CHAPTER II

REVIEW RELATED LITERATURE

This chapter is presented to highlight some review of related literature that are used to lead comprehensive understanding on the study. It covers about Speaking, components of speaking, the contribution of English club, and definition of English club.

A. Speaking

1. Definition of Speaking

Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts (Chaney 1998: 13). According to Huebner (1960: 5) describe that speaking is a skill used by someone to communication in their daily life with one another. The skill is required by much"repetition,"it is primarily neuromuscular and not an intellectual process. Its the ability to sending and receiving massage. Doff (1987:2) states that in all communication there are people are exchanging information or they have accommunication or conversation need

According to Thornbury and Harmer 2005: 13-14), There are two main purposes of speaking according to Thornbury and Harmer (2005).

The first is a transactional function. Speaking as a transactional function means that it is either to convey such kind of information we want to share or to facilitate the exchange of goods and services to another. According to Brown (2001) , transactional function, that take the purpose of delivering or exchanging the information, is an extended form of responsive language. It usually happens in our life when we are helping each other. Either we need to borrow another's stuff or when we really need someone's help.

Secondly is an interpersonal function. Speaking as an interpersonal function means that we build and keep social relations or well-intentioned relationship with others. Brown (2001) stated that interactional function in communication have purpose of maintaining social relationships rather than for exchange the facts or informations. In other hand, people speak for many reasons. One of them is to be sociable. When people can socialing in a community, they will be able to build a good social relation with one anther. By having a good one, it will make it easier to encounter their daily life as a human being who lives together in many different distinctions.

According to Syakur (1987) speaking consist of components of grammar, vocabulary, pronunciation, and fluency. The first is grammar. It is needed for students to compose the correct sentence in conversation. It

is support by the explanation states by Heaton (1978:) that student's ability to manipulate structure and to distinguish appropriate grammatical form in appropriate one. The use of grammar is also to know the correct way to gain expertise in a language in oral or written form.

The second is vocabulary, it is important to having a sufficient vocabulary which is used in communication. It is difficult to communicate effectively or express the ideas in oral and written form without having enough vocabulary. Having limited vocabulary is also being a caused of obstructed the learners from learning a language. Language teachers should process considerable knowledge on how to manage and create an interesting classroom so that the learners can achieve a great success in their vocabulary learning.

According to Gerard (2001) pronunciation is the way to produce clearer language when they speak. It related with the phonological process that refers to the components of a grammar that consist of the elements and principles that specify how sounds vary and pattern in a language. There are two features of pronunciation, phonemes and suprasegmental features. A speaker who constantly mispronounces a range of phonemes can be extremely difficult for a speaker to understand to another language community.

Fluency mans the ability to speak fluently and accurately. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses . These signs indicate that the speaker does not have to

spend a lot of time to think for the language items needed to deliver the message or idea (Brown. 1997: 4).

Based on the definition above, it can be concluded that speaking is an important ability. People needs to communicate with each others, through talking to get information. Speaking is not only used in conversation but also we can speak for interaction, transactions, performance, persuading other people, and sharing information, knowledge, and our ideas to each other. It is very useful in our association, social context, and many others.

2. Stages of Speaking

According to Thornbury and Harmer (2005) states that speaking is a part of daily life that human beings take it for granted. People will produce it tens of thousands of words or probably more than that a day. There are three stages in speaking, those are conceptualization, formulation and articulation.

a. Conceptualization and formulation

Every single word that come sout from people saying it has always been conceptualized and formulated. The people are not going to speak up if there is no stimulation or a will from insidet he ones. People will always conceptualize the utterance in terms of or what they are going to talkkabout and its purpose. Then, they formulate the

utterance by choosing the appropriate words as what they need to say.

b. Articulation

What has beennconceptualized and formulated need to be articulated. It means that articulation involves the use of the organs of speech to produce sounds. Here, it is very important to consider into account when we are going to say a word. The articulation must be appropriate based on what we learned from literature. The wrong articulation will bring us into thew rong way.

3. Speaking Activities

Speaking should be taught in attractive and communicative activities. There are some types of classroom speaking activities. Harmer (2001) states six classroom speaking activities. There are acting from script, communication games, discussion, prepared talks, questionnaires, simulation, and role play.

Playing script and representing the dialogue are two types of action scripts that the teacher must consider in the teaching and learning process. When playing script, it is necessary that students teach it as an actual performance. The role of the teacher in these activities is that of the theater director, drawing attention to proper pressure, intonation, and rhythm. This means that the sentences they say have real meaning. By giving students practice in these areas before giving their final

performance, the teacher make sure that the performance is a language learning and production activity. When acting out dialogue, students will be helpful if they are given time to practice their dialogue before appearing. Students will gain more from all experiences in the process.

While the game is made to provoke communication between students. The games are based on the principle of information gaps, so that a student has to talk with their partner to solve puzzles, draw pictures, place objects in the correct order or find similarities and differences between pictures. Television and radio games, applied into the classroom, often provide a fluid activity. While, discussion is probably the most used activity in oral skills classes. There, students can express their true opinion. According to Harmer (2001), the range of discussions is divided into several stages, from very formal events, which are organized by the whole group, to informal small group interactions.

The first is a discussion group that can be used for various discussions. For example, students are expected to be able to guess the content of the reading text or talk about their reactions after reading the text. The second is instant comments which can drill students to respond fluently and immediately is to insert 'instant comment' mini activities into lessons. This implicate showing them photographs or introducing topics at any stage of a lesson and nominating students to say the first thing that comes into their head.

Lastly is formal debates. Students prepare arguments in favor or against various propositions. The debate will be started when those who are appointed as 'panel speaker' produce well-rehearsed 'writing like' arguments whereas others, thea udience, pitch in as the debate progresses with their own thoughts on the subject.

Students make a presentation about the topic that they chose. Such talks are not designed for informal spontaneous conversations because they are prepared and more 'writing like'. However, the sstudents should speak from their notes rather than from a script.

Questionnaires are very benfecisal because they make suret hat both questioner and respondent have something to say to each other. Students can design questionnaires on any topic that is suitable. As they do so the teacher can act as a resource, assisting them in the design process. The results obtained from questionnaires can then form of written work, discussions or prepared talks.

Simulation and role play can be used to encourage general oral fluency, or to train students for specific situations. Students can act out simulation as them or take on the role of a completely different character and express thoughts and feelings as they do in the real world. Those activities can be used by teachers to teach speaking.

The teacher can choose activities related to the topic and objectives of the lesson. In addition, the teacher must also pay attention to the situation, the condition of the students and the material to be taught. For

example, they used pretend activities and role-playing when teaching expressions. The teacher can ask them to create some dialogues then the students should practice the dialogues in front of the class with their friends. Teachers can use it when using script interpretation. In the discussion, the teacher can use some pictures or videos in specific situations. This activity can be used as a way to measure the extent to which students can speak, say, and express feelings in English.

4. Types of Speaking Performance

Brown (2004) describes six categories of speaking skill . The first is imitative. This category includes the ability to practice intonation and focus on certain elements of the form. It just mimics a word, phrase or sentence. The important thing here is to focus on pronunciation. The teacher uses drilling in the teaching and learning process. The reason is that by practicing, students have the chance to listen to and repeat a few words orally. Then, intensive. The students' speaking performance that is practicing some phonologica and grammatical aspects of language. It usually places students doing the task in pairs.

The next is responsive performance, it is includes interaction and test comprehension but at the limited level of short conversation, standard greeting and small talk, simple request and comments. This is a kind of short reply to teacher or students- initiated questions or comments, giving instructions and directions. Those replies are usually adequate and meaningful.

B. Language Learning Strategies

Language learning strategies used by all the language learner in their learning processes. The learning strategies selected and applied by the learner to learn and facilitate the learner to achieve the target language. There are many options of learning strategies that students can choose to maximize their oppurtunity of success in achieving the goals in learning and using the language. Learners apply language learning strategies consciously when processing new information and performing tasks. These strategies help them to understanding the language better and quicker. Oxford (1990) points out learning strategies are certain actions taken by learners to help their learning, to make the learning easier, faster, more enjoyable, more self-directed, more effective and more transferable. By applying the good strategies, the process of learning the language will be improved.

The right language learning strategy results in faster and better language proficiency. Language learning strategies play important role in the language learning process. In addition, learning strategies can be seen as specific ways of processing information that students use to improve understanding, learning, or information retention. Students use learning strategies to help them better to understanding the information and help them to solve language problems. Students must recognize the power of

consciously using language learning strategies to make learning faster, easier, more effective, more efficient, and more enjoyable

C. The Contribution of Speaking Activities

Many of classroom speaking activities which are usually used in such kind of English. According to Harmer (2007: 348), those are acting from script, communication games, discussion, prepared talks, questionnaires, simulation and role-play. There is a possibility by joining such kind of speaking activities that students can much better in English, especially in speaking ability. The students can build their self-confidence to speak up in the foreign language, even though they are probably not fluent in speaking English.

Additionaly, through joining English club, they can get more rehearsal to improve their speaking ability in order to make them more confidence as they are not trying to get the words out for the first time when they try to speak in subsequent 'performances' (Harmer, 2007). When learning speaking, repetition must be applied since it is important for the development of students' speaking achievement.

Secondly, by conducting various kind of speaking activities which have been mentioned above, like playing drama, it also helps students to train their pronunciation. Moreover, the kind of communication games which are applied in the speaking classroom also can make students talking

as quickly and fluently as possible (Harmer, 2007). Moreover, the students will enjoy the process and the students' progress appears to have been more impressive than in the previous years.

Establish group-discussion can also give some benefits. The benefits is that group-discussion can encourage the students to develop the amount of talking for each student, urgue cooperation and negotiation, and as rehearsal to increase students' problem solving. From its benefits, group discussion is not only train students' speaking ability as they are require to interact with others in the group but also it can improve students' cooperation and confidence. Then, Harmer (2007) states that debate is one of the speaking activities that effective to develope students' speaking skill. In debate activity, the students are not only being taught how to deliver their argument but also, they will give a motion to be debated. Debate is not only used in the teaching learning process but also an English club. It is a great way to facilitate the students such kind of speaking activity because it is not only increase their speaking ability but also building their self-confidence and critical thinking.

Chen (2005) describes that the advantages of applying games in language learning are promote ommunicative competence, create a meaningful context for language use, improve students' learning motivation, reduce learning anxiety, encourage creative and spontaneous use of language. And construct a cooperative language learning environment.

D. Definition of English Club

English club is a group of people which has a structure, a constitution, rules, regulations and a student leadership. The members have the same goal and share the same aptitude, interest, and inclination to work hard on their activities in order to reach their purpose. As cited in Baihaqi (2016), Nur and Eltayeb (2014) state that the purpose of club speaking are proving a good environment where participants feel comfortable practicing their spoken English, increasing participants' vocabulary and phrasal usage, correcting common speaking and/or pronunciation mistakes, encouraging participants' confidence with speaking English and practicing many different speaking and listening skills in a setting to real life.

There are a lot of clubs with many kinds of interest. One of them is English community or English club. According to Angel Pereira et. al (2013), English club is a group of people that has the sam einterest in learning English which has a structure, a constitution, rules and regulations and a students leadership. Hyland (1993) states that most teachers realize that the best strategy to improving communication in a classroom is removing the classroom. By creating a good learning situation, the constraints of the classroom are weakened, for example a place like English Language Club.

According to Yanti (2016) it is a good thing to have a club in which the students can meet regularly to practice their English. A club can also be defined as a community. The students will meet each other in the activities in

English community. They will practice for having conversation. That is way, the role of community is important in learning a language such as learning English. Practically, the members of the community are guided by teachers as the tutor of English Community. The role of the teacher is viewed as one of assisting learners something like a coach, a speech coach (Morley, Joan. 1991:507). The teacher will provide information, role models, provide the variety of speaking practice opportunities, those activities are important to support the students.

E. Previous Studies

Khorseed, Assaf & Al-Dammad (2019) find in their research about the Effects of Creating an English Language Club on Intermediate Learners' Attitudes and Linguistic Achievement. The result showed that establishing English Club gave high inluence on the participants' attitudes and motivation to learn English.. It gave the learners opportunity to escape the rigid frame of typical English courses. The club has even encouraged students to keep track of their original remedial English courses and become regular attendees. The purpose of the club is to instill the learners with enthusiasm, anticipation and enjoyment.

The findings of the research study by Melviza, Bahri, & Erdiana (2017) revealed important points related to the students' perception toward English club activities in speaking. It can be concluded English club plays an

important role in supporting students to practice speaking. The result, English club has a great way to increase students' motivation to practice speaking with their friends, get them more experiences and more knowledge. Therefore, the class environment tends to be fun and comfortable and it makes students more excited in practicing speaking. Meanwhile, Hanim (2018) states that English Club could encourage students' motivation and confidence to speak English since many vocabularies were acquired as they faced listening activity firstly. Moreover, they had no anxiety in expressing their ideas anymore eventhough they felt a lack of speaking ability. The last, the students got new friends there to share their life experiences as it can raise their confidence to express themselves.

Another research done by Qolbia & Maulidia (2019). They analyzed the improvement of speaking skill through the speaking club viewed from Students' Perception, the result showed that joining a speaking club improved the students' English speaking skill. Most of the students had positive responses towards their joining in the speaking club. The students claim that this speaking club is very important and useful for them because by joining English speaking club, they felt that they had improved in pronunciation, vocabulary, and fluency in speaking English. They also felt confident in speaking English without being afraid of making mistakes. The activities provided by English speaking clubs can encourage them to be more motivated and more spirited to practice speaking English with their friends in that club.

In addition, Yuseano & Ulsi (2018) conducted research about English Extracurricular and its Role to Improve Students' English Speaking ability. The result showed that English Extracurricular has a significant role to support students in increase their English ability. It has some supporting factors that influence second language acquisition of its members. Therefore, it can helps the members to gain their English speaking skill until they become national and international. It is seen as a potential alternative to improve students' ability to communicate in English. Thus, English extracurricular activity is proven to have a very significant role in improving students' English speaking ability.

However, Amita, Silvia et. al. (2014) finds out The Effect of The English Club Program Toward the Second Grade Students' Speaking Ability At SMPN 18 Padang which focuses on the effect of English Club in improving students' speaking ability. The conclusion of the study are that English clubs do not affect second grade students' speaking ability at SMPN 18 Padang. It means that the students who had high ability in speaking skill had low participation in English club programs.

In addition, Cheng (2019) conducted research about The Development of English Club Activities in Junior High School English Language Learning. He found the main problem concerning the English club activities is the repetition of themes, which no longer attracts students interest. As a result, student participation is inadequate, causing a decline in the quality of activities. In addition, there is a lack of discipline and a decline

in membership, increasing the likelihood of the club's closure. This situation is mainly due to the lack of planning club activities. The theme and form of activities should correspond with each other. The texts and scripts must be appropriately selected and be in line with the objective of the activities. This will help students understand the purpose and end result of the said activities.

Therefore, this current study is different, this study focused on the activities of English Club and its contribution in improving students' speaking ability, it is also discussed about the teacher's strategy in developing the activity of English club. The researcher found in reference to the researcher's experience through a teaching practice program in SMAN 1 Gondang Tulungagung. It was objectively observed that almost half of students in class who joined English clubs had a different English ability with the students who did not join English club extracurricular. In order to know more about the activities of English club in improving students' English speaking ability, the writer conducted a research entitled "***The Practice of English Club in Improving Students' Speaking Ability at SMAN 1 Gondang Tulungagung***".