

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theory

1. The The Concept of Speaking Ability

a. Definition of Speaking

Naturally, speaking as means of communication is the process of transmitting the message from the source to target language. By practice speaking students at any level are able to ask some question in English. It means that speaking is used to send information, news, ideas, or opinion.

Furthermore, speaking as “the process of building and sharing meaning through the use of verbal and nominal tools in a variety of context” Chomsky in Trila (2009: 8) is a crucial part of second or foreign language learning and teaching. Despite its importance, for many years, teaching speaking has been underemphasized and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today’s 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 culture rules appropriate in each communicative circumstance.

According to Hammer (2001: 269) said that the ability to speak English fluently presupposes not only knowledge of the language features, but also the ability to process information and language on the spot. The ability to process the information is also closely related to knowledge and

**UIN IMAM BONJOL
PADANG**

Intelligence. According to Brown (1994) speaking is the ability to initiate conversations, to nominate topics, to ask questions and to change the subject.

Speaking is one of the central elements of communication. It means that, speaking is the most noticeable skill in English, where to some extents; speaking competence is regarded as the reflection of students' speaking skill. So it gives many advantages in learning. It can improve students' pronunciation, stressing, intonation, grammatical structure and vocabulary.

According to Kustati (2006: 119) states speaking is one of the most effective and efficient form communication compared to other kinds of communication. It is less formal and also simple in structure. In delivering ideas or messages, the listeners can catch the meaning directly. Furthermore, they can also give attention on the articulation at the same time. Moreover, by speaking, people can be influenced or easy to be influenced.

In speaking English we deal with communicative ability in which it is the foreign language learning. Talking about communicative ability we talk about two premises. Firstly, a communicative approach opens up a wider perspective on language. Second, it makes us consider language is not only in terms of its structure (grammar and vocabulary), also it terms of the communicative function it performs. In other words, we begin to look not only at language form, but also what people do with these forms when they are want to communicative with each other.

In addition, speaking is the complex skill, when someone is speaking. It is not enough for him/her just to know the sound, structure and vocabulary system of the language. Brown (2007: 142) emphasizes the speaking ability is divided into five components. They are grammar, vocabulary, comprehension, fluency and pronunciation.

On the other hand, for a language learner speaking is useful for communication and interaction with other in the classroom or outside. Speaking is natural means of communication to express human being thought as well as social behavior. And also speaking is the active and productive skill that needs practice. According to Nunan in Kayi (2006) argue that teaching speaking is to teach students “use the language quickly and confidently with few unnatural pauses, which is called as fluency”. So in this case, as a teacher, we should not think first about the good structure or grammar of a student's has, but we should build first the sense to speak among the students.

Based on description above, the writer can conclude that speaking a natural means of communication to express human beings thought as a form of social behavior. In brief, it is an active and productive skill involving a complex mental and physical action of the speakers when he produces it.

b. The Importance Component of Speaking

In speaking there are the importance components of speaking. According to Brown (2007:142) there are five components of language that influence the speaking ability. They are as follow:

**UIN IMAM BONJOL
PADANG**

1. Grammar.

Grammar is sometimes defined as ‘the way words are put together to make correct sentences. Grammar is one of the language components. Grammar is the role by which we put together meaningful words and parts of words of a language to communicate messages that are comprehensible.

2. Vocabulary

One of the important aspects that supports speaking in certain language is vocabulary. It deals with the right and appropriate words. Vocabulary plays important role in speaking skill. It cannot be ignored in speaking learning. Vocabulary can be defined, roughly, as the words we teach in the foreign language. However, a new item of vocabulary may be more than a single word. For example, post office and mother-in-law which are made up of two or three words but express a single idea.

3. Comprehension

Comprehension is the ability to understand. Comprehension also means knowing about something. Ability to get knowledge that has earned. It is derived from the students themselves who are able to understand the lesson.

4. Fluency

Fluency means the quality of being able to speak or write a language, especially for a foreign language. Schmidt said that fluent language use involves the processing of language in real time. That is,

**UIN IMAM BONJOL
PADANG**

learners demonstrate fluency when they take part in meaning-focused activity and do it with the speed and ease without holding up the flow of talk. It means that fluency consists of the ease and speed of flow of speech and comprehension for oral communication.

5. Pronunciation

Pronunciation means the way in which a language or a particular word or sound is pronounced. Therefore, as an English teacher, you not only teach well pronunciation but also make it possible for the students to acquire good pronunciation by imitating you.

c. Types of Speaking

The successful speaking of people can be characterized by talking a lot, participation given, motivation is high, and language is one of the acceptable level. There are five basic types of speaking or oral production, Brown (2004:141) says as follows:

1. Imitative

It is interested in what is labelled by “pronunciation”. She/he imitates a native speakers pronunciation.

2. Intensive

It is someone's ability to gain the meaning of the conversation based on the context.

3. Responsive

It refers to someone's comprehension of the short conversation, standard greeting and small talk, simple request and comment, and the like.

**UIN IMAM BONJOL
PADANG**

4. Interactive

Interaction consists of two forms. They are transactional language, which has the purpose of exchanging specific information and interpersonal exchanges, which have the purpose of maintaining social relationship. It is more complex than responsive.

5. Extensive (monologue)

Extensive oral production includes speech, oral presentation, and story telling, in which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out all together.

d. Function of Speaking

Speaking ability occurs when there are two subjects or more interact. Speaking ability aims in maintaining social relationship among the students. Brown and Yule (1983) conclude that the function of spoken language is to maintain of social relationship. Most of people spend a great deal of primary purpose to be nice to the person their live in “chat” when they

talked. This type of function is called international function in which the speaker orients his listener. They further states that International language is

primary listeners oriented, as the language becomes more or less formal or casual, when people meet at party, on a bus or at friend's house, for instance most of the start with more formal use of language. However, after they are familiar, their conversation will be more casual. The main purpose of the speaker in this function is to transfer their idea; speaker and listener should have ability to encode and decode what the speaker says.

Transactional function, on the other hand, is more concerned with the transference of information. And then, transactional function as the primary reason for the speaker to speak and the language tends to be clearer and specific. Therefore, the learners of the English language must be introduced to express themselves with interactional and transactional function in using the language.

In communication there are two ways, such as oral and written communication. In this research, researcher will use oral communication. In communicative skill teacher should invite students to be active in speaking. In oral communication students are hoped to have ability to show their ideas, discuss some topic, report their lesson, telling story, argue some statement, debate, making decision and express some expression.

e. The Importance of Speaking.

The objective of spoken language is measured by competence of the learner in communication. Even in Hutriani (2009) the goal of the language learning is to enable students to use the language in

communication. In communication students hoped communicative with other in the classroom, teacher are hoped to teach to students with communicative language teaching (CLT). According to Richards (1986:71) shows that, there are four of communicative competence.

1. Grammatical competence, it is domain of grammatical and lexical capacity.
2. Sociolinguistic competence refers to understanding of social context in which communication take place, including rule relationship, the shared

**UIN IMAM BONJOL
PADANG**

information of the participant, and the communicative purpose of their interaction.

3. Discourse competence refers to the interpretation of individual message elements in terms of their interconnectedness and of how meaning is represented in relationship to the entire discourse.
4. Strategic competence refers to the coping strategies that communicators employ to initiate, terminate, maintain, repair, and redirect communication.

f. Characteristics of Successful Speaking Activity

Teaching speaking activity can be called success when some characteristics of successful speaking activity are able to achieve by the learners. According to Ur (1996: 120), those characteristics are:

1. Learners talk a lot
Learners as much as possible of the period of time are allotted into the activity; it is in fact occurring a lot of talk of the target language.
2. Participant is even

It means when the classroom discussion is not dominated by minority talkative participants, all learners get a chance to speak and the contributions are fairly even distributed.

3. Motivation is high
Learners are eager to speak, because they are interested the topic and have something new to say about, or they want to contribute to achieve a task objective.

**UIN IMAM BONJOL
PADANG**

4. Language is of an acceptable level

Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level

g. Teaching Speaking

Teaching is a process of transferring knowledge from the teacher to the students, the objective to change behavior, attitude and etc. that be done by teacher. Many component to reach successful teaching, like teachers proficiency, good learners, material, media, to support the material and etc. there are relationship to be the aims of education. According to Hornby (1995: 37) teaching means giving the instruction to (a person): give a person (knowledge skill, etc). While, speaking, means to make use of world in an ordinary voice, teaching speaking is giving instruction to a person in order to communicate. In the other hand, in learning English should be have motivation. As Brumby argued on *Strategies for Success: A Practical Guide to Learning English* (2002) Motivation is one of the most important factors in your success in English. Motivation means having a real purpose in learning English, or really wanting to learn English for a reason?

Based on Sayi (2006) says that teaching speaking is a very important part of second language learning. The ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life. Therefore, it is essential that language teachers pay great attention to teaching speaking. Rather than leading students to pure memorization, providing a rich environment where meaningful communication takes place is desired. With this aim, various

**UIN IMAM BONJOL
PADANG**

speaking activities such as those listed above can contribute a great deal to students in developing basic interactive skills necessary for life. These activities make students more active in the learning process and at the same time make their learning more meaningful and fun for them. While, for informative speaking seeks to impart materials that will increase the listener's knowledge of a given subject. If you know a great deal about astronomy and give a speech on the topic, you expect your listeners to know more about the subject when you complete your talk (Samovar; 1972, p.152).

Since teaching speaking should help students achieve some kind of communicative competence of language, all situation in which real communication occurs naturally have to be taken advantage of and many more suitable ones have to be created. Klipple's suggestion on *Keep Talking: Communicative Activities for Language Teaching* (1994) that "for students who are studying in a non-English speaking setting, it is very important to experience real communicative situation in which they learn to express their own views and attitudes, and in which they learn are taken seriously as people" (p.9).

In teaching speaking process, the teacher should be paid attention on the technique that they used. The technique that they used should be suitable for the students. Harmer in Darmayenti (2006:14) adds that in order to make the students are able to speak well, the teacher need to play the number of different roles. He said that there are three important roles of teacher in teaching speaking. Firstly, the teacher is as prompter. It means that the

**UIN IMAM BONJOL
PADANG**

students get lost, can't think of what to say next, or some other way lost the fluency we expect of them. We can leave them to struggle out of such situation on their own. However, the teacher may be able to help them and the activity to progress by offering discrete suggestion. If this can be done support it will stop the sense of prostration that some students feel when they come to a dead end of language or ideas.

Secondly, the teacher is as participant. It means that the teacher should be good animators when asking the students to produce the language. Sometime this can be achieved by setting up the activity clearly and with enthusiasm. However, on such circumstances they have to be careful that they do not participate too much. Thus, dominating the speaking and drawing all the attention to them.

h. Speaking Assessment

Writer chooses Hughes with a few comments for the senior high school students' ability of speaking. To make more specific, here is the score of each categories:

Table 2.1
Indicator of Speaking Based on Hughes Scale 1-6

No	Speaking Component	Level/Description	Score
1	Accent (Pronunciation)	1. Pronunciation frequently unintelligible.	0
		2. Frequent gross error and a very heavy accent make understanding difficult, require frequent repetition.	1
		3. "Foreign accent" requires concentrated listening, and mispronunciation lead to occasional misunderstanding and apparent error in grammar or vocabulary.	2
		4. Marked foreign accent" and occasional mispronunciation which do not interfere with	3

		understanding.	
		5. No conspicuous miss pronunciation but would not be taken for native speaker.	4
		6. Native pronunciation with no trace of "foreign accent".	5
2	Grammar	1. Grammar almost entirely inaccurate phrases.	6
		2. Constant errors in showing control of very few major Pattern and frequently preventing communication.	12
		3. Frequent errors showing some major pattern uncontrolled and causing occasional irritation and misunderstanding.	18
		4. Occasional errors showing imperfect control of some pattern but no weakness that causes misunderstanding.	24
		5. Few errors with no pattern of failure.	30
		6. No more than two errors during the interview.	36
3	Vocabulary	1. Vocabulary inadequate for even the simplest conversation.	4
		2. Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc)	8
		3. Choices of words sometimes inaccurate, limitation of vocabulary prevent discussion of some common professional and social topics.	12
		4. Professional vocabulary adequate to discuss special interest: general vocabulary permit discussion of any non-teaching subject with some circumlocutions.	16
		5. Professional vocabulary adequate and precise: general vocabulary adequate to discuss with complex practical problems and various situations.	20
		6. Vocabulary as accurate and extensive as that of an educated native speaker.	24
4	Fluency	1. Speech is so halting and fragmentary that conversation is virtually impossible	2
		2. Speech is slow and uneven except for short or routine sentences	4
		3. Speech is frequently hesitant and jerky, sentences maybe left uncompleted	6
		4. Speech is effortless and smooth but perceptibly non-native in speech and evenness.	8
		5. Speech is effortless and smooth but perceptibly non-native in speech and evenness.	10
		6. Speech on all professional and general topics as effortless and smooth as a native speaker.	12
5	Comprehension	1. Understands too little for simplest type of conversation.	4
		2. Understands only slow, very simple speech on common social and touristy topics: require constant repetition and rephrasing.	8
		3. Understand careful, somewhat simplified speech when engage in dialogue but may require considerable repetition and rephrasing.	12

UIN IMAM BONJOL
PADANG

		4. Understanding quite well normal educated speech when engage in a dialogue but requires occasional repetition or rephrasing.	15
		5. Understands everything in normal educated conversation except for very colloquial or low frequently items or exceptionally rapid or slurred speech.	19
		6. Understand everything in both formal and colloquial speech to be expected of an educated native speaker.	23

2. The Concept of PMI Strategy

a. Definiton of PMI Strategy

Fisher (1995: 78) says that PMI strategy that aims at encouraging the learner to think about any situation before coming to a judgement about it. It means that the students should be careful to consider the effect of the problem. Students are expected to solve the problem by thinking the plus, minus, and the interesting ideas that can be taken from the problem.

Moreover, Gargary and Kern (2009: 38) describe PMI as a strategy that requires looking at three perspectives: the positive or pluses, the negative or minuses and the interesting. It means "plus" is related to the positive element of the topic. It can be all of benefits or

advantages of one thing. "interesting" is related to those points that either good or bad, are regarded as neutral observation, comments or points of interest.

Furthermore, Dawn Wee (2010: 45) states that PMI is a simple strategy to look at the problem from all sides. PMI is an effective strategy used by teacher to generate ideas about a question or problem and help them to see and value of both possibilities of solution for the problem. This strategy can

**UIN IMAM BONJOL
PADANG**

make students think better and more confident to speak about their comprehension.

Through this strategy, students can find solution of the problem and share it in discussion. In this activity, students can share their opinion freely. This strategy can make the students more active and communicative in the class.

b. Advantages of PMI Strategy

According to streeter (2004:123), there are some benefits of using PMI strategy in teaching. They are :

1. Plus, minus and interesting strategy can foster analytical thinking of students. By applying the strategy, students can try their thinking ability and they are also easy to find solution of the problem.
2. This strategy can be used in many content areas. It means that the strategy can be used in teaching or non teaching or non teaching process. Someone can use this strategy to solve the problem at any time.
3. This strategy can be applied in group discussion. Through this strategy

students can share their information or opinion about something and they feel confident to share their ideas in discussion.

In conclusion, through this strategy students can comprehend a problem and the solution easily. This strategy can build confidences of students in speaking. Based on their knowledge about the topic, they can share it to other confidently.

**UIN IMAM BONJOL
PADANG**

c. Procedure of PMI Strategy

Klippel (1992: 97) explains about the procedure of PMI strategy in teaching , as follows :

1. Teacher give the class an idea or topic. The topic is familiar for students.
2. The students have to think of the plus point, minus point, and interesting point of an idea.
3. The students work with a partner and share their ideas for a few minutes.
4. The ideas are discussed with the whole class.

Hearn (2004 : 13) states some procedure of teaching speaking through PMI strategy. They are follows :

1. Teacher draw a PMI frame on the board. Teacher label each column and explain the terms. Teacher explain that “plus” comments will show what students see as positive, “minus comment

will show what students see as negative. “interesting questions” will

show what students would like to know about the topic or its pluses

and minuses. Then above the PMI frame on the board, teacher writes

the topic for discussion.

2. Teacher assigns roles for small group work, reviews the cooperative guideliness, and distributes one blank PMI per trio. Then, teacher allows the groups three of five minutes for listening the pluses of the topic. The teacher repeats the procedure for the minuses. After minus

**UIN IMAM BONJOL
PADANG**

list time is up, teacher gives the opportunity for each group to ask list the interesting question. After each group has finished its question list, teacher invites on plus, minus, and one question from each group.

3. After reviewing the procedure, teacher ask the students to explain when and where they might use a PMI, how it can help their thinking in school and outside school, and what the advantages of using a PMI strategy.

3. The Concept of Descriptive Text

Descriptive text is one kind of texts in learning English. There are many descriptions about descriptive text. Alice Savage in Ratna states that descriptive essay uses details to tell how a subject looks, sounds, smells, tastes, or feels. Descriptive organization consist of three parts, namely:

a) Introduction

This part researcher introduces and tells why the object is important to the researcher.

b) Body Paragraphs

The research describes "specifically" about the topic. By giving detail of the object. The readers can imagine what does the thing look like.

c) Conclusion

In conclusion, the researcher gives opinion about the description.

In other defenition A descriptive paragraph gives a clear picture of a person, place, object, events, or idea. Details for descriptive text come from the researcher's senses; those are: smell, taste, touch, hearing, and sight (Fiderer,

**UIN IMAM BONJOL
PADANG**

2002). In addition, Kane (2003: 351) stated that description is about sensory experience, how something looks, sounds, and tastes. A good description is a word picture, reader can imagine the object, place, or person in his or her mind (Oshima and Hogue, 2007: 61). The goal of a good descriptive writing is to involve the reader in the story as much as possible. Good descriptive makes the reader feels as if he or she is present in the scene (Savage and Mayer, 2005: 28).

Based on some theories above, researcher conclude that a descriptive text is kind of text that should learn by students. The text tells the readers about something like place, people, and animal. The students should be able to write it in form of descriptive text, by giving specific information about the thing. The purpose of this text, explain and describe it to the readers so they can imagine what the researcher said. According to Sudarwati in Ratna's thesis, below are the features of descriptive text.

a) Purpose

Purpose of descriptive text is to describe a particular person or thing. It means that, after writing the researcher gives specific explanation to the

readers about what the researcher describes.

b) Generic Structure of Text Organization

1. Identification

Identify phenomenon to be described. The researcher can mention the name, occupation, profession, and career of the thing that will be describe

**UIN IMAM BONJOL
PADANG**

2. Description

Describe parts, qualities, characteristics or explain about physical features, the way he/she dresses, and his or her personality.

c) language features

- 1) Using present tense
- 2) Using detailed noun phrase
- 3) Adjective phrase
- 4) Using relating verbs
- 5) Using action verbs
- 6) Using adverbial

B. Relevant Research Study

Supartina (2010) find out that the use of (plus, minus, and interesting) to develop students' critical thinking through speaking activities (an action research in accelerated learning 1 karanganyar in the academic year 2008 / 2009) in the teaching learning process will provide the students an

opportunity to practice speaking. Moreover, he found that by using the strategy, the students will be more enthusiastic. Not only can students have more opportunities to "act" and "interact" with their peers, trying to use the English language, but also students' English speaking, listening, and understanding will improve.

The other relevance study is used in this study is Elisa (2013) in her thesis about the effect of using plus minus interesting technique toward students speaking ability at the second year of state senior high school 2 pekanbaru. The

**UIN IMAM BONJOL
PADANG**

objective of the study is to find out the effect of using plus minus interesting technique toward students speaking ability.

Based on the result of the research above, the researcher got conclusion that there was significant increasing after using PMI strategy. The students to be more active and brave to share their idea until more motivate to study well.

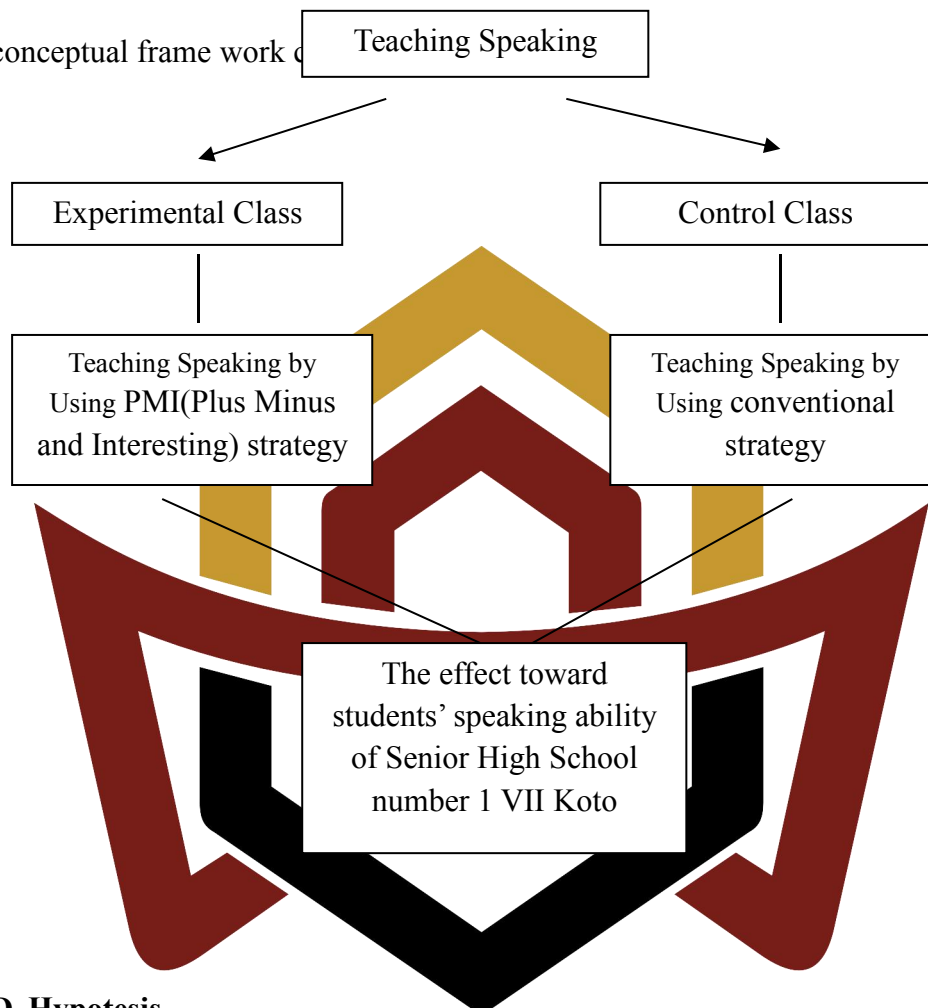
C. Conceptual Framework

Based on the preliminary studies at Senior High School Number 1 VII Koto Sei. Sarik it was found that many students have low in speaking. When they speak, they make many errors in pronunciation. They were difficult to pronounce the words and make many mistakes in spelling the word. They also lack of vocabulary. They did not know what to say because they did not have a lot of vocabular. They also had lack of grammar or structure of the sentence when they speak. They still thought when they said something, was it in simple present or past tense. They were busy thinking grammar, because of that condition, only few students were active in the teaching learning process.

One way to solve the students' problem in writing is through PMI Strategy as solution in speaking. PMI Strategy strategy can make students more active to speak. PMI strategy is used to help students easier in speaking learning process.

In this study, there are two classes involved, the experimental class and control class. The experimental class tough by using PMI(Plus Minus and Interesting) strategy and control class tough by using conventional strategy. The result scores of both classes analyzed and hopefully PMI(Plus Minus and

Interesting) strategy would give a significant effect towards students' speaking ability at class of X senior high school number 1 VII Koto Sei. Sarik. The conceptual frame work of



D. Hypotesis

Based on selected problem as mentioned before, the hypothesis of this research is that "there is significant differences toward students' speaking ability between those taught with PMI(Plus Minus and Interesting) strategy and those taught with conventional strategy at senior high school 1 VII Koto Sei. Sarik.

**UIN IMAM BONJOL
PADANG**