

CHAPTER II

THE REVIEW OF RELATED LITERATURE

This chapter is presented to highlight some theories functioning the basic of the research. It covers speaking skill, teaching speaking, and oral presentation. The explanation of each literature is explained briefly as follows:

A. Speaking

1. Definition of Speaking

As the key of communication, speaking has many definitions. There are experts who try to define what speaking is. Tarigan (1990:15) says that “Speaking is the ability to pronounce articulation of sounds or words for expressing, stating and conveying thought, ideas and feeling. Speaking is so complex because it includes many aspects such as grammar, pronunciation, fluency and vocabularies. So it will not easy to get speaking skill because we should master those aspects.

Brown (2007:225) states that social contact in interactive language functions is a key importance and in which it is not what you say that counts but how you say it what you convey with body language, gestures, eye contact, physical distance and other nonverbal messages. The nonverbal messages will help the speaker to enhance listener attention. So, the communication will be more effective.

According to Chaney (1998:13) speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts.

From those definitions, the researcher concludes that speaking is a process of sharing ideas or feeling by pronouncing certain words arrangement which also involve non-verbal language to help communication effectively. By speaking, we can communicate each other, sharing argument and message and also soulful.

2. The Function of Speaking

According to Brown and Yule cited in Richard (2008: 21), there are three functions of speaking, those are: *talk as interaction*, *talk as transaction*, and *talk as performance*.

First, talk as interaction refers to what we normally mean by “conversation” and describes interaction that serves a primarily social function. When people meet, they exchange greetings, engage in small talk, recount recent experiences, and so, on because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speakers and how they wish to present themselves to each other than on the message. Such exchanges may be either casual or more formal, depending on the circumstances. There are some main features of talk as interaction, a) has a primarily social function, b) reflects role relationships, c) reflects speaker’s identity, d) may be formal or casual, e) uses conversational conventions, f) reflects degrees of

politeness, g) employs many generic words, h) uses conversational register, i) is jointly constructed

Second, talk as transaction refers to situations where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially with each other. The main features of talk as transaction are: a) it has a primarily information focus, b) the main focus is on the message and not the participants, c) participants employ communication strategies to make themselves understood, d) there may be frequent questions, repetitions, and comprehension checks, as in the example from the preceding classroom lesson, e) there may be negotiation and digression, f) linguistic accuracy is not always important.

Third, talk as performance refers to public talk, that is talk that transmits information before an audience, such as classroom oral presentations, public announcements, and speeches. Talk as performance tends to be in the form of monolog rather than dialog, often follows a recognizable format (e.g., a speech of welcome), and is closer to written language than conversational language.

The main features of talk as performance are: a) a focus on both message and audience, b) predictable organization and sequencing, c) importance of both form and accuracy, d) language is more like written language, e) often monologic.

Based on the explanation above, the function of speaking which would be developed by the researcher at MAN Trenggalek is speaking as performance in form of oral presentation based on the rules have given by the teacher.

3. Types of Speaking

As cited in Nurfatimah (2013: 11) from Henry (1981: 22-23) divides some speaking activities into two types, namely:

a. Speaking in public (public speaking)

Types of conversation include the following:

1) Informative speaking

Informative speaking is type of speaking which aims to inform the audience about a given topic. This type uses descriptions, demonstrations, vivid detail, and definitions to explain a subject, person, or place the audience want to understand. An informative speaking makes a complex topic easy to understand or offers a different point of view.

2) Persuasive speaking

The aim of persuasive speaking is to convince the audience to believe toward a certain point of view. Persuasive speaking can come in many forms, such as sales pitches, debates, and legal proceedings. Factors such as body language, the willingness of the audience, and the environment in which the speech is given, all affect the success of a persuasive speaking.

3) Fellowship speaking

Fellowship speaking is types of speaking which has activities such as sharing in similar interests, ideals, or experiences, as by reason of profession, religion, or nationality.

4) Deliberative speaking

A deliberative speaking is an "embellished" statement of facts, with great vivacity, to persuade the audience of the honor and advantage that will accrue to them if they choose to initiate a particular mode of action for the future. The primary concern of deliberative speaking is to move people toward future action (laws/policies that would affect the future of society).

b. Speaking at Conference

The conversation includes the following:

1) Group discussion

Group discussion divided in to formal and informal. Formal group discussion such as: conferences, panel discussions, and symposia. Informal group discussion such as: study groups, group policy makers (policy making groups) and comics.

2) Parliamentary procedure

Parliamentary procedure is the body of rules, ethics, and custom governing meetings and other operations of clubs, organizations, legislative bodies, and other deliberative assemblies.

3) Debate

Debate is to discuss a question by presenting ideas on both sides of an issue. A debate, simply put, is like a game, where two or more speakers present their arguments intent on persuading each other. It is also a contest, but rather an exciting one when both parties try to oppose the other party's conclusion.

4. Public Speaking

Public speaking is a way of making one's idea public-of sharing them with other people and of influencing other people (Lucas, 2009:4). It can be meant by making presentation before audiences. Most people at some point in their life, will need to stand up and speak in front of group of people. Consequently, having public speaking skill is something valuable for life, including for students. According to Pujiastuti (2011: 9) public speaking is an activity that involves mental and physical presentation skill that are different from social conversational skill.

In addition, according to Lucas (2007:9) there three major differences between conversation and public speaking:

a. Public speaking is more highly structured

It usually imposes strict time limitations on the speaker. In the most cases, the situation does not allow listeners to interrupt with questions or commentary. The speaker must accomplish her or his purpose in the speech itself. In preparing speech, the speaker must anticipate questions that might arise in the minds of listeners and

answer them. Consequently, public speaking demands much more detailed planning and preparation than ordinary conversation.

b. Public speaking requires more formal language

Slang, jargon and bad grammar have little place in public speeches. As angry as she is about industrial pollution, when Wilma Subra speaks to congressional committee, she doesn't say. "We've damn well got to stop the greedy creeps who pollute whole communities just to make a few more bucks". Despite the growing informality of all aspects of American life, listeners usually react negatively to speakers who do not elevate and polish their language when addressing an audience. A speech should be 'special'.

c. Public speaking requires a different method of delivery

When conversing informally, most people talk quietly, interject stock phrase such as "like" and "you know", adopt casual posture, and use hat are called vocalized pause ("uh", "er", "umm"). Effective public speakers, however, adjust their voices to be heard clearly throughout the audience. They assume a more erect posture. They avoid distracting mannerisms and verbal habit.

5. The Speaking Problems

In learning EFL, it is very common if the students face many problems, especially in learning speaking. According to Ur (1991: 120) there are four speaking problems faced by EFL learners, those are inhibition, nothing to say, low of participations, and mother-tongue use.

Inhibition. Speaking activities require a student to have all eyes on him and exposure to an audience can often give students stage fright. They may also be worried about making mistake, being criticized or losing face in front of the rest of the class

Nothing to say. Sometimes, the students think that they have nothing to say on a particular topic. In reality, they may be bored or feel that they the topic is unrelated to anything they know. If this is the case, they will have no motivation to speak other than the fact that they know that they should be participating n speaking activity. Students often lack confidence in their speaking ability and feel they have insufficient language skill to express exactly what they want to say.

The low of participations. There will be always dominant students in an English class making it difficult for more reserved students to express themselves freely dominant students who interrupt frequently or who constantly looking for the teacher attention tend to create environment in the ESL class where more timid students are quite happy to sit back and watch the lesson unfolding instead of participating.

Mother-tongue use. Students who insist on using their mother tongue are students who are fearful of criticism and need to be encouraged to speak English. Students must understand that they cannot revert to their mother tongue as this will take away precious speaking practice time during lesson and slow down oral progress.

B. Teaching Speaking

Teaching speaking is a very important part of second and foreign language learning because the students' ability in learning language will be proven by their ability in uttering something by that language. As stated by Kayi (2006:1) that world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance. Thus, teaching speaking has important role in Teaching English as Foreign Language (TEFL)

According to Harmer (2007:123), there are three basic reasons for getting students to speak in the classroom. Firstly, speaking activities provide rehearsal opportunities-chance to practice real-life speaking in the safety of the classroom. Secondly, speaking task in which students try to use any or all of the language they know provide feedback for both teacher and students. Finally, the more students have opportunities to activate the various elements of language they have stored in their brains, the more automatic their use of these elements become.

1. Speaking Activities

To determine what speaking activities would be applied, the teacher should consider some aspects. Harmer (1998) as cited in Achmad (2012:2) said "... good speaking activities can and should be

highly motivating. He (2007:12) also added “Good speaking activities can and should be extremely engaging for the students”.

Furthermore, Harmer (2007:129) give some suggestions about the activities in the speaking classroom, those are: a) information-gap activities, b) telling stories, c) favourite objects, d) meeting and greeting, e) survey, f) famous people, g) student presentations, h) balloon debate, and i) moral dilemmas. By doing those activities with high attention, the students are expected to improve their speaking.

2. Teacher’s Roles in Teaching Speaking

In every classes, the teacher has different roles in teaching process, include in teaching speaking. According to Harmer (2007:347), there are three particulars relevance to get students to speak fluently; *prompter*, *participant*, and *feedback provider*.

As a prompter, the teacher helps the students to solve their difficulty in speaking by giving suggestion or guidance. Because in speaking class especially EFL/ESL class, it is very common if the students cannot say anything because they do not know what they have to say next or how to pronounce well of certain words.. By playing as a prompter, and without disrupting the discussion, it will stop the sense of frustration that some students feel when they come to a dead end of language or ideas. Which have to be attention, the teacher do not allow to be too adamant because the teacher will risk taking initiative away from the students. On the other hand, if the

teacher is too retiring, he/she may not supply the right amount of encouragement.

As a participant, means that the teacher joins to the students' activity such as participate in discussion. When it goes well, students enjoy having the teacher with them, and for the teacher, participating is often more enjoyable than acting as a resource. However, it will be a danger if the students are easily dominate and proceedings.

The last role is the teacher as a feedback provider. In giving feedback, especially in speaking task, the teacher should know when and how to give it. When the students are in the middle of a speaking task, over-correction may inhibit them and take the communication out of the activity. However, helpful and gentle correction may get students out of difficult misunderstanding and hesitation. And when students have completed an activity, is vital that we allow them to assess what they have done and tell them what in our opinion, went well.

C. Oral Presentation

Oral presentation is an activity in which the presenter show their knowledge toward particular subject in front of audiences. It occurs in organized setting and limitation of time. According to Chivers and Shoolbred (2007:5), "doing presentation is very good learning experience". By doing presentation, the students expected to get meaningful real-life experience.

In addition, Al-Issa and Al Qubtan (2010:227), states that oral presentation is one of activity which can encourage students to take initiative, think beyond the mandated textbook, and use language creatively, purposefully, and interactively and an important feature of the EFL classroom in different parts of the world. Thus, the students are taught to improve their creativity through the language.

Oral Presentation is a kind of activity of communicating ideas and information in front of the audiences. Unlike a report, an Oral Presentation carries the speaker's personality better and allows immediate interaction between all of participants or audiences (Clark,2010). According to King (2002:401) Oral Presentation is an effective communicative activity that has been widely adopted by EFL conversation teachers to promote oral proficiency. Thus, based on some definitions above, the researcher concludes that oral presentation is an activity of sharing ideas and or information in front of audiences which has purpose to improve students' oral proficiency.

1. The Advantages of Oral Presentation

Al Issa and Al-Qubtan (2010:228) states that there are some advantages which can be gotten from Oral Presentation Technique, includes: (1) integrating language skill, (2) practicing speaking, (3) making decision, (4) preparing for real life, (5) acquiring knowledge through language, (6) promoting learner-centeredness, and (7)

expanding the teacher's roles. The discussions of the advantages are as follows:

Integrating language skill. Oral Presentations help integrate the language skills, which are all equally essential and important in the global village. The literature on teaching English has emphasized integrating the four skills and giving them equal weight (Al-Issa, (2006). Oral Presentations facilitate this. While the presenter is presenting his or her work using an overhead projector (OHP), for instance, everybody else is reading the notes appearing on the slides, listening to the talk, and taking notes in preparation for asking the presenter questions about the topic.

Practicing speaking. Speaking is one of the least practiced and most neglected skills in almost any EFL classroom, despite its importance in people's daily social activities and interactions. This is particularly the case in teacher-centered and large classes, where more emphasis is often placed on the receptive skills. Al Issa added that Oral Presentation is an efficient way to encourage the presenting students to practice meaningful oral English and the rest of the class to practice listening. Using Oral Presentation in the EFL classroom is bound to help students see that language is a living and complex entity with multiple sources facilitating its acquisition.

Making decision. Oral Presentation helps facilitate the decision-making process for students. Such as, when students are given the

freedom to choose a topic to present, for instance, in an intermediate-level EFL classroom, they are indirectly asked to make a decision and take initiative. This is something that is missing from many classrooms teaching subjects other than English or teaching English but through the chalk-and-talk method and transmission-based approach (Al-Issa, 2006).

Preparing for real life: Taking the floor and standing in front of other people, such as one's classmates, to present one's work is challenging because it requires confidence and courage. Yet it is a marketable skill that is much needed in various jobs round the world. Hence, presenting in the EFL classroom prepares students for the job market that they will enter when they leave school.

Acquiring knowledge through language. Languages in general, and English in particular, are powerful tools for acquiring infinite knowledge and information (Al-Issa: 2005). When students are asked to research a topic and search for particular information or data in English, they are using the language meaningfully and purposefully and are varying their exposure to sources of knowledge via the genuine use of the target language, which has its implications for their language improvement (Al-Issa, 2006). One of the important sources of language acquisition is authentic materials, and Oral Presentations help activate reference to this source.

Promoting learner-centeredness. Giving Oral Presentation helps students replace memory- and transmission-based learning, which are still in vogue in many education systems in the developing world (Al-Issa:2007), with interactive, dynamic, reflective, and independent learning and critical thinking. Oral Presentations also promote and encourage learning through discovery and research. Students are placed at the heart of the learning process by taking responsibility for their own learning. It is important that such positive behaviors are instilled in students from an early age to scaffold their development as they grow older.

Expanding the teacher's roles. Teachers in the traditional EFL classroom have specific roles to play in terms of exercising authority over as well as transmitting and controlling knowledge, information, and classroom activities. According to King (2002:404) the teacher's role in oral presentations not only involves preparing detailed guidelines, organizing groups, helping students to select topics, guiding their research and helping them learn the use of various visual aids, but also the holding of Q & A sessions, providing feedback on the sequencing of ideas, and evaluating their performance. In addition, in an oral Presentation class, teachers delegate autonomy and leadership to students and facilitate cooperative learning. In short, the teachers facilitate, support, organize, and guide students' learning.

According to Harmer (1983: 351), for students to benefit from doing oral presentation, the teacher needs to invest some time in the procedures and process they are involved in. First, the teacher needs to give them time to prepare their talks (and help in preparing them, if necessary). Then, the students need a chance to rehearse their presentations. This can often be done by getting them to present each other in pairs or small group first. The teacher and the class can decide together on criteria for what makes good presentation and the listener in each pair can give them feedback on what the speaker has said. The presenter will then be in a good position to make a better presentation.

Furthermore, when a student makes a presentation, it is important to give other students task to carry out as they listen, and also involve them in asking follow-up questions. So, in presentation involves active listening as well as active speaking.

2. Types of Oral Presentation

Oral presentations can be divided into three types: *controlled*, *guided*, and *free* (Al Issa and Al-Qubtan, 2010: 232). This division depends on a number of factors such as choice of topic, time allocated to the presentation, grammar, vocabulary, method of presentation, and, most important, learners' proficiency levels.

The first type is Controlled. It can be done by determining the students' proficiency levels and presentation method. The students' language proficiency is usually for beginner to elementary. Hence, the

teacher has to confine the topic to either what is in the textbook or something he or she feels the students can present with ease.

For the Presentation method, because of the students at this language level are young (6-12 years old), they have limited or in some contexts no knowledge about computers and software (e.g., PowerPoint) and other technological equipment (e.g., OHPs). In other contexts, such technology is not available. Hence, the teacher can ask learners to prepare their short oral presentations on paper and read them to their classmates. The aim behind implementing the controlled presentation should be to provide opportunities for young students to gain confidence in taking the floor, to maximize their classroom participation in a meaningful way, and to practice the target language.

The second is Guided. In this type, the teacher determines the students' proficiency level, aids and materials, and memorization. The students' proficiency level for guided type can be classified as at the lower-intermediate or intermediate level of English proficiency. Therefore, they can be guided in terms of the topics that would suit their language level. They should be guided to the appropriate level of grammar and lexical items.

For the second consideration aids and material, students with this level of English proficiency can be guided to prepare their work using PowerPoint or OHP slides if the associated equipment is available. Such slides can include the important points about the topic.

“Research has shown that oral presentations that use visuals are more persuasive, more interesting, more credible, and more professional—i.e., more effective—than presentations without such aids” (Rice University, “Select and Use Visual Aids Effectively,”).

In this type, memorization is always the possibility of some students done in their presentation. Memorization is a distinct feature of many educational systems round the world, particularly within the Asian and African contexts. Memorization can be helpful, because any language includes certain phrases, expressions, and lexical and structural items that have to be memorized and drawn upon when necessary. Hence, students can be allowed to memorize, because “good” memorization helps them gain more confidence, integrate the four skills, use English correctly and effectively, speak more fluently and accurately, and remember what to say.

The last type is Free. In this type some considerations should be determined; those are students’ proficiency level, and asking and answering questions. In the free type of oral presentations, students’ proficiency level is expected to have upper- intermediate to advanced levels of proficiency. Students at this level are usually 16–22 years old and should be given the freedom to choose the topic they would like to tackle, plan the topic the way they consider most appropriate, and use any kind of language level.

In addition, students giving the free type of oral presentations can handle questions from their classmates after they have completed their presentation. It also can be used to measure how deep the presenter comprehension toward the topic.

3. Arranging Oral Presentation

Taking the cue from Halliday's genre approach, analyzing generic staging of various texts (in this case the oral presentation genre) is an essential step in the so-called teaching-learning cycle (Hammond et al:17), consisting of four stages: 1) building knowledge of the field (learners discuss field, tenor and mode features of oral presentations, 2) modeling of the text (teacher gives model oral presentation to class), learners then analyze staging, 3) joint construction of the text (learners work together on developing their talks, 4) independent construction of the text (learners give their presentation to the class.

Besides, according to Al Issa and Al-Qubtan (2010:236) oral presentations can be arranged in different ways: individually, in pairs, or even in group. It depends on the size of the class, the topic, and the aims and objectives that the teacher wants to achieve. If the students working individually, it will provide the student with autonomy and privacy, and trains them to work independently; meanwhile, if they work in pairs or groups it will highly productive and enhance in the learners value of collaboration and teamwork. Pair and group work

positively influences “social integration” and “negotiation of meaning” (Schcolnik & Kol, 1999) cited in (Al-Issa 2010: 236), which can directly and positively impact the process of language and knowledge acquisition and the quality of language output.

4. Using Visual Aid in Oral Presentation

Visual aid is an item of illustrative matter, such as a film, slide or model which designed to supplement written or spoken information so that it can be understood more easily. According to King (2002:402), using visual aid in oral presentation can create a powerful effect, help keep students' attention, and illustrate main ideas. The basic rule is to use visual aids to support the presentation, not to dominate it.

On the other hand, the disadvantage of overusing visual aids is the attention of the audience will be divided and students may stand aside and have visual aids take their place. The guidance of using visual aids will be very useful for the students to reach effective oral presentation.

5. Oral Presentations and Speaking Skill

Oral Presentation and speaking skill are two things which that help each other. Students need to develop speaking skill in order to be fluent and communicative in their presentation. According to Thornbury (2008:94) “whether or not learners will have to give

presentation or talks in “real life”, the experience of standing up front their colleagues and speaking for a sustained turn is excellent preparation for real life speaking”

Oral presentation develops speaking skill in contrast there is no oral presentation without speaking .Trcy (2008:1) in Nadia (2013:44) states that when someone is able to speak to an audiences, they will success in making them achieve their goals. In addition, EFL classes, oral presentation concern as a learners’ activity that have to be appropriate in their context and still a basic form of speaking in public that is actually raise the students’ confidence and effective development of their oral proficiency (Nadia: 2013), cited in King (2004:403). Finally, through oral presentation the students can improve their public speaking skill.