the knowledge and understanding they have.

The students are delivering the work to classmates or others people to get the input, the students can give the question and answer with a friend, after the students do the question and answer to a friend, they can paste or collect pictures, charts, text, maps, and the like class wall, bulletin board, the school magazine, given to teachers, and so forth.

To sum up, from fourth of method to improve inquiry method, all conditions are best to motivation the students in teaching learning process.

1. **Kinds of Inquiry Method**

According to Kindsvatter et.al (1996: 260-263), the kinds of inquiry they are:

1. Guided Inquiry

The extent of the teacher’s involvements during the implementation of inquiry is the primary deference’s between the guided and open forms. As the teacher become more involved, more structure is provided, and this results in less freedom for students to take initiative and direction for their own learning experiences. During guided inquiry the teacher provides the data and the students are questioned to help them inductively arrive at an answer, conclusion, generalization, or solution. (Douglas, 2000: 260). In this case, the teacher being actively involved is more a director of students’ learning and thinking than a facilitator. The guided inquiry form of the method is especially appropriate as a way to introduce the inquiry process to students. The structure serves as security as they venture into a new area involving different kinds of thinking.

1. Open Inquiry

Students’ freedom to initiate and think is expanded in open inquiry. In essence, they assume more responsibility for their own learning and, as a result, lesson their dependence on the teacher. The inquiry process remains the same with the focus on inductive thinking as students propose solutions, gather data, and draw conclusions (Douglas, 2000: 260). So, Students questioning becomes more important during open inquiry because they ask questions and research for the answers. Teacher questions generally guide structured inquiry. The teacher’s role is to facilitate by assisting students within the phases of the process. Although the teacher usually commences open inquiry with a problem related to what is being studied and assists students in hypothesis formation, the students assume responsibility for data collection and generalizing. This is an essential component in open inquiry.

1. Individualized Inquiry Investigation

The individualized inquiry investigation method involves identifying able and interested students who will benefit from engaging independent study. This interpretation of the inquiry method most closely approximates the format of the open inquiry form because of the freedom given to students. The issue or problem devised should naturally relate to the unit currently under study and, most importantly, have personal meaning for the student. (Douglas, 2000: 262). Therefore, the teacher needs to assist the student to reflect on tentative explanations or solutions to the problem to guide the inquiry. It is important for the teacher to be supportive and nonjudgmental to encourage intellectual freedom. After assistance from the teacher, and perhaps the librarian or media specialist, in identifying key sources, the student should be left alone to pursue the inquiry.

1. Inquiry Method Phases

The phases of the inquiry method basically have their roots in the steps of reflective thinking and reported in many other current references. Although there is flexibility, the sequences of phases is considered more important than in the other methods presented in this chapter because inquiry is designed to teach an investigative process as well as content. (Douglas, 2000: 263). So, inquiry method phases are a flexible method because it has some steps of reflective thinking, it should consider the importance of investigating process of inquiry method.

In other words, there are some types of inquiry method. They are guided inquiry is provided, and this result in less freedom for students to take initiative and direction for their own learning experiences, open inquiry is process remains the same with the focus on inductive thinking as students propose solutions, gather data, and draw conclusions, individualized Inquiry Investigation is individualized inquiry investigation method involves identifying able and interested students who will benefit from engaging independent study, and inquiry method phases is basically have their roots in the steps of reflective thinking and reported in many other current references.

1. **Using Inquiry Method on the Teaching Speaking Skills**

Implementation of inquiry learning model focuses on the active learners in the learning process. Inquiry in the learning process, learners not only learn the concepts and principles. But also undergo a process of learning about self-direction, responsibility, and social communication in an integrated manner.

In the first level of school, students should be confronted with the fact that our problems develop in the school environment. They should be able to pay attention to the facts that there are not only accepted the theory of class in front of it without knowing the real situation. Junior high school students should be able to prove that there are facts from which their theories with an existing data and information which is more valid and accurate. The inquiry method of learning English can also be applied especially in the teaching of speaking. Here, students can develop and think critically in response to a problem.

In this activity the students can also facilitate the performance ability to speak, from the formulation of the problem, observation to completion of a problem. The teachers only give orders to the development of facilities and materials appropriate school curriculum or the learning plan. The inquiry method can instill the basics of scientific thinking on students, thus speaking students in the learning process focuses more self-study, develop creativity in understanding concepts and solving problems. Although in practice the application of inquiry learning are methods vary considerably, it also depends on school’s circumstances. In other hands, Inquiry method not only learns the concepts and principles, but it also learns about self direction, responsibility, and social communication in an integrated manner. The students can develop and think critically in response the problem; the students can also facilitate the performance ability to speak from the formulation the problem, observation to completion of a problem. This method is to develop creativity in understanding concepts and solving problem. Inquiry method can also be applied especially in the teaching of speaking skill.