CHAPTER II
REVIEW OF RELATED LITERATURE AND HYPOTHESIS

A. Speaking

1. Speaking Skill

Speaking is one of the four basic skills in learning language beside listening, reading, and writing. As a language skill, speaking is sometimes undervalued. There is a popular impression that writing, particularly literature is meant to be read and such as is prestigious, whereas speaking is often thought of as "colloquial" which helps to account for its lower priority in some teaching contexts. Speaking is so much a part of daily life that we take it for granted.[1]

Speaking is like singing. It means we go up and down our voice in different level. A student of music has to learn the theory of combining sounds music into harmonic sequences as well as speaking. We have to combine the grammar, vocabulary, intonation, speech acts, and other aspect in order to achieve of our communication had conveyed and be understood.

There are two basic ways, in which speaking can be seen as skill, they are:[2]

a. Motor perceptive skill, by which it means what, may be broadly termed the correct use of the sounds and structure of the second language.

b. Interaction skill, which involves knowledge of target forms and function, but also a general meanings and negotiation of meanings are made clear.

Those basic ways are stated that speaking is an oral expression involves not only production of sounds, grammatical system (dialect) of

---

[1] Jo Mcdonough and Christoper Shaw, *Materials and Methods in ELT 2ⁿᵈ ed*, (UK: Blackwell Publishing, 2003) p.133.
[2] *Ibid*., p.135.

language but also the act of communication through speaking is commonly performed in face to face interaction and occurs as part of dialogue.

2. Teaching Speaking

Speaking is really different in many ways from writing. However, there are number of language production processes which have to be gone through whichever medium we are working in writing, we represent words and grammar through orthography. When speaking, on the other hand, we construct words, grammar, phrases with individual sounds, and we use pith change, intonation, and stress to convey different meaning. Beside that there are interaction between listener and speaker and can speak English as well as native speakers do.

Teaching of spoken language in the classroom is often perceived as very difficult task for both the teacher and the students. Most of the teaching materials based on the communicative approach claim to present real communication in authentic situations but are in fact still heavily based on descriptions of written English.[3]

In teaching of spoken language, the teacher should teach the students how to speak in English as their foreign language, for then ask them to be able to pronounce the new language accurately. At this point, teacher is no longer primarily to correct and suppose to encourage students to practice speaking the target language.

There are some activities that can be done in speaking classroom, namely:
a. Acting from a Script

It is an activity that can ask our students to act from plays and their course book, some times filming the result. Students will often

---

[3] Marianne Celce Murcia and Elite Olshtain, *Discourse and Context in Language Teaching* (Cambrige University Press, 2000), p.178

act out dialogues they have written themselves.[4]This frequently involves them in coming out to the front of class.

By using script we have given students times to rehearse their dialogues before they are asked to perform them as if we were theatre directors, drawing attention to appropriate stress, intonation, and speed.

b. Communication Games

A game could be any activity that formalizes a technique into units that can be scored in some way. It is designed to provoke communication between students frequently depend on an information gap so that one student has to talk to partner in order to solve puzzle.

Speaking activities based in games are often a useful way of giving students valuable practice. Game based activities can involve oral strategies such as of oral describing, predicting, and asking for feedback.

c. Prepare Talk

A popular kind of activity is the prepared talk where a student makes a presentation on the topic of their choice. Prepared talks represent a defined and useful speaking genre, and if properly organized, can be extremely interesting for both speaker and listener.

d. Simulation and Role Play

Many students derive great benefit from simulation and role play. Role play is an excellent way in which to stimulate' in the classroom real communication that is relevant to experiences outside the classroom. In role play students can have opportunity to use their knowledge of vocabulary, of narration and so forth[5]

Role play minimally involves giving a role to one or more members of group, and assigning can be used to encourage students to improve their skill.

---

[4] Jeremy Harmer, *The Practice of English Teaching 3rd* ed, (England: Longman, 2001), p.271-274.
[5] Marianne Celce Murcia and Elite Olshtain, *op. cit.*, p. 177.

e. Feedback

Feedback is an integral part of spoken practice. It is important that teacher has opportunity to provide learners with personal feedback on spoken performance that can point out not only individual difficulties, but also strengths on which the learner may capitalize such as a rich vocabulary, good stress, and rhythm.

Feedback must be conveyed in a manner that support the learners rather embarrass them. Feedback can take place immediately after the student has done an activity or the end of a series of activities.

f. Discussion

Grouping discussion is an effective speaking activity in large classrooms. Students in the second or foreign language classroom should have ample opportunity to participate in group discussion, doing brainstorming, and in many other speaking activities where they need to participate by producing a word, an expression, and not necessarily maintain a long stretch of conversation. [6]

Speaking activities and speaking practice in the classroom above enable to gain experience, give opportunity and be encouraged to become flexible users of their knowledge, and also help students to see learning English as enjoyable, relax and rewarding.

Beside that speaking activities in the classroom develop the ability to co-operate, to compete without being aggressive, and to be a good loser.

In order to maximize speaking opportunities and increase the chances that learners will experience autonomous language use, the follow conditions need to be met:[7]

[6] *Ibid*.
[7] Jeremy Harmer , *op*. *cit* ., p. 90-91.

1) Productivity

A speaking activity needs to be maximally language productive in order to provide the best conditions for autonomous language use

2) Purposefulness

Often language productivity can be increased by masking sure that the speaking activity has a clear outcome, especially one which requires learners to work together to achieve a common purpose.

3) Interactivity

Activities should require learners to take into account the effect they are having on their audience. So, in this activities must perform in situations where there is at least possibility of interaction. For example, there is an audience present, one which can demonstrate interest, understanding, and even ask questions or make comments at the end.[8]

4) Challenge

The task should stretch the learners so that they are forced to draw on their available communicative resources to achieve the outcome. And this will help them experience the sense of achievement, even excitement, that is part autonomous language use.

5) Safety

Here, learner must have a comfortable in their classroom situation, the classroom should provide the right condition for experimentation, including a supportive classroom dynamic and non-judgmental attitude to error on the part of the teacher.

---

[8] *Ibid.*

6) Authenticity

Speaking task should have some relation to real life language use. So students must prepare and practice in speaking activities based on the real life use.

In teaching and learning process the teacher should attention some generals criteria above because without attention to the criteria above the teacher will find critical condition in teaching learning and those criteria can help students to be confident, comfortable, and can communicate efficiently in the classroom. To achieve the speaking purpose students need experience a degree of autonomy as speaker and perform with their language in real condition.

3. **Types of Classroom Speaking**

With the recent growth of English as international language of communication, there is clearly a need for many learners to speak and interact in a multiplicity of situation through the language.

In many contexts, speaking is often the skill upon with a person is judged at face value, in other words, people may often form judgment about our language competence from our speaking rather than from any of other skill.[9] Related with this, classroom speaking is seen as the media to increase their speaking performance in line with their acquisition of second language.

There are six types of classroom speaking performance according to Brown (2001), those are: [10]

a. Imitative. Imitation for this kind is carried out not for the purpose of meaning interaction, but for focusing on some particular element of language form.

b. Intensive. It is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self initiated or it can

---

[9] Jo Mcdonough and Christoper Shaw, *op. cit*., p.133.
[10] H. Douglas Brown, *Teaching by Principles; An Interactive Approach to Language Pedagogy* 2nd ed, (New York: Addison Wesley Longman, 2001), p. 271-274.

even form part of some pair of some pair work activity, where learners are "going over" certain forms of language.

c. Responsive. It short replies to teacher or students initiated questions or comment.

d. Transactional (dialogue), it carried out for the purpose of conveying specific information, is an extended form of response language.

e. Interpersonal (dialogue) it carried out more the purpose of maintaining, social, relationship than for the transmission of fact and information. These conversations are little trickles for learners.

f. Extensive (monologue). This is the form of oral report, summaries, or perhaps short speech. This monologue can be planed or impromptu.

Those types are expected to enable students in transmitting meaning to other participant and make them have confidence in speaking class. Because of in same cases, there are many students that have problems in speaking foreign language because of some reasons. As a skill that enables students to produce utterances when genuinely communicative, speaking is genuinely wants to communicate something to achieve a particular purpose. This may involve expressing ideas and opinions; wish or desire to do something or establishing and maintaining social relationship and also friendship. To achieve these speaking purposes we need to activate a range of appropriate expressions.

B. Teaching English Speaking for Junior High School

The age of our students is a major factor in our decisions about how and what to teach. People of different ages have different psychology, needs, competences, and cognitive skill. According to Patsy and Nina Spada, the learners were divided into three groups, they are children are generally used for learners between the age three to ten. Adolescent are generally used for learners from about twelve to fifteen. Adults are generally through of between

eighteen to sixty years.[11] In this research, the students in SMPI Al- Hamidiyah at second graders as participant are included adolescent, because generally their ages are about twelve to fifteen.

Teaching speaking for junior high school is not easy because teaching junior high school age are an age of transition, confusion , self consciousness, growing and changing bodies, minds, habit and opinion. According to Jhon W Santrock said adolescent interpreted as age a transition period from children to adult including change of biological, cognitive, and emotional social.[12] They are so much less motivated, and they present outright discipline problems. Of course, it is dangerous and difficult to generalize about adolescence, and therefore a very special set of consideration applies to teach them.

There are some characteristics of adolescent learner, they are;

1. They start to keep still for longer but still need to move
2. They start to learn in abstract thought
3. Sometimes uncomfortably aware of themselves and their action[13]
4. They seem to be less lively and humorous than adults They start to learn in abstract thought
5. Identity has to be forged among classmates and friends; peer approval may be considerably more important for the student than the attention of the teacher
6. They would be much happier if such problems did not exist
7. They may be disruptive in class, and
8. They have great capacity to learn, have a great potential for creativity, and a passionate commitment to things, which interest them.[14]

Based on statement above, the writer concludes that teaching speaking for adolescent is not easy, teacher's role is very needed to motivate students in

---

[11] Patsy M. Lightbown and Nina Spada, *How Language Are Learned*, (Hongkong:Oxford University Press 2000),p. 65.

[12] John W. Santrock, *Adolescence,* (Jakarta: Erlangga, 2003), 6th Ed., p. 26.

[13] Siti Tarwiyah,, *Modul Games, Songs, Practical Ideas to Teach Language,* (Semarang, English Department of Educational Faculty State Institute For Islamic Studies Walisongo, 2008), p. 20.

[14] Jeremy Harmer, *op.cit*., p. 39.

teaching learning process while students in transition-period, needed to do something to bolster our student's self esteem, and be conscious, and develop their new knowledge in English speaking.

At most basic level, motivations some kind of internal drive which push someone to do things in order to achieve something.[15] In discussion of motivation an accepted distinction is made between extrinsic and intrinsic motivation, that is motivation which comes from outside and from inside. Extrinsic motivation is caused by any number of outside factors. Intrinsic motivation, by contrast, comes from within individual. Thus a person might be motivated by the enjoyment of the learning process itself or by desire to make themselves feel better. Real motivation comes from each individual and the students themselves.

C. Conversation

1. Definition of Conversation

Conversation is more than merely the exchange or information, when people take part in conversation, they bring to the conversation process share assumption, and expectation about conversation is how conversation develops, and the sort of contribution they each expected to make.[16] When people engage in conversation they share common principle of conversation that leads them to interpret each others utterances.

Conversation is the verbalization of concept involving abstractions and concrete object which make up the reality in which we reside. Further, a conversation is communication by two or more people, or sometimes with one's self, often a particular topic.[17] It means the speaker and listener should be able to follow the flow of a topic through a conversation.

---

[15] *Ibid.*

[16] Jack C Richard W. Shmidt, *Language and Communication*, (New York: Longman, Inc. 1993), p.117-119.

[17] http://wn/wikipedia/org/wiki/conversation, retrieved on Desember 28, 2008.

Conversation is an informal talk involving a small group of people or only two.[18]

From the definition above the writer concludes that conversation is composed activities speaking and listening. It is conducted by two parties, speaker and hearer as to share an assumption about goals and process of conversation, which enable them to interact with each other and interact conversation as an enjoying developing and related success of utterance.

Human beings spend a large part of their lives engaging in conversation and for most of them conversation is among their most significant and engrossing activities. This fact is undeniable since the other people who demand a good relation to survive surround them.

Casual conversation is used for many different purposes. Those purposes are to make social contact with people, to established rapport, or to engage in the harmless chitchat that occupies of the time we spend with friend.[19]The general purpose of conversation is to communicate and maintaining social relationship.

2. **Conversation Elements**

   a. Question and Answer

      It is a major element in natural conversation, are the backbone of directed conversation session. In the question and answer drill helps the students internalize the phonetic and syntactic design of English.

   b. Comment

      Comment used when we converse-either in the form of simple remarks ("it looks like it is going to rain.") or in the form of rejoinders (" you are right!")

   c. Exclamations

      Exclamation in conversation – thought not as frequent as question and answers or comment is exclamation. Exclamation result

---

[18] A S. Hornby, *op. cit.*, p. 272.
[19] Jack C Richard   and Willy   A. Renandya, *Methodology in Language Teaching,* (Cambrigde University Press, 2000), p. 201.

from unexpected circumstances in the linguistic or non linguistic environment. [20]

The element above very important in conversation because to joint this activity needs at least two person the speaker and hearer. The speaker ask question whatever the hearer will say as constituting an answer or comment to the speaker so that there are interaction between speaker and hearer.

3. **Teaching Conversation**

Studying a language can not be separated from speaking. Conversation is one of art of speaking or one activity which particularly as the most fundamental form of oral communication.

Conversation class is something of an enigma in language teaching. The goals of teaching conversation are extremely diverse, depending on the students and overall context of the class.

There are two major approaches characterize current teaching of conversation[21].

a. Indirect approach in which learners and more or less set loose to engage in interaction. The indirect approach implies that one does not actually teach conversation, but rather that students acquire conversational competence, peripherally, by engaging in meaning full task.

b. Direct approach that involves planning a conversation program around the specific micro skill, strategies, and process that are involved in fluent conversation. A direct approach explicitly calls students' attention to conversational rules, convention, and strategies.

Learners of language may be able to use grammar of a language, pronounce the sounds and speak fluently but this may not that they

---

[20]Julia M. Dobson, *Effective Techniques for English Conversation Groups*, (Washington, English Language Division, 1997), p. 24-33.
[21] H. Douglas Brown, *op.cit*., p.276.

communicate well.[22]Because in conversation learner needs to know the structure or the rule of conversation, which involves topic, opening and closing , and turn taking.

There are some features of conversation that can receive specific focus in classroom instruction:

a. How to use conversation for both transactional and interpersonal purpose

b. How to produce both short and long turn in conversation

c. Strategies for managing turn-talking in conversation, including talking a turn, holding a turn, and relinquishing a turn

d. Strategies for opening and closing conversation

e. How to initiate and respond to talk on board range of topics and how to develop and maintain talk on this topics

f. How casual style of speaking and neutral or more formal style

g. How to use conversation different social setting and for different kinds social encounters, such as on telephone and in formal social gathering

h. Strategies for repairing trouble spots in conversation, including communication breakdown and comprehension problems

i. How to maintain fluency in conversation through   avoiding excessive, pausing breakdown, and error grammar or pronunciation

j. How to produce fluency talk in conversation all mode, using a conversation register and syntax

k. How to use conversation filler and small talk

l. How to use conversation routines[23]

From the features of conversation above instructed to improve knowledge, understanding, skill, value, and interest of students. The features of conversation focus on how to start, turn, and end a conversation, so the conversation can do smartly, exactly, continuo and expected make a simple

---

[22]Glenn Fulcher, *Testing Second Language Speaking,* (Great Britain: Longman, 2003), p.39.

[23] H. Douglas Brown, *op.cit*., p.277.

conversation to be nice, enjoyable, understandable and can maintain the social bonds and friendship.

There are some steps which can be carried out by a teacher to teach through this technique as follow:[24]

a. Introduce the conversation orally while the students close their book that contains the material of the conversation

b. Let students open their book if they still don not understand the situation and the meaning of certain expression

c. Ask students to listen and to imitate what the teacher says

d. Practice together with the teacher as the partner of the whole students

e. Divide students into two groups to replace the teacher's role

f. Pairs of students practice the conversation alone

Some steps above could be implemented in teaching learning speaking especially for elementary and intermediate. Using technique above to build the students' knowledge about how to pronounce well, cooperation with their pairs and give opportunity the students practice the conversation.

D. The Role of English Conversation Club In Improving Students' Self Confidence

English Conversation Club is a group activity that generally take place every week to practice a more congenial atmosphere, some activities in English conversation club are like English conversation, English discussion, English grammar meeting and others. This activity that quite easily modified, can be done both inside and outside of the classroom with a minimum amount of prepare of preparation.

English Conversation Club is one way of teaching in classroom activity that includes integrated needs of teachers and also students. This strategy is considered not only to be appropriate to communicate approach but also effectively help students to be accustomed to use spoken English and

---

[24] http: // www.ehow.com/ how to teach English conversation. Retrieved on March 15, 2010

give them not only realistic useful exercise but also expression they can use. Beside that they try to manage their own capability in speaking English and try to manage their cooperation between their club mate.

There are many reason why English conversation club is used in improving students' self confidence, they are:[25]

1. Create a friendly, enjoyable atmosphere and encourage student to speak or discuss given topic
2. Assist individuals in conversation by providing feedback and guidance on pronunciation and grammar as well as directly teach pronunciation, and vocabulary to small groups of participant
3. Increase participant's comfort and confidence speaking English through interaction with patient, friendly facilitator and other group members within a relaxed, informal environment.
4. Having more opportunity to training and practice will wear away fright and give self confidence.

With the Enjoyable atmosphere, informal environment, and more opportunity to practice the students will have a comfortable, motivated to speak and create a habit because with that habit will wear away fright.

E. Self Confidence

1. Definition of Self Confidence

Self confidence means different things to different people. Some believe self confidence is a "can do" attitude that shows no vulnerability, uncertainty, or self-doubt. They believe one simply goes out and gets things done without regard to how she feels. Other said that true self-confidence means you can be honest and show your vulnerability and still be confidence. [26]

Self confidence is essentially an attitude which allows us to have a positive and realistic perception of ourselves and our abilities. It is

---

[25] http://web. Volunteer. 2.com/public/organization, retrieved on June 20, 2009.
[26] http:/ezinearticles. Com/? The - definition - of – confidence, retrieved on June 20, 2009.

characterized by personal attributes such as optimism, enthusiasm, the ability to handle criticism and emotional maturity. Confidence is learned, improve, and practiced it is not inherited.[27] Confidence and esteem affected by several factors involved religion, the influence of the culture which formed our perspectives, social class.

People who have deep faith will be believed their abilities to solve their problem honestly, because they know what they do and what they need in their life. Of course, every body has belief and capability to achieve a goal as Allah states in surah Adz Dzariyaat verse 20-21

⟨✆☀☽◆③⚸–◆⟅ ✆⅄⬠❻☞❀⌀–⚸ ❼⟰×◆⬜
☑❼⟰×◆⬜ ✆✖⅁♫ ◆×✓⟰☾⟰◻←℘☺⟰⬩⚘ ◆♫⬜←❸⟰✆⬠→✐ •⊠◆▫⬜📖 🗐 ⬠⟰⬙⟰📄⬙○→▦✿⬜📖 ✆✖☌♫

In the earth are signs for those who believe firmly and also in your own selves. Will you not then see? (Ad-Dzariyat 21&22)[28]

From the verse above, we know that Allah has given to human a belief. Confident people have deep faith in their future and can accurately assess their capabilities. They also have a general sense of control in their live, within reason, they will be able to do what they desire, plan, and expect, no matter what the foreseeable obstacle. When their goals are not met, those with confidence continue to be positive.

2. **Characteristic of Self Confidence**

Self confidence has a way of being visible. We can tell by observing the very manner of a person walking, communicating, working, socializing as to whether he is confident or not.[29]In order that any characteristic in achievement of self confidence in speaking such as:

a. Eye Contact is a direct look into eyes, eye contact given by a speaker implies a meaning that involves the audience into the discussion and indicates that the speaker has confidence in her self.

---

[27] *Ibid*.
[28] Muhammad Zafrullah Khan, *op.cit.*, p. 524.
[29] http:// self esteem.readabout.net/theImportance of Self Confidence.

b. Voice Audibility is one of fundamental concern. The voice produced should not be a loud and booming one, but audience should be able to listen to it clearly. Clear articulation is usually more of a key to comprehension

c. Gesture is an integral part of any communication where people listen and speak to each other. Gesture helps the speaker to get meaning across. The natural gesture including the movement of hands, arms, and other parts of body would emphasizes keyword.

d. facial Expression has a significant potential of carrying out the message of excitement, happiness, nervous and fear.[30]

e. Posture Talk tells how the speaker feel about her self and can be send message. If someone when speak looking down and refusing face people directly give impression that the speaker ashamed or no confident.[31]

From the characteristics above, the writer conclude that the body language made a more powerful impression on the people self confidence. When we see one of characteristics above we know that the speaker confident or not.

3. Strategy to Increase Self Confidence

We are aware that some times spoken language is easy to perform, but in some cases it is difficult. When people want to speak fluently, sometimes they get difficulties and no confident to do it .

There are some aspects that make the students lack of confidence, they are : lack of knowledge, it make the students do not know what they will do, negative thinking ,always say "I can not", Having a poor self image according to the personal experience.

---

[30]Listyaning Sumardiyani and Zulfa Sakhiyya, *Speaking for Instructional purpose* (Semarang: IKIP PGRI Press, 2007), p.21-24.
[31] Paulette Dale and James C. Wolf, *Speech Communication Made Simple*, (England; Longman, 2000), p.19.

There are some strategies to increase self confidence, they are:

a. Give sample verbal and nonverbal assurances to students to hear a teacher affirm a belief in the student's ability

b. Sequence techniques from easier to more difficult. As a teacher you are called on to sustain self confidence where it already exists and to build it where it does not.

c. Create a positive an atmosphere in the classroom that encourages students to try out language and students do not embarrass to venture a response. [32]

d. Asks students work in pairs and group. By work in pairs or group the students can learn from their group in order to improve their ability and learn each others' mistake, beside that interacting with people will make the students feel more relax than speak with their teacher.

e. Give the students feedback on their performance constructively during learning process so that the learner knows and understands their personality and repairs their weakness.[33]

Some strategies above could be used and applied in teaching learning English language, because those strategies focused on the development of self confidence, as well as motivation. By attention those strategies expected able increase students' positive thinking, and build their knowledge, so that the students feel comfort in their environment and be confidence to speak anywhere and any time.

F. Previous Research

The research will describe some works which are relevant to the thesis. One of the researcher is a study had been done by Ike Wulandari (2201401034), Faculty of Language and Art States University of Semarang, 2008.This study focuses on the Power Relation Established in English Conversation Club of English Department of UNNES.

---

[32] H. Douglas Brown, *op.cit.*, p.63.
[33] Patsy and Nina Spada, *op. cit* ., p.75.

This study aimed to investigate how the power is established. The subject of the study was the members of English conversation club in English Department of UNNES. The similarity between her research and the writer's is method of collecting data. The differences are on the participant.

Second researcher is Wiwit Pujiyanti (2201404023), Faculty of Language and Art, State University of Semarang, 2008. She conducted study about the Implementation of Small Group Tasks to Improve Student's Speaking Skill of Speech Act: Asking and Giving Opinion. A classroom action research of year XII A Students of senior high school 1 Batang in the academic year Of 2008/2009.

She conducted study the implementation of small group tasks in speaking, because most students often feel bored in learning when the teacher teaches English (speaking). In addition the result of the study, the students enjoy, can express their opinion about certain freely and confident to speak English with group.

The similarity between her research and writers' research is research approach and method of collecting data. The differences are on the participant and data analysis.

G. Action Hypothesis

In conducting the research, the researcher thinks that English conversation club has important role in improving students' self confidence in speaking at eight grade of SMPI Al-Hamidiyah Jepara in Academic Year of 2009/2010.