

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter consist of the review related literature. It covers definition of many theories that related in the study.

#### **A. Speaking**

##### **a. Definition of Speaking**

Speaking is a process of conveying ideas that contain messages that involve sound articulation that can determine the meaning of the message. Speaking is the most essential thing because in daily life speaking becomes very important to carry out the process of socializing among fellow humans including also in the teaching and learning process, this involves talking in delivering subject matter material.

Speaking is the important skill used to communicate thoughts and carry out idea. However, the oral expression is a complex process that not only involves producing the right sounds in the right patterns of rhythm and intonation but also the choice of words and inflections in the right order to convey the right meaning (Mackey 1965 as cited in Bygate, 1987). Besides, spoken sentences are also shorter than written ones. Other than that, unlike writing, the words are being spoken as they are being decided and as they are being understood. Thus, mistakes may be made in the message and the wording. The speaker may also forget what was said moments ago. Speech is affected by time constraints, the lack of planning and production under pressure (Bygate, 1987). (james etc. 2019)

Speaking is "the process of building and sharing meaning through the use of verbal and nonverbal symbols, in a variety of contexts" (Chaney, 1998). Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance. In order to teach second language learners how to speak in the best way possible, some speaking activities are provided below, that can be applied to ESL and EFL classroom settings, together with suggestions for teachers who teach oral language (Kayi, 2006). (lapela 2019)

According to Clark (1977) "speaking is fundamentally an instrumental act because speakers begin to talk with the intention of affecting the listeners and select and utter a sentence". Another opinion comes from Murad (2009) he states, from the four language skills (listening, speaking, reading and writing), speaking seems intuitively the most important because people who know a language are referred to as speakers of that language, as if speaking included all other types of skills, and many, if not most foreign language learners are primarily interested in learning to speak. According to Brown (2007) speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. According to Lado (1961), "Speaking ability is described as the ability to express oneself

in life situation or the ability to report acts or situation in precise word or the ability to converse or to express a sequence of idea fluently”. It means that speaking ability is personal activity as instrumental act to express emotions while expressing ideas, communication intentions, and reactions to other persons. (Mulyanah & Ishak, 2018)

Based on those theories in the top, it has conclusion that speaking is the major skill in English, it is the key how to communicate each other to express the idea.

#### **b. Basic Types of Speaking**

The successful speaking of people can be characterized by talking a lot, participation is even, motivation is high, and language is one of the acceptable levels. There are five basic types of speaking or oral production (Brown, 2004:141). They are:

##### **a. Imitative**

It is someone interested in what is labelled by “pronunciation.” She/he imitates a native speaker’s pronunciation. Example : Mr. Joe is native speaker, He said “ how are you?” and the students imitate him “how are you?” like the native said.

##### **b. Intensive**

It is someone’s ability to gain the meaning of the conversation based on the context. Example : Miss Leli gives the example of the conversation to the students, then students gain meaning the context of the conversation that gives by Miss leli.

##### **c. Responsive**

It refers to someone's comprehension of the short conversation, standard greeting and small talk, simple request and comment, and the like. Example : Teacher ask the students to practice the short conversation with her/his couple like this, Doni ask to the putri “ Putri can you help me to take my bag in the class? Then Putri answer “ of course.”.

d. Interactive

Interaction consists of two forms. They are transactional language, which has the purpose of exchanging specific information and interpersonal exchanges, which have the purpose of maintaining social relationship. It is more complex than responsive. Example: interaction between teacher and parents, they exchange specific information about the student development in the school and in the house.

e. Extensive (monologue)

Extensive oral production includes speech, oral presentation, and storytelling, in which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out all together. All of the components can sign how far students' speaking proficiency is. Example: The teacher asked to the student to practice storytelling in front of the class.

Based on the explanation above, students' speaking ability can be seen by their communication orally and their skill in spoken language activities directly. In addition Hasibuan (2017:101) states

that “language learners need to recognize that speaking involves three areas of knowledge:

- a. Mechanics (pronunciation, grammar, and vocabulary)
- b. Functions (transaction and interaction)

In a typical spoken interaction, two or more people talk to each other about things that they think are mutually interesting and relevant in the situation. Their aim can be to pass the time, amuse each other, share opinions or get something done, or they can aim to do several of these and other things at once. The point in their interaction is that they do these things together Louma ( 2004 : 20).

- c. Social, cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants).” Speaking not only just speaking as we like, making framework to identify social and contextual aspect are needed.

## **B. Teaching speaking**

### **a. Definition of Teaching Speaking**

The most important reason for teaching speaking is to develop oral fluency that is the ability to express oneself intelligibly, reasonably, accurately and without undue hesitation, (Ur, 1996: 56). Nunan (1998: 39) sees “mastering the art of speaking” as the most important aspect of learning a language. According to Hughes (2003: 113), the objective of teaching spoken language is the development of the ability to interact successfully in that language, and that this involves comprehension as well as production. It

is also assumed that at the earliest stages of learning formal testing of this ability will not be called for, informal observation providing any diagnostic information that is needed.

Brown (2004, pp. 331-332) on his book "Teaching by Principles" wrote principles for teaching speaking skill, they are;

- 1) Focusing on fluency and accuracy which considering the learning objective
- 2) Preparing intrinsically techniques to motivate the students in learning
- 3) Authenticating language use in an appropriate contexts
- 4) Providing appropriate feedback and correction
- 5) Capitalizing on the natural link between speaking and listening
- 6) Giving students opportunities to communicate in learning process as much as possible
- 7) Encouraging them to develop their speaking strategy and style.

Teaching speaking, based on the researcher's opinion is the way for students to express their idea, communicative needs, interact with other persons in any situation, and influence others. For this reason, in teaching speaking skill it is necessary to have clear understanding involved in speech and also encourage the potential of the learners to develop their speaking skill naturally. Overall, teaching speaking skill emphasizes on the activities to make the students active and creative.

#### **b. The Objective of Teaching Speaking**

According to Richard and Renandya (2002), in generally the objectives of speaking in general are to express opinions, to persuade someone about something, clarify information, or to engage in discussion

with someone. Speaking also used to give instructions, to describe things etc. Based on the curriculum of KTSP Depdiknas (2006), the purpose of teaching speaking is to encourage the students by using the genre-based approach for example the teachers use different kinds of texts, like narratives, descriptive and expository texts, in their teaching practice to develop students' communicative competence, including linguistic, sociolinguistic, strategic and discourse competences. For senior high school, the curriculum recommends twelve types of text: recount, narrative, procedural, descriptive, report, news items, analytical exposition, persuasive exposition, spoof, explanation, discussion and review

### **C. Strategy in teaching speaking**

#### **a. Definition of strategy**

According to Oxford, (1990: 7) states that “the term ‘strategy’ comes from the ancient Greek word *strategia* meaning ‘generalship’ or ‘the art of war’. Then Silver, et al, (2007: 1) states that “The goal of teaching is to weave together a conversation that unites these disparate individuals around a common core of learning. Strategies are the different types or styles of plans teachers use to achieve this goal”.

Strategy is a plan of action for achieving something. In teaching and learning strategy is needed to get the goal of the learning activity become effective and efficient. The teacher who has obligation for designing the learning strategy and it followed by students in learning activity.

Teaching strategy is a step or way that is done by teacher to achieve learning objectives. It is include approaches, models, methods and

specific learning techniques. Teaching strategies have several benefit, those are the students being served their needs regarding learning how to think better, also helps teacher to get an idea about ho to help students in their learning activities.

#### **b. Strategies of Teaching Speaking**

There are several strategis in teaching speaking according to the experts such as Harmer and Ellis. Harmer (2007) states there are eight strategies in teaching speaking, those are :

##### **1) Guessing Picture**

This activity to describe and draw. In this activity one student has picture which they must not to show they partner. All partner has to do is draw the picture without looking at the original, so the one with the picture will give instructions and descriptions, and the “artist” will ask questions.

##### **2) Telling Story**

It encourages the students to retell stories which they have read in their books or found in newspapers or the Internet (such retelling is a valuable way of provoking the activation of previously learnt of or acquired language). Storytelling like this often happens spontaneously. But at other times, students need time to think about what they are going to say.

##### **3) Talking Favorite Object**

It is an activity in which students are asked to talk about their favorite object such as objects clothes, jewelers, picture etc. The students think about when and why they got them, what they do with them, etc

##### **4) Meeting and Greeting**



It such as students role-play a formal/business social occasion where they meet a number of people and introduce themselves

5) surveying

It can be used to get students interviewing each other. For example they can design a questionnaire about people's sleeping habit with questions like 'How many hours do you normally sleep?', 'Have you ever walked in your sleep or talked in your sleep?', etc.

6) Thinking Famous People

Here students think of five famous people. The students have to decide on the perfect gift for each person. The students also can makes group to decide on which five famous people (living or dead) they would most like to invite for dinner, what they would talk about and what food they give them.

7) Presenting a Topic

The students talk related to the topic. And the last moral dilemmas, students are presented with a "moral dilemma" and asked to come to a decision about how to resolve it. For example, they are told that a student has been caught cheating in an important exam. They are then given the student's (fat-from-ideal) circumstances, and offered five possible courses of actions-from exposing the student publicly to ignoring the incident-which they have to choose between.

Another opinion is derived from Ellis (1977), who says that there are four strategies of speaking activities such as:

### 1) Public Speaking

it takes courage and skill to group, and like any other skill, it can only be improved with practice such as students can be given more complex tasks such as describing a certain river system, telling how to catch a ball, or explaining how to sew a particular stitch. Example: Teacher ask to the students to practice speech in front of the class.

### 2) Smallgroup Speaking

in this situation the students work in collaborative groups. As the engage in answering questions, solving problem, or developing ideas. Example: Teacher ask students to make a group consist with maximum 3 students then they describe something like a picture in turn.

### 3) Informal Talks

such as students do conversation. Example: Students practise a small conversation in canteen like this,

Rena:” Doni, Would you like to buy some food here?”

Doni:” yes, of course. I want to buy bread”

Rena:” Ohh I see, have you not breakfast yet?”

Doni:” not yet, so I choose bread to breakfast.”

### 4) Group presentation,

it used on panel discussion, demonstration, pageants, dramatizations, musical productions and debates. Example: teacher devided students into two groups to make debate group, the teacher gives

some topic to them and the teacher as the jury and she/he gives some comment in the end of debate.

Biehler and Snowman (1993) in Richard's book (2000), stated that there is another strategy in teaching speaking that is group discussion, it is a collaborative learning that the teaching technique is where the teacher will let the students push themselves or to encourage between the students in practice their English conversation in class. We apply it to chance conversations, where the theme is subsidiary to the desire to get acquainted, where the talk passes from one topic to another and only by chance lingers long enough anywhere for the thorough consideration of a subject.

Mark Coughlin (2006) said that to make speaking easier, the technique in teaching speaking by conversation is as one of the effective techniques to improve speaking skill. Conversation is an informal talk involving two people or a small group of people, the act of talking in an informal way, something that is similar to spoken conversation. In other words, conversation is a talk between two or more people in which thoughts, feelings, and ideas are expressed.

Based on the Harmer and Ellis theories, the researcher concluded that the activities from both of the theories have almost similar activities. Harmer's theory has more specific activities and Ellis gives general activities. Like in Harmer's theory, he mentions telling a story, Ellis in his theory said public speaking. Those are almost the same but Ellis said more general terms. Biehler and Snowman stated that discussion includes the

strategy in teaching speaking. Then Mark Coughlin said that conversation is effective to teaching speaking.

#### **D. Previous Studies**

In conducting this research, the researcher reads some previous studies that related to this research. The researcher found some references from the previous studies that have been read by researcher. The researcher use the previous studies as reference to know the ways to conduct a study in the context of EFL teacher's strategies in teaching speaking.

The first, Wheni (2018) conducted a research entitled “ *EFL teacher's Strategies in Teaching Speaking at MTs Sunan Kalijaga Sendang Tulungagung*”. It was qualitative research. This research aimed to know the EFL teacher's strategies in teaching speaking to students and recognizing student's response toward the strategies under the descriptive research. To collect the data the researcher used some methodes, those are documentation, observation and interview. The researcher conducted observation in the classroom by sitting in the back seat to know the real situation the teaching and learning in the classroom. Interview conducted to the some students and also the teacher, it contain about ho the teaching activity was on going. The result revealed that strategies that used by the teacher was discussion and debate. The students response the strategies by positive response.

The second, Anjaniputra (2013) conducted the research entitled “*Teacher's Strategies in Teaching Speaking to Students at Secondary Level*”. It was a qualitative research. This study is aimed at portraying teacher's strategies in teaching speaking to students at secondary level and recognizing students' response towards the strategies by involving an English

teacher and students. In collecting the data, classroom observation and interview were conducted to identify the strategies of teaching speaking, and questionnaire was administered to the students to gain the data about their response towards the strategies under the umbrella of descriptive research. The result revealed that the strategies used by the teacher was cooperative activities, role-play, creative tasks, and drilling. In the meantime, students' response towards the strategies resulted in positive attitude as they responded that the strategies helped them to speak, as well as concerned oral production of students whose participation was emphasized.

The third, Arbain (2017) conducted a reserach entitled “*Techniques for Teaching Speaking Skill in Widya Gama Mahakam University*”. It was a Qualitative Research. The subjects are direct observation, questionnaire sheets for the entire students of primary school department of Widya Gama Mahakam University which 20 students in the class and a personal questionnaire to the lecturer. This research employed classroom observation. This technique is intended to find the answer of the first research question posed in this study. The observation aims to discover the process of teaching speaking by the observed lecturer. The data from observation in form of field note which were used to identify the technique in teaching speaking were classified based on types of technique used by the lecturer. The researcher used techniques show and tell, presentation, drama and question and answer.

The fourth, Sunardi (2013) conducted a research antitled “*Teaching Speaking Ability Through Role Play*” the researcher used pre-experimental research method by using one group pre-test and post-test design because the researcher wanted to compre the ability of students before and after treatment

using role play techniques. The researcher wants to know about the effectiveness of role play as a technique to increase students' speaking ability. The result has answered the research question that use of role play in teaching speaking is quite effective. The use of role play makes the speaking and learning activity more enjoyable and interesting.

This research above has similarity on the topic that conducted. The topic was the teachers' strategies in teaching speaking. But the previous study and in each research also has differences. The first until the third reasearch used qualitative method with different object. In the first research the object is the students in junior high school and the second is the students at the secondary level. Although the first and the second researcher have different strategies both of them have the same positive response by the students. The third research has different object, the object is the students of university, the researcher also used some techniques in practice speaking those are show and tell, presentation, drama and question and answer. The fourth used pre-experimetal research design. it focused in one strategy to teach speaking that is role play.