

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents some theory of related literature and previous studies related to this study.

A. Speaking

1. Definition of Speaking

In general, speaking is very important in someone's life. By speaking, someone will be able to interact with other. Speaking is the productive oral skill (Nunan, 2003:64). Oral activities can also give someone pleasure and joys. It involves putting a message together, communicating the message, and interacting with other people (Lindsay, 2006:57). Oral expression involves not only the use of the right sounds in the right patterns of rhythm and intonation, but also the choice of words and inflection in the right order to convey the right meaning (Mackey, 1965) (cited in Bygate, 1987:5).

To most people, mastering the art of speaking is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability of learning and sharing meaning through the use of verbal and non symbol, in a variety contexts.

2. The Nature of Speaking

Speaking is one of the aspects of studying English. This ability is described as the ability to use language in an ordinary voice, or the ability to express oneself in life situation, or the ability to report acts situation in precise words, or the ability to converse or to express sequence of ideas fluently. To speak communicatively and to get the ideas understood by someone else, it is required a number of abilities to be posed by the teacher.

In some situation, we use speaking to give instructions or to get thing done. We use speaking to describe thing, to complain about people's behavior, to make polite requests, or to entertain people with jokes and anecdotes. Each of these different purposes for speaking implies knowledge of the rules that account for how spoken language reflect the context or situation in which speech occurs, the participants involved and their specific roles and relationship, and the kind of activity the speakers are involved it.

Speaking is the act of expressing thought, ideas, and feeling by using audible symbol of visible bodily action. So that, we can expect listeners to understand the meaning of message that requires different abilities, such as ability to pronoun the words, ability to organize the words into phases or sentence, ability to choose the words related to the topic, and ability to convey the content of the messages.

In order to be able to speak in other language and someone understood, it is not usually necessary to reach a perfect level of competence and control. In fact, people can communicate orally with very little linguistic

knowledge when they make good use of pragmatic and socio cultural factor. Beside that, we must to know the learning speaking process too. Learning process is a process knowledge gained by students. Therefore, learning speaking process is a process knowledge gained by students in producing sounds to communicate with other and the others side produce the sound to give response back to undersatnd each other what they want to express.

In learning speaking process, learner must conform vocabulary, grammar and pronunciation. According to Rubin & Thompson (1982) cited by (Brown, 2001:209) stated that characteristics good language learner are:

- a) Find their own way, taking change of their learning.
- b) Organize information about language.
- c) Are creative, developing a “feel” for language by experimenting with its grammar and words.
- d) Make their own opportunities for practice in using their language inside and outside the classroom.
- e) Learn to live with uncertainly by not getting flustered and continuing to talk or listen without understanding every words.
- f) Use mnemonics and other memory to recall what has been learned.
- g) Use linguistic knowledge, including knowledge of their first language, in learning a second language.

- h) Learning certain tricks that help conversation going.
- i) Learn different style of speech and writing and learn to vary their language according to the formality of the situation.

3. Aspect of Speaking

Speaking is also one of the language arts that are most frequently used by people all over the world. The art of speaking is very complex. There are some components of speaking concerned with vocabulary, grammar, and pronunciation (Syakur, 1987:3).

a. Vocabulary

One cannot communicate effectively or express their ideas both oral and written form if they do not have sufficient vocabulary. Therefore, vocabulary means the appropriate diction which is used in communication.

b. Grammar

It is needed for students to arrange a correct sentence in conversation. It is in line with explanation suggested by Heaton (1978:5) that student's ability to manipulate structure and to distinguish appropriate grammatical from inappropriate ones. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

c. Pronunciation

Pronunciation is the way for student's to produce clearer language when they speak. It deals with the phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language.

d. Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and "ums" or "ers". These signs indicate that the speaker does not have to spend a lot of time searching for the language items needed to express the message (Brown, 1997: 4).

The researcher get some conclusion that speaking is the ability to make use of word or language to express some idea with the voice which involves all of the components speaking such as: grammar, pronunciation, fluency and vocabulary to make information that can be understood.

4. Characteristic of Successful of Speaking Activities

Speaking activities can give students enormous confidence and satisfaction, and with sensitive teacher guidance can encourage them into further study. Therefore, good speaking can and should be highly motivating. Many speaking tasks (role-playing, discussion, problem-solving, etc.) are intrinsically enjoyable in themselves (Harmer, 1998: 88). To most people,

mastering the art of speaking is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language (Nunan, 199:39).

However, sometimes spoken language is easy to perform, but in some cases it is difficult (Brown, 2001: 270). The statement is supported by Munjayanah (2004: 16) that when people want to speak fluently, sometimes they get difficulties to do it. In order that they can carry out the successful speaking, they have to fulfill some characteristics of successful speaking activity such as:

- a) Learners talk a lot. As much as possible of the period of time allocated to the activity is in fact occupied by learners talk. This may be obvious, but often most time is taken up with teacher talk or pauses.
- b) Participant is even. Classroom discussion is not dominated by a minority of talk active participants. All get a chance to speak and contributions are fairly evenly distributed.
- c) Motivation is high. Learners are eager to speak because they are interested in the topic and have something new to say about it, or they want to contribute to achieve a task objective.
- d) Language is of an acceptable level. Learners express themselves in utterances that are relevant, easy comprehensible to teach other and of acceptable level of language accuracy.

B. Learning Strategy

Learning strategies are the mental processes which learners employ to learn and use the target language (Nunan, 1991:168). A strategy consisted of mental or behaviour activity related to some specific stage in the overall process of language acquisition or language use. So, strategies are specific means that learners use to learn or improve their language (Nunan, 2003:269).

Many education studies have observed learning strategies since 1980s and this has also been a trend in second and foreign language education (Oxford & Lee, 2008: 8). Researchers have discovered that successful second language learners, compared with their less successful classmates, used more strategic mental process (learning strategies) and employed them more frequently. This strategy use was shown to occur before, during, and after second language task (Oxford and Cho, 1994; Cho, et al 2004:8). In most of research on language learner strategies, the primary concern has been on identifying what good language learners report they do to learn a second or foreign language, or, in some cases, are observed doing while learning a second or foreign language.

1. Definition of Learning Strategies

Learning strategies have been defined by several researchers, such as explained by Bialystok (1978:71), language learning strategies are optional for exploiting available information to improve competence in a second language. While, Wenden & Rubin, (1987:19) said that learning strategies are any sets of operations, steps, plans, routines used by the learner to facilitate the obtaining,

storage, retrieval, and use of information. In addition based on Chamot (1987) (cited in Ellis, 1994:531), learning strategies are techniques, approaches, or deliberate actions that students take in order to facilitate the learning and recall of both linguistic and content area of information.

The next definition of learning strategy is delivered by O'Maley & Chamot (1990:1), they say that learning strategy are the special thoughts or behavior that individuals use to help them comprehend, learn, or to retain new information. Other definition can be found in Oxford (1990) (cited in Oxford, 1994:1) learning strategies are specific actions, behaviors, steps, or techniques that students to improve their progress in apprehending, internalizing, and using second language. Meanwhile, learning strategies are intentional behavior and thoughts used by learners during learning so to better help them understand, learn, or remember new information is explained by Ricard & Plat, (1992) (cited in Hismanoglu, 2000:2). In addition, other definition of learning strategies are strategies which contribute to the development of the language system which the learner constructs and effect learning directly (Rubin, 1987) (cited in Ellis, 1994:531).

The definitions above imply that language learning strategies are something to do with practical guides used by individual learners to achieve their language learning outcomes in the term of language proficiency. All language learners use language learning strategies either consciously or unconsciously when processing new information and performing task in both in language classroom and outside of classroom. Since these two language

settings are like problem solving environments in which language learners are likely to face new input and difficult task given by their instructors, learners' attempt to find the quickest or easiest way to do what is required, that is using language learning strategies is inescapable.

Learning strategies are typically grouped into three categories, they are cognitive, meta-cognitive, and socio-affective (O' Malley, 1989, Chamot, 1989). Cognitive strategies are behaviors, techniques, or actions used by learners to facilitate the acquisition of knowledge or a skill (Rubin, 1987). Meta-cognitive strategies are management techniques by which control their learning process via planning, monitoring, evaluating, and modifying their learning approaches. Meanwhile, socio-affective strategies include asking for clarification, repeating, imitating, circum-locuting, cooperating, and engaging in private speech (Hall, 2001). However, language learning strategies may be grouped in other ways.

2. Kinds of Learning Strategies

According to Stern (1992:262-266), there are five main language strategies. They are as follows:

a. Management and planning strategies

Management and Planning Strategies are related to learners' intention to direct his own learning. A learner can take charge of the development of his own program when he is helped by teacher whose role is that of an advisor and resource person. That is to say that learner must:

- 1) Decided what commitment to make to language learning

- 2) Set himself reasonable goals
- 3) Decide on appropriate methodology, select appropriate resources, and monitor progress
- 4) Evaluate his achievement in the light of previously determined goals and expectation

b. Cognitive strategies

They are steps or operations used in learning or problem solving that require direct analysis, transformation, or synthesis of learning material.

Here, some of the cognitive strategies are exhibited:

- 1) Guessing/Inductive Inference
- 2) Deductive reasoning
- 3) Practice
- 4) Memorization
- 5) Monitoring

c. Communicative- experiential strategies

The activities of these strategies such as circumlocution, gesturing, paraphrase, or asking for repetition and explanation are techniques used by learners so as to keep a conversation going. The purpose of using these techniques is to avoid interrupting the flow of communication (Stern,1992:265)

d. Interpersonal strategies

Students should monitor their own development and evaluate their own performance. Learners should contact with native speakers and

cooperative with them. Learners must become acquainted with the target culture (Stern,1992:265-266).

e. Affective strategies

It is evident that good language learners employ distinct affective strategies. Language learning can be frustrating in some cases. In some cases, the feeling of strangeness can be evoked by the foreign language. In some other cases, second language learners may have negative feelings about native speaker of second language. Good language learners are more or less conscious of these emotional problems. Good language learners try to create association of positive affect towards the foreign language and its speaker as well as towards the learning activities involved. Learning training can help students to face up the emotional difficulties and to overcome them by drawing attention to the potential frustrations or pointing them out as they arise (Stern, 1992:266).

3. The Importance of Language Learning Strategy in Language Learning Teaching

Teaching learning strategies is especiall useful for the latters learners. Learning strategies should be selected to match the activity. Teachers may teach their students some strategies, yet these strategies might not fit them all the time. Whether teachers teach students optional strategies is definitely an important factor and will affect whether they can be proficient English learners. If they can find the strategies which are effective for studying, they will bw able to study successfully.

As Oxford (1989) (cited in Ellis, Clouston, 1997:3) states that language learning strategies are especially important for language learning because they are tools for active, self-directed movement, which is essential for developing communicative competence. Besides, developing the communicative competence of the students, teachers who train students to use language learning strategies can help them become better language learners. Helping students understand good language learning strategies and training them to develop and use such good language learning strategies can be considered to the appropriate characteristics of good language teachers.

4. Framework for Learning Strategies

El-Dinary and Robbins suggested splendid models (1999). They mention the instructional framework as preparation, presentation, practice, evaluation and expansion. As strategy training is especially important for learners who cannot manage their learning by themselves, strategy selection based on the framework provides good guidance for teaching learning strategies. El-Dinary and Robbins (1990:43-44) presented many instructional to include learning strategies which follow the five phases of the learning framework. The instructional framework is as follows:

a. Preparation

Students prepare for strategies instruction by identifying their prior knowledge about and the use of specific strategies. Example : Setting goals and objectives, identifying the purpose of a language task, over-viewing and linking with already known materials.

b. Presentation

The teacher demonstrates the new learning strategy and explains how and when to use it. Example: Explaining the importance of the strategy, asking students when they use the strategy.

c. Practice

Students practice using the strategy with regular class activities. Example: Asking questions, cooperating with others, seeking practice opportunities.

d. Evaluation

Students self-evaluate their use of the learning strategy and how well the strategy is working for them. Example: Self-monitoring, self-evaluating, evaluating their learning.

e. Expansion

Students extend the usefulness of the learning strategy by applying it to new situations or learning for them. Example: Arranging and planning their learning.

5. Having Students Monitor their Strategies

It is important to have students monitor their learning strategies. The ability to judge whether they use the best strategies is an inevitable factor for them to study effectively. Students should use appropriate strategies depending on the task. Learning strategies which students use should change as their learning stage changes. They need to know which strategies they use and monitor whether they are using the proper strategies for their goal. From this

perspective, not all studies on second language learning strategy training have been uniformly successful. Thus, more research is essential in the area of learning strategy training.

B. Previous study

Previous study is the result of research from the researcher before some research related to students strategies in speaking have been conducted by some researcher of the study:

1. The Strategy Of Learning Vocabulary Used By English Students In Semester Viiiib Class At Stain Tulungagung In Academic Year 2012/2013.

This study was conducted in 2013 by Fanani student of STAIN Tulungagung. He did the research concerning in strategy of learning in vocabulary. This study had purposes to find out what the strategy of learning vocabulary, what are the media to support learning vocabulary.

The findings of this research were some strategies used by students in vocabulary. Those strategies are : COG (Cognitive Strategies), MEM (Memory Strategies and MET (Metacognitive Strategies). Then there were 5 media that used by them to support their learning vocabulary, which are : 1) Watching movies, 2) playing game, 3) reading books, 4) listening music, 5) using pictures. Then there were 4 advantages that they acquired with using their media, which were: can learn without feel learn, feel happy and plesure, can know and meet much words those we didn't know before and to be easies to remember and memorize the words.

2. Students' Strategies In Learning Vocabulary At Mtsn Aryojeding.

This study was done by Masrurin (2012), a student of STAIN Tulungagung. She was interested in studying about students' strategies in learning vocabulary, because she supposed that mastery of vocabulary was important because of two reasons. First, it facilitates learners to understand four language skills. Second, it eases the process of communication. This study was intended to describe students' strategies in learning vocabulary and know the contribution of students' strategies used in their vocabulary mastery.

This study found some strategies employed by the students who had good achievement in learning vocabulary. Those strategies are : 1) looking up dictionary, 2) making notes, 3) asking people, 4) memorizing, 5) using the vocabularies in daily life, 6) listening to music and using its lyrics transcript, 7) watching English movies, 8) reading stories, 9) sharing with other friends. Besides, the researcher also got the point that all those strategies in learning vocabulary were very useful for students' vocabulary mastery. Making notes and writing diaries were contributive in vocabulary mastery and their writing skill. Reading stories and reading songs' lyrics did not only enrich their vocabulary mastery, but also improved their reading skill. Listening to music and watching English movies were contributive in improving students' vocabulary, listening skill and also their pronunciation. Asking people and using vocabularies in daily life were contributive to increase their speaking skill and helped students enrich their vocabulary. Those vocabulary learning strategies were easier, faster, more enjoyable and more effective ways.

Those two previous studies concern in vocabulary and this study concern in speaking. The studies are conducted to find the students' strategies. Besides that, the researcher conduct a research with different subject from the previous research. The subject of this research is not the students in university and junior high school but the student in modern islamic boarding school level. So, it is why the researcher really intended to conduct their study by use female students' as the subject of her study.