

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter is presented to highlight some theories related to the research. It covers about Speaking,

#### **A. Theory of Speaking**

##### **1. Definition of Speaking**

Speaking is important part of the learning process of English as second language (Nurhayati, 2016). Speaking skill is the ability to use the language in oral form. Speaking is one of English skills defined as the production of auditory signals designed to produce differential verbal responses to listeners. Many experts have their various ideas in defining the meaning of speaking. Scott and Ytreberg stated that “speaking is perhaps the most demanding skill for the teacher to teach” (2004: 125). It proves that speaking is the worthiest and influential skill mastered in learning any languages in order to have some good communication with surroundings. Through speaking, people can get and give informative knowledge one another.

Harmer (2001) stated that speaking involves two or more people trying to transfer ideas, feelings, thoughts, or discuss some topics one another. Thornburry (2001) stated that speaking requires sentence arrangement and contains some English components such as grammar, pronunciation, and vocabulary. When students master those English

components, students literally can speak up in which language learners can be claimed as successful learners when they can use that language as their communication language (Brown, 2001).

## 2. Learning Speaking

According to Lindsay (2006) speaking is a productive skill to communicate and interact with people involving and delivering messages. Despite writing is well known as media of transferring inspirations or ideas, speaking is an express way to deliver messages to the interlocutors in order to increase their knowledge such as delivering presentation in front of class, a public speech, storytelling, group discussion, and etc. 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). Furthermore, this section covers four main points about learning speaking English; these are the aspects of learning speaking English, the goals of speaking ability, the criteria for successful learners and the strategies for learning speaking English. The explanation of each literature is as follows;

### a. The Aspects of Learning Speaking

Lindsay (2006) classifies the aspects of learning speaking into five aspects, those are; producing connected speech (assimilation, omitted, added linking r, or weakened through contraction and stress patterning), interaction ability including vocabulary usage used to get fluent conversation, talking round gaps in their knowledge to

learn expressions to define things, speaking in a range context with the environment, and balancing accuracy and fluency in order to make interlocutors understand the messages delivered.

b. Target of Speaking Ability

The scoring of speaking ability can be divided into three levels, those are;

- 1) Minimal: having incorrect pronunciation and unclear intonation.
- 2) Good: If the pronunciation is still in error and the intonation is not clear, but it is well conveyed.
- 3) Excellent: perfect pronunciation and intonation.

c. Characteristics of Successful Speaking Activities

To ease teacher knowing how for the improvement of students' speaking ability, the specific speaking ability measurement must be clear. According to Ur (1999:120), there are four characteristics of successful speaking activities, those are; talking a lot, class active participation, high-motivated, and practice with surroundings.

d. Strategies in Learning Speaking

The English learning process in these classroom interactions among student-student and student-others can be carried out effectively, although there may be some hindrances to face (Nurhayati, 2018). Also, in learning speaking English, the students need to have more practice in speaking English. Students need strategy to support their progress fast and easily. There are four

strategies in learning speaking, those are; listening and practicing speaking more (song, radio, movies), using English as daily communication with surroundings to boost fluency, reading and re-writing new vocabulary from English novels, newspaper, magazine, etc, and trying to write diaries by using English

## **B. Teacher Practices**

### 1. Teaching Speaking

In Indonesian formal education, English is used as local content or extracurricular in 2013 curriculum, that teachers are expected to develop their innovation (Nurhayati, 2014). Teachers need to improve the practice of speaking learning so that it will not be monotone or drive boredom toward students. The following are interesting and effective innovation of speaking practice.

#### a. Discussion technique

Discussion technique is a teaching and learning technique where the teachers provide a problem and instruct the students to express ideas, opinions, arguments and narratives related to the material in order to make the students motivated, interested in the lessons and build students' critical thinking.

#### b. Question and answer technique

A question and answer technique means the teachers give various questions to students aimed to build their understanding about

the material. This technique is also very good for helping students to practice more courage to express their opinions and speaking skills more systematically.

c. Repetition or drill

The teacher trains the learner's pronunciation through repetition or drill. In this technique, the learner repeats it out loud as soon as he hears the speech. The words are very short, stay on your ears.

d. Reading aloud

It is used to provide a good pronunciation model for learners. In this activity, the teacher asked the learners to read aloud one by one and carefully check the pronunciation.

e. Story telling

Used to tell learners' own stories in class. This technology provides learners with the ability to express thoughts and feelings through oral language.

f. Games

In informal evaluation equipment, there are various games that directly involve language production. Teachers should prepare games suitable for the lessons explained before. Therefore, it can be used to appropriately assess the student's oral ability. Besides, games provide an

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

Mastering English is considered as a crucial key to get succeed in any aspect of life such as, economy domain, social life, education circle, or even politic world since English is a global language. “Although, speaking is totally natural, speaking is a language other than our own is anything but simple” (Brown, 2001:272). This statement elaborates that speaking in any languages including English as a foreign language in Indonesia is actually a simple matter since being practiced in daily life without having worries about grammatical structure. In this conclusion, teaching speaking is actually letting the students express their emotion, feeling, thought and need, to interact to other people in any social context by making English as habitual and daily language.

## 2. Evaluation of the Speaking Program

Every practice of any foreign languages such English might have an evaluation to measure how practicable the absorbed speaking skill tips are. Phopam defines that “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” (1974:253). Besides, Djiwandano (1996:1) in *Test Bahasa dalam Pengajaran* defines evaluation as a procedure or series of activities that are used to obtain a sample of someone’s behavior to give an indication of someone’s abilities. In short, assessment is a way or process to understand students' abilities in order to

understand their English learning problems or their attitudes towards language learning plans.

According to Heaton (1998:19) speaking can be valued through integrating some English skills such as listening, writing or reading, or speaking itself by having a conversation with the English learners which already integrating two English skill, listening and speaking. Furthermore, Brown (2003) mentioned several ways of speaking scoring, such as; games involving language production, oral presentation, translating some categories of intensive English speaking words, reading aloud, having interview (small dialogues), and conducting role play in the class room.

### **C. Review of Previous Study**

At the time of writing this thesis, researchers have read many studies related to this research. The researchers found some references from previous research, as follows:

There are previous studies in this research they are:

1. A thesis by Ma'arif (2015) According to the research results, Anwarul Haromain Islamic Boarding School has implemented many programs and activities to improve students' speaking skills and student problems. The teaching and learning of spoken English is carried out in accordance with the following exercises: materials, activities, media and assessments. To support the teaching process, the teacher provides setting activities. There are activities; daily activities, weekly activities and monthly activities. Daily activities such as English day, vocabulary class, conversation class

and grammar class. Weekly activities, for example; vocabulary training and debate. Monthly activities, such as; Santri performing arts or language competitions. The student's problem is grammar and knowledge vocabulary, as well as understanding other speech.

2. A thesis study entitled “ The Teaching Speaking in the English class at MTsN Termas Baron Nganjuk” Evaluation that used in speaking was oral test form. The technique of evaluation that used of conversation, discussion, role-play, interviewing. The evaluation was done in every meeting to get assessment from learners' ability in practicing their speaking. Meanwhile for middle-test used written test that consist of choosing word for the similarity pronunciation. Based on interviewing with the teacher that has many advantages to reach the basic competency. This technique was appropriate for big class to express students' opinion and then to practice students' ability in speaking in front of classroom.
3. A thesis by Wahyuni (2017) According to the research results when conducting speaking teaching, teachers and schools can provide extra courses in the form of extracurricular, these courses are completed in the spare time. The purpose of the program is to enable students to learn speaking English more. In addition, it is also a way to promote students to improve their ability, especially in oral English. The materials are used by the English teachers of MAN 3 Blitar in the teaching process according to the theme and curriculum format recommended by the government. Appropriate selection of other materials can also help increase students' interest. Familiar and up-to-date information will make



students interested in learning speaking English. In addition to using appropriate materials and media to support the effectiveness of oral teaching, teachers also use some teaching techniques such as discussion and presentation, description and speaking presentation. In addition, teachers always encourage students to practice speaking English by giving them a motto. The assessment technology used by MAN 3 Blitar in speaking teaching is based on students' speaking performance. Teachers use grading standards to obtain scores for student performance. In addition to teaching oral English in the classroom, MAN 3 Blitar also provides some activities to promote students to learn English, such as speaking lessons, English learning clubs, English entertainment days and English course training.

4. A thesis study entitled "A Study on Teaching Speaking at MA Terpadu Al-Anwar Durenan Trenggalek Academic Year 2013/2014" In speaking teaching, teachers often find many problems to encourage students to speak up. Therefore, teachers must formulate appropriate speaking strategies in the teaching process to stimulate students' speaking expression skills, because differences in students' speaking skills may depend on teachers' use of strategies. The teacher's strategy also helps to improve the teacher's ability to deliver materials, thereby enabling students to establish a desire to learn. Teachers have some strategies for teaching oral English: give students fluent and accurate practice, provide appropriate feedback and corrections, use group work or paired assignments, provide intrinsic motivational techniques, and use the

natural connection between speaking and listening to provide students with opportunities to help with speaking communication and use real materials.