

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher presents ideas about concept of teaching, teaching speaking, games and previous study.

A. Concept of Teaching

Teaching is helping and guiding students to understand about knowledge and also establish a condition while the teaching and learning process is occur. According to Brown (2007:7), teaching is showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge causing to know or understand. It is inferred that teaching is helping students to learn about what they want to learn, which the tutors as a mediator for the students. According to Newton (1992: 2), teaching is a profession conducted by using a combination of art, science, and skill. It is an art because it relies on the teacher's creative provision of the best possible learning environment and activities for his or her students. It is a science since it is a system and ordered set ideas and method used by the teacher in doing his or her job. Furthermore teaching is skill for it demands the ability-attained from relevant theories and that they are able to gain linguistic and communicative competence in the target language.

According to Finocchiaro (1982:5) teaching is trying to keep the students motivation high by using a variety of short activities-four to six

different activities-within a 45-minute period cantering around the same teaching point, whether a grammatical feature, a notion, or a function of language, through the cognitive-code theory, that is, the inductive presentation of a linguistic item or category, with tasks and activities that will lead to habit formation of features of pronunciation, morphology, and syntax, which will in turn, lead to fluency and accuracy by focusing more specifically on social communication as the major objective of language teaching.

According to Heinich et al (2002: 204), There are several steps of how to conduct learning activity. These are:

1. Preview the materials

If we have a video to be taught, we have to check it to make sure that is appropriate for students.

2. Prepare the materials

On the beginning of the lesson, video material must be ready to be used.

3. Prepare the environment

The teacher makes a situation in the classroom environment to be calm and pleased.

4. Prepare the learners

Before the teacher begin the lesson. The teacher gives stimulation to the students.

5. Provide the learning experience

The first lesson can be given the description of the video being taught.

B. Teaching Speaking

According to Lindsay and Knight (57: 2006), speaking is productive skill. It involves putting message together, communicating the message, and interacting with other people. It means that, speaking is the important skill which owned by human. All human beings need to interact with other people in daily life. The speaker delivers a message to other people and give feedback to the people we speak to.

Speaking is a complex process which involves constructing a message in a form that other people can understand, and delivering the message using the correct pronunciation, stress, and intonation (Lindsay and Knight, 68: 2006). It means that speaking is a process in delivering our mind toward another person in this life. As human beings, we do speaking activity in our daily life. If we communicate with another person, we have to apply not only with good speaking but also with good attitude in order to get appreciation from other people.

One expert has different definition of speaking from another. Thornbury (2005: 20) states that speaking is an activity in real life that is carried out by speaker to carry out his/ her ideas to interact with listeners. The activities are unplanned and their continuity is based on situations. 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) defines 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) says 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.

Human beings interact with other people because of many purposes. According to Mifflin (1984: 651), there are three purposes of speaking:

a. Speaking to inform

The listener can get some information from the other speakers when they are talking.

b. Speaking to persuade

We persuade another speaker in order to change their feeling.

c. Speaking to entertain

When we speak in order to entertain another person and make to be pleased.

Besides, language has several functions. According to Malley and Pierce (1996: 61), there are five language functions:

a. Greetings Leave-takings

It is used by students when meet their friends.

b. Requesting information or assistance

Students ask for assistance or information to other people.

c. Giving information assistance

Students give some information in feedback to a request.

d. Describing

The students tell or describe about something such us, place, condition, experience etc.

e. Expressing feelings

It related to what student fell about, whether the students feel happy or not.

In teaching speaking, the students are hoped to be able to express their thought, ideas, and feeling. In order to help students to develop

their speech in speaking, tutor can use seven classroom activities to develop their skill, such as: discussion, acting for a script, communication games, prepared talks, simulation, questionnaires, and role-play (Harmer, 2001:271). It is concluded that there are seven kind of classroom activities that can be used in teaching speaking. Those all can be selected by tutor to make a great atmosphere in teaching speaking learning process.

According to Thronbury (2005: 126), there are five categories included a basic types of speaking test, those are:

a. Interview

Basically, interview is easy applied in the learning process, we interview the students in turn.

b. Live monologues

The students perform their talk in front of their friend in turn.

c. Recorded Monologues

The students are more practicable in a way whose act in monologue.

d. Role plays

Students do role play with a topic a story decided by the teacher.

e. Collaborative task and discussion

The learners give a role and to be themselves in the class.

Besides, According to Chittravelu et al (2005: 71-72), Types of oral production tests can be categorized:

a. Using model dialogues

The students can practice model dialogues in pairs.

b. Communicative games

The students can be pleased when do this game

c. Drill

At this drill, the students can express something about themselves.

d. Information gap activities

The teacher can give different information for the students. It can be given at the production stage.

To teach speaking needs many preparations which prepared by English teacher. According to Chitravelu et al. (2007: 65), Principles of teaching speaking can be explained as follow:

a. Take account of the students as a person.

The teacher corrects the material which given for students and encourage to be more active in speaking class.

b. Reduce anxiety by moving from easy to more difficult.

The teacher reduce the students' bad condition in class such us nervous and anxiety.

c. Maintain a careful balance between accuracy and fluency.

The students teach the students about accuracy and fluency before teaching them.

d. Provide a good model for students to imitate.

The teacher provides a good model for students to imitate the teacher's pronunciation.

- e. The teacher as a model must improve spoken English such as pronunciation, intonation, stress, rhythm, range of vocabulary and structure.

- f. Provide appropriate stimuli for eliciting speech.

The teacher must control the students' activity and give appropriate stimuli to them.

- g. Vary interaction modes.

The important aspect of speaking skill is interaction modes. The teacher can make a mode of pair beside, pair opposite or in groups

- h. Give clear instructions.

Sometimes, the students can not get the clear instruction from their teacher. that is why, the teacher give the clear step to the students

- i. Monitor student activity.

To conduct group work or individual work, the teacher must monitor students' activity to know their achievement.

- j. Make sure you have made adequate preparation for your class.

English teacher have to pay attention to the all the things needed in learning process carefully.

- k. Handle errors sensitively and effectively

As English teacher, we must recognize the students' mistake during learning process

C. Problems in Teaching Speaking

Teaching speaking isn't easy as it looks. According to Ur (2009:121) there are four problems that commonly arise in teaching speaking related to individual learner's personalities and attitudes to the learning process. They can be defined as follows:

a. Inhibition

It means condition which someone or students are losing face, worry about making mistakes and afraid of the attention that their speech attraction (Ur, 2009:121). Kagan et al in Humaera (2015), pointed out that inhibition refers to a temperamental tendency to display wariness, fearfulness, or restraint in response to unfamiliar people, objects, and situations. These describe that inhibition affect to students' language learning specifically in performing their language comprehension.

b. Nothing to say

The learners often complain that they cannot think of anything to say. Learners have problems with finding ideas to speak, formulating opinions or comments.

c. Low or uneven participation

Only one participant can talk at a time if he or she is to be heard; and in large group this means that each one will have only very little talking

time. This problem is compounded by the tendency of some learners to dominate while others speak very little or not at all.

d. Mother tongue used

In classes where all, or a number of, the students share the same mother tongue, they may tend to use it; because it is easier, because it feels unnatural to speak to one another in a foreign language, and because they feel less exposed if they are speaking their mother tongue. If they are talking in small groups, it can be difficult to get some classes particularly the less disciplined or motivated ones to keep to the target language. In addition, Aleksandrak (2011:39) explains that particularly common in less disciplined or less motivated classes, learners find it easier or more natural to express themselves in their native language. As many tutors' observations indicate, the above situations occur in language classrooms regardless of the level of proficiency or the number of students in the group. Moreover, every learner enters any learning and communicative environment with his or her entire personality additionally shaped by their prior learning and communicative experiences, both positive and negative.

D. Games

Many teachers believe that games can help them to make teaching and learning process understandable for students, especially for young learners. There are some explanation about the definition of games, which stated that games are

activities with rules, a goal, and an element of fun. Game is typically involved several players; a game with only one player is usually called a decision problem. The formal definition lays out the players, their preferences, their information, the strategic actions available to them, and how these influence the outcome” (Turocy & Stengel, 2001). Another definition from Talak-Kiryk (2010, p. 11) define that games are fun activities that promote interaction, thinking, learning, and problem solving strategies. Often, games have an aspect that permits the players to produce information in a short time period. Some games require the players to engage in a physical activity and/or complete a mental challenge.

It can be concluded that there are several points that should be in the games, there are: competition, rules, goal, and player. With game, people believe that it will make them happy because the aim of game is to make people happy. Games in language teaching is an activity that gives students opportunity to interact, think, and learning a language through physical or mental activity. Many students still believe that learning English must be difficult and boring. Here, teachers are demanded to be innovative and creative, so that students become proactive in participating the learning process of English. Because of that, teaching and learning English should be suit to the condition of psychological atmosphere of the students. With the use of games, students are expected to learn English in a fun and progressive way.

According to Agustina (2012), games have a variety of techniques. Some of the techniques commonly used by the teachers are:

a. Gap information

Gap information is a simple game for two or more students. In this activity, students should look up for the information that the other students have. Each student or group should accomplish the task competitively.

b. Guessing game

In this game, a student will be given information of which the other students must guess.

c. Role-playing game

In this activity, the students are given a role to play based on a given card which describes a character that the students should play.

d. Puzzle

Puzzles are an activity where the students share information to solve a problem. The problem may be in the form of random words or alphabets.

e. Card game (Exchanging and Collecting Games)

This game can be play both individually and in a group. The goal of the game is to collect the required set of cards by exchanging the cards with another student or group so that the students may gather information to complete the game.

f. Matching game

This game has a basic different rule although it involves the same practice of exchanging information. In this game students match the same cards or

pictures. This game can be played by the whole class where students move to find the match of their card or picture with other students.

E. Evaluation

In the teaching and learning process, it is necessary to know the progress of the students. To know such thing needs to employ an assessment on the students' learning result whether through a set of test or non-test activity. The assessment is not only to assess the students' learning result but also the students' learning process. When doing evaluation, the teacher needs to cover three things. They are how success the teaching and learning process is, how well the students absorb the materials taught, and what valuable information that teacher can use for the feedback and backwash. In this course, the tutor use speaking assessment for evaluating the students' achievement. Based on Brown's work, there are different five basic types of speaking which have different type of assessment tool. They are imitative speaking, intensive speaking, responsive speaking, interactive speaking, and extensive speaking.

F. Previous Studies

To conduct the research, the researcher has to have some references. The references are useful for making the researcher easier to conduct a research. In this research, the researcher is taking similar research as references. The first previous study is entitled: " English Base Camp : An alternative learning method for enhancing Speaking Skill (A Case Study in Kampung Inggris, Pare, Kediri,

East Java)Muhamad Ahsanu, Rizki Februansyah & R. Pujo Handoyo English Department, Faculty of Social and Political Sciences, Jenderal Soedirman University in 2014. This research was aimed at disclosing further on the basecamp method employed in English courses in kampung Inggris, Pare, Kediri. The focuses of this research were the process of basecamp learning, the effectiveness of basecamp method and the obstacles in its implementation. This research belongs to descriptive qualitative using survey method. The populations were the participants of English courses in three English courses elected by purposive sampling. The techniques of data collection were observation, interview, questionnaire and test. The result of the research showed that there was a significant improvement of the participants' speaking skill after joining the course for a month. This conclusion indicated that English basecamp is an effective method and can be used as an alternative method in English learning particularly speaking.

Another study entitled: "The Acquisition of English as A Foreign language in Pare East Java (Kampung Inggris) by Nurhayati, Nurmala Hendrawaty, Tri Angkarini English Departement Language and Arts Faculty Indraprasta PGRI University in 2013. This study employed a case study method, and the data were collected by ways of observations, questionnaires, and interviews. Based on the research findings, English community in Pare Kediri is built because there are more than 100 English courses in that sub district only. In addition, mostly English courses implement some techniques as drilling, singing, debating, and playing games and also outing class as one of their learning

programs. These teaching techniques make learners are active and creative. Finally, the community in Pare Kediri acquires English by using it as their daily communication and having discipline and commitment to obey the rules implemented by English courses there.

Another study entitled: "Teacher Strategies in Teaching Speaking At The Daffodils by Tifani Anis Saliha, Universitas Nusantara PGRI Kediri in academic year 2017. This research is aimed at founding teacher's strategies used in teaching speaking and the areas of speaking knowledge facilitated by the teacher's strategies teaching speaking process at the Daffodils English course Kampung Inggris-Pare. The result of the research showed that teacher used four strategies to make students participated in learning speaking. The areas of speaking knowledge that facilitated by teacher's strategies were the mechanic, function and social cultural norm. The strategies that dominate that used by the teacher in speaking knowledge areas are recognizing script. the strategies applied by English teacher were appropriate in teaching speaking At The Daffodils English Course, because those strategies had the priority to make students speaking a lot and make them participated by their responses or even just minimal responses. And the areas of speaking knowledge that facilitated in teacher's strategies were very helpful in learning speaking. The researcher suggested for other researcher to use the other creative strategy to compare the result of the success strategies

From the research above the researcher concludes the difference of this research with previous research is about the learning activity in pare village, The first study explained that camp is the best place to improve student's ability in

studying English. The students stay at camp for 24 hours in English village. Meanwhile, the second study explained some activities which could improve student's speaking ability such as drilling, singing, debating, and playing games. This study refers to the technique in teaching speaking for English learners. Paman Sam has special and enjoyment program for the students such as public speaking and outdoor activity for every level.