**CHAPTER II**

**REVIEW OF LITERATURE**

**2.1 Theoritical Framework**

**2.1.1 Speaking**

 According to Brown (2004:140) “speaking is a productive skill that can be directly and empiriclly observed, those observations are in variably colored by the accuracy and effecctiveness of the test-takers listening skill, which necessarily compromises the reliability and validity of an oral production test”. While Thornbury (2005) says that “speaking is an interactive process and requires the ability to cooporate in the management of speaking turn”. Cameron (2001:40) says that speaking is the active use of language to express meanings so that other people can make sense of them. Moreover, it is recognized as an interactive, social and contextualized communicative event.

Speaking is also a crucial part of the language learning process. Effective instructors teach the students speaking strategies using minimal responses, recognizing scripts, and using language to talk about language. That they can use to help themselves expand their knowledge of the language and confidence in using it.

**2.1.2** **Micro Skills of Oral Communication**

Richards in Brown (2001:272) suggests some micro skills of oral communication, they are:

* 1. Produce chunks of language of different lengths.
	2. Orally produce differences among the English phonemes and allophonic variants.
	3. Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonational contours.
	4. Produce reduced forms of words and phrases.
	5. Use an adequate number of lexical units (words) in order to accomplish pragmatic purposes.
	6. Produce fluent speech at different rates of delivery.
	7. Monitor the oral production and use various strategic devices – pauses, fillers, self-corrections, backtracking – to enhance the clarity of the message.
	8. Use grammatical word classes (nouns, verbs, etc.) systems (e.g., tense, agreement, pluralization), word order, patterns, rules, and elliptical forms. 12.
	9. Produce speech in natural constituents – in appropriate phrases, pause groups, breath groups, and sentences.
	10. Express a particular meaning in different grammatical forms.
	11. Use cohesive devices in spoken discourse.
	12. Accomplish appropriately communicative functions according to situations, participants, and goals.
	13. Use appropriate registers, implicature, pragmatic conventions, and other sociolinguistic features in face-to-face conversations.
	14. Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
	15. Use facial features, kinesics, body language, and other nonverbal cues along with verbal language to convey meanings.
	16. Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

**2.1.3 The Characteristic of Good Speaking Activity**

According to Penny Ur (in “Istianti”:2013,19) there are many good speaking ability as follows:

1. Learners talk a lot, means as much as possible of the period of time allotted to the activity is occupied by learner talk.
2. Participation is even, means all of the students get chance to speak.
3. Motivation is high, means the learners are eager to speak because they interest to the topic, and have something to talk.
4. Language is an acceptable level, means learners express themselves in relevant utterances.

**2.1.4 Types of Speaking**

There are types of speaking that a teacher should know. Brown(in “Rozi”:2013,11) divided oral language in two types, as follows:

1. Monologue

It is the oral language involves only one people in it. There is only one person who speaks as in lectures, news casting, radio broadcast, etc. It is divided in two types, they are: monologue, it is the person who speaks use monologue has prepared a note or text to help him or her to speak.Unplanned monologue, it is the person who speaks in monologue does not use any notes or texts. But, all the words spoken emerge from the speaker’s mind naturally and spontaneously.

1. Dialogue

It is the oral language involves two or more speaker in it. It is also divided in two types, as follows:

1. Interpersonal dialogue, it is functioned to promote social relationship
2. Transactional dialogue is aimed to convey proportional or factual information.

**2.1.5 Assessing of Speaking**

Speaking is an essential skill in English to be assessed because so many criteria should be evaluated in speaking, as follows:

1. Pronunciation is a way of words are pronounced. Someone who learns English as a foreign language must be able to use English pronunciation as well as other skills.
2. Grammar is a rule system in a language. It is a system of units and patterns of a language.
3. Vocabulary is the words used in a language. We can’t speak at all without vocabulary.
4. Fluency is the parameter of the speaking level of someone. Someone who has good fluency will perform or use the language easily and quickly in the right order of language.
5. Comprehension denotes the ability of understanding the speaker’s intention and general meaning. Good comprehension refers to good understanding. If someone’ language understanding is good, it will affect the speaking ability.

Students’ speaking skill should be measured by oral test. Assess students’ speaking skill means simple and good to know information from students. The test can be done by interview, conversation, role play, story-telling, and oral presentation. By doing those, the teacher can get students’ speaking skill is clearly and get information about the students in depth.

**2.1.6 Mnemonic Method**

A mnemonic is a specific strategy that is used as “mental linking tool” to take information items into students’ mind system (Syah, 2005: 161). A mnemonic is a strategy in memorizing and assimilating information (Joyce, Weil, and Calhoun, 2009: 33). The teacher can use the mnemonic to guide their presentation about delivering materials so that the students can easily absorb the information from those presentations. The teacher can also teach tricks that can be used by the students to improve information study and concept, both individually and groups. This model has been a lot of tested in various curriculum field and the students in all ages and all characteristics. Sometimes memorizing activities are seemed as boring activities because it needs continually repetitions, and it needs memorize unclear terminologies or ancient and unimportant information, it is seemed as mnemonic learning is just related to information in the lowest level. It is not fully true. It is because a mnemonic can be applicated to help the students in mastering interesting concepts so that this model can also be learned happily. Besides, A mnemonic can be very effective and can make the students motivated and the classroom more interesting (Georger in Amiryousefi, 2011:180).

From those reasons, it can be concluded that a mnemonic is a technique or a specific strategy that is used as “ mental linking tool” or as “memory aiding” in memorizing and assimilating information. The teacher can use the mnemonic to guide their presentation about delivering materials so that the students can easily absorb the information from those presentations. Mnemonic has been a lot of tested in various curriculum field and the students in all ages and all characteristics. Although sometimes memorizing activities are seemed as boring activities, it is not fully true. It is because a mnemonic can be applicated to help the students in mastering interesting concepts so that mnemonic can also be learned happily.

 As inference, mnemonic is memory enhancing strategy in which in its implication, these strategies are always accompanied by certain formula and pattern used to organize information into the familiar and meaningful associated information and connect it with the previous information have been stored in emory, so that the information can be memorized and recalled easily.

**2.1.6.1 Types of mnemonic**

 Mnemonic method or tick of memory is a special way which is made as a code for entering information items into mind system of student. There are many types of mnemonic device. However there are five types the most popular of mnemonic device. Among others are:

1. Rhyme

A rhyme is a rhyme that is made by words and technical term that must be remembered by the students (Syah, 2005: 162). This rhyme can be better if it is given notes so that it can be sung. The songs of the kindergarten students that contains of moral values can be used as an example of the arrangement of mnemonic rhyme.

1. Acronym and Acrostic

Acronym is a word whose individual letters can represent elements in list information. For example, to remember name of prophet,such as Muhammad,Isa, Musa, Ibrohim, and Nuh, we can make it to become MIMIN. Acrostic is sentence whose first letters represent to be remembered information. Such as “ My very edusated mother just servedus nine pizzas” to remember nine planets in order (Mercury, Venus, Earth, Mars, Jupiter, Saturnus, Uranus, Neptunus, and Pluto).

1. Peg-word system

A peg word method is a method that relating unrelated items to be easily memorizable items which can act as pegs or hooks (Thompson in Amiryousefi, 2011:179). There are examples of pegword method. They are: one is bun or john, two is shoe, and three is tree.

1. Method of loci

It is mnemonic strategy which use the speial and famous places as a way to put words or terms which have to be remembered by student. According to Syah(2005: 162) A method of loci is a mnemonic device that uses certain places and are wellknown as means of certain words and technical term placement that must be remembered by the students.

The examples of method of loci are: the parts of body here are used to used for loci number 1 until 10, they are: head, eyes, nose, mouth, ears, neck, breast, stomach, foot, and hand.

1. Keyword system

The keyword method/ system is a system like words lists that contains of the items: foreign language words, keywords that at least the words in foreign language and in mother tongue language has the same sounds either in the first syllable or the last syllable, and the meaning words from the foreign language words Syah(2005: 162).

There are examples of keyword such as to remember the name of “Darwin”, the students can use a keyword of “dark wind” by adding visual drawing of the wind that has black color; and to remember the name of “Maryland”, the students can use a keyword “Marriage and a land” by adding visual drawing of marriage and a land (Loorayne and Lukas in Joyce, Weil, and Calhoun, 2009: 238)

**2.2 Conceptual Framework**

 Speaking is one of the skills in the language learning and it is essential in communication. Speaking has a complex process that consists of three parts. In the communicative activities, keyword like a statement from the teacher is needed by students to revise their speaking because mistakes must appear in students; speaking for English is a foreign language for them. It is quite hard for the students to correct their own mistakes for example their pronunciation or vocabulary in their speaking. That is why, keyword technique can be used as guidance for the students to correct their mistakes and make their speaking better. some studies show that mnemonic keyword methode can effectively reduce students’ errors in speaking. Students’ perception is a vital part in the learning process. Students’ perception willaffect the students’ response and attitude in the learning process. There are some main factors that affect it, such as students’ expectation, motivation, and experience. In this case, students’ experience will be statement or situation for keyword from the teacher. If the students’ perception is positive, the acceptence information of the teacher feedback will be affective but if the students’ perception is negative, the acceptence information of the feedback will be disturbed. It means that students’ perception will give a big influence to the success of mnemonic keyword methode.

Some experts’ point of views are used as the reference to answer the research problems. Those points of views play a significant role in exploring, identifying, and analyzing the perception of mnemonic keywords method.Theories ofmnemonic keywords method helps to identify the types and contents of teacher immediately feedback.

Mnemonic keywords method concerns on vocabulary, and pronunciation. Therefore, the researcher wanted to overcome the problems by using themnemonic keywords method in the speaking class. The mnemonic keywords method waschosen because it was easy and interesting. It could be applied in the practiceand production phase. The students would get more opportunity to exploretheir speaking ability. They had to speak with their friends in pairs using statement or broader situation from the teacher. This activity provides natural drilling for them andhelps them to improve their fluency. They also got opportunity to practicespeaking in a meaningful way so it would help them to improve theircommunicative competence. Besides, this technique also could motivate themto be more engaged during the teaching and learning process so all of them gotthe same opportunity to practice speaking. This technique is expectedto beable to overcome the problems and give positive changes in the teaching andlearning process after applying this technique.