

CHAPTER II

THEORY REVIEW

2.1 Definition of Speaking Performance

Speaking is an activity that has a great impact on our daily lives. Speaking is verbal communication. Speaking is also the process of communicating a message from one person to another between the communion and the communion. Speak as an interaction and as a basic social activity. According to Kuning,(2019, p. 36) speaking is one of the skills you must acquire when learning English. Because speaking is used as a means of communicating with each other. Teaching children to speak is not an easy task as it requires a fun and non boring way. In addition, Sartipa (2019, p. 161) speaking is useful skill for students. For example, students can do many things, such as practice expressing themselves in front of the class, and there is feedback between teachers and students in English classes.

Speaking skill is a productive skill which is part of our daily life and it is difficult to assess reliably (Aseptiana, 2018). Due to various factors such as pronunciation, grammar, and vocabulary. However, there are certain ways to assess speaking skills effectively. One way to assess speaking skills is through a presentation or speech. This is type of assessment allows the students to prepare and present a topic to an audience. This can be done in a controlled or natural setting. The teacher can evaluate the individuals vocabulary, grammar, pronunciation, and confidence in presenting information. Another way to assess

speaking skills is role-playing activities can also be used to assess speaking skills. This approach involves giving the individual a scenario and asking them to act out a role. This can help to evaluate the individuals fluency, accuracy, and lexical abilities. Overall, assessing speaking skills requires a combination of methods that suits the purpose of the assessment and the individuals proficiency level.

Speaking allows students to express their thoughts and thoughts freely and spontaneously. According to Harmer, (2007, p. 109) speaking is a productive skill that is an active activity. When speaking, students verbally create a language. Students who have acquired capacity in a second or foreign language are classified as successful students. Hardiyanto, (2018, p. 109) speaking is the crucial skill to be mastered when students want to communicate each other orally. It is supported by Kang in Richards and Renandya, (2002, p. 109) who states the speaking is one of the central elements of communication. In addition, Byrne, (2005, p. 109) explain that speaking is verbal communication. From the discussion above to good oral communication. It involves several important components such as clarity, fluency, tone, pitch, volume, and intonation.

Some tips for improving oral communication skills is improve the pronunciation, speak confidently, pay attention to the body language, use appropriate tone and pitch, speak at the right speed, listen actively, and practice. Improve the pronunciation that is make sure to pronounce words clearly so that the message can be easily understood. Speak confidently, speak with confidence and conviction to grab the listeners attention. Pay attention to the body language, body language is an important part of communication. Make eye contact, nod the head, and use appropriate facial expressions to convey your message effectively.

Use appropriate tone and pitch, modulate voice to match the subject, tone, and context of the message. Use a higher pitch to express enthusiasm, a lower pitch to express assertiveness, and so on. Speak at the right speed, do not speak too fast or too slow. Speak at a moderate pace that is easy to follow and understand. Listen actively, good oral communication involves not only speaking well, but also listening actively. Pay attention to other person's words, tone, and body language and respond appropriately. Practice, like any skill, oral communication requires practice to improve. Practice speaking in front of class to build confidence and improve skills.

Talking is a massive angle in language mastering; we will skip on facts and thoughts, and hold up social relationships by speaking with others. Furthermore, a great stage of the sector's language college students research English as a way to have the choice to carry fluency. They think that speaking is a critical piece of language gaining knowledge. Numerous language college students see speaking execution as the share of knowing a language. That is cause the most important motivation in the back of language studying is to create capability in speaking and informative productivity. They as a long way as their achievements in spoken correspondence. No matter what is probably anticipated, for the big majority, talking is the most troublesome component after they advantage proficiency with an unknown dialect.

The fear of making mistakes, sounding unintelligible or not understanding the other person can be paralyzing. It is important to remember that language learning is a process and making mistakes is a natural and necessary part of it. The more we practice and speak, the more we practice and speak, the more confident

and fluent we become. Here are some tips to overcome the fear of speaking: 1) Start small, begin by practicing with friend at the class. 2) Use language learning apps, many apps offer conversation practice with native speakers in a safe environment. 3) Celebrate mistakes, rather than feeling embarrassed or discouraged by mistakes, see them as opportunities for learning and improvement. 4) Be patient, it takes time to improve speaking skills, so do not give up and keep practicing. Speaking is a crucial part of language learning and with persistence and effort, it can become easier and more enjoyable.

The importance of speaking in teaching is not only as a communication skill, but also as a means of facilitating learning of the target language and learning of the target language and learning of academic content. Educational activities in the learning process, teachers need to provide students with the opportunity to provide input and feedback. This helps to elevate the learning process and ensures that students are actively participating and engaged in their own education. Some examples of educational activities that can be used in the learning process include, group discussions, role-playing, games and quizzes, group project, and case studies. Incorporating these activities into the learning process ensures that students can fully engage in their education, leading to better retention of information and better overall learning outcomes. Teacher should also provide students with feedback and encouragement to help them continue to grow and learn. One way to solve this problem is for teachers to develop some exciting activities in group work, to draw the attention of students to the linguistic form of languages, to improve their ability to speak accurately and to develop further.

Based on the explanation above, it can be concluded that speaking is active skill or productive skill. Speaking is important to communicate with other people and it is used as media to show ideas, share information, thoughts, and feeling to other. Speaking skill itself can be stated as the skill to use the language accurately to express meaning and to get knowledge in our daily activity.

2.1.1 The Elements of Speaking Performance

According to Harris, (2020, p. 8) there are five components to speaking ability that deals with comprehension, grammar, vocabulary, pronunciation, and fluency.

a) Comprehension

Oral communication certainly requires the subject to begin in response to the speech. This involves comprehension of the message being communicated and actively engaging with the speaker to fully comprehend the topic being discussed.

b) Grammar

Students need to form the correct sentence in the conversation. The student's ability to manipulate the structure and properly identify the appropriate grammatical form is consistent with Heaton. The students are able to use complex grammatical forms and structures with ease, demonstrating a deep understanding of the rules and conventions of the language. Their language is precise and accurate, and they are able to convey their intended meaning with clarity and fluency. Overall, the student's grammatical proficiency is impressive and indicative of advanced language skills. The usefulness of

grammar is also about learning the right way to acquire linguistic expertise, both verbal and written.

c) Vocabulary

Vocabulary means the appropriate idiom used in communication. It refers to the set of words that a person knows and uses in his/her daily or professional life. Vocabulary encompasses the words' meanings, spellings, pronunciations, and contexts in which they are used. A person's vocabulary can reflect their level education, social status, profession, and cultural background. Building vocabulary is essential for effective communication, understanding written texts, and expressing oneself in a clear and concise manner. Vocabulary also plays a significant role in enhancing language proficiency and literacy skills. Without proper vocabulary, you will not be able to communicate effectively or express your thoughts verbally or in writing. Limited vocabulary is also a barrier that prevents learners from learning a language. Little is taught without grammar, and nothing is taught without vocabulary. Based on this explanation, researcher concludes that English learners cannot speak or write English correctly without sufficient vocabulary.

d) Pronunciation

Pronunciation is a way for students to produce clear speech when speaking. It deals with the phonological process. The phonological process refers to the components of a grammar that consist of the elements and principles that determine how sounds and patterns change in a language. Pronunciation has two characteristics. Phoneme and suprasegmental function. Phoneme are the

smallest units of sound in a language that can change the meaning of a word. For example, the phoneme /k/ and /t/ differentiate the words “cat” and “bat”. The knowledge and proper use of phonemes are crucial in effective communication. Suprasegmental functions, on the other hand, are the intonation, stress, and rhythm patterns of speech that convey meaning beyond individual sounds. The way someone emphasizes certain words or the tone they use can alter the meaning of an entire sentence or even a conversation. In summary, both phonemes and suprasegmentals play a crucial role in pronunciation and convey meaning in effective communication. From the above statement, researcher concludes that pronunciation is knowledge of how words in a particular language are clearly generated when people speak. When speaking, pronunciation plays an important role in making the communication process easier to understand.

e) Fluency

Fluency is the ability to read, speak and write easily, fluently and expressively. In other words, the speaker can read, understand, and respond to the language clearly and concisely, associating meaning with context. Fluency is an important aspect of language proficiency, as it allows individuals to communicate effectively and confidently. It involves a combination of accuracy, speed, and naturalness in using language. Fluent speakers are able to use complex grammar structures and vocabulary, and the students can adjust their language use according to different contexts and audiences. Fluency can be achieved through regular practice and exposure to the language, as well as through formal instruction and feedback. Fluency can be defined as the ability

to speak fluently and accurately. Fluency is the goal of many language learners. Signs of fluency speak at a relatively high speed, pauses and the number of “ums” or “es” is negligible. These signs indicate that the speaker did not spend much time searching for the linguistic elements needed to express the message. From the above ideas, researcher concludes that another important factor is language ability. Fluent means that someone can speak fluently and accurately with a short. Stated of Harris, (2020, p. 8). In short, you can synthesize that you need five elements to speak. Indeed, when people master these five elements, it will be better communication for them.

2.1.2 Types of Classroom Speaking Performance

There are many techniques and methods available for teaching speaking skills. It is beneficial for the trainers to consider the performance of different types of foreign language education over time and expand their language proficiency. Brown, (2001, p. 10) keeps that there are six types of talking performance, as follows:

1. Imitative

When practicing speaking, you need to find a save vowel and practice the beginner’s intonation format. This kind of imitation is achieved not because of significant interactions, but because of specializing in some selected elements of the linguistic form.

2. Intensive

Intensive talking the students' trusty try and practice the analogical and linguistics continuously can act certainly commenced or it can even esemble some part of some combine paintings action.

3. Responsive

Via speeches college students inside the elegance get responses from a trainer despite the fact that the speech is a amateur but has a very good response, the reaction is referred to as responsive. For instance, how's life? I am quite desirable.

4. Transactional (dialogue)

Transactional dialogue, via responses that aim to exchange statistic, arguments, for instance, may additionally have a more amount of negotiative nature to them than does responsive discussion.

5. Interpersonal (dialogue)

Interpersonal (dialogue) finished extra to hold social connections than for the shipping of fact and data.

6. Extensive (monologue)

Giant is the scholar at transitional to progress can deliver the monologs as oral reviews, a short discourse form the oral record or a synopsis. For instance, here there is increasingly formal and deliberative. These monologs may be arranged or off hand. From the numerous types of speaking overall performance, the author deduces that imitative, extensive, responsive, interactional, monologue, and giant are a few from cannot sequester every different to lesson speak me overall performance easier, there is related for the

cause. Therefore, there may be a ability that desires in talking performance which include Fluency, Pronunciation, Vocabulary, Grammar, and Interaction.

All of the above categories can be implemented based on student level and ability. The purpose of each element is summarized below; imitative for focusing on specific element of speech format, intensive about practicing the phonological or grammatical aspects of the language, responsive encourages students to speak, transactional invite students to conversation and interpersonal relationships have been extensively practiced in the form of oral reports, summaries, or perhaps short speeches to learn how features such as relationships are discussed.

2.1.3 Factors Affecting to Speaking Performance

In keeping with Nguyen, (2015, p. 13) there are four factors that have an effect on speaking overall performance as follow:

1. Performance conditions

In talking overall performance, there are elements which can influence speaking effectiveness, amongst there are time pressure, plan the standard of performance and the results of supporter.

2. Affective factors

The extra a part of those examinations analyzed the three training; notion, self-assurance and uneasiness assortment of emotional factors had been declared to be recognized with the realization in the second one dialect entering into studies inside the route of the maximum current decade yet.

3. Listening ability

It implies that talking is firmly identified with the hearer. Talking, of path, there's a listener isn't always excellent then he's going to no longer understand what is being said, that speaking is very influential with the listener.

4. Topical knowledge

Topical studying is the audio system' mastering of applicable topical information. The data that topical facts furnishes enables college students to make use of dialect as regards to the sector in which they developing skill speaking performance.

Based on the above explanation, students speaking performance depends on factors such as performance conditions (time pressure, planning, standard of performance criteria, level of support), emotional factors (motivation, self-confidence, anxiety, etc.), listening skills, etc. Current knowledge, and feedback on lecture activities that may be affected.

2.1.4 General Problem in Developing Speaking Performance

The preparation constantly devises the difficulties or the trouble in teaching English specifically in gaining knowledge of speaking. According to Setiawati, (2020, p. 15) there are four trouble in speaking performance.

a. Inhibition

They may be concerned to have mistakes if their talking/discourse doesn't thrilling in the target market. The scholars are regularly hindered to attempt in speaking English inside the study room.

b. Nothing to Say

The students have no motivation in speaking overseas languages. They have no consideration to say something in English and they sense hesitation and absence of confidence. They don't have any motivation to declare themselves.

c. Low or Uneven Participation

Player in the speaking magnificence is a part of significance. If students do now not have a sturdy preference to participate in talking English, their speaking seems bad. This anger is exacerbated by the tendency of inexperienced people to dominate, while others tend to have little or no communication.

d. Mother Tongue Use

Students prefer to use mother tongue in class so that they can speak smoothly with others. After they talk in overseas language, however they use mother tongue they feel unfastened to reveal their competence.

Therefore, the factors that cause language problems are lack of general knowledge, lack of speaking practice, fear of being wrong, lack of word usage and grammar practice, low motivation and low participation, lazy reading, embarrassment, poor use of dictionaries, tension, fear of criticism and pronunciation of foreign languages.

2.1.5 Indicators of Speaking

Speaking performance assessments are important for measuring the speaking progress of learners. Weir, (2005, p. 13) categories into five analysis speaking performances as follows:

TABLE 2
ANALYTIC SPEAKING CRITERIA

Aspect	Category	Indicators
Fluency	4 (excellent)	For the most part, looking for fitting words/articulations, and not many stops when speaking.
	3 (good)	The students hesitate and repeat himself at times.
	2 (adequate)	Speech is slow and hesitant.
	1 (fair)	The students speak so little that no 'fluent' speech.
Pronunciation	4 (excellent)	Rarely experience errors in pronouncing rhythm, intonation.
	3 (good)	Some pronunciation errors that sometimes lead to unclear understanding.
	2 (adequate)	Little understanding so often experiences errors in initiation and pronunciation.
	1 (fair)	Words cannot be understood.
Vocabulary	4 (excellent)	Effective use of vocabulary.
	3 (good)	Inappropriate and ineffective vocabulary usage.
	2 (adequate)	Limited use of vocabulary with frequent inappropriate.
	1 (fair)	Inaccurate and inappropriate vocabulary.
Grammatical accuracy	4 (excellent)	Very few grammatical errors evident.
	3 (good)	Some errors in the use of sentence structures and grammatical forms but these do not interfere with comprehension.
	2 (adequate)	Often experience mistakes in speaking.
	1 (fair)	Cannot compile understandable sentences.
Interactional Strategies	4 (excellent)	Interacts effectively and readily participates and follows the discussion.
	3 (good)	The use of interactive strategies is generally adequate but sometimes has difficulty maintaining consistent interactions.
	2 (adequate)	Effectiveness' interaction and ready develop language.
	1 (fair)	Understanding and interaction minimal.

2.2 Sit Up, Lean Forward, Active Your Thinking, Name Key Information, Track the Talker (SLANT strategy)

2.2.1 The Concept of SLANT Strategy

According to Atkinson,(2017, p. 16) SLANT stands for sit up, lean, ask, nod, and music. To apply this approach, college students are taught to Sit up straight, Lean ahead slightly, Ask questions, Nod their heads, and , M Busic the instructor. This strategy pastime the students in the listening system at a sort of degrees and stimulates their cognitive engagement with the teacher material. By following the SLANT approach, the students can improve their focus, attention, and retention of information conveyed by the instructor. Sitting up straight and leaning slightly forward helps them maintain an alert posture and avoid slouching or dozing off, which can hinder their learning. Asking questions and nodding their heads signals to the instructor that they are actively listening and processing the information, and it also helps them clarify any confusion or seek further explanation. Finally, listening to music is a way to block out any distracting noise and create a soothing environment for learning. Overall, the SLANT technique is a simple yet effective strategy for enhancing students listening skills and learning outcomes in the classroom.

Miller, (2008, p. 16) states the SLANT is an abbreviation which stands for as a reminder for college students to be lively in the class. Morris and Mather, (2008, p. 16) argue that SLANT strategy stands to Sit up, Lean forward, Attend to the speaker, Not Think. Through out the modeling, additional telling students what to pay attention to help college students recognize what is maximum essential. Although attention is crucial. Students engagement is greater especially

correlated to success. Moreover, SLANT is a classroom management technique designed to encourage active participation and engagement among students. By practicing SLANT, students are more likely to absorb more information and retain it for longer periods of time. This, in turn, helps the students to perform better academically and achieve their goals in school. Overall, SLANT is a powerful tool that teachers can use to improve students engagement, classroom participation, and academic success.

Boyle and Scanlon, (2010, p. 16) keep that in an implementation of SLANT approached college students first sit up in an upright however comfortable function, college students then lean forward slightly in their chairs. The next step, active your thinking, reminds college students to active the discussion via asking clarifying questions inclusive of “what’s this about?” as college students are finishing the step. They also need the solution their question, and ask the teacher questions about what they do no longer understand. The name key information step cues college students ‘answer the instructor or teacher” questions, share their ideas or remarks, and upload to other college students statements. The final step, track the talker cues college students to keep their eyes on the teacher as she or he speaks and to take a look at different college students as they speak.

Boyle and Scanlon, (2010, p. 17) urge that Sit Up, Lean forward, Active your thinking, Name key Information, Track the talker. There is teacher and students feedback as the teacher asks the students questions. When implementing the SLANT strategy, teachers may do the following;

- a. The teacher introduced the SLANT strategy to students

- b. The teacher asked students to sit up upright but relax.
- c. The teacher asked students to lean forward. Lean forward a little, example; leaning backwards, leaning excessively forwards.
- d. The teacher asked students to rejuvenate their thinking by reminding them to lead the discussion.
- e. The teacher asked students to identify important information by answering teacher's questions, sharing ideas, and adding statement from other students.
- f. During the speaking process, the student looks at the teacher and other students at and asks the students to follow the speaker.

The SLANT strategy stands for sit up, lean forward, active your thinking, nod and track the speaker. By paying attention to these principles, students can become engaged and actively participate in class. They can show their eagerness to learn and improve their abilities. The teacher encourages the students to use this strategy, as well as to use positive body language to enhance their communication skills. With the use of this strategy, students can become more determined and confident in their pursuit of learning English. By using the SLANT strategy, the teacher assumes that students can be informed and improve their speaking performance in a confident and enjoyable way. It is expected that students will not get bored while learning English. This strategy is very helpful in building speaking skills and activating them in the classroom. From several theories above, researchers use theories from Boyle and Scanlon, (2010, p.17).

2.2.2 The Advantages and Disadvantages of SLANT strategy

According to Setiawati, (2020, p. 18) said that the SLANT strategy has strengths and weaknesses.

a. The Advantages, are;

1. The SLANT strategy allows students to effectively share in class discussions.
2. The SLANT strategy shows a positive attitude towards the interlocutor or improves social leadership.
3. The SLANT strategy engages students in active listening by helping them focus on the speaker, track the information and respond to the speaker's cues.
4. Promotes interpersonal skills by showing interest in the person speaking, students develop their interpersonal skills, which can prove invaluable in real-life situations.
5. The SLANT strategy helps students remain engaged in understanding the information being conveyed, which improves their retention and comprehension skills.

b. Disadvantages of SLANT strategy

1. The SLANT strategy reduces social interaction between teachers and students.
2. SLANT strategy lessons will be less fun for teachers and less interesting for students.

3. The SLANT strategy requires students to actively look at the speaker, nod, and track them, which can be challenging for some. This aspect may distract some students from the actual content being delivered.
4. The SLANT strategy may not be ideal for students with learning disabilities, attention disorders or physical impairments that make it challenging for them to follow the principles advocated by the strategy.
5. The SLANT strategy does not work for all situations. While SLANT strategy can be a useful tool for classroom settings, it may not be applicable in all contexts or environments, such as group discussions or online learning.

There are weaknesses and strengths in the SLANT Strategy, the advantages include students being able to learn effectively in class and being positive when socializing. While its weakness, lack of interaction between teacher and student and unattractive.

2.2.3 Teaching Speaking by Using SLANT Strategy

The implementation of the SLANT strategy in teaching speech is explained by Boyle and Scanlon, (2010, p. 17) as follows:

1. The teacher introduces students to the SLANT strategy.
2. The teacher asks the students to Sit Up upright but in a relaxed position. Non examples, I'm heading to my desk and laughing in a chair.
3. The teacher asks students to Lean forward, leans forward a little, examples do not lean backwards, leans excessively forwards.

4. The teacher asks the students to Activate your thinking by reminding the to lead discussion. Ask yourself: “What is this?”
5. The teacher identifies important information by answering teachers’ questions, sharing ideas, and adding what other students have said. Ask the students to do.
6. The teacher asks the students to follow the speaker by looking at the teacher and other students in the course of the speech.

So, to develop students’ speaking performance using the SLANT Strategy, here are some strategies that can be used to teach speaking: sit up straight, relax, body leaning forward, activate the mind by asking yourself “what is this?”, identify information then answer questions and finally pay attention to the speaker in front.

2.2.4 Frame of Thinking

Humans beings are social beings, and the first action is most important for social action, that is, the act of proposing and accepting the exchange of experiences in which each expresses and expresses emotions. Therefore, social behavior must have a common element that listeners accept and understand. In order to connect our fellow humans, we need a form of verbal communication. Speaking is a mechanical ability. The more you practice, the more controlled you will be and the more proficient you will be in speaking. No expert speaks directly without going through the process. By learning to practice and speak, one needs to be trained.

Based on the theoretical framework, researcher assumes that the students' speaking ability is still low. To overcome this problem, teachers need to use the SLANT strategy when learning to speak. This will make it easier for students to understand English teaching and learning activities more interesting. When teachers apply this SLANT strategy, classes become more active and creative, and students can learn and practice speaking confidently and well. Researchers also assume that it may be interesting for students to define objects if they use the SLANT strategy. Interesting to motivate students to speak English is well. If this SLANT strategy is successful, students will be able to speak multi-component English at their maximum.

2.2.5 Action Hypothesis

Based on the theories it can be described that this research has hypothesis as follows:

Ho: There is no significant influence of using SLANT Strategy Toward Students' Speaking Performance in Tenth Grade at SMA Kemala Bhayangkari Academic Year 2022/2023

Ha: There is significant influence of using SLANT Strategy Toward Students' speaking Performance in Tenth Grade at SMA Kemala Bhayangkari Academic Year 2022/2023.

2.3 Review of Related Researches

Regarding the importance of using the SLANT strategy to improve voice performance, researcher will consider studies that use the SLANT strategy to

improve speaking performance; First, Miranti research (2013) with the title “Teaching Listening Combining Slant Strategies to Improve Students Listening Ability at Senior High School”. To establish SLANT strategies, these strategies can be applied to the classroom to make the learning process more effective and efficient. This is important because the strategy is effective in achieving learning. Teachers need to guide students to listen, be creative during class, and arouse their interest and passion for the materials they are taught. She was explained that the SLANT strategy is a learning process that makes students more active and creative in the classroom.

Second, Angraini research (2014) “ Teaching Speaking ff Discussion Text by Combining Community Circle and Slant (Sit Up, Lean Forward, Active Your Thinking, Name Key Information, Track the Talker) Strategies at Third Grade of Senior High School”. A combination of community circles, the SLANT strategy is a speaking strategy in class discussion, and students need to actively show their thoughts in the speaking class. SLANT strategy is a strategy stands for S “Sit Up”, L stands for “Lean forward”, A stands for “Activate your thinking”, N stands for “Name key information”, T stands for “Track the talker”. Angraini motivates students to speak by using the SLANT strategy, the SLANT strategy and the community circle, to discuss more actively and express their views on the topics under discussion. We have found that there is an increase in students to increase. Some researchers have tried to apply interesting strategies to the research process to improve voice performance. Most of these studies employ multiple educational strategies to improve English performance. However, in this case, the researcher

uses only one strategy, the SLANT strategy, to improve the speaking performance of the students.

Some researchers have tried to improve speaking performance, which applies an interesting strategy to the research process. Most of these studies employ multiple educational strategies to improve English performance. However, in this case, the researcher uses only one strategy, the SLANT strategy, to improve the speaking ability of the students.

Previous studies have similarities with this study where all of them used the SLANT Strategy in training students' speaking performance. However, this study is slightly different from the research above where this study analyzes students' perceptions of the SLANT Strategy that can be used to improve students' speaking performance in learning English., to make it more effective. So, this SLANT Strategy is very suitable and can be used for all subjects.