CHAPTER II

REVIEW OF THE RELATED LITERATURE

2.1 Definition of Speaking Competence

There are many definitions of speaking that have been proposed by some experts in language learning. Competence is ability to do something well (Lanir:2010). According to Efrizal (2012:127), speaking is a speech or utterances with the purpose of having intention to be recognized by speaker and the receiver process the statements in order to recognize their intention. Speaking is one way to communicate which ideas and through a message orally.

To enable students to communicate, we need to apply the language in real communication. Gilakjani (2012:105) stated that speaking is the first mode in which children acquire language, it is part of the daily involvement of most people with language activities, and it is the prime motor of language changing. It also provides our main data for understanding bilingualism and language contact. Renandya (2002:204) states that effective oral communication requires the ability to use the language appropriately in social interactions that involves not only verbal communication but also paralinguistic element of speech such as pitch, stress, and intonation. Moreover, non-linguistic elements such as gestures, body languages, and expressions are needed in conveying messages directly without any accompanying speech.

Brown (2007:237) states that social contact in interactive language functions is an importance key and in which it is not what you say but how you convey with body language, gestures, eye contact, physical distance and other non

verbal messages. When someone can speak a language, it means that he can carry on a conversation reasonably competently (Brown, 2001:267). In addition, he states that the successful acquisition of language is almost about the demonstration of an ability to accomplish pragmatic goals through an interactive discourse with other language speakers. The measurement of speaking test would be used this Rafiudin's criteria (2011). Two criteria of speaking test are accuracy and fluency. Each criteria is consist of four levels. Accuracy is divided into; little or no language produced all mistakes in pronunciation, poor vocabulary, mistake in basic grammar, many mistakes in pronunciation, adequate but not rich vocabulary, occasional grammar slips, few mistakes in pronunciation, good range of vocabulary, good grammar and good pronunciation. While fluency is divided into; little or no communication, very hesitant and brief utterances, sometime difficult to understand, get ideas across but hesitantly and briefly and effective pronunciation and natural.

2.2 Definition of Non English Department Student

Non-English department student is a student who studies and learns English as supporting/additional subject. According to Fanani (2008:2) in tertiary level of education, Non-English department students learn English differently from English department students, for the former group learns English for academic purpose (EAP), while English department students learn general English. As a compulsory course, EAP is taught in the beginning of the study year to make the students equipped with a study skill that is considered to be important to support their study in the following years.

Based on the explanation above, the researcher concludes that to enhance the students' speaking skill, the integration of academic content and English language is first developed; therefore, speaking is a primary skill to teach. Hermayawati (2010:90) suggests that the most generally needed skill in EAP is speaking. The importance of studying speaking skill for academic purpose is that speaking skill is often important to academic studies and personal development. The non English department students should be able to develop the communication skills especially in oral and written skills.

2.3 English Course Purposes

According to Rao (2006:167), the goals for English courses are attainment of basic proficiency, such as language acquisition in natural language learning and the development of language. For the structural approaches to language courses, literature is discredited as a tool because it represents the old tradition. The functional-notional method ignore literature because in this method the importance lies on the communication and they present authentic language samples. Literature is not considered either to have a communicative function nor to be authentic example of language use.

In preparing non-English department students for the English performance, tutor often faces some difficulties. First, they come from different English language background and, by and large, have insufficient English skills. Second, there are so many topics or problems to discuss while the time allotment for the class (course) or English performance is limited. The purpose of English

courses for non-English department students is to improve students' speaking proficiency (Pawapatcharaudom, 2007:69).

Learners are the first and most important factor to be considered when constructing course or teaching. If the points of the materials are relevance, interesting, motivating and meeting specific students' needs, then clearly syllabus developers must ensure they know their learners well.

Meeting students' or learners' needs is one of the effectivity and efficient ways in English course. Richards (2003:51) says that students' needs are often described in terms of linguistic deficiency, that is, as describing the difference between what a learner can presently do in a language and what he/she should be able to do. One of the basic assumptions of curriculum development is that a sound educational program should be based on analysis of the learners' needs. However, the needs of learners should be considered within the contexts of; their current physical, social, intellectual and emotional development, the classroom and school environment, the special nature of their communities. The needs of learner represent the gap between what the learner wants to get out of the learning experience and his or her current state of knowledge, skill and enthusiasm.

2.4 Activities in the Course for Non-English Department Students

Fakir (2010:52) mentions that tasks or activities managed for instructional purposes are: short oral presentation, oral interviews, pair and group discussions, role plays, picture descriptions, information gap activities, story telling, class participation.

a. Short Oral Presentation

Giving an oral presentation as part of a speaking exam can be quite scary. In the English course using picture and picture media and three minutes review make students easily to present orally their short opinion about pictures that was given by tutor.

b. Oral Interviews

An Oral Interview is a standardized, global assessment of functional speaking ability. Taking the form of a conversation between the tester and test-taker, the test measures how well a person speaks a language by assessing their performance of a range of language tasks against specified criteria. In the English course, tutor would be given some questions. From these questions, students tried to gave correct answer. In this activity would be created oral interviews.

c. Pair and Group Discussions

Discussion is probably the most commonly used activity in the oral skills class. Here, the students are allowed to express their real opinions.

d. Role Plays

Simulation and role play can be used to encourage general oral fluency, or to train students for specific situations. Students can act out simulation as them or take on the role of completely different character and express thoughts and feelings as they doing in the real world.

Those activities could be used by teachers to teach speaking. Teachers can choose an activity that related to the topic and objective of the lesson. Besides, they must consider the situation, condition of the students and materials that will be taught. For example, they use simulation and role play activities when they teach expressions. In the English course, tutor asked them to write some dialogues and after that they have to act them out in front of the class. It would be used by the teachers in using acting from script. In discussion, teachers use some pictures or maybe videos in a certain situation. These activities can be used as the way to measure how far students can speak, say and express their feeling in English.

e. Picture Descriptions

A picture description is an ideal way of practising student English vocabulary in all sorts of fields. And there's also a benefit for everyday life. Here, students are asked to describe pictures directly without any discussion.

f. Information Gap Activities

An information gap activity is an activity where learners are missing the information they need to complete a task and need to talk to each other to find it. Sometimes, tutor is deliberately missing some information then asked for the students to find out the information by talk to each other through make a little group discussion. It would be great way to improve their speaking skill.

g. Story Telling

Storytelling is the social and cultural activity of sharing stories, often with improvisation, theatrics, or embellishment. Stories or narratives have been shared in every culture as a means of entertainment, education, cultural preservation and instilling moral values. Based on the explanation, the tutor conducted that tasks or activities that would be necessary for students to be more active in practicing to English speaking. Here, students are asked to retelling the story that has been read by their friends.

h. Class Participation

Class participation is important for a number reason, particularly when it comes to encouraging students with learning how to express and communicate ideas to their peers. It is also important for teachers, as they are able to assess just how much a student understands about a given topic. For students, class participation is important. Each participation, tutor would be explained different lesson. Students are obligated to attend the English course on time.

From those eight English activities above, the researcher can conclude that the tutor/teacher is only as mediator and students are required to be more active. Basically the language needs more practices as the primary function of language is a communication tool verbally. Through those activities, students are accustomed to speak English. The researcher only uses four English activities

mentioned above are short oral presentation, oral interviews, picture descriptions and class participation.

2.5 English and its Advantages for Non English Department Students

Roberto (2009:125) states that English is one of the most widely spoken languages. English is used in many parts of the world and is often the language that is common to people who have a first language other than English. English is used to communicate both in written and spoken forms. The advantages of English course for non-English department students in generally are as follows; students are able to deliver sentences and opinion using English, students knows English as an International language companion, students are able to speak English easily and confidently in their daily activity, dig their motivation to speak English as much as possible, English as special purposes to enter the workforce, students knows about the way how to pronounce and practice to speak in English.

2.6 English Learning Activities in Rusunawa

Learning activities are focused on real oral communication with variety of language without too focus on form grammatical patterns if distinguishing with non-communicative activities which only focus on how to construct the sentences that based on terms of grammatical during learning process of English (Alqahtani, 2015:85). There are English learning activities as follows:

a) Morning Vocabulary

English vocabulary is given to students every morning after Subuh prayer. Students will give four new vocabularies by the researcher in teaching and learning process in the residence and in daily conversation.

b) Deepening language

Deepening language guided by tutor or teacher, where the teacher plays an active role to help the students in constructing coherent sentences to daily conversation. Deepening language is held twice a week in the weekend that is leaded by tutor.

c) Speech Training

The purpose of speech training activities held in English language to encourage students to improve the speaking quality of language learning on every Saturday, give students motivation to master English to study hard in learning process in the classroom, so they are able to speak English.

d) English Day

English day is held once every Wednesday in a week, with the aim is to train and familiarize students in English usage. In the whole day students are obligated to speak English in their daily activity or communication.

Five of English learning activities above were used to develop students' ability in using English as the way of oral communication in Rusunawa Unimus. From those English activities, the researcher took only morning vocabulary and english day as the research.

2.7 English Course for Non-English Department Students

According to Mai (2011:194), English course for non-English department students is course that is given to students as general subject to support their skill

in understanding foreign language. The English language course is an integrated course where the *English Module for Unimus Residence* textbook is used. Teacher or tutor is required to teach and focus on speaking skill.

2.8 Three Minutes Review Models

2.8.1 *The Concept and Procedure of Three Minutes Review*

According to Huda (2014) that three minutes review is one of methods which can improve the ability to speaking. Three minutes review allows teachers to stop at any point during a lesson and have the children break up into teams, to review and discuss any issues they may have for three minutes. This helps the students internalize what they are learning. The procedure of three minutes review is teachers stop any time during a lecture or discussion and give teams three minutes to review what has been said, ask clarifying questions or answer questions.

2.9 Picture and Picture Models

2.9.1   *The Concept of Picture and Picture*

Picture and picture learning model is a learning method which uses pictures as the teaching media and arranged them into a logical order. This model has already used in 19th centuries that developed by Johnson and Johnson brother. Some of teachers already have known this method. This is one of the most popular cooperative learning models which is usually called picture and picture. According to Santoso (2011) that picture and picture method is one of the best solutions to increase student's ability in

many courses, as picture and picture is an active learning process, and it can increase student's motivation in learning activities. There are several researches talking about picture and picture method and one of them from Rahayu (2010) who already researched using this method. From Rahayu's research, before she used this method, most of students had a less motivation when they learned the material in speaking class without variation. However, after she used this method, students had more motivation when they learned the material in speaking class using picture and picture method, and they were more active in classroom than before using that method. Picture and picture can increase their ability in speaking class.

2.9.2 *The Procedure of Picture and Picture*

From the name already mentioned that this method trades on picture as a media in learning process. Actually, it is so simple to apply in classroom. Like another method, based on Slavin (2006:338) says that first of all teachers explain about the materials that teacher wants to discuss. After teacher has already explained the material to the student, teacher will show some pictures which relates to the material. Then, teacher calls on a student randomly to arrange the pictures to be a good order, and teacher asks the student about the reason why he/she arranges the pictures like that.

There are some advantages using picture and picture models, such as teacher can know more about student's ability, training student thinks

logically and systematically, and also increasing student's interest becomes better.

Although it is one of the best method, it has some weaknesses as many as the advantages of using this method, such as it spends a lot of time, some of the students be passive, teacher worries that will be confusion in classroom, it needs supporting facilities, tools, and enough cost. According to Syahrir (2011:158) picture and picture is one of the best learning models which can be used to increase student's ability in speaking class.

Absolutely, to make it effective and useful all of the requirements must be fulfilled to support learning process, such as the facilities and teacher's knowledge about this models. If one of the requirements cannot be fulfilled, the implication of picture and picture models cannot be used properly.