

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the results of reviewing some relevant theories dealing with topic of the study covering the definition of teaching, teaching speaking, teaching strategy, and speaking activity.

A. Definition of teaching

Teaching does not always draw someone in the classroom who presents about a material. Actually, the definition of teaching depends from the point of view. Bellow, there are definitions of teaching from points of views to make clear our mind: a) Teaching as an art: it called art because teacher can improves, focuses on motivation and pacing, teacher bases activities on student behavior; teacher is intuitive and difficult to evaluate (Reed et all: 1998:7). b) Teaching as a science: teacher organizes instruction, teacher sets acceptable levels of performance and behavior, and teacher manages a classroom (Reed et all: 1998: 7). c) Teaching is both an art and science: teacher focuses on objectives but improvise tactics, teacher assists students in reaching objectives, and teacher encourages students to exceed state competency goals (Reed et all: 1998: 7). d) Teaching is a skill: A teacher cannot succeed if he cannot convey his knowledge to his students no matter how competent he is in the subject matter. Therefore, the teacher needs to have teaching skills (Erden, 2007; Tezcan, 1996). Teachers control the learning and teaching process by way of planning and carrying out the lessons, evaluating students, maintaining the order in the classroom and ensuring that their students participate in activities which could be beneficial for them to reach the goals of the lesson (Ün Açıkgöz, 2004).

Based on explanation above it can be concluded that simply teaching is an activity to conveying / transferring knowledge to other people.

B. Teaching Speaking

According to Nunan (2003:48), teaching speaking is to teach ESL learner to: produce the English speech sound and sound pattern, use words and sentences stress, intonation pattern and rhythm of the sound language, select the appropriate words and sentence according to the proper social setting, audience, situation and subject matter, organize their thought in a meaningful and logical sequence, use language as a means of expressing values and judgments, use the language quickly and confidently with natural pauses which is called fluency.

Chaney (in kayi, 2006:1) stated that teaching speaking means that, the teacher teach the listener to: (1) produce the English speech sound and sound pattern, (2) use words and sentence, stress intonation pattern and rhythm of the sound language, (3) select appropriate word and sentences according to the proper social setting, audience, situation, subject matter, (4) organize their though in a meaningful and a logical sequence, (5) use language as a means of expressing values and judgments, (6) use the language quickly and confidently with few unnatural pauses, which is called as fluency (Nunan, 2003).

Nunan (2003:54-56) proposes five the principle of teaching speaking: (1) be aware of difference between second language and foreign language in learning context, (2) give students chance to practice with both fluency and accuracy, (3) provides opportunity for students to talk by using group work or pair work, (4) plan speaking task that involve negotiation for meaning, (5) design classroom activities that involve guidance and practice in both transactional and interaction speaking.

Based on explanation above it can be said that simply teaching speaking is an activity to teach people to speak up or stimulate others to deliver their opinion.

C. Teaching Strategy

Teaching is an activity, which is integrated one to each other. Teaching gives support to learning activities. According to Brown, (2000:7) teaching is “showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand”. He further says that teaching guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. Our understanding of how the learner learns will determine our philosophy of education, teaching style, approach, methods, and classroom technique. While Karo-karo (1975:10) states that teaching is the process transferring the material of someone to another, in order that they absorb, master, then develop the material including skills, knowledge, or sciences.

In line with the definition above, Brumfit (1979:5) defines as an activity that is performed directly or indirectly, by human beings on human beings. Cambridge International Dictionary of English in Harmer (2002, 56) teaching means to give (someone) knowledge or to instruct or to train (someone). In addition, the Longman Dictionary Contemporary English suggests that it means to ‘show somebody how to do something’ or to ‘change somebody’s idea’. Teaching strategies are procedures used by the teacher which serves a way of reaching a goal (Suryosubroto, 2002 cited in Fetty. 2013: 40). To reach the goal, teacher has the important role in the teaching because most of the output of students was determined by the teachers (Jaromelik and Foster, 1989).

According to Usman (1990: 7), a competent teacher will be able to create an effective learning environment and will be able to manage the process of teaching and learning so that the students can achieve an optimal result. To be able to manage the process of teaching and learning, the

teachers must have strategies to do that. J.R. David (1976) cited in Wina. (2002: 186) states that strategy is a plan, method, or series of activities designed to achieves a particular education goal. So, learning strategy can be defined as a plan that contains a series activities designed to achieve specific educational goals.

Based on the explanation above it can be concluded that: first, learning strategy is a plan of action (series of events), including the use of methods and utilization of various resources / strengths in learning. Second, the strategy designed to achieve a certain goals so, the direction of all decisions is the achievements of strategy thus prepare the learning steps, the use of various facilities and learning resources are all directed in an effort to achieve the goal. Therefore it is necessary to formulate clear objectives, which can be measured by its success, because the main goal is the basic implement of a strategy. Suck as learning English in teaching speaking, of course, an English teacher has a specific strategy to improving students' speaking ability.

Kemp (1995) cited in Wina S (2002:187) states that teaching learning strategy is a teaching learning activity that must be done by teacher and students to make learning goals can be achieved efficiently and effectively. In line with the opinion above, Dicky and Carrey (1985) also mentions that the teaching and learning strategy is some material collection and learning procedure it used together to optimal students learning. It can be concluded that the teaching learning strategy is essential preparing students teaching learning experience. Below are some strategies in teaching speaking:

1. Oral Interview

According to O'Malley (1996:78) Oral interview can be conducted with individuals or pairs at all levels language proficiency and require no

preparation on the part of the students. In a classroom setting, interview can take the form discussions or conversations with the teacher and with other students.

2. Picture-cued Descriptions or Stories

Picture can be used for assessment of individual students and are probably most appropriate for beginning and intermediate learners. Pictures cues require no prior preparation on the part of the students and can be used to elicit the following language function: describing, giving information, or giving an opinion O'Malley (1996:79). According to Brown and Yule as cited in O'Malley (1996:79) suggest that a way to make picture descriptions more difficult is to increase the "communicative stress" involved in description.

3. Radio Broadcast

Radio Programs of news, music, whether, and commercials can be used to assess oral language in authentic context. Using authentic spoken language to assess listening and speaking can be highly motivating to students because it relates to daily life and calls for use of shared background knowledge Porter and Roberts as cited in O'Malley (1996:80). Listening to news reports and weather forecast can be used to teach and assess listening with a purpose, listening for the gist of the message, and listening with less than total comprehension.

4. Video Clips

Video clips can be used at all levels of proficiency, but the things students are asked to do with oral language will differ depending on their level proficiency. Video clips can be used with individuals, groups, or whole classes. According to O'Malley (1996:81) video can even be used with young children, especially to provide stimulation and motivation to learn about culture and language. Video clips require no preparation on the

part of the students and most often will elicit language function for describing or giving information.

5. Information Gap

An information gap is an activity where one student is provided information that is kept from a partner Underhill as cited in O'Malley (1996:81). Learners are evaluated on their effectiveness in bridging the information gap. Brown and Yule as cited in O'Malley (1996:81) suggest that repeating an information gap activity several times as the speaker does not lead to significance improvement whereas taking a role as the listener does. In preparing information gap activities, be careful not to design problem-solving activities that call for analysis by the learner.

6. Story/ Text Retelling

Story/text retellings involve having students retell stories or text selections that they have listened to or read. Otherwise, this activity becomes an assessment of the students' reading skills in addition to oral skills. In retelling, choosing to read a story or text orally to students means that you will be assessing both listening comprehension and speaking skills. To prepare for the story or text retelling, choose a story or text with which the student is familiar and that is appropriate for the age and grade-level of the students. Students can also read stories they themselves have written or that the teacher has written for them. Plan on reading aloud approximately six to ten sentences (O'Malley, 1996: 83). As with the oral interview and pictures cues, be sure that the passage you have selected does not contain vocabulary or concepts that are culturally biased or unknown to the students.

7. Conversations/ Role-Plays/Simulations

Drama techniques can be particularly effective in developing oral language skills of English language learners. They provide a format for

using elements real life, conversation, such as repetitions, interruptions, hesitations, distractions, changes of topic, facial expressions, gestures, and idiolects (individual variations of dialect) Forrest as cited in O'Malley (1996:85). Through they require differing degree of preparation, improvisations, role-plays, and simulation students to speak through the identity of other and / or to lose themselves in plots and situations which are engaging but without real consequences. Dramatic activities have been shown to produce anxiety, increase motivation, and enhance language acquisition Richard-Amato as cited in O'Malley (1996:85).

8. Debates

Debates can be present opportunities for students to engage in using extended chunks of language for a purpose. A debate is type of role-play where the students are asked to take sides on an issue and defend their positions. The debate is probably more often used in content area classrooms than in ESL classrooms. Debates are most appropriate for intermediate and advanced learners who have been guided in how to prepare for them. Debates require extensive preparation by learners, call for interaction in groups, and make use of at least the following language functions: describing, explaining, giving and asking for information, persuading, agreeing, and disagreeing.

D. Speaking Activities

Harmer (2007:129) some speaking activities in the classroom:

1) Information-gap Activities

Information-gap activities is where two speakers have different bits of information, and they can only complete the whole picture by sharing that information-because they have different information, there is a 'gap' between them.

One popular information-gap activity is called *Describe* and *draw*. In this activity, one student has a picture which they must not show their partner (teachers sometimes like to use surrealist paintings-empty doorways on beaches, trains coming out of fireplace, etc). All the partner has to do is draw the picture without looking at the original, so the one with the picture will give instruction and description, and the 'artist' will ask questions.

A variation on *Describe* and *Draw* is an activity called Find the differences-popular in puzzle books and newspaper entertainment sections all over the world. In pairs, students each look at a picture which is very similar (though they do not know this) to the one their partner has. They have to find, say, ten differences between their pictures without showing their pictures to each other. This means they will have to do a lot of describing-and questioning and answering-to find the differences.

For information-gap activities to work, it is vitally important that students understand the details of the task (for example, that they should not show each other their pictures). It is often a good idea for teachers to demonstrate how an activity works by getting a student up to the front of the class and doing the activity (or a similar one) with that student, so that everyone can see exactly how it is meant to go.

2) Telling Stories

We spend a lot of time telling other people stories and anecdotes about what happened to us and other people. Students need to be able to tell stories in English, too.

One way of getting students to tell stories is to use the information-gap principle (see above) to give them something to

talk about. Students are put in groups. Each group is given one of a sequence of pictures which tell a story. Once they have had a chance to look at the pictures, the pictures are taken away. New groups are formed which consist of one student from each of the original groups. The new groups have to work out what story the original picture sequence told. For the story reconstruction to be successful, they have to describe the pictures they have seen, talk about them, work out what order they should be in, etc. The different groups then tell the class their stories to see if everyone came up with the same versions.

We can, alternatively, give students six objects, or pictures of objects. In groups, they have to invent a story which connects the objects. We can encourage students to retell stories which they have read in their books or found in newspaper or on the internet (such retelling is a valuable way of provoking the activation of previously learnt or acquired language). The best stories, of course, are those which the students tell about themselves and their family or friends. We can also offer them chances to be creative by asking them to talk about a scar they have, or to tell the story of their hair, or to describe the previous day in either a positive way or a negative way. When students tell stories based on personal experience, their classmates can ask them questions in order to find out more about what happened. Storytelling like this often happens spontaneously. But at other times, students need time to think about what they are going to say.

3) Favourite Objects

A variation on getting students to tell personal stories (but which may also involve a lot of storytelling) is an activity in which

students are asked to talk about their favourite objects (thing like MP3 players, objects with sentimental value, instruments, clothes, jewellery, pictures, etc). They think about how they would describe their favourite objects in terms of when they got them, why they got them, what they do with them, why they are so important to them and whether there are any stories associated with them. In groups, they then tell each other about their objects, and the groups tell the class about which was the most unusual/interesting, etc in their group.

4) Meeting and Greeting

Students role-play a formal/business social occasion where they meet a number of people and introduce themselves.

5) Survey

Surveys can be used to get students interviewing each other. For example, they can design a questionnaire about people's sleeping habits with questions like 'How many hours do you normally sleep?', 'Have you ever walked in your sleep or talked in your sleep?', 'Have you ever fallen out of bed?', etc. they then go round the class asking each other their questions.

A variation of this is a popular activity called *find someone who* this activity, students list activities (e.g. climb a mountain, do a bungee jump, swim in the pacific, act in a play, etc) and they then go around the class asking 'have you ever climbed a mountain?', 'Have you ever done a bungee jump?', etc. Both activities are good for getting students to 'mill about' in the class, talking and interacting with others in a way that is different from many other activities. There is no reason, either, why they should not go outside the classroom to conduct surveys.

6) Famous People

Students think of five famous people. They have to decide on the perfect gift for each person. We can also get groups of students 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 would give them.

7) Student Presentations

Individual students give a talk on a given topic or person. In order for this to work for the individual (and for the rest of the class), time must be given for the student to gather information and structure it accordingly. We may want to offer models to help individuals to do this. The students listening to presentations must be given some kind of listening task too-including, perhaps giving feedback.

8) Balloon Debate

A group of students are in the basket of a balloon which is losing air. Only one person can stay in the balloon and survive (the others have to jump out). Individual students representing famous characters (Jokowi, SBY, BJ Habibie, etc) or professions (teacher, doctor, lawyer, etc) have to argue why they should be allowed to survive.

9) 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 then given the student's (far-from-ideal) circumstances, and offered five possible courses of action-from exposing the student publicly to ignoring the incidents-which they have to choose between.

E. Previous Study

Here the researcher writes about “The Practice of Teaching Speaking for Eleventh Grade Students at Santitham Nakhon Thailand”. According to the research that has been conducted by Aristiningsih entitled “*A Comparison Study of Indonesian and Thailand English Curriculum for First Grade of Senior High School*”. The purpose of the study is to compare between Thailand and Indonesian English Curriculum. The research design of this research was library research with descriptive qualitative approach where the researcher explained the result of research by describing the data gained. The techniques used for collecting data are observation, interview, and questionnaire.

The next is the research that has been conducted by Maghfiroh (2013) entitled “*A Descriptive Study on Teachers’ Strategies in Teaching Speaking for The Second Grade Students at MAN 2 Tulungagung*”. The purpose of the study is to know kinds of strategies used by teacher in teaching speaking for second grade students of MAN 2 Tulungagung. The method used in this research is a Descriptive where the researcher explained the result of research by describing the data gained. The techniques used for collecting data are observation, interview, and questionnaire. Based on the finding in this research, there are four strategies used by teachers in teaching speaking: Using minimal response, auditory representation, advance preparation, and cooperation.

The similarity of Aristiningsih thesis, Maghfiroh thesis and researcher’s thesis is on using Thailand as the place of research and using the same grade but different research design and the purpose here the researcher wants to know how is the teaching speaking process existed at Santitham School Nakhon Thailand.