CHAPTER II

REVIEW OF RELATED LITERATURE

A. Some Pertinent Ideas

1. The Concept of Speaking

a. The Definition of Speaking

Speaking is the oral language process to express opinions and feelings, reflect one experience, and various information.[1] Based on A. Kaharuddin books' that explain the definition of speaking from some experts, Bailey that assumed speaking is the production skill that consists of producing systematic verbal utterance to convey meaning. Another explanation about speaking from Brown, Burns & Joyce, speaking was involved by producing, receiving, and processing information, which is called an interactive process of constructing a meaning.[2]

b. Types of Speaking

1) Imitative Speaking

At one end of a time of varieties of speaking performance is that the ability to easily parrot back (imitate) a word or a phrase or probably a sentence. Whereas this can be strictly phonetic level of oral production, variety of prosodic, lexical, and grammatical properties of language could also be enclosed in criterion per performance. We have a tendency to are interest in what's historically labeled "pronunciation" no inferences are created regarding the test-takers' ability to know or convey which means or to participate in an interactive conversation. The sole role of listening here is within the short

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[1] Harmer Jeremy, *The Practice of English Language Teaching* (London and New York: Longman, 1998), p.16.

[2] A. Kaharuddin Bahar, *Interactional Speaking, A Guide to Enhance Natural Communication Skills in English*, p.1.

storage of a prompt, simply long enough to permit the speaker to retain the short stretch of a language that has to be imitated.

2) Intensive Speaking

A second form of speaking often used associate exceedingly in a very assessment context is that the production of short stretches of oral language designed to demonstrate competency in a slim band of grammatical, phrasal, lexical, or phonological relationship (such as delivery elements-intonation, stress, rhythm, juncture) the speaker should remember of semantic properties as to be able to respond, however interaction with an interlocutor or take a look at administrator is least at best.

3) Responsive Speaking

Responsive assessment task embrace interaction and check comprehension however at the somewhat restricted level of vey short conversation, standard greeting and small talk, straightforward requests and comments, and the like. The stimulus is often a spoken prompt (in order to preserve the authenticity), with perhaps just one or two follow-up question or retorts.

4) Interactive Speaking

The distinction between responsive and interactive speaking is within the length and complexness of the interaction that generally includes multiple exchange and/or multiple participants. Interaction will take the two types of transactional language, which have two purpose of maintaining social relationship.

5) Extensive Speaking

Extensive (monologue) oral productions tasks embody oral interaction from listeners is either extremely restricted (perhaps to nonverbal response) or rule out altogether.[3]

2. The Concept of Performing a Speech

a. The definition of Performing a Speech

Cite from Larry King's book, that performing a speech or be a public speaker is the same things with another types of conversation. It comes with a purpose to deliver thought to the audience. In some aspect, speech is easier than conversation, because you control the entirely way of speech. Nevertheless, you must have something clearly to say and there is no evade like on the simple conversation.[4]

On Hilmiyah Akib research's, Balqis Khiyar explain performing a speech is an utterance with a good structure to tell in front of audience. In another addition, speech is to say concept or idea that is told to another people. [5]

In another explanation performing a speech is a form of expression you have to do it about a topic and whatever that topic it defines you better than the actual speaking.[6] Have a same meaning with speaking as performance. Richards on A.. Kaharuddin books' explain that speaking as performance is recognized as the third

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[3]H. Douglas Brown, *Language Assessment, Principles and Classroom Practices*, (USA: Longman, 2004), p.141.

[4]Larry King, *Seni Berbicara Kepada siapa Saja, KapanSaja, DimanaSaja*, (Jakarta: PT Centro inti Media Publisher, 2007), p. 156.

[5]Hilmiyah Akib, Improve Students' Skill In Performing a Speech Through Contextual Teaching Learning (CTL) at the Twelfth Grade of MAN 2 PAREPARE (Parepare: English Program of Tarbiyah and Adab Departement State Islamic Collage (STAIN) Parepare, 2017), p. 9.

[6] Scott Berkun, *Conffension of a Public Speaker* (Canada: O'reilly Media Publisher , 2010), p. 2.

type of speaking which refers to public speaking, that is, speaking type that transmits information in front of an audience, such as classroom presentations, public announcement, lecture as well as speeches. [7]

Based on definition above, the researcher concludes that performing a speech is a form to communicate your thought to the audience, consist of concept or idea that refers on the topic belongs.

b. The part of a Speech

Forming speech framework in speech is needed to focus material details in speech, broadly, speech framework consist of three part, those are:

1) The Opening

Opening being important thing in speech, because it is the first word or opener in speech before straight to the point that you want to deliver to the audience, it state with greeting, grateful and talk about speech purposes.

2) The Content

Speech content consists of the concept, that speaker want to deliver to the audience. On this part, speakers explain or deliver speech systematically about the thought that have been prepared.

3) The Closing

Closing is the last part in performing a speech, as a closing it consists with conclusion about the speaker content. [8]

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[7]A. Kaharuddin Bahar, *Interactional speaking*, p. 9.

[8]Olif, *Lancar Berbicara* (Yogyakarta: Komunika publisher, 2018), p. 84.

3. The Purposes of Speechmaking

1) The General Purpose

The rhetorical scholars from Cicero have been attempt to classify the general speech purpose into the following; to interest, entertain, inform, inquire, persuade, convince, actuate, stimulate, denounce, impress, warn, arouse, instruct, explore, and even confuse. But the most of this can be included under four general purposes which in turn provide convenient names for the usual types of speeches we give or hear. After limited the discussion of the types of speeches to those that inform, stimulate, convince, and entertain. As type, it has omitted the so-called speech to persuade and to actuate since consider these two purpose integral to all types of speaking and common denominator in all communication.

2) The Specific Purpose

The speech specific purpose sets forth the exact goal of your speech and the precise response you seek from your audience. The specific purpose always came after the general purpose as the sets of the exact goals. The specific purpose could provide enough time to occupy a lifetime of speaking/ speech.[9]

4. The Method of Speech Delivery

Speech delivery refers to presenting a speech in public. When you deliver a speech, you merge its verbal and visual components into a presentation before an audience. There are four types of delivery methods: impromptu, extemporaneous, manuscript, and memorized.[10]

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[9]Whitman, Richard F., *Speech Communication, principle and Contexts*(New York: Macmillan Publishing, 1983), p. 297.

[10]Stephanie J. Coopman&James Lull*, Public Speaking: The Evolving Art, Second Edition* (USA: Cengage Learning publisher, 2011), p. 230.

a. Impromptu Speech

In public speaking, the delivery of speech either little or no preparation is called impromptu speech.[11] Impromptu speech is a type of delivery where is unpracticed, spontaneous, or improvised, involving speaking on relatively short notice with little time to prepare.[12] Many occasions suppose you to make some remakes on the spur of the moment, and it is given a topic on the spot and often has some minuets to think about to say. In this respect, impromptu speech is simply another way to use the basic communication skill you already have and use like the usually.[13]

b. Extemporaneous Speech

Extemporaneous speech has a meaning to speak from limited notes.[14] It falls somewhere between impromptu and written or memorized deliveries. On this method, you prepare well and practice in advance, giving full attention to all facets of the speech, such as content, arrangement, and delivery alike, instead of that you speak based on outline of key words and phrases, having concentrated throughout your preparation and practice on the ideas that you want to deliver.[15]

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[11]Stephanie J. Coopman & James Lull, *Public Speaking: The Evolving Art, Second Edition*, p. 230.

[12]Dan O' Hair, *A Pocket guide to Public Speaking* (Boston: Quebecor World Eusey Press,2009), p. 142.

[13]Stephanie J. Coopman & James Lull, *Public Speaking: The Evolving Art, Second Edition*, p. 230.

[14]Leslie J. Harris, "Stand up, speak out: The Practice and Ethics of Public Speaking"(USA: University of Minnesota Library Publishing, 2017), p. 369. Offline Accessed in https://dc.uwm.edu/comm_facbooks/1

[15]Dan O' Hair, *A Pocket guide to Public Speaking,* p. 143.

c. Manuscript Speech

Manuscript speech means you read a speech, that is, from written text that contains the entire speech, word for word. As a rule, speech from manuscript restricts eye contact and body movement, and may also limit your expression in vocal variety and quality.[16] One advantage of manuscript speech is you can compose the exact language you want to use for your speech. But, read the manuscript greatly reduce your ability to make eye contact with your audience and adapt to their feedback.[17]

d. Memorized Speech

The formal name from memorized speech is oratory.[18] When memorized speech is delivering, the speaker commits the entire speech with memorizing and then presents it to an audience. Memorized speech can use in for short speeches, such as wedding toast or acceptance of an award. Knowing exactly the word you want to say reduce your to not sound unprepared or make comments your regret later. However, memorizing an entire lengthy speech can cause several problems, first, forget a line or a word. You may find the difficulty to recover and continue you speech. Second, you cannot adapt to audience response during your speech. Third, memorized speeches often seem artificial and lack spontaneity.[19]

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[16]Dan O' Hair, *A Pocket guide to Public Speaking*, p. 141.

[17]Stephanie J. Coopman & James Lull*, Public Speaking: The Evolving Art, Second Edition*. p. 231.

[18]Dan O' Hair, *A Pocket guide to Public Speaking*, p. 141.

[19]Stephanie J. Coopman & James Lull*, Public Speaking: The Evolving Art, Second Edition*, p. 231.

5. The Speaker Speech Evaluation

This research is adopting speaker speech evaluation from national communication association (NCA) as instrument to conduct the student data. Based on national communication association (NCA), there are eight public speaking competencies use to assess students performance in performing a speech, and for each of the eight competencies it set with three different level of performance (excellent, satisfactory, unsatisfactory,).[20]

Table 2.1 Public speaking competencies and criteria for assessment

a. Competency one: chooses and narrows a topic appropriately for the audience and occasion.

The category of competency	Criteria for Assessment
Excellent	The speaker present a topic and a focus that are exceptionally appropriate for the purpose, time constrains, and audience.
Satisfactory	The speaker presents a topic and a focus that are appropriate for the purpose, time constraints, and audience.
Unsatisfactory	The speaker presents a topic and a focus that are not appropriate for the purpose, time, the constraints or audience.

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[20]SherwynMorreale, et al, *The Competent Speaker Speech Evaluation Form, Second Edition* (Washington: National Communication Association, 2007), p.12

b. Competency two: communicates the thesis/specific purpose in a manner appropriate for the audience and occasion.

The category of competency	Criteria for Assessment
Excellent	The speaker communicates a thesis/specific purpose that is exceptionally clear and identifiable.
Satisfactory	The speaker communicates the thesis/specific purpose that is adequately clear and identifiable.
Unsatisfactory	The speaker does not communicate a clear and identifiable thesis/specific purpose.

c. Competency three: provides supporting material (including electronic and non-electronic presentational aids) appropriate to the audience and occasion.

The category of competency	Criteria for Assessment
Excellent	The speaker uses supporting material that is exceptional in quality and variety.
Satisfactory	The speaker uses supporting material that is appropriate in quality and variety.
Unsatisfactory	The speaker uses supporting material that is inappropriate in quality and variety.

d. Competency four: uses an organization pattern appropriate to the topic, audience, occasion and purpose.

The category of competency	Criteria for Assessment
Excellent	The speaker uses an exceptional introduction and conclusion and provides an exceptionally clear and logical progression within and between ideas.
Satisfactory	The speaker uses an appropriate introduction and conclusion and provides a reasonably clear and logical progression within and between ideas.
Unsatisfactory	The speaker fails to use an introduction or conclusion and fails to provide a reasonably clear and logical progression within and among ideas.

e. Competency five: use language appropriate to the audience and occasion.

The category of competency	Criteria for Assessment
Excellent	The speaker uses language that is exceptionally clear, vivid, and appropriate.
Satisfactory	The speaker uses language that is reasonably clear, vivid, and appropriate.
Unsatisfactory	The speaker uses unclear or inappropriate language.

f. Competency six: use vocal variety in rate, pitch, and intensity (volume) to heighten and maintain interest appropriate to the audience and occasion.

The category of competency	Criteria for Assessment
Excellent	The speaker makes exceptional use of vocal variety in a conversational mode.
Satisfactory	The speaker makes acceptable use of vocal variety in a conversational mode.
Unsatisfactory	The speaker fails to use vocal variety and fails to speak in a conversational mode.

g. Competency seven: use pronunciation, grammar, and articulation appropriate to the audience and occasion.

The category of competency	Criteria for Assessment
Excellent	The speaker has exceptional articulation, pronunciation, and grammar.
Satisfactory	The speaker has acceptable articulation, with few pronunciation or grammatical errors.
Unsatisfactory	The speaker fails to use acceptable articulation, pronunciation, and grammar

h. Competency eight: use physical behaviors that support the verbal message.

The category of competency	Criteria for Assessment
Excellent	The speaker demonstrates exceptional posture, gestures, bodily movement facial expression, eye contact, and use of dress.
Satisfactory	The speaker demonstrates acceptable posture, gestures, facial expression, eye contact, and use of dress.
Unsatisfactory	The speaker fails to use acceptable posture, gestures, facial expression, eye contact and dress.

B. Previous Research Findings

There some research findings that related with the variable above:

Hilmiyah Akib on her research "Improve students' skill in performing a speech through contextual teaching learning at the twelfth grade of MAN 2 PAREPARE (focused on problem-based learning)". The students improvement reveled on experimental class that the students was in the fair classification, then after had been given a treatment through contextual teaching and learning (CTL) specially for problem-based learning strategy, students' achievement had been improved into good classification on range 3 (16,67%) to 14 (77,78%). Meanwhile, the mean score on range 2,28 to 2,69 for the experimental class and 2,16 to 2,21 for control class it showed a differences result between experimental class and control class even not as much as significantly.[21]

Cited from Burhanuddin Yasin and team on their research "communicative language teaching (CLT) for teaching speaking". The research was done at senior high school Insan Qurnai boarding school, the research aim to investigate whether the lesson plans by the teacher method, the principle and method of the CLT approach, and how the teacher implemented the CTL approach for teaching speaking skill and what the learning performance resulted based from using CLT. Based on the study the researchers were found that there were several main procedure of the techniques suggested by the expert where not written in lesson plans, otherwise there are some lesson plans written in lesson plans that were not fully implemented. Furthermore, some students' speaking performance show the results that they still did not reach the

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[21]SimhachalamThamarana, "A critical Overview of Communicative Language Teaching". Vol. 3, Issue V, July 2015.

minimum standard of passing criteria (KKM), means there were students got scores below 70. Although they had been treated using CLT approach, throughout the study the researcher assume the failure happened because the procedure suggested by the experts were not entirely applied and implemented from the strategy did not effective.[22]

Vanessa Toro and team on their research "the use of the communicative language teaching approach to improve students' oral skill", the research was located on Ecuador at the public school elementary in the city of Loja and the participant 6 English teacher and 105 students from 2nd, 3rd, 4th grades. The aim from the research is to reveal the strategy that used by teacher to help students develop their communicative competence. The research show that only task-based activity used during the classes while hands on activity were not commonly used. Regarding strategy to developing English learners communicative competence; modeling, repetition, pair and group work were the most used one. Even though the desired result did not provided because they not used as frequent and the research finding also show that students are provided with metalinguistic and elicitation feedback to improve their communicative skills which allow learners to be aware of their mistake.[23]

The researcher decided to do a research about students' skill in performing a speech based from CLT class. Based on the previous findings above, that there some research related with the variable performing a speech and CLT. It shows that

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[22]Burhanuddin Yasin, et al, "Communicative Language Teaching (CLT) For Teaching Speaking", Vol. 8, No.3, July 2017.

[23]Vanessa, et al, "The Use of the Communicative Language Teaching Approach to Improve Students' Oral Skills", Vol. 12, No. 1, 2019.

performing a speech or CLT take an important part on the learning process. And the difference between this research and the previous findings as the researcher has mention above hopefully could help another researcher and the students itself, also could show the differences between the previous researches with this research.

C. Conceptual Framework

Conceptual framework of the research as follow:

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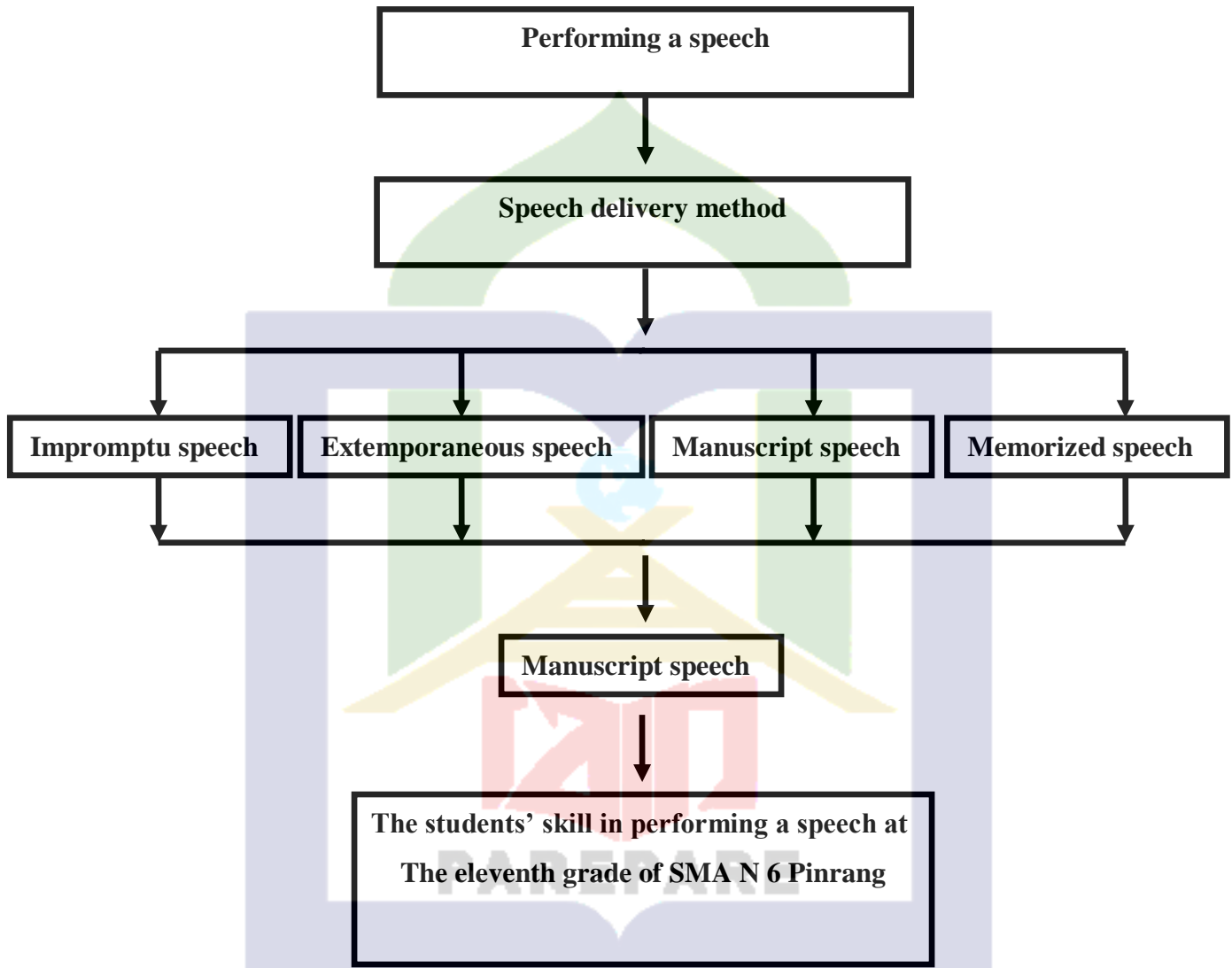
The researcher gave a test to the students that been taught through CLT class at the eleventh grade to do a speech, and the students used manuscript speech as the speech delivery method, also the test aim to know how the students' skill in

performing a speech based from CLT. Another side, the researcher also has doing an interview to the students to know their deprivation in performing a speech.

D. Research Variable Definition

1. Variable

This research consists of one variable, the students' skill in performing a speech.

2. Operational Definition

a. Performing a speech is a form to communicate your thought to the audience, consists of concept or idea that refers on the topic belongs. This research focus to manuscript speech as the speech delivery method.

b. Communicative language teaching (CLT) is an approach to teaching language where the goal of the language teaching is communicative competences, which concerned to the unique of individual needs of each learner. By making the language relevant to the world rather than the classroom.[24]

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[24]SimhachalamThamarana, "A critical Overview of Communicative Language Teaching", Vol 3, Issue V, July 2015.