**Chapter II**

**The use of Auditory, Intellectual and Repetition Method in Descriptive Text to Improve the Student’s speaking skills**

This chapter presents theoretical foundation of this study. It covers the language as a mass communication, teaching speaking, approach, method and technique in teaching language, AIR Method, descriptive text and teaching equipment.

**2.1 Language as a Mass Communications**

Language is a communication tool that used by all people around the world. Language also a tool to express our ideas, perspectives and arguments to influence other people. Language also our identity where there are traditional language, national language, international language in every corner of the country. Language is a fundamental for a country as their identity where they from and heritage that would be preserved by the users especially people that live in that country.

Keraf (1997:1) said that Language is a communication tool between members of the community in the form of sound symbols produced by human utterances. Some may object to saying that language is not the only tool for communication but also can become a media to have a social conversation and interaction with other people.

Language has many functions such as tool for express the feelings, communication, integration and adaptation in certain environment in the social life. Language can be a great media for interacting with the purpose both for marketing and life sharing. In case, through language people could get warm hospitality.

Actually, language as a communication has a very specific function while we could understand each other, to communicate and to inform what we have with people in several agendas for example in a meeting, seminar or even in the life story by using a social media which is a very influential

Then, language is a media for communicating by speaking and writing. Speaking is an activity of communication via oral that exactly produced by human utterances like sound symbol with its characteristic. Speaking is more enthusiasm in expressing of gestures, intonations, pronounciation and body movement to make a good communication.

The four skills of language is very significant for students to enrich their knowledge and sharpen their ability in English, those skills will be measure their capability of comprehend English as necessary. These four languages give students some opportunities for creating contexts in which to use the language for real information, evidence of their own ability (Proof of learning) and having confidence with it.

Listening and reading (receptive skills) are the receptive skills because learners do not need to produce language, they receive and understand it. The productive skills (active skills) are speaking and writing because learners are applying these skills in a need to produce language.

Bulletin (1952) in Arif that listening is one of the fundamental language skills. It's a medium through which children, young people and adults gain a large portion of their education--their information, their understanding of the world and of human affairs, their ideals, sense of values, and their appreciation. In this day of mass communication (much of it oral), it is of vital importance that our pupils be taught to listen effectively and critically, he says Listening is a receptive skill for learners to train their ability for knowing the word, paragraph or line in a text of written. Learners should hard work for improving the skills of listening by hearing many words and conversation by watching a movie or listen a radio. If they can hear as always. They will know more the similarity of particular language and right pronounciation.

According to Harris (1975), Reading (Comprehending) is a result of the interaction between perception of graphic symbols that represent language and the readers language skills and knowledge of the world. Reading is a receptive skill for learners to help them for improving all parts of English language such as vocabulary, spelling, grammar and writing. If learners always reading a book, a novel or a short story in English. They will have a strong to remember about all the types of words and also having a wide knowledge. Reading also help students to grasp the content and conclusion.

Kartimi (1968:38) stated that speaking is an instrument for communicating thought, feeling, idea and intention to other people through spoken language, in order that what we say can be understood by

 listener. The pronunciation is very closely related to the reciprocal relationships that are carried out between the speaker and the listener. Speaking is productive skill for learners in improving their confidence to deliver informations and ideas. Speaking is still be the first skill that many students willing to master, sometimes many learners can speak English without good pronounciation because the measurement of speaking has been different from accents, there are a lot of accent such as hinglish, british, American etc. if learners want to speak English fluently, they should listen more

According to Djago in Sumarno dkk (2009:5) writing means expressing in writing ideas, ideas, opinions, or thoughts and feelings. Lado in Elina dkk (2009:5) also expressed his opinion about writing, namely: putting graphic symbols that represent the language understood by others. Writing is a productive skill that very difficult for learner to learn, because it needs so many improvements to master it. While learning writing, learners will also try to make a good structure and paragraph within the content and context. Writing also can be measured by the learners capability in mastering English. So many scholarship need the written of English for sure

With these four skills addressed equally while learning English, the learners can be assured of having good communication skills, a great necessity in today’s competitive world.

**2.2 Teaching Speaking**

Teaching speaking is one of the difficult part for teacher because speaking is productive skills that might be important for students to learn more about it so far. When the teacher will teach the students about speaking. The teacher should prepare for the materials and also can be a good example of speaking English in front of students. They will be impressed by a skill that teacher performs.

Teaching means to teach that needed some skills for teaching and evaluating the learning process in the class. Kimtafsirah (2011) said that learning is the process of changing the behaviour of the students to obtain the knowledge. That means process of teaching will through by learning process in the class how to influence the students. Therefore they will know more about the materials that teacher taught

* + 1. The Functions of Speaking

Speaking has many functions. The functions are available for students to improve their speaking skills especially increase the five aspect in speaking according to Harmer (2011), such as pronounciation, fluency, use of vocabulary, use of grammar and intelligibility

1. Grammar

Grammar is an important part of English, when we are speaking with other by using good grammar. It will help us to have a good structure in speaking and writing English. River (1986) in Renita believe that communication in speaking run smoothly if its grammar can be understood. It is a necessary for students to arrange a correct word or sentence in conversation.

1. Vocabulary

Vocabulary is a must for students to be mastered in English because vocabulary has a significant part to improve the speaking skill. Without mastering the vocabulary, the students will get some difficulties in social conversation with their partner. As what John said in Jamilah (2013) that vocabulary is knowledge involves knowing the meanings of words and therefore the purpose of vocabulary test into find out whether the learners can match each word with synonym, a dictionary-tape definition, or an equivalent word in their own language.

1. Pronounciation

Pronounciation is the way for students to produce the clear word / sentence while they are speaking English wherever and whenever they are. Pronounciation can be formed of student’s speaking skill, if they can pronounce English very well automatically they have one component to be mastered in pronounciation.

1. Fluency

Fluency can be explained as the ability to speak accurately and fluently. Fluency in speaking has an important reason while students speak fast and accurately. Sometimes fluency made their English will be more active. Fluency can measure of students speaking skill while they have a small pause such as “Hmm”, “Huh”, “Rrr”, “Sss”. Brown (1997:4) said that these sign indicate that the speaker does not have to spend a lot of time searching for the language items need to express the message.

* + 1. Speaking Classroom Activities

Speaking classroom activity might be a very important part that student waiting for. Because speaking has a great challenge for teacher and student to always make fun learning while we could talk each other. In hand, speaking in the class should not be bored and tired. Speaking is active performance by giving students some activities to speak something by mentioning all the names of things in the class such as table, chair, whiteboard etc.

Speaking class should be a creative and active activity to enrich students couriosity and ability too. Teacher can give them a special reward if students can answer or mention some tools or equipment regarding the learning process in the class. There will be always an exciting feeling to sign the classroom. Speaking has many forms of learning both explaining and describing something that related to our own subject.

* + - 1. How to Manage Speaking Activities

Here are some ways to manage the speaking activities in the class

1. Make a fun class
2. Make a pair or group to the students
3. Make them as individual within a same question
4. Make a Question and Answer for the students
	* + 1. The Roles of a Teacher in Speaking Class

Teachers play vital roles in the lives of the students in their classrooms. Teachers are best known for the role of educating the students that are placed in their care. As with any other type of classroom procedure, teachers need to play a number of different roles during the speaking activities. However, three have particular relevance if teacher are trying to get students to speak fluently:

 Prompter, The students sometimes get lost, cannot think of what to say next or in some other way lose the fluency teacher expect of them.

Participant, The teacher should be good animators when asking students to produce language. Sometimes this can be achieved by setting up an activity clearly and enthusiasm. At other times, however, teachers may want to participate in discussions role-plays themselves.

 Feedback Provider, The vexed question of when and how to give feedback in speaking activities is answered by considering carefully the effect of possible difference approaches. When students are in the middle of a speaking activity, over correction may inhibit them and take the communicativeness out of the activity. On the other hand, helpful and gentle correction may get students out of difficult misunderstandings and hesitations. Everything depends upon.

**2.3 Approach, Method and Technique in Teaching Language**

In language teaching,  in the general area of teaching methodology, people talk about approaches, methods, procedures, and techniques. This post will help to clarify the meaning of these interrelated terms and provide examples of each.

2.3.1 Approaches

According to the Brown (2000) An approach was a set up of assumptions dealing with the nature of language, learning and teaching. An approach is a theory about language learning or even a [philosophy](https://educationalresearchtechniques.wordpress.com/2014/05/21/curriculum-development-philosophy/) of how people learn in general. They can be psychologically focused such as [behaviorism](https://educationalresearchtechniques.wordpress.com/2015/02/03/behavioral-vs-cognitive-perspectives-on-learning-theories/) or [cognitivism](https://educationalresearchtechniques.wordpress.com/2014/06/06/cognitive-psychology-curriculum/). They can also be based on older philosophies such as [idealism](https://educationalresearchtechniques.wordpress.com/2014/05/22/idealism-curriculum/) or [realism](https://educationalresearchtechniques.wordpress.com/2014/05/23/curriculum-realism/). Approaches are fuzzy and hard to define because they are broad in nature. An example of an approach that leads to a method would be the philosophies of scholasticism, faculty of psychology, or even [prenialism](https://educationalresearchtechniques.wordpress.com/2014/05/30/perennialism-and-curriculum/). Each of these philosophies encouraged the development of the mind in the way of a muscle. Train the brain and a person would be able to do many different things. These philosophies have impacted some methods of language teaching as we will see below.

2.3.2 Method

Edward Anthony (1963) says : Method was described as an overall plan for systematic presentation of language based upon a selection approach. A method is an application of an approach in the context of language teaching. An example of a method is the grammar-translation method. This method employs the memorization of various grammar rules and the translation of second language material to the student’s native language. Students were able to develop the intellectual capacity to understand the new language through a deductive process of acquiring the rules of the language. The purpose is not to critique this method but to show how it was derived from the approach that the mind needs to be trained through intellectual exercises to be able to accomplish something.

2.3.3 Techniques

Brown (2001) said that Technique is any of a wide variety of exercises, activities in the class. Technique is a very important for this paper.

**2.4 Auditory Intellectually Repetition (AIR) Method in Teaching Speaking**

The process of learning model Auditory, Intellectually and Repetition method is a learning that emphasize three aspects.

Huda (2013) revealed that AIR is a learning model that is similar to the Somatic Auditory, Visualization Intellectually (SAVI) learning model. The difference lies in repetition (Repetition) which means deepening, expansion, stabilization by giving assignments or quizzes.

1. Auditory is talking and listening. In learning, students should be invited to discuss what they are learning, translate learners' experiences with sound. Invite them to talk when solving problems, make models, gathering information, listening, presentation, argumentation, expressing opinions and responding to making work plans, mastering skills, making review of experiences, or creating personal meanings for themselves (Meier, 2002).

 Some examples of auditory activities in learning include:

(1) Reading out loud

(2) Practice a skill or demonstrate something while saying in detail what is being done

 (3) Paired learners discuss in detail what they have just learned

(4) Group discussions to solve a problem (Meier, 2002).

1. Intellectualy by solving problems and brood. Learners use intelligence to reflect on an experience and create relationships, meanings, plans, and values ​​from that experience Meier (2002) found that the Intellectually aspects of learning will be trained if students are involved in activities solving problems, analyzing experiences, working on strategic planning, giving birth to creative ideas, searching for and filtering information, finding questions, creating mental models, applying new ideas, creating personal meanings and predicting the implications of an idea. Some examples of Intellectually activities in learning include: Solving problem; Give birth to creative ideas; Formulating questions (Meier, 2002)
2. Repetition means repetition. In repetition learning means deepening, expansion, stabilization by the way students are trained through quizzes or assignments. Student memory is not always fixed and easy to forget, it needs to be repeated. By repetition they will encourage their memory for long terms. Trianto (2007) states that the entry of information into the brain received through the sensing process will enter into short-term memory, storing information in short-term memory has a limited amount and time. The process of maintaining this can be done by repetition of information that goes into the brain. Exercise and repetition will help the process of remembering, because the longer the information stays in short-term memory, the more chance the memory is transferred to long-term memory. This repetition means giving questions and assignments, students will remember the information they receive and will be accustomed to using it in solving problems. The repetition can make students more focus and improve their speaking skill that automatically can speak in a good materials.

2.4.1 The Procedure of AIR Method

The procedure of the AIR method start with making a group in the class for students in every meeting. Students are given a listening section in opening of subject in English, so they can hear and learn about the vocabulary. Then, students get some papers to be filled to know their capability in enrich the subject. They can see the result that has been given from the teacher. Also, the students will have a time to repeat a whole lesson, they will also know how the capability is by evaluation from a teacher. The teacher divided into three steps : Introduction, Main activity and Closing.

Introduction is the beginning of the activity that carried out before teacher began to teach materials for students. Also, teacher should give a greeting, told the chairman of class to pray, to check the presence of students, preparing students to learn, and did warming up by opening a discussion topic related to the materials of descriptive text that will be taught to the students.

The main activity is the second activity that teacher do to teach the students, the teacher will explain about materials to the students, after that the teacher will ask students back about their understanding of the materials that have been given. The teacher also ask the students to read and speak the type of descriptive text personally. Then, the teacher will give the AIR Method terms for student to be more active. Actually Auditory is an activity that students read or speak English related to the descriptive text, so the students must listen carefully to more understand and ask the teacher for the unknown word. The Intelectually will open up students to be more incredible and memorize the word or materials in creative ways, for any kinds of descriptive text. They can try to learn more about it and memorize all materials surely. The last one is repetition, repetition is an activity for students and teacher to repeat the subject and materials that has been given to memorize more. So this is really important part for students to repeat then they could understand much about the materials especially descriptive text.

After the activity of learning by using AIR Method finished, the teacher gave score for each students performance based on the ability of speaking individually. Therefore teacher and students discussed some of the mistakes that was found the in students speaking skill such as grammar, pronounciation or pace.

**2.5 Descriptive Text**

According to Wardiman (2008), descriptive text is a part of factual genres. It has social function which is to describe a particular person, place or thing. Descriptive gives sense of impression, as in feel, sound, taste, and look of things through words. Its aim also to inform the readers about how something or someone looks like. The characteristics features of a person, an animal or a particular thing are the focus of descriptive text.

Then, based on Alwaslilah (2013), *“Deskripsi adalah gambaran verbal ihlwal manusia, objek, penampilan, pemandangan, atau kejadian. Cara penulisan ini menggambarkan sesuatu sedemikian rupa sehingga pembaca dibuat mampu (seolah merasakannya, melihat, mendengar, atau mengalami) sebagaimana dipersepsi oleh pancaindra”.*

It can be concluded that, descriptive text gives a description of something in particular in order to help the people perceive it through words, and the description text gives a feeling to the readers as if they experience it by themselves (see, feel, or even hear). Descriptive text’s object can be anything, such as living things, things around us, places, or even something we cannot see just like feelings and emotions.

* + 1. The Generic Structure of Descriptive Text

Every kind of text has a pattern in writing, it is usually called as generic structure of the text. Hammond (1992), explained the generic structure of descriptive text as follows:

a. Identification

 Identification identifies phenomenon to be described. It is a general opening statement in the first paragraph or the first sentence that introduces the subject of the description to the readers. Besides, it can give the readers brief detail about the when, where, who, or what of the subject described.

b. Description

 Description can be the explanation about a physical appearance of the subject, the qualities of the subject like degree of beauty, excellence or the special aspects that the subject has. Detail information about something to manipulate the readers as they feel or see the thing that the writer is trying to describe. It can be the location, size, colour, etc of the “thing”.

 In conclusion, when we read a descriptive text, the first line or the opening is the identification of the object. Then, the follow up which gives the information about details of the object is called description. Identification can be short because it is only state about the object in general. To be more specific, there is description which contains the more detailed information about the object.

* + 1. The Purpose of Descriptive text
1. To describe someone, something and or certain place
2. To describe a particular person, thing or place.
	* 1. Language Feature of Descriptive Text
3. Specific participant : has a certain object, is not common and unique (only one). for example: Bandengan , my house, Borobudur temple, uncle Jim
4. The use of the adjective (an adjective) to clarify the noun, for example: a beautiful beach, a handsome man, the famous place in jepara, etc.
5. The use of simple present tense: The sentence pattern used is simple present because it tells the fact of the object described.
6. Action verb: verbs that show an activity (for example, run, sleep, walk, cut etc
	* 1. The Example of Descriptive Text

**TAJ MAHAL**

Taj Mahal, an epitome of love, is actually a mausoleum. Standing majestically on the bank of Yamuna River, the Taj Mahal is synonymous to love and romance. Taj Mahal was constructed by Mughal Emperor Shah Jahan in memory of his beloved wife and queen. The name "Taj Mahal" was derived from the name of Shah Jahan's wife, Mumtaz Mahal, which means crown of palaces.

 Taj Mahal represents the finest architectural and artistic achievements. The mausoleum was constructed of pura white marble. The white marble is inlaid with semi-precious stones (including jade, crystal, lapis lazuli, amethyst and turqoise) that from the intricate design. Its central dome reaches a height of 240 ft. (73 meters). The dome is surrounded by four smaller domes. Four slender towers, or minarates, stand at the corners. Inside the mausoleum, an octagonal marble chamber adorned with carvings and semi-precious stones houses the false tomb of Mumtaz Mahal. Her actual remains lie in the garden.
 Taj Mahal shows shaded of magnificent beautiful at different time during the day. At dawn when the first rays of the sun hits the dome of this epic monument, it radiates like a heavenly pinkish palaces. At daytime, when the sky is bright and clear, the Taj looks milky white. On the moonlit night when the full moon's rays fall on the glistening white marble, the cool moon rays reflect back from the white marble and give Taj Mahal a tinge of blue color. It's simply breathtaking! With such beauty, no wonder Taj Mahal is one of the New Seven Wonders of the World.

Source :

<http://duniapelajar27.blogspot.com/2018/12/bahasa-inggris-kelas-10.html>

**2.6 Teaching Equipment**

The learning process will not run smoothly if not supported by components in learning, because between processes learning with interrelated learning components and need. According to Zain (1997), there are six teaching equipment, they are:

* + 1. Learning Material

 Learning material is one component of learning that is very important and very much needed in teaching and learning activities so that learning objectives can be achieved. In this case Mukmin (2004) argues: "Learning material or often referred to as subject matter is the subject matter of learning material that students / students must learn as a means of achieving basic competencies and which will be assessed using assessment instruments prepared based on indicators of competency achievement".

 Learning materials for speaking will be provided some unique materials in the class which focus on how student learn so much from it. Where students can get access to have an enjoy materials for speaking by audio or video recorder.

A good teaching material is the one which is easy to apply to various activities, enjoyable for both the students and teacher, also able to encourage the students to learn the certain material in the classroom interactively. As a teacher, we can apply these steps in arranging a good teaching materials:

1. Make an activity that can make the class more active, such as: class presentation or class discussion.
2. Set the goal for each activity and notify the students what the goals are.
3. Be consistent with the previous and the following materials.
4. Incorporate activities that can allow the learners to improve more than two skills.

2.6.2 Student’s Worksheet

 According to Andi Prastowo (2012), worksheet or student worksheet (*lembar kerja peserta didik*) is defined as a printed teaching material in the form of sheets of paper containing material, summaries, and instructions for the implementation of learning tasks that must be done by students with reference to the basic competencies (*kompetensi dasar*) that must be achieved. Then, according to Trianto (2010: 111), student worksheet is a guide for students for developing cognitive aspects as well as guidelines for the development of all aspects of learning in a form of instructions for investigation activities or problem-solving activities according to the learning indicators that must be achieved.

 The students will also get the worksheet to analyze what is the new vocabulary on some worksheets to be solved by them. The worksheet can be a form of a brief descriptive text with the unique theme or other things that relate with it.

Prastowo (2011: 205-206) states that four LKS functions are:

1) Minimizing the role of teacher, but maximizing role students.

2) Facilitating students to understand the material provided.

3) Providing a compact and rich task to practice.

4) As a facilitator of the teaching and learning process.

 According to Devi, et al (2009: 32-33), systematic LKS generally consists of:

1. The title of student’s worksheet

Is defined as a printed teaching material in the form of sheets of paper containing material, summaries, and instructions for the implementation of learning tasks that must be done by students. The tittle of students worksheet is very important for a teacher to know the necessary of learning process.

2) Introduction, which contains a brief description of the lesson material (in the form of science concepts) included in the activity. In addition, it also provides questions related to activities that the students will solve by carrying out the activities.

3) Objectives of the activity which contain competencies that must be achieved after conducting trials. Learning objectives are specified in each activity.

4) Tools and materials. It contains the tools that the students must use in order to complete a certain activity asked in the LKS.

5) Steps of activities contain a number of steps for implementing activities that must be carried out by the students.

6) Conclusions. Usually, they are listed in the final section of the LKS. It is intended so that the teacher can know whether or not the desired competency is achieved at the goal.

* + 1. Learning Media

 A learning process will not run optimally if it is not supported by the media as a means to facilitate teachers to interact with students in teaching and learning activities. Media is a set of tools or tools that are used by teachers or educators to communicate with students or students (Danim, 1995).

 Learning media for speaking can be applied by using a media both visual and audiovisual to improve the student’s couriousity for learning speaking skill. To maximize this the teacher must use the creativity of its own works.

 Instructional media can be defined as the physical means including traditional means such as chalk, blackboard, textbooks and modern means such as videos, tape, recorders, computers, overhead projectors, and others presenting instructional activities delivered to the students. Arsyad (2002 : 26), stated that the benefits of learning media in the process of student learning are:

1. Learning media can clarify the presentation of messages and information so as to facilitate and improve learning processes and outcomes.
2. Learning media can improve and direct children's attention so that it can lead to motivation to learn, more direct interaction between students and their environment, and allows students to learn individually according to their abilities and interests.
3. Learning media can overcome the limitations of the senses, space, and time.
4. Learning media can provide similar experiences to students about events in their environment, and allows direct interaction with teachers, the community, and the environmen
	* 1. Evaluation

 The last component in the learning process is evaluation. Evaluation in the opinion of Suryobroto (1986:12) says: "Evaluation is a barometer to measure the achievement of the interaction process, by evaluating can control student learning outcomes and control the accuracy of a method used by the teacher so that the achievement of learning objectives can be optimized".

 Almost the same opinion was also expressed by Sudjana (2003:148), that evaluation aims to see or measure student learning in terms of mastery of the material that has been studied in accordance with the objectives set. In the end, the students will give some evaluations from the teacher by giving them several questions orally, this is a very fundamental part where we know the result of speaking classroom activity from the class.

In the curriculum 2013, there was shift in assessment from evaluation by test into authentic assessment (to know the attitude competence, skills and knowledge based on the process and result). Therefore, the kinds of tests that should be provided will include writing test, oral test, and also a form of attitude test in order to evaluate the student’s behaviour in the classroom activities.