

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discussed about some important concepts related to the key terms. It includes of speaking, learning speaking, activities, evaluation of speaking program, and previous studies.

A. Speaking

1. Definition of Speaking

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Burns and Joyce, 1997). Speaking is defined as the production of auditory signals designed to produce differential verbal responses in a listener. Speaking skill is the ability to use the language in oral form to express what is on one's mind. In learning speaking, there are a number of components emphasized on : grammar, comprehension, vocabulary, pronunciation, and fluency (Brown, 2004) as the indicators of speaking ability. So, in the process of teaching and learning speaking teacher should facilitate students with such meaningful learning experiences to allow them practice and improve those components.

Speaking is one of four English skills which bring many problems for Indonesian students, especially how to speak English fluently in conducting teaching and learning English process (Nurhayati, 2016). It is expected students not only can speak meaningful and fluently but also produce accurate utterances. Learning speaking has a purpose that is to make the students able to use English as a means of communication.

Speaking is the main skills in communication in two ways of process between a speaker and a listener and involved productive and receptive skills of understanding (or listening with understanding) from the definition, it can be inferred that in order to be able to speak, one should master the productive skills and the receptive skills (Carter & Nunan, 2001). Harmer states that speaking is expressive sound counterpart to aid require somewhat more complex abilities. He adds that oral language or speaking is the most confidential form of immediate communication (Harmer, 2000). While reading and listening are considered to be the two receptive skills in language learning, and writing and speaking are the order two productive skills necessary to be integrated in the development of effective communication. Of all the four macro English skills, speaking seems to be the most important skill required for communication (Zaremba, 2006).

Welty said that speaking is the main skill in communication. Referring to this statement, it can be said that from the four language skills listening, reading and writing, speaking become the first stress. Speaking

in English is a crucial skill to function in any aspects of global transformation. It is likely to be in any aspects of modern life. Therefore, it is communicative activities that can encourage them to speak and to interact to each other.

Speaking is the most important skill in English language teaching, Michelle (2009:183). It's almost impossible to have true mastery of a language without actually speaking it. Tarigan classified that speaking is the ability to produce sound or words to express, to state, and to show thoughts, ideas and feeling. Therefore, speaking is not merely the utterance of sound symbols or words. Speaking is a tool for communicating ideas which are arranged and developed in accordance with the listener's need. It is clear that the main objective of speaking is for communication. In order to express thought effectively, the speaker should know completely what he wants to say or to communicate.

Byere gave definition of speaking as two-way process between speaker and listener and it involves the productive skill and receptive skill of understanding. It means that in speaking process, people try to communicate with each other and use their language to send message to the second person. In this case, the speaking process needs at least two people, one as a speaker who produces information and the other as a listener who receives information. According to Fauziati, speaking is an activity requiring the integration of many subsystems and all these factors

combine to make speaking a second or foreign language a formidable task for language learners.

Speaking is important part of the learning process of English as second language (Nurhayati, 2016). Speaking is one important and essential skills that must be practiced to communicate orally. By speaking, people are able to know what kinds of situations the world. People who have ability in speaking will be better in sending and receiving information or message to another. Hornby (1995 : 1227) defines speaking is make use of words in an ordinary voice. According to Tarigan (1993 : 15) states that speaking ability is a skill to communicate a speech articulation or to speak a talk for expressing an idea and a message. It means that speaking is the ability of some who throws up their ideas in communicative with the listeners by produce an utterances. The language users has to know what a word sound like (its pronunciation) and what it looks like (its spelling). These are fairly obvious characteristics and the other will be presented by the item for language user when encountering the item for the first time (Nurhayati, 2008a & 2015b).

Speaking is to say words orally, to communicate as by talking, to make a request and to make a speech. Speaking is the process of making and sharing meaning by using verbal and non-verbal symbols in different contexts. According to Burns cited by Ann (2000 : 1007) speaking can be also defined as an interactive process of making meaning that includes producing, receiving and processing information. According to

Meanwhile Lwin (2008 : 11) states, that “speaking ability is the main aspect and mainly appears from verbal intelligence and linguistic intelligence”. Speaking ability can be called by verbal intelligence.

Practically, the student need interaction with others (teachers, friends) to communicate. Bygate in Lwin’s books (2008 ; 11) acquaints that “interaction skill involves the ability to use language in order to satisfy particular demands. First, it is related to the internal conditions of speech. Second, it involves the dimension of interpersonal in conversation.

According to Despite (2008 : 11) the fact that it is taken for granted, speaking is very important in people’s everyday life. In addition, bygate states that speaking is the vehicle: part excellent of social solidarity, of social making of professional achievement og business. It is through their way of speaking that people are most frequently judged.

Speaking skill is the ability to use the language in oral form. From elementary, even kindergarten up to university, this skill is limited to the ability to conduct a simple conversation on some subjects e.g. expressing regret, gratitude, agreement, offer, certainty, etc (Setiyadi, 2006). Among the four skills, speaking skill is a difficult one to assess with precision, because speaking is a complex skill to acquire (Luoma, 2014). The five components generally recognized in analyzing speech process include comprehension, grammar, vocabulary, pronunciation and fluency (Brown, 2004). Speakers talk in order to have some effect on their listeners.

According to Nunan (1999), there are two main aspects of speaking skill; accuracy and fluency. Accuracy means that the speakers are required to use the correct vocabulary, grammar, and pronunciation. While, fluency means that the speakers are required to be able to keep going when speaking spontaneously. However, it does not mean that the speakers speak so fast because sometimes pausing is important. Nunan (1999) stated that pause was an aspect of fluency which may be long but not frequent. Moreover, when speaking fluently, speakers should be able to get the message across with whatever resources and abilities they have got and regardless of any grammatical and other mistakes. In addition, Harmer (2001) asserted that the ability to speak fluently is not only knowing knowledge of language features, but also the ability to process information and language 'on the spot'.

Harmer (2001) said that there are four special language features in speaking. The first feature is the use of connected speech. Effective speakers of English need to be able not only to produce the individual phoneme of English but also to use fluent connected speech. In connected speech, sounds are modified (assimilation), omitted (elision), added (linking verb), or weakened (through contractions and stress patterning). Due to the complexity of the connected speech, therefore, English teachers should involve the students in activities which are designed to improve their connected speech. The second feature is the use of expressive devices. Some native speakers of English use expressive devices in

speaking through some ways, such as changing the pitch and stress of particular parts of utterances, varying volume and speed, and using facial expressions.

The use of these devices can contribute to the ability to convey meanings. Therefore, in order to be fully effective communicators, students should be able to employ those devices. The third features are the use of lexis and grammar. The use of common lexical and grammatical features can be found in spontaneous speech when performing certain language functions. The first feature is the use of negotiation. The negotiation is used to seek for clarification and to show the structure of the speaker's words. The speakers need to ask for clarification when listening someone else. Meanwhile, speakers used negotiated language to show the structure of their thoughts or to reformulate what they are saying in order to be clearer, especially when they know that their talks are not being understood.

Based on the description above speaking skill is important skill among for skill in English. Language is measured by its result in speaking skill or oral communication. In other word, we can also measure the ability of language from their ability in speaking.

2. Importance of Speaking

Speaking is of great significance for the people interaction where they speak everywhere and every day. Speaking is the way of communicating ideas and message orally. If we want to encourage

students to communicate in English we should use the language in real communication and ask them to do the same process. Richards and Rodgers (2001 : 131) stated that in the traditional method, the speaking skill was ignored on the classrooms where the emphasis was on reading and writing skills. The importance of speaking skill in learning foreign language, demand the teacher or lecturer to be a creative person in order to help students in learning speaking English (Nurhayati, 2016).

The signifance of speaking is indicated with the intergration of the other language skills. Speaking helps learners develop their vocabulary and grammar skills and them better their writing skill. Students can express their emotions, ideas : say stories; request; talk, discuss, and show the various functions of language. Speaking is of vital importance outside the classroom. Therefore, language speakers have more opportunities to find jobs in different organizations and companies.

Speaking is very important to interact with other people. If we want encourage students to communicate in English, we must use language in real communication. English has become the language of world communication. Therefore understanding speech must be sharpened properly.

B. Teaching Speaking

According to Drown (2000:7), teaching is guiding and facilitting learning, enabling the learner to learn, setting the conditions for learning. It means that teaching provide assistance to the students in order to students can

learn well. while Holkes, in Richard Freeman, (1990:242), said that teaching is cognitive as well as a behavioral activity, and that teacher theories and beliefs about teaching, teachers and students guide their practice of knowledge classroom actions. It means that teaching is transfer process knowledge from teacher to the students. Teacher must know about teaching activity and the behaviour of students. Based on the statements above, it can be concluded that teaching provide assistance facilities to the students to transfer knowledge from teacher to the students.

While according to Harmer, teaching is not an easy job, but it is a necessary one, and can be very rewarding when the teacher see our students progress and know that we have helped to make it happen. It is true that some and students can be difficult and stressful as times, but it also worth remembering that is best teaching can also be extremely enjoyable, (Harmer, 2008). Regarding to some explanations of teaching, the researcher concludes that teaching is activity and manage the environment in a good condition to make and give the opportunity for the students in learning process to get the purpose.

In teaching and learning process, strategy should be done both teacher and students in order to get learning activity become effective and efficient. The teacher who has first obligation for designing strategy and it followed the students in learning activities. According to Oxford, the term 'strategy' comes from the ancient Greek word strategy meaning 'generalship' or 'the art of war'. Strategy is a pattern that is planned and determined intentionally to

carry out activities or actions. The strategy includes the objectives of the activity, who is involved in the activities, the process of activities and the means of supporting activities, (Abdul Majid, 2014:3-4). Strategies are specific methods of approaching problem or task. Modes of operation for achieving a particular end, planned design for controlling and manipulating certain information. Strategies vary intra individually. Each of us has a number of possible ways to solve a particular problem, and we choose one or several in sequence for a given problem.

The goal of teaching speaking skill is to communicative efficiency. Teaching speaking skill is training students how to integrate skills to deliver oral presentations without articulation difficulties. The objective of the language teaching is the production of the speaker's competence to communicate in the target language. When teaching speaking skills, focus on the following :

- a. Low focus at beginning on simple information exchange, expressing thoughts and asking questions.
- b. High focus at beginning on using language to accomplish simple personal objectives appropriately.
- c. Low focus at intermediate on general discussion of a variety of topics and functioning well in social situations.
- d. High focus at intermediate on elaborating and supporting opinions as well as simple formal presentations.

Advanced focus on formal presentations, polished conversation skills and idiomatic expression.

C. Teaching Speaking Activities

Teaching speaking activities organized by school should be aimed at equipping students with learning experiences to achieve the expected goals. These activities are commonly developed and grouped into three categories including intra-curricular, co-curricular and extra-curricular activities (Dakir, 2010).

According to Lackman (2010), some activities used in Speaking are :

1. Fluency

Students practice speaking with logical flow without planning or rehearsing.

2. Accuracy with Words and Pronunciation

Students practice using words, structures and pronunciation accurately.

3. Appropriacy

Students practice using language appropriate for a situation and making decision about formality and choice of grammar or vocabulary.

4. Turn-taking Skills

Students practice ways of interjecting, eliciting an interjection or preventing one.

5. Relevant Length

Students practice speaking at a length appropriate to a situation.

6. Responding and Initiating

Students practice managing a conversation by making responses, asking response or introduce a new topic or idea.

7. Repair and Repetition

Students practice repeating or rephrasing parts of a conversation when they suspect that what was said was not understood.

8. Range of Words and Grammar

Students practice using particular grammar and/or vocabulary for speaking on a specific topic or for doing a specific task. The students can create the task by their creativity. Word as a part of language has important role to develop their varieties (Nurhayati, 2015).

9. Discourse Maker

Students practice using words/phrases which organize a talk or making a conversation, speech, etc.

According to Harmer (2007 : 123) Good Speaking activities can and should be extremely engaging for the students. Types of activities should be appropriate to be applied to the student's level, and should be beneficial to improve speaking skills.

D. The Rule of Teacher in Teaching Speaking

Besides that, The teacher has to know about the role in the classroom. According to Harmer (2007:275) there are three roles of the teacher in speaking activities, they are :

a. Prompter

The students sometimes get the difficulties to say about something fluency. The teachers can leave them to struggle out of such situation. The teachers may be able to help them and be active to progress to offering discrete suggestion.

b. Participant

The teachers should be good animators when asking students to produce language. In other times, the teachers may want to participant in certain classroom activities.

c. Feedback Provider

During students having activities, the teacher corrects the students' progress. After finishing the activities, the student progress and the teacher gives the opinion about it.

The teachers' role is also important to motivate the students. So motivation in this aspect is needed. The students feel that the teacher believes that they have skill and talent to be improved. So, the teacher has to awaken the student confidents by giving some motivations to speak English fluency.

E. Evalution of Speaking Program

Evaluation is process through which a value judgment or decision is made from a variety of observation and from the background and training of the evaluation (Phopam, 1974:253). Besides, Djiwandano (1996:1) in Test Bahasa dalam Pengajaran defines evaluation as procedure or a series of activities that are used to get behavior samples of someone to give sign about

their abilities certain subject. In conclusion, evaluation is way or process to know students' abilities in order to know their English learning problems or their attitudes.

Speaking assessment can be applied with listening, writing or reading, as such retelling story after reading passage or listening conversation. Meanwhile communication test are concerned primarily (totally) with how language is used in communication (Heaton, 1998:19). So evaluation of speaking can be conducted with integrating with other skills. The speaking English program evaluation can be in the form of test or students exercises. The most commonly used spoken test types are :

a. Games

Among informal assessment devices are variety of games that directly involve language production. The teachers should prepare the games that are appropriate with the lesson explained before. So, it can be used to assess students speaking ability appropriately (Brown, 2003: 176).

Besides, games provide an enjoyable atmosphere, a situation in which communication is essential, and a distraction from the study of language itself (Nurhayati, 2015).

b. Oral presentation

In the academic and professional areas, it would not be uncommon to be called on to present a report, a paper, a marketing plan, a sales idea, a design of a new product, or a method (Brown, 2003: 179).

c. Translation

Translation of word, phrases, or short sentences was mentioned under the category of intensive speaking. The advantage of translation is in the control of the content, vocabulary, and to some extent the grammatical and discourse features (Brown, 2003: 182).

d. Reading aloud

Test involving reading aloud is generally used when it is desired to assess pronunciation as distinct from the total speaking skills. In this type of examination, the students are required to retell a story they have just read.

e. Interview

These are relatively easy to set up, especially if there is a room apart from the classroom where learners can be interviewed. The class can be set some writing or reading task (or even the written component of examination) while individuals are called out one by one, for their interview. Such interviews are not without their problems, though. The rather formal nature of interviews (whether the interviewer is the learner's teacher or an outside examiner) means that the situation is hardly conducive testing more informal, conversational speaking styles. Not surprisingly, students often under perform in interview-type conditions (Thornbury, 2005:125).

f. Role Play

Most students will be used to doing at least simple role play in class, so the same format can be used for testing. The role play should not require sophisticated performance skills or a lot of imagination situations grounded in everyday reality are best they may involve using data that has been provided in advance. For example, students could use the information in a travel brochure to make a booking at a travel agency. This kind of test is particularly valid if it closely matches the learners' needs (Thornbury, 2005:126).

F. Previous Studies

Here the researcher would like to show five relevant studies that have been done by other researchers, as follows :

First, the research has been done by Agung Ginanjar entitled *Teacher's Strategies in Teaching Speaking to Students at Secondary Level*. The objectives of this research are to find out the teacher's strategies in teaching speaking to students secondary level and recognizing students' response towards the strategies by involving an english teacher and a class of 22 students. The researcher collecting the data by classroom observation and interview. The result revealed that the strategies used by the teacher were cooperative activities, role play, creative tasks, and drilling. In the meantime, students' response towards the strategies resulted in positive attitude as they respondes that the strategies helped them to speak, as well as concerned oral production of students whose participation was emphasized. Besides that, the

research has been done by Ahmad Latif Mahruf entitled *The Teaching of Speaking at 'Mr. Pepsi English Course' in Kampung Inggris Pare Kediri* from Universitas Islam Malang. The research is conducted to describe the process of teaching speaking activity in non formal english institution. The research was conducted using qualitative design which focus on case study. To collect the data, the researcher conducted observation, interview, and documentations. The result of this research was teacher planned the teaching activities by designing an lesson plan as a guidance in the class. The strategies used by teacher to teach speaking are oral presentation, discussion, dialogue, and reading aloud. The research also has been done by Wendi Irawan entitled *Analysis of Learning Strategies in Speaking Class at the Second Grade Students' of Senior High School* from Master in English Language Teaching Study Program Language and Arts Education Department Teacher Training and Education Faculty of Lampung University 2017. The research is aimed to find out the strategies of language learning that used by the students, to find out the students' speaking ability, and find out the correlation between students' language learning strategies with students' speaking ability. The research was conducted in SMAN Binduriang Bengkulu by using qualitative and quantitative method. The result of this research showed that the students used six kinds of different language learning strategies, including: meta-cognitive, memory, affective, social, cognitive, and compensation. The average score of students' speaking ability are also different, while the aspect of speaking are: vocabulary,

comprehension, pronunciation, fluency, and grammar. Based on the result it was known that the average score of vocabulary and comprehension were the highest one. There was a significant correlation between language learning strategies with students' speaking ability where the value good. Meanwhile, the research has been done by Dea Gamara entitled *An Analysis of Teachers' Strategy innTeaching English Speaking at SMP Islam Al-Hamidiyah NW Kediri in the Academic Year of 2018/2019* from English Education Program Language and Art Department, Faculty of Teacher Training and Education University of Mataram 2018. The research observed the kinds of strategies and the strategies mostly used by the teachers in teaching english speaking. The data was analyzed qualitatively. The result of this research showed that the strategies used by the teachers were four strategies. Those were : improving students discussion, forming role play, creating story telling, and training interview. The strategy mostly used by the teachers concluded that by applying the forming role play strategy, students become more active in playing a role based on the materials and became so enthusiastic in learning english speaking and also became more active to talk with their seatmates or group.