

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter reviews the related literature about definition of speaking, micro-macro skills of speaking, teaching speaking, principles in teaching and designing speaking technique, the important of teaching speaking, communicative activities, and small group as one of teaching methods.

A. Speaking

1. Definition of Speaking

According to Ladouse (in Nunan, 1991: 23), speaking is described as the activity as the ability to express oneself in the situation, or the activity to report acts, or situation in precise words or the ability to converse or to express a sequence of ideas fluently. Furthermore, Wilson (1983: 5) defines speaking as development of the relationship between speaker and listener.

Caroline (2005: 45) said that speaking is a basic oral communication among people in society. It is speaking which serves as natural means of communication of the members of the community for both expression of thought and form a social behaviour. Additionally, Kayi (2006: 1) defines that speaking is the process of building and sharing meaning through the use of verbal and non-verbal in variety of context.

From the definitions above, it can be concluded that speaking is an activity in which the speaker produces utterances to express his/ her ideas in

order to exchange information, so the listener understands what the speaker means.

2. Micro skills and Macro skills of Speaking

Based on Brown (2001, 271) explanation, there are some micro skills in speaking. Those are producing chunks of language of different lengths, orally producing differences among the English phonemes and allophonic variants, producing reduced forms of words and phrases, producing fluent speech at different rates of delivery, expressing a particular meaning in different grammatical forms and using cohesive devices in spoken discourse.

According to Brown (2000: 272) there are 5 points macro skills of speaking:

- 1) Appropriately accomplish communicative functions according to situations, participants and goals.
- 2) Use appropriate styles, registers, implicature, redundancies, pragmatic conventions, conversation rules, floor-keeping and –yielding, interrupting and other sociolinguistic features in face-to-face conversations.
- 3) Convey links and connections between events and communicate such relations as focal and peripheral ideas, events and feelings, new information and given information, generalization and exemplification.
- 4) Convey facial features, kinesics, body language and other nonverbal cues along with verbal language.
- 5) Develop and use battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of

sounds, appealing for help, and accurately assessing how well your interlocutor is understanding you.

Macro and micro skills of speaking should be mastered by the students. As the result, they will speak the correct and appropriate English

B. Teaching Speaking

After explain about communicative language teaching, definition of speaking, micro skills and macro skills of speaking, this thesis will discuss about teaching speaking which principles in teaching speaking as a second language, principles of designing speaking techniques, and the importance of teaching speaking.

1. Principles in Teaching Speaking as a Second Language

Speaking English is not easy for almost all Indonesian students. There are many things to consider. These principles form the core of an approach to language teaching as Brown (2000: 55-70) provide:

Cognitive Principles

1) Automaticity

No one can dispute the widely observed success with which children learn foreign languages, especially when they are living in the cultural and linguistic milieu of the language. We commonly attribute children's success to their widely observed tendency to acquire language subconsciously, that is, without overtly analysing the forms of language themselves. Through an

inductive process of exposure to language input and opportunity to experiment with output, they appear to learn language without “thinking” about them. This childlike, subconscious processing is similar to what Barry McLaughlin called automatic processing with peripheral attention to language forms.

The principle of automaticity may be stated that efficient second language learning involves a timely movement of the control of a few language forms into the automatic processing of a relatively unlimited number of language forms. Overanalysing language, thinking too much about its forms, and consciously lingering on rules of language all tend to impede this graduation to automaticity.

2) Meaningful learning

Closely related to the principle of automaticity are cognitive theories of learning, which convincingly argue the strength of meaningful as opposed to rote learning (Ausubel: 1963). Meaningful learning “subsumes” new information into existing structures and memory systems, and the resulting associative links create stronger retention.

The principle of meaningful learning is quite simply stated that meaningful learning will lead toward better long-term retention than rote-learning.

3) The anticipation of reward

Human beings are universally driven to act, or “behave,” by the anticipation of some sort of reward – tangible or intangible, short term or long

term – that will ensue as a result of the behaviour. In the classroom, students also need reward when they do good things or achieve something. This has to be done to trigger their motivation in the classroom. Students will compete to get the reward. The reward can be in the form of verbal compliment, praise, or things.

4) Intrinsic motivation

The most powerful rewards are those that are intrinsically motivated within the learner. Because the behaviour stems from needs, wants, or desires within oneself, the behaviour itself is self-rewarding; therefore, no externally administered reward is necessary.

5) Strategic investment

Successful mastery of the second language will be due to a large extent to a learner's own personal "investment" of time, effort, and attention to the second language in the form of an individualized battery of strategies for comprehending and producing in the language.

Affective Principles

6) Language ego

As human beings learn to use a second language, they also develop a new mode of thinking, feeling, and acting – a second identity. The new "language ego," intertwined with the second language, can easily create within the learner a sense of fragility, a defensiveness, and a raising of inhibitions.

7) Self-confidence

Learners' belief that they indeed are fully capable of accomplishing a task is at least partially a factor in their eventual success in attaining the task. When students are confident in performing the task, they will be successful in doing it. A teacher is called on to sustain students' self-confidence where it already exists and to build it where it doesn't. The activities in the classroom should start from the simpler to the more difficult, so the students can establish a sense of accomplishment that catapults them to the next, more difficult, step.

8) Risk-taking

If learners recognize their own ego fragility and develop the firm belief that, yes, they can indeed do it, then they are ready to take those necessary risks. They are ready to try out their newly acquired language, to use it for meaningful purposes, to ask questions, and to assert themselves. Successful language learners, in their realistic appraisal of themselves as vulnerable beings yet capable of accomplishing tasks, must be willing to become "gamblers" in the game of language, to attempt to produce and to interpret language that is a bit beyond their absolute certainty.

9) The language-culture connection

Language and culture are intricately intertwined. This principle focuses on the complex interconnection of language and culture.

Linguistic Principles

10) The native language effect

The native language of learners exerts a strong influence on the acquisition of the target language system. While that native system will exercise both facilitating and interfering effects on the production and comprehension of the new language, the interfering effects are likely to be the most salient.

11) Inter-language

Second language learners tend to go through a systematic or quasi-systematic developmental process as they progress to full competence in the target language. Successful inter-language development is partially a result of utilizing feedback from others.

12) Communicative competence

Given that communicative competence is the goal of a language classroom, instruction needs to point toward all its components: organizational, pragmatic, strategic, and psychomotor. Communicative goals are best achieved by giving due attention to language use and not just usage, to fluency and not just accuracy, to authentic language and contexts, and to students' eventual need to apply classroom learning to previously unrehearsed contexts in the real world.

2. Principles of Designing Speaking Technique

Designing speaking techniques is needed to be considered to create a successful classroom speaking activity. Below are the principles of designing speaking techniques proposed by Brown (2000: 275-276).

1) Use techniques that 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. When you do a jigsaw group technique, play a game, or discuss solutions to the environmental crisis, make sure that your tasks include techniques designed to help students to perceive and use the building blocks of language. At the same time, don't bore your students to death with lifeless, repetitious drills. As noted above, make any drilling you do as meaningful as possible.

2) Provide intrinsically motivating techniques.

Try at all times to appeal to students' ultimate goals and interests, to their need for knowledge, for status, for achieving competence and autonomy, and for "being all that they can be." Even in those techniques that don't send students into ecstasy, help them to see how the activity will benefit them. Often students don't know why we ask them to do certain things; it usually pays to tell them.

3) Encourage the use of authentic language in meaningful contexts.

It takes energy and creativity to devise authentic contexts and meaningful interaction, but with the help of a storehouse of teacher resource material it can be done. Even drills can be structured to provide a sense of authenticity.

4) Provide appropriate feedback and correction.

In most EFL situations, students are totally dependent on the teacher for useful linguistic feedback. In ESL situations, they may get such feedback “out there” beyond the classroom, but even then you are in a position to be of great benefit. It is important that you take advantage of your 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. Don't lose out on opportunities to integrate these two skills. As you are perhaps focusing on speaking goals, listening goals may naturally coincide, and the two skills can reinforce each other. Skills in producing language are often initiated through comprehension.

6) Give students opportunities to initiate oral communication.

A good deal of typical classroom interaction is characterized by teacher initiation of language. We ask questions, give directions, and provide information, and students have been conditioned only to “speak when spoken

to.” Part of oral communication competence is the ability to initiate conversations, to nominate topics, to ask questions, to control conversations, and to change the subject. As you design and use speaking techniques, ask yourself if you have allowed students to initiate language.

7) Encourage the development of speaking strategies.

The concept of strategic competence is one that few beginning language students are aware of. They simply have not thought about developing their own personal strategies for accomplishing oral communicative purposes.

As stated above, some speaking techniques need to be applied in the classroom to build students’ confidence and generate their ideas during speaking activities.

3. The Importance of Teaching Speaking

Thornbury (2005: 1) said that for a long time it was assumed that the ability to speak fluently followed naturally from the teaching grammar and vocabulary, with a bit of pronunciation thrown in. We know that speaking is much more complex than this and that involves both command of certain skills and several different types of knowledge.

Richards (2008: 19) said that the mastery of speaking skills in English is a priority for many second-language or foreign language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their spoken language proficiency.

The ability to speak fluently presupposes not only a knowledge of language but also the ability to process information and language ‘on the spot’ (Harmer: 2001). Speaking is of course very important in daily life. This is the most used skill by many people to exchange information. This influences many parts of daily communication so much. For that reason, teaching speaking in the classroom is really important.

C. Communicative Activities

1. Definition of Communicative Activities

Every speaking lesson should be based on communicative activities which achieve two important language learning needs. They encourage the learners to acquire language knowledge and prepare them for real-life language use. Lieshoff, et al (2004) state that communicative activities include any activities that encourage and require a learner to speak with and listen to other learners, as well as with people in the program and community. It means that achieving the outcome requires the participants to interact, which means not only speak with a person but also listen to what he or she is saying and react to it.

In implementing communicative activities, Harmer (2001:85) adds that activities in CLT typically bring the students into real or realistic communication, where the accuracy of the language they use is less important than successful achievement of communicative task they are performing. Littlewood (1981) groups two kinds of communicative activities to be

performed by communicative language learners. Those are the functional communication activities and the social interaction activities.

a. Functional Communication Activities

The classroom needs communicative activities that emphasize the functional aspect of communication. Therefore, for example, when learners have a problem to solve, or information to exchange, they can use whatever language they have. Thus, the main purpose of the activity is that learners should use the language they know to get meanings across as effectively as possible.

b. Social Interaction Activities

Competent speaker chooses language which is not only functionally effective, but is also appropriate to the social context he is belonging. Considering that, learners still aim at conveying the meaning effectively paying greater attention to the social context in which the interaction takes place such things as formal versus informal language.

2. Types of Communicative Activities

There are a large number of methodology books and their classification of communicative activities. They are distinguished based on authors' point of view. However, all of them mention the same or similar communicative tasks with the same purposes but in different extent. The following are the types of communicative activities that can be applied for speaking class:

a. Information gap activities

Information gap activities are described by Thornbury (2005:80-84) who claims that in these kinds of tasks there is a knowledge gap among learners and it can be bridged by using the language. So, in order to obtain the information, the communication must be held. Littlewood (1994: 22-26) labels these activities as functional communication activities. He emphasizes sharing the information among learners and its processing.

b. Discussions

Discussions are a commonly used activity in a speaking lesson. A topic is introduced to the students via a reading or a listening passage and then they are asked to discuss a related topic in order to come up with a solution or a response. Celce-Murcia (2001- 106) mentions that students need to be reminded that each person within a group should have a specific responsibility in the discussion – either keeping time, taking notes or reporting the results made by the group members.

c. Role plays

A widely-spread and one of the best communicative activities is a role play which trains the students in the classroom to deal with unpredictable real-life conversation in an English speaking environment. Nunan (2003- 57) says that role plays give learners practices to speak in the target language before they apply it in a real environment. Role play is an essential

communicative technique which develops fluency, promotes interaction in the classroom and increases motivation.

d. Language Games

A game is an enjoyable activity with a set of rules or terms against each other (Haldfield: 2005). Larsen and Freeman (2000) agree that games make students enjoy learning. They also say that if they are properly designed, they will give students valuable communicative practice.

D. Small Group Interaction

It is important to initially define a small group. Most researchers define a small group as having at least three and no more than twelve or fifteen members. With three members, coalitions can be formed and some kinds of organization are present. Too large of a group (more than twelve or fifteen members) inhibits the group members' ability to communicate with everyone else in the group.

Most experts agree that group is a number of people when it consists of two people or more interacting with each other. Based on the statement above, it can be said that group is a number of people when it consists of more two people interacting with each other, with or without an assigned leader in such a way that each person influences, and is influenced by another person in the group. Small group itself, according to Baker is three or more people interacting face to face, with or without an assigned leader in such a way that

each person influences, and is influenced by another person in the group (Fowler, 1980: 310).

1. The Definition of Group

Kidsvatter (1996:242) states that a small-group discussion dividing the large classroom into small groups of students to achieve specific objectives permits students to assume more responsibility for their own learning, develop social and leadership skills and become involved in an alternative instructional approach.

2. The Definition of Small Group learning

Small group learning is the learning that takes place when student work together usually in groups of 5 or 7.

3. The advantages of Small Group Interaction

According to Daniel Muijs and David Reynolds (2005: 52) the use of small group is posited to have number advantages over individual practice:

- 1) It provides the motivational framework of the group and the economy of teaching more than one child at a time.
- 2) The size of small group permits: ease of control, flexible method regulation, personalized attention, and individualized programming.
- 3) The use of small group also provides a social framework with each child can identify and use as a guide to determine his or her action, can use as sharing experience that makes enjoyment in playing and learning together.

- 4) The main benefit of small group work seems to lie in the co-operative aspects it can help foster. This method can make to the development of pupils' social skills.

Stewart (2004: 8) states the advantages of small group are:

- 1) Developing self-awareness
- 2) Managing personal stress
- 3) Solving problem analytically and creatively
- 4) Coaching, counseling, and establishing supportive communication
- 5) Gaining power and influence
- 6) Motivating others
- 7) Empowering and delegating
- 8) Managing conflict
- 9) Building effective teams and team works

According to statements above the writer said that the use of small group has many advantages in teaching learning process because it can motivate and develop student's skills, especially in speaking. Small group also can develop student learning outcome.

E. Previous Research

The same research concerned about teaching using small group interaction had been conducted by the previous researchers. The first is by R. Rahmad Naqsabandi (2015) entitled *The Effectiveness of Using Small Group Interaction in Teaching Speaking at SMPN 3 Kedungwaru*. The study is about the use of small group interaction to teach speaking. The study was conducted

in an experimental design using quantitative approach with One-Group Pretest-Posttest design.

The second, the research was conducted by Umiyati entitled (2011) entitled “The Effectiveness of Using Small Group Interaction in Teaching Reading Comprehension (Experimental Study at the Seventh Grade of SMP Sunan Bonang Tangerang)”. The objective of the research is to find the empirical evidence of the differences between students’ achievement in the learning of reading comprehension using Small Group Interaction and Whole Class Technique. This research is a quantitative research using experimental method. This research taught two difference classes employing two teaching techniques. The writer administered a pre-test to know that the classes have relatively the same background knowledge in the research variable and a post-test to find out the growth of score as the measurement of achievement. The writer used t-test formula to find the empirical evidence statistically and to make the testing of the hypotheses. Based on the result of the study, it found that the use of small group interaction in teaching reading comprehension was success.

Based on two previous studies above, the researcher comes up with ideas to use small group interaction in teaching speaking. The student be more fun, challenging, interesting, and motivating when they speak English with their friends. This research done with quasi experimental research. The researcher conducted the research with two difference classes from 10th grade students of SMKN 1 Boyolangu Tulungagung. So, the differences between

other research and this research is the method of this research using small group interaction in teaching speaking, research methodology, setting and participants.