

CHAPTER I

INTRODUCTION

A. Background of the Research Problem

Every country in the world has a different language. Even our country, Indonesia is rich of languages. English is one of the foreign languages in our country. In a constitution of National Education System (UUSPN) “English is the first foreign language taught in Indonesia from Elementary school up to the University level” (Alwasilah 1997:59). The English language is also taught in informal school such as language courses.

Language is more than just an interesting phenomenon to examine and to describe something. It is also a system that is used for many purposes. No explanation of language would be complete without an account of the functions of language. According to Santrock and Yussen(1984:116), there are four functions of language: firstly, perception; secondly, thinking; thirdly, memory; finally, communication.

Firstly, language influences the way events are perceived. When a word or a sentence is uttered, it made the events more distinctive. Language helps to segment and call attention to certain facets of experience. Secondly, language also helps us to think and to solve problem. It provides us with a tool to represent ideas and arguments and to deal with the representations. Language

seems to be important in the process of thinking that many people believe it is impossible to think without language.

Thirdly, numerous studies have shown that memory for non-linguistic events are enchanting when language is associated with them. For example, if we see a series of the pictures, our recollection of them is better if we are also provided names for the picture (Brown, 1975). The same is true for recollection of physical behaviors, much of what is learned are remembered in the physical behavior of other people. If language is attached to this behavior they are more easily remembered. Finally, language helps people to communicate with each other. We can describe objects and share our feelings.

The main point of teaching English at State Senior High School is the development of four language skills: listening, speaking, reading, and writing through the selective themes based on the interest, mastery vocabularies and structure. After having studied English for several years at school, however Indonesian students have no competence in speaking. We can see the reality that our students understand English but it is hard for them to speak it.

This reality is very ironic, because the most important function of language is as a means of communication, but speaking competence of student of State Senior High School is very poor. This problem is also experienced by Science students and Social students of State Senior High School in their English learning. The writer apparently sees that there is a difference in English speaking competence between Science students and Social students of

Senior High School. For example, it can be seen at State Senior High School (SMAN) 1 Anjatan, located on *JL. Raya Kopyah Kecamatan Anjatan Kabupaten Indramayu*. There is perception from the English teachers in Senior High School (SMAN) 1 Anjatan that Social students find it more difficult to learn English especially to speak English than Science students. Theoretically, Social students should be better in communication than Science students. The students have more competence in exact so they should decide to choose Science Department. Whereas, Social Department is more compatible for them whom like to memorize. Social Department with Linguistic specification needs more verbal competence and memorization because linguistic is always related to verbal communication. (<http://komunikasi-antara-IPA-dan-IPS.htm>). Therefore, ideally, Social student should have better competence in speaking English than science students.

Based on the above, the writer wants to compare English speaking competence between Science Students and Social Students by undertaking investigation with the title of “THE COMPARISON OF ENGLISH SPEAKING COMPETENCE BETWEEN SCIENCE STUDENTS AND SOCIAL STUDENTS (A Case Study at Grade Eleven of SMAN 1 Anjatan)”.

B. Statements of the Research Problem

The aims of this research are to answer the following questions:

1. How good is English speaking competence of Science students at Grade Eleven of Senior High School (SMAN) 1 Anjatan?

2. How good is English speaking competence of Social students at Grade Eleven of Senior High School (SMAN) 1 Anjatan?
3. How significant is the comparison of English speaking competence between Science students and Social students at Grade Eleven of Senior High School (SMAN) 1 Anjatan?

C. The Aims and Significances of the Research

Based on the above research questions, so it is reasonable, to decide the purpose and significance of this investigation. The aims of this research are formulated as follows:

1. To know English speaking competence of Science Students at Grade Eleven of Senior High School (SMAN) 1 Anjatan.
2. To know English speaking competence of Social Students at Grade Eleven of Senior High School (SMAN) 1 Anjatan.
3. To know the comparison of English speaking competence between Science students and Social students at Grade Eleven of Senior High School (SMAN) 1 Anjatan.

The significances of the research can be formulated as follows:

1. To prove that there is difference of English speaking competence between Science and Social students at Grade Eleven of Senior High School (SMAN) 1 Anjatan by searching supporting theory.

2. If this research is appropriate with the writer' hypothesis, it will be made as reference that English speaking competence have some advantages in increasing their achievement in learning English.

D. Rationale

Described in the previous part of the thesis, there are four functions of language firstly, perception; secondly, thinking; thirdly, memory; finally, communication. (Santrock and Yussen1984:116). Considering the importance of the language function, we must learn, improve and master the language skills. The skills we have to master are listening skill, speaking skill, reading skill and writing skill (Tarigan 1981:1). In addition, Bailey says that language generated by the learners (in either speech or writing) is considered productive, and language directed at the learners (in reading or listening) is known as receptive language (Savignon, 1991).

One of the language skills that must be mastered by students is speaking skill. Speaking is the productive, oral skill. Speaking consists of producing systematic verbal utterances to convey meaning. Bailey says that speaking is “an interactive process of constructing meaning that involves producing and receiving and processing information” (Florez, 1999, p. 1). It is “often spontaneous, open-ended, and evolving” (ibid, p. 1), but it is not completely unpredictable.

Language teaching was seen as helping learners develop linguistic competence that is, helping students to master the sounds, words, and grammar patterns of English. The idea was that by studying the bits and pieces of a language, student could eventually put them all together and communicate. (Bailey, 2005: 3).

The syllabus of the second semester of the second grade Senior High School curriculum KTSP 2010 (<http://buddy74.blogdetik.com/silabus-dan-rpp-ktsp-sma/>) says:

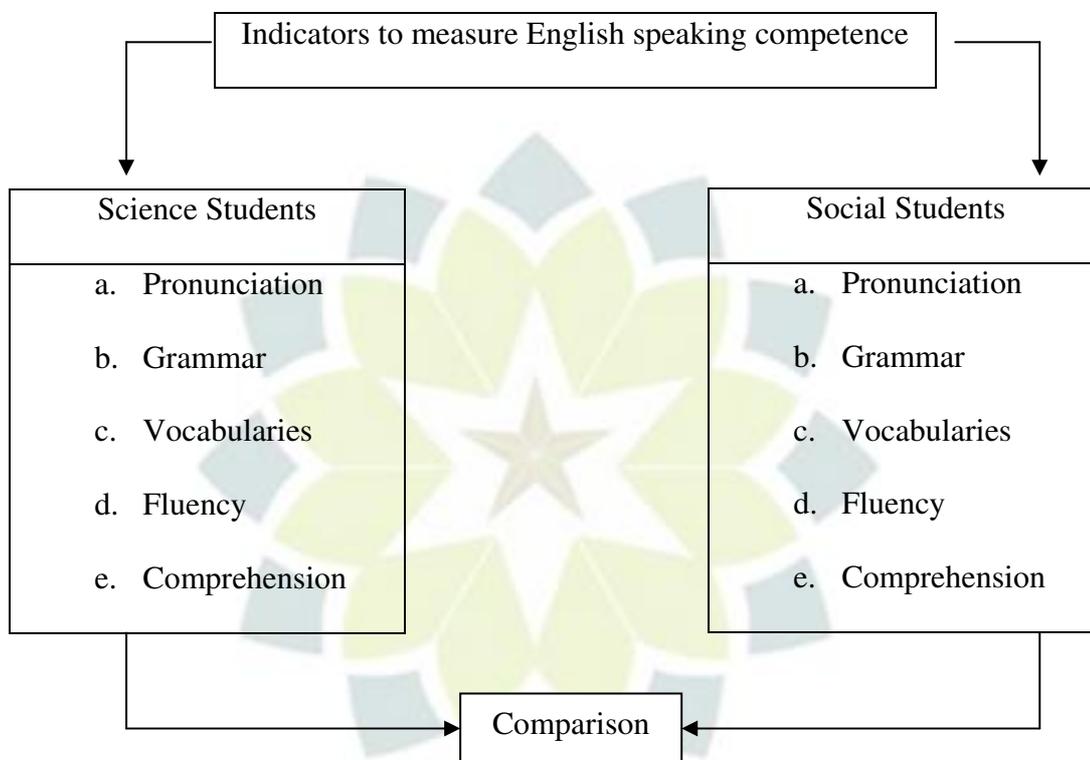
1. Express meaning in transactional dialogue (to get things done) and interpersonal (socialization) formal and sustained by using accuracy, fluency, and acceptance expression in daily life activity and related to something, expressing love and expressing sorrow.
2. Express meaning in transactional dialogue (to get things done) and interpersonal (socialization) formal and sustained by using accuracy, fluency, and acceptance expression in daily life activity and related to something, expressing embarrassment, expressing anger, and expressing annoyance.
3. Express meaning in verbal function short text (such as: banner, poster, pamphlet, and etcetera) both formal and informal accurately, fluently, and acceptance in daily life context.
4. Express meaning in monolog text by using verbal linguistic accurately, fluently, and acceptance in daily life context in form of text: narrative, spoof, and hortatory exposition.

The meaning is:

1. *Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan berlanjut (sustained) dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyatakan sikap terhadap sesuatu, menyatakan perasaan cinta, dan menyatakan perasaan sedih.*
2. *Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan berlanjut (sustained) dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyatakan perasaan malu, menyatakan perasaan marah, dan menyatakan perasaan jengkel.*
3. *Mengungkapkan makna dalam teks lisan fungsional pendek (misalnya banner, poster, pamphlet, dll.) resmi dan tak resmi secara akurat, lancar dan berterima dalam berbagai konteks kehidupan sehari-hari.*
4. *Mengungkapkan makna dalam teks monolog dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: narrative, spoof, dan hortatory exposition*

According to Based-Competence above, at this level students who continue to enroll in English classes typically have clear goals for improving their English. Their proficiency is strong enough for them to understand most clear, oral explanations (about grammar, speech acts, vocabulary, pronunciation, and so on).

Therefore, the writer takes five indicators to measure Science students and Social students' English speaking competence: pronunciation, grammar, vocabulary, fluency, and comprehension. See the table to make the description above clear.

Table 1

E. Hypothesis

Hypothesis is temporary answer on research problem and its truth must be tested empirically (Fathoni, 2000:32). Hypothesis explains that the data should be proved and gives the ways to process and collect the data needed. The truth of it necessary to be tested to know there is the difference of English speaking competence between Science students and Social students. In this research there are two variables. That is variable X_1 is Science students at Grade Eleven of Senior High School (SMAN) 1 Anjatan and variable X_2 is Social students at Grade Eleven of Senior High School (SMAN) 1 Anjatan. This hypothesis can be interpreted as follows:

- H_0 = no significantly difference in English speaking competence between Science students and Social students at Grade Eleven of Senior High School (SMAN) 1 Anjatan.
- H_a = significantly difference in English speaking competence between Science students and Social students at Grade Eleven of Senior High School (SMAN) 1 Anjatan.

F. Methodology of the Research

The research use quantitative method. This research compares English speaking competence between Science students and Social students at Grade Eleven of Senior High School (SMAN) 1 Anjatan.

1. Method

The method that is used in this investigation is descriptive method. Descriptive research is used to establish the existence of phenomena by explicitly describing them. By using this method, it is expected to find some possibilities to solve problem because the phenomena is currently exist.

2. Determining the location, Population and Sample

a. Location

The location of this research at State Senior High School (SMAN) 1 Anjatan, exactly located on Jl. Raya Kopyah Kecamatan Anjatan Kab Indramayu. The reason why the writer chooses that location because the writer graduated from that school and the writer get information from the English

teachers in that school that there is perception of The English teachers in that school that “Science students’ speaking competence is higher than Social students”.

b. Population

Population is an entire group of people or object or events, which all have at least one characteristic in common and must be defined specially and unambiguously. The population of this investigation is the total number of both Science students and Social students at Grade Eleven of Senior High School (SMAN) 1 Anjatan, which consist of 319 students.

c. Sample

Sample is taken in random way without noticing level in population. And the writer takes one class of XI IPA and one class of XI IPS at Grade Eleven of this school which is consist if 319 students. The writer use simple random sampling technique in this research. Therefore, the writer takes XI IPA 3 and IX IPS 1. They can be seen on the table below:

UIN
UNIVERSITAS ISLAM NEGERI
SUNAN GUNUNG DJATI
BANDUNG

Table 2
Sample of Science students and Social students at Grade Eleven of
Senior High School (SMAN) 1 Anjatan

No	Sex	XI IPA 1	XI IPS 1	Total
1	Males	15	18	33
2	Females	28	24	52
Total		43	42	85

The reasons why the writer chooses Grade Eleven in this investigation are:

- a. If the investigation is students at Grade ten students, they are not classified in the department either Science or Social.
 - b. If the investigation is students at Grade Twelve students, they will follow the national examination.
 - c. The most suitable is Grade Eleven, because they have already been classified in the department either Science or Social and they do not follow the national examination.
3. The Technique of Collecting Data

To collect data, the writer uses several techniques of data collecting in order to gain more accurate data from the object of investigation:

1) Observation

Observation is a technique of collecting the data by undertaking careful supervision and recording or registering systematically (Fathoni, 2000: 16). It is important to do an observation, because this technique uses direct observer to the object, condition, situation, process and attitude. In observing either in Science students or Social students at Grade Eleven of Senior High School (SMAN) 1 Anjatan, the writer collected data about location of the school, the number of students and teachers. While the writer asks to the administrative staff the information about school facilities.

2) Speaking Test

“A test is a procedure used to collect data on subjects’ ability or knowledge of certain disciplines” (Selinger and Shohamy, 1989: 179). Speaking test uses oral test. Oral test will be held as major data, in this oral test, students are encouraged to speak and then assessed on the basic of the speech. The research used dialogue as the test. The purpose is to get oral answer about English speaking competence from the students. Harris (1969) state that “the simplest and the most frequently employed method of measuring oral proficiency is to have one or more trained rates interviews each candidate separately and record their evaluations of his competence in spoken language”. Therefore the writer takes the scoring

system of this oral test will be based on Harris' statement. The scoring system as follows:

Table 3

The Scoring System of Testing English Speaking Competence

Pronunciation		
a	Has few traces of foreign accent	5
b	Always intelligible, though one is conscious of a definite accent	4
c	Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding	3
d	Very hard to understand because of pronunciation problem. Most frequently be asked to repeat	2
e	Pronunciation problems to severe as to make speech virtually unintelligible	1

Grammar		
a	Make a few (if any) noticeable error of grammar or word order.	5
b	Occasionally makes grammatical and/or word-order errors which do not, however,	4

	obscure meaning.	
c	Make frequent errors of grammar and word order which occasionally obscure meaning.	3
d	Grammar and word-order errors make comprehension difficult. Must often rephrase sentence and/or restrict him to basic patterns.	2
e	Errors in grammar and word order so severe as make speech virtually unintelligible	1

Vocabulary		
a	Use of vocabulary and idioms is virtually that of native speaker.	5
b	Sometimes uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies.	4
c	Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary.	3
d	Misuse of word and very limited vocabulary make comprehension quite difficult.	2
e	Vocabulary limitations so extreme as to	1

	make conversation virtually impossible.	
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Fluency		
a	Speech as fluent and effortless as that of a native speaker	5
b	Speed of speech seems to be slightly affected by language problems	4
c	Speed and fluency are rather strongly affected by language problems	3
d	Usually hesitant; often forced into silence by language limitations	2
e	Speech is as halting and fragmentary as to make conversation virtually impossible	1

Comprehension		
a	looks like to understand their friends without any difficulty	5
b	understands almost of all by normal speed, even sometimes need repetition	4
c	understands almost of all by speed lower than normal speed by repetition	3
d	It is difficult to follow what students can	2

	use “social conversation” only, that is spoken slowly and repeated	
e	Misunderstanding until students spoken cannot be easily understood	1

The achievement test that the writer is going to use is short answer oral as she wants to evaluate the pronunciation, grammar, vocabularies, fluency and comprehension. The scope of test will be based on the scope of the learning material covered in the second semester of syllabus KTSP at Grade Eleven of State Senior High School (SMAN) 1 Anjatan.

4. Analysis of Data

4.1. Determining Science students and Social students Mean (M) from each indicator with the formula below:

$$M = \frac{\sum fX}{n.i}$$

The result of computation above is put the limit of qualitative interval in the distance of highest score 5,5 and the lowest one 0,5. Its distribution is arranged as follows:

5,5 —→ 4,5 —→ 3,5 —→ 2,5 —→ 1,5 —→ 0,5

Very high high enough low very low

4.2. Determining normal distribution with the following steps:

- a. Determining the Range (R) with the formula below:

$$R = \text{Highest score} - \text{lowest score} + 1 \quad (\text{Sudjana, 1996:47})$$

- b. Determining the class interval with the formula below:

$$K = 1 + 3,3 \log n \quad (\text{Sudjana, 1996:47})$$

- c. Determining the length of class interval with the formula below:

$$P = \frac{R}{K} \quad (\text{Sudjana, 1996:47})$$

- d. Making the table of frequency distribution for speaking central tendency score

- e. Determining Mean (M) with the formula below:

$$M = \frac{\sum f_i \cdot x_i}{\sum f_i}$$

- f. Determining Median (Me) with the formula below:

$$Me = LL + \frac{(\frac{1}{2}N - Fk \text{ db})}{F}$$

- g. Determining Modus (Mo) with the formula below:

$$Mo = 3 Md - 2 M$$

- h. Making the table of standard deviation

- i. Determining Mean (M) with the formula below:

$$M = \frac{\sum f_i \cdot x_i}{\sum f_i} \quad (\text{Sudjana, 1996:95})$$

- j. Determining standard deviation with the formula below:

$$S^2 = \frac{\sum f_i (x_i - x)^2}{n-1}$$

- k. Making the table of distribution of observed and expected frequency

l. Making the table of χ^2 (Chi-square) with the formula below:

$$\chi^2 = \frac{\sum(O_i - E_i)^2}{E_i} \quad (\text{Sudjana, 1996:273})$$

m. Determining the degree of freedom with formula below:

$$df = k - 3$$

n. Determining the score of χ^2 list with the formula below:

o. Determining the degree of distribution normality with the following criteria:

- If the score chi square (χ^2 count) is less than the score of chi square list (χ^2 list) the distribution is normal
- if the score of chi square count (χ^2 count) is more than the score of chi square list (χ^2 list) the distribution is not normal.

4.3. The comparison of Science students and Social students English speaking competence

Determining the homogeneity of two variances with the following steps:

1. Determining score F by using the formula below:

$$F = \frac{V_b}{V_k} \quad (\text{Sudjana, 1996: 273})$$

V_b = The big variance

V_k = The small variance

2. Determining the degree of freedom done through the formula below:

$$Df_1 = n_1 - 1 \quad \text{and} \quad df_2 = n_2 - 1 \quad (\text{Sudjana, 1996:273})$$

Df_1 = Numerator

Df2 = Denominator

N1 = Big sample

N2 = Small sample

3. Determining value of F table, done by first, determining the degree of freedom before determining value of F table.
4. Determining the homogeneity of data

The data of both variances are homogeneous with the reason that the value of F count < F table.

Using t-test with the following steps:

1. Counting combination of deviation standard with the formula:
2. Searching score of t with the formula:
3. Searching the score of t from the table
4. Testing hypothesis by criterion of acceptance H with the formula H_0 is accepted if $-t_{1-1/2} < t < t_{1-1/2 \times}$ in which, $t_{1-1/2 \times}$ is obtained from the table of distribution of t by $df = (n_1 - n_2 - 2)$ and with opportunity $(1 - \frac{1}{2} \times)$. Further step is looking for t which the significance $\alpha = 0, 01$ or $0, 1 \%$ and the degree of freedom $df = (n_1 - n_2 - 2)$.
5. To determine whether the result of data analysis is relevant or not with the hypothesis that is formulated by the writer, the following criteria are used:
 - If the criterion of acceptance is received, so there is a significant difference between Science students and Social student's English speaking competence.

CHAPTER II

THEORETICAL ANALYSIS

A. The definition of Language

Language is universal; it relates to the statement that language is not only as a tool of communication among human beings, but also a part of culture and behavior. Language will come, move, and exist in each other part of human cultures and behaviors. There are many linguists who studied the language. The origin of language is one topic connected to the question of language that general public show it as a great interest in language research. Some linguist categorized the origin of language into the schools (Al-Wasilah 1993: 3) bellow:

- a. School theology. This school states that human ability in spoken language is absolutely a gift from God: the origin of language is based on God. This theory is categorized as divine origin something is connected on the God or beliefs only. Clearly, language is gift from God.
- b. School of naturalism. Herder (1744-1803) states that it is not appropriate to state that language is gift from God. But, basically, human ability in spoken is natural. “Pooh-Pooh” by Darwin in “Descent of Man” book, “Dingdong or Nativistic” theory by Max Muller belongs to the school.

- c. School of conventional. This school is also called “Ye-he-ho” theory. It states that language arisen up as social product. Language is a conventional result that agreeing and then continuing by community.
- d. School of natural conventional. This school states that human ability in spoke originally is natural potation and attitude, but that ability is developed and actualized after processing human cultural.

We can comprehend the nature of a language through analyzing characteristics or definitions of language. Such a definition state by Wardhaugh (1977:3) that “language is system of arbitrary vocal symbols used for human communication”. More briefly as follows:

1. Language is a system; each language contains patterns. It refers to grammatical system and structure.
2. Language is arbitrary; it refers to the system of sound.
3. Language is vocal; language is a set of vocal. It refers to the system of sound that produced by vocal organs of speech.
4. Language is symbol; it refers to system of meaning.
5. Language is human; it refers to the fact that the system which interested people is possessed only by human beings, and human languages are different from systems of non human communication.

6. Language is communication; language is used for communication, it allows people to say things and express their communication needs.

In additional, Gimson (1962: 4-5) says that “language is a system of conventional signals used for communication by a whole community”. Similarly, Schmitt (1998:3) stated that “in its broadest sense, language is the exchange or transfer of meaning. It is a tool of communication”. Spoken language or human speech organs and received by the ears. And Wilkins (1974:1) says that “language is a means of communication. Language is central to human experience and if we understand the process by which men communicate with another, we must look closely at human capacity for language and at the particular qualities of language which enable it to play so powerful a role within us between us.”

From the definition above we know more deeply the several definitions of the language. Most of them more stressed on system and communication and only a few of them emphasized in process, organ of speech, and sentence.

B. Speaking Competence

1. The Meaning of Speaking Competence

There are four components of language skills, namely; listening, speaking, reading and writing. Speaking is very important because it always appears in daily life. That statement is according to Nida (1997:9) say that “the one which is very important in communication is speaking skill”.

Speaking is the productive, oral skill. Speaking produces systematic verbal to convey meaning that is utterances. According to Sumardi (1974:57) “speaking skill needs more vocabularies than practice. Speaking skill should be practiced by speaking and expression drills or stated by thinking and feeling orally where lexical and semantic system is orderly used by intonation”.

From the definition above we can know that speaking skill should be habitually practiced in order that the students can speak fluently. Similarly, Tarigan (1986:3) says that “speaking is ability of language skill which develops in the childhood beginning with the listening skill”. Of course, speaking and vocabulary has relationship, which a child required through reading and listening activities to improve student speaking competence they should be encouraged to use spoken language forms spontaneously in their daily life.

2. Indicators of English Speaking Competence

There are five components that generally recognized in analyses of the speech process to measuring English speaking competence (Harris: 1969: 81) below:

a. Pronunciation

Grammatical structure an important element in discourse, to a balance between fluency and accuracy, and to the explicit specification of pedagogical task that a learner should accomplish, it become clear that pronunciation is a key to

gaining full communicative competence can bring the learner to receptive communication (reading and listening) and productive communication (writing and speaking). The most relevant of pronunciation are vowels and consonant, the stress, rhythm and intonation patterns.

b. Grammar

Grammar has been central but in recent decades. After time extremists have advocated no using of grammar is important in speaking English well and learning grammar in learning English.

c. Vocabulary

Vocabulary was also the focus of drill, exercise and memorization efforts currently, in our attention to communication with giving vocabularies.

d. Fluency

Fluency is important in many communicative language and initial goal in language teaching, accuracy is achieved to some extent by allowing student to focus on elements of phonology, grammar and discourse in spoken output.

e. Comprehension

Comprehension is important indicate to measuring English speaking ability. It is reasonable to student to more active

in learning speaking English in order to be master in speaking ability.

We know that the five components above is measurement of English speaking competence. Therefore, we can measure the students' speaking competence by noticing that five indicators.

3. The Aim of Speaking English

Speaking is the activity of speech, and it is an integral part of the whole personalities which reflects the speaker's insight. Speaking is the speaker's ability to pronounce articulation sounds or words in order to express and convey their thought, ideas and feeling. Mulgrave (1994:3-4) says that speaking is the nature of human's behavior which uses factors, namely; semantic and linguistic. Therefore, speaking is not only the ability to pronounce both sounds and words, but also ideas which are set and developed conforming with a speaker or a hearer need.

The aim of speaking is that students be able to automatically express themselves in the target language with stopping to think, to cope with basic interactive skill like exchanging greetings, apologies, express and request their needs and other needs and etcetera.

Harmer (1991:50) argues that "the main aim of teaching speaking or teaching oral skill, are as bellow:

a. Introduction

Introduction new language is to present the student with clear information about the language they are learning. What the language means

and how is used. It is including the presentation of meaning and use, context, structure forms, forms and patterns of the language itself.

b. Practice

Practice is focused on the ways of getting the students to practice oral English. The technique that considered in this step such as oral drill, information gap activities, games, personalization and localization and oral can be applied in the practice step.

c. Communicative activities

Communicative activities are designed to provoke spoken communication among students or between the teachers and students. These activities are divided into seven categories, there are teaching a consensus, discussion, relaying instruction, communicative games, problem solving and talking about yourself.

It is clear that the aim of teaching speaking is helping the students with a communicative competence or to practice English for communication. Also, it is to guide the children in effective communication among their friends.

4. English Speaking Difficulties

According to Brown (1994:256), speaking in English has the following difficulties:

1. Clustering

Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically (in breath groups) through such clustering.

2. Redundancy

The speaker has an opportunity to make meaning cleaner through the redundancy of language. Learners can capitalize on his features of spoken language.

3. Reduced forms

Contractions, reduced vowels, etc. form special problems in teaching spoken English. Students who do not learn colloquial constructions can sometimes develop a stilted, bookish quality of speaking that in turn stigmatizes them.

4. Performance variables

One of the advantages of spoken language is that the process of thinking, as we speak, allows us to manifest a certain number of performance hesitations, pauses, backtracking, and corrections. One of the most salient differences between native and non-native speakers of a language is in their hesitation phenomena.

5. Colloquial language

The words, idioms and phrases of colloquial language have to get practice in producing these forms.

6. Rate of delivery

Another salient characteristic of fluency is rate of delivery. The learners have to achieve an acceptable speed along with other attributes of fluency.

7. Stress, rhythm, and intonation

This is the most important characteristic of English pronunciation. The stress-timed rhythm of spoken English and its intonation patterns convey important messages.

8. Interaction

Learning to produce waves of language in a vacuum without interlocutors would rob speaking skill of its richest component: the creativity of conversational negotiation.

Generally, the students face the difficulties in speaking English; therefore the comprehension how to interact with others is exactly needed.

C. Principles for Designing Speaking Techniques

According to Brown (1994:64), there are some principles used in designing speaking techniques:

1. Techniques should cover the spectrum of learner needs, from language-based focus on accuracy to message based focus on interaction, meaning and fluency.

In our current zeal for interactive language teaching, we can easily slip into a pattern of providing zesty content-based,

interactive activities that don't capitalize on grammatical pointers or pronunciation tips.

2. Techniques should be intrinsically motivating

Try at all times to appeal to students' ultimate goals and interest, to their needs for knowledge, for status, for achieving competence, autonomy, and for being all that they can be because it usually pays to tell them why.

3. Techniques should encourage the use of authentic language in meaningful contexts.

We all succumb to the temptation to do, say, disconnected little grammar exercises where we go around the room calling on the students one by one to pick the right answer.

4. Provide appropriate feedback and correction.

In most EFL students, students are totally dependent on the teacher for useful linguistic feedback. It is important that the teachers take advantage of their knowledge of English to inject the kinds of corrective feedback that are appropriate for the moment.

5. Capitalize on the natural link between speaking and listening

Many interactive techniques that involve speaking will also of course include listening. Therefore, the teachers have to give opportunities to integrate these two skills because it can reinforce one to each other.

6. Give students opportunities to initiate oral communication

A good deal of typical classroom interaction is characterized by teachers' initiation of language. The teachers give directions, ask questions and provide information. The students have been conditioned only to speak. Part of oral communication competence is the ability to initiate conversations and to change the subjects.

7. Encourage the development of speaking strategies

They simply have not thought about developing their own personal strategies for accomplishing oral communication purposes. The classroom can be one in which students become aware of, and have a chance to practice such strategies as asking for clarification, getting someone's attention etc.

From the explanation above we can know that there are some techniques speaking which should be used by the teacher to teach speaking in order to the students more interested in English learning and easier to speak English fluently.

According to Bailey (2005: 36; 96 & 124), there are three principles of teaching speaking, namely:

1. Teaching Speaking to Beginning Learners

- a) Provide something for learners to talk about
- b) Create opportunities for students to interact by using group work or pair work.

- c) Manipulate physical arrangements to promote speaking practice.

2. Teaching Speaking to Intermediate Learners

- a) Plan speaking tasks that involve negotiation for meaning.
- b) Design both transactional and interpersonal speaking activities
- c) Personalize the speaking activities whenever possible.

3. Teaching Speaking to Advanced Learners

- a) Help learners to combine fluency and accuracy.
- b) Encourage learners to take reasonable risks in speaking English.
- c) Provide opportunities for learners to notice the gap.

The teachers must do the techniques above adjust to the level of grade of school in teaching speaking so that they success to get achievement to teaching speaking based on KTSP curriculum.

D. The Process of Teaching Speaking at Secondary School

There are six types of oral production that students are expected to carry out in the classroom (Brown 1994: 266-268) as follows:

1. Imitative

A very limited portion of classroom speaking time may legitimately be spent in the human “tape recorder” speech, where learners are, for example, practicing an intonation

contour, trying to pinpoint a certain vowel sound, etc. imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form.

2. Intensive

Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or it can even form part of some pair work activity, where learners are “going over” certain forms of the language.

3. Responsive

A good deal of student speech in the classroom is responsive: short replies to teacher or student initiated questions or comments. These replies are usually sufficient and do not extend into dialogues.

4. Transactional

Transactional language, carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language.

5. Interpersonal

The other form of conversation mentioned in the previous chapter was interpersonal dialogue, carried out more for the

purpose of maintaining social relationships that for the transmission of facts and information. These conversations are a little trickier for learners because they can involve some or all of the following factors: A casual register, Colloquial language, emotionally charged language, Slang, Ellipsis, Sarcasm and A covert “agenda”.

6. Extensive

Finally, students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches. Here the register is more formal and deliberative. These monologues can be planned or impromptu.

From the explanation above, we can conclude that the students should be able to mastering and carrying them into classroom in language learning process.

E. Language Learning Strategies in Foreign Language Learning and Teaching

According to Nunan (1991), there are three types of strategies used by learners that contribute directly or indirectly to language learning, namely: learning style, learning strategies and cognitive strategies.

1. Learning style

It refers to any individual's preferred ways of going about learning. It is generally considered that one's learning style will result from personality variables, including psychological and cognitive make up, socio-cultural background, and educational experience.

2. Learning strategies

Learning strategies are the mental processes which learners employ to learn and use the target language.

3. Cognitive strategies

Strategies can be categorized under three broad process types: hypothesis formation, hypothesis testing, and automatization.

- a. Hypothesis formation includes such strategies as simplification and inferencing, and refers to strategies whereby learners come to conclusions about the structure of the target language based on samples of the language, or by transferring from knowledge of one's first language.

- b. Hypothesis testing refers to strategies such as trying out rules communicating with a native speaker and monitoring the speaker's reaction to evaluate whether or not the rule seems to work.

- c. Hypothesis automatization includes strategies for practicing the language. G. Ellis and Sinclair (1989) group strategies according to their macro skill focus (that is, whether they focus

on listening, speaking, reading or writing). They provide comprehensive suggestions for listening, speaking, reading and writing as well as for vocabulary and grammar.

Eventually, learning strategies relate to communication and production/reception strategies.

William (1981:49) states the technique for communicative activities, where:

1. The learners' focus should be more firmly on the communication of meanings, rather than on the practice of language.
2. Learner must identify with their roles in the interaction more deeply than during controlled language practice. If they do not, they will not be able to identify with the meaning being communicated through these roles.
3. Learners must create the interaction themselves, on the basis of their roles and the meanings that arise, rather than perform in ways that have been predetermined by the teacher.

For this case, we know that the extent to which learners identify with roles and meanings depends ultimately not on the teacher, but on the individual learner.

F. Major differences in second and foreign language learning

The differences literature emphasises four main areas: language aptitude, learning style, motivation, and learner strategies. There are other less

researched areas which cannot be covered for reasons of space, such as personality (see e.g. Dewaele and Furnham 1999), but which clearly have importance. (<http://cognitive.html>):

Language aptitude has a long history in language teaching. The most significant development was (and is) the development of the Modern Language Aptitude Test (MLAT). This device has theoretical and practical importance. Theoretically, it represents Carroll's views of four aptitude components. These are phonemic coding ability, the capacity to code sounds so that they can be retained for more than a few seconds; grammatical sensitivity, the capacity to identify the functions that words fulfill in sentences; inductive language learning ability, the capacity to take a corpus of material in a target language and make extrapolations (i.e. generalizations) from that material; and associative memory, a capacity to form links between native and foreign language words. Practically, the MLAT represents a method of assessing foreign language aptitude, although it is now hardly used. Since the development of the MLAT, most aptitude research has focused on specific aptitude components, with particular attention having been paid to memory, both long term and working. Other research has explored the role aptitude plays in formal and informal learning contexts, and in matching (and mismatching) students with appropriate methodologies. Most recently, there have been elaborations of the connections between aptitude and second language acquisition.

Motivation has been the other major area for research into individual differences. The most influential approach has been that due to Robert Gardner. Originally, Gardner distinguished between two motivational orientations, integrative and instrumental. The former concerns learners who want to learn a language to "enter" the community of its speakers, while the latter regards language as a potential tool which may simply be useful. Gardner has researched this orientation distinction extensively, and developed complex social psychological models to account for data, in a wide range of situations, as well as an assessment procedure. The approach has received some criticism, but has nonetheless dominated the field until recently. In the last decade or so, there have been some major challenges to the Gardner model, suggesting it is not sufficiently dynamic and rooted in classroom situations. More recently Dornyei (2001) has proposed a more dynamic account of motivation, based on Action Control Theory. In this model, clear distinctions are made between the pre-actional phase, the actional phase, where learning activities are situated, and the post-actional phase, where important attributions about success and failure are made.

Learning Strategies research is at something of a crossroads again. Early work suggested that learners use strategies extensively, and held out the promise that identifying the strategies used by good language learners would enable them to be taught to less successful learners, and more successful learning would result. This early promise was not fulfilled, and major research effort was devoted to establishing taxonomies of strategies, rather than to

studies examining the impact of training. The taxonomy approach did not lead to significant progress, and Dornyei and Skehan attempt to resolve this issue simply by synthesizing the systems which are available. The key issue with strategies seems to be the operation of metacognitive strategies - what distinguishes good learners is their capacity to use appropriate strategies and to select the most effective strategy for a particular learning problem. Most recently of all, the second language field has come to recognise that the broader psychological literature has moved on from a concern with learning strategies, and now prefers to use the term "self-regulation". It remains to be seen what impact this switch of emphasis will have on the second language field.

Cognitive and Learning Styles concern the ways learners prefer to acquire and represent language. Such styles contrast with aptitude, in that aptitude is seen as more of an invariant attribute, whereas styles imply scope for malleability. There is also the possibility that different styles may contrast with one another, but each style may have its own advantages. The major style difference which has influenced the language learning field is the field independent vs. field dependent contrast. The former style implies people who are analytic, breaking down learning problems into component parts. Field dependents are holistic in comparison, and treat a learning problem as a "gestalt". Such people are also supposed to be more person-oriented and warm. This opposition has influenced a number of studies in language learning. Research suggests that only the field independent style correlates

moderately with language learning success. Possibly there is a need to broaden the concept to go beyond simply style of cognitive processing, and also incorporate broader learning orientations. But the area is one of promise, rather than realized achievement.

