CHAPTER II

REVIEW OF RELATE LITERATURE

In this chapter, the wroter present nature of speaking, definition of study club, component of speaking , the advantages of disadvantages of joining study club

A. The definition of Speaking

Speaking is a part of the important skills in learning English. To define speaking, some linguists have different options, because their background of study is different. However, all of the options have similarities.

Brown (1994), state that speaking is an interactive process of constructing meaning that involves producing and reciveiving and processing infomation. Acording to Torkey (2006) speaking is one of the four language skills (reading, writing, listening and speaking). Beside that, speaking is one of productive skills of English and it gose side by side with all language skills. It is mean through which learners can communicate with others to achive certain goals or to express their opinions, intentions, hopes and viewpoints. In addition Cora and knight (2000), speaking is a crucial part of second language learning and teaching which involves producing, recieving and processing information.

Moreover, Homby (1995) states that speaking is about something to talk or say something about something; to mention something, to have conversation with somebody, to address in words in words, to say something or express oneself in a particular language.

Based on the previous explaination, it can be concludes that speaking is one of the productive skill and the key of communication with others to achive certain goals by expressing their opinions, intentions, hopes and viewpoints among interlocutor.

B. The Component of Speaking

Harris (1994) asserts that there are five components in speaking ability (pronunciation, grammar, vocabulary, fluency, and comprehension). For thisreason, the researcher would explain each of items one by one.

1. Pronunciation

Hornby (1995) explains that pronunciation is the way in which a language is spoken, the way in which a word is pronounced or the way a person speaks the words of language. Therefore, in this pronunciation determine how sounds vary and pattern in a language and this component also refers to the way of person in

speaking a word that is pronounced. Harmer (2001) emphasizes that if intelligibility is then goal then it suggests that some pronunciation features are more important than others.

2. Grammar

A conversation will be good-look when the speaker using grammar in those situation. Norton (2004) cites grammar is the set of formal pattern in which the words of language are arranged in order to convey a larger meaning. The meantime, Harmer (2001) points out that grammar of a language is the description of the way in which words can change their forms and can be combined into sentences in that language. From the statement above, it can be summed up that by having good grammar, the speaker can convey/ produce the words or sharing information correctly.

3. Vocabulary

Vocabulary is an important aspect in learning a language. According to Diamond and Gutlohn (2006), vocabulary is the knowledge of words and word meanings. A language learner cannot communicate or express his or her ideas either in spoken or written form if he or she does not have sufficient vocabulary.

Having limited vocabulary is also a barrier that precludes learners from learning a language. In other side, having a large

vocabulary to call upon will help our verbal communication flow and allow us to start eliminating noises such as, „umm" and "uhh". Furthermore, vocabulary is a group of words to make sentence structure in conveying idea or message to the listener. What word means is often defined by its relationship to other words. For example, we explain the meaning of fully by saying that it is the opposite of empty; we understand that cheap is the opposite of expensive (Harmer, 2001). Finally, vocabulary is a group of words to make use to describe concepts/ideas to purpose convey ours ideas either in spoken or written form.

4. Fluency

Lambardo (1984) defines fluency as the way of someone speaks with normal speed like the native speaker or the man who own the language because the one who own the language can dispose the language well. Fluency can be defines as the ability to speak fluently, accurately, smoothly and readily. It is one of the main elements of speaking ability in order to make interlocutor understand well about ideas or messages which want deliver by speaker.

5. Comprehension

Comprehension is the ability to understand completely and be familiar with a situation or facts. Meanwhile, Hornby (1995) claims that comprehension is the power of understanding and an exercise aimed at improving or testing one"s understanding of a language (written or spoken). Moreover, comprehension can also means the capacity of the main to perceive and understand; power to grasp the ideas; ability to know. In short, comprehension is important to avoid misunderstanding between a speaker and a listener.

C. The Function of Speaking

Speaking skill is very important and has multifunction to everyone, because speaking is an instrument to express opinion, feeling or share knowledge of social interaction. To speak well, right, and fluently, it needs more courses practice. Actually, since a normal infant was born he or she had a potency of speaking skill, it can be seen when the infant started to make sound.

Speaking skill is different from the other three (listening, reading and writing) because speaking is the most basic means of human communication and this skill need more practices for mastering. Celce and Murcia (2001) argues that for most people the ability to speak a language is synonymous with knowing that

language since speech is the most basic means of human communication.

Besides that, Ur (2000) believes also that:

Of all the four skills [listening, speaking, reading and writing], speakingseems intuitively the most important: people who know a language arereferred to as, speaker" of the language,as if speaking included all otherkinds of knowing.

In addition, Baker and Westrup (2003) assert that a student who can speak English well may have greater chance for further education, of finding employment and gaining promotion. Moreover, speaking English will also help students to get up-to-date information of all fields such as: in politics, economics, social, entertainment, education and so on so forth in this world which in English using as an international or global language nowadays.

Finally, the functions of speaking helps learners express their personal feeling, opinions or ideas; tell stories; inform or explain; request; converse and discuss that is through speaking

D. The Definition of English Study Club

An English club is a place for ESL language learners to use English beyond the ESL classroom and in real life situations. In the English club, the students have the chance to use different

skills and discuss a variety of topics. Englsih Club not only offered to the students to learn and discuss a variety of topics in their learning process, but the most important is learning base on the their environment, they are learning English by doing travel anywhere.

Basically, it can say Englsih Club is a "traveling learning", it is in accord with Musty argument (2013) say that mastering a foreign language often involves overseas travel, which can be lengthy and expensive, disrupt schedules, and lead to unfamiliar and sometimes uncomfortable surroundings.

There are many reasons for creating an English club. Students who lack interaction, motivation in the classroom, either because they are introvert, shy or they have a low language level, the English club might be a good solution to involve them with their friends in doing various activities and to make weak student active. The good thing about creating an English club giving chance to students to study English with fun and it is also a place for students to improve their English. For instance, students can be given stories and books to enhance their writing skills. They also watch documentaries, films, listen to songs and engage in discussions with their teacher, they can play games and sports to change the atmosphere and practice the language in funny ways.

The English club paves the way to students to build up their personality, discover, understand and become themselves and develop their cultural competences. It makes them aware of the national and international issues and events, so that they can be useful for themselves and for their community as well as to develop their sense of citizenship and belonging.

E. **The advantages and Disadvantages of Joining the Speaking English Club**

Every activities must have the goals and in speaking study club have some The goal that very important for study club to improving speaking skill as follows:

1. The advantages of Joining the Speaking Club Galanes and Adams(2013)

cite that the advantages of joining the speaking club, here are:

a. The speaking club members more enjoy fellowship andcompanionship;

b. The students receive moral and emotional support for theirs views;

c. Get passion to not reticence (challenged reticence)

d. Speaking Club will most likely have access to much more information;

e. Get same turn to speak

f. More pleasant and suitable than regular class (English course);

g. Get new vocabulary, knowledge and information when interlocutor

speaking.

2. The Disadvantages of Joining the Speaking Club

a. When members of speaking club speak up, sometime some of members not give attention to the speaker

b. Sometime the students not enthusiasm what materials/topic teacher given

c. Some of students" so bore and loaf to speak up

F. The Kind of Speaking Activity

To help students develop efficient communication in speaking, there are some activities are used in the Study Club to promote the development of speaking skills in our learners. The

discussions below focus on the major types of speaking activities that can be implemented as follows:

1. Discussion

   Celce and Murcia (2001) states that discussion is probably the most commonly used in the speaking skills classroom activity. It is a common fact that discussion is really useful activity for the teacher in order to activate and involve student in classroom teaching. Typically, student are introduced to a topic viareading, listening passage, or a video tape and are then asked to get into pairs or groups to discuss a related topic in order to come up with a solution, a response, or the like.

   Celce and Murcia (2001) adds that discussion is an oral exploration of a topic, object, concept or experience. To succeed with discussions, the teachers need to employ these steps;

   a. Prepare the students: Give them input (both topical information and language forms) so that they will have something to say and the language with which to say it.

   b. Offer choices: Let students suggest the topic for discussion or choose from several options. Discussion does not always have to be about serious issues. Students are likely to be more motivated to participate if the topic is television programs, plans for a

vacation, or news about mutual friends. Weighty topics like how to combat pollution are not as engaging and place heavy demands on students' linguistic competence.

c. Set a goal or outcome: This can be a group product, such as a letter to the editor, or individual reports on the views of others in the group.

d. Use small groups instead of whole-class discussion: Large groups can make participation difficult.

e. Keep it short: Give students a defined period of time, not more than 8-10 minutes, for discussion. Allow them to stop sooner if they run out of things to say.

f. Allow students to participate in their own way: Not every student will feel comfortable talking about every topic. Do not expect all of them to contribute equally to the conversation.

g. Do topical follow-up: Have students report to the class on the results of their discussion.

h. Do linguistic follow-up: After the discussion is over, give feedback on grammar or pronunciation problems you have heard. This can wait until another class period when you plan to review pronunciation or grammar anyway. Through well-prepared discussion activities, teacher can encourage students to

experiment and innovate with the language, and create a supportive atmosphere that allows them to make mistakes without fear of embarrassment. This will contribute to their self-confidence as the speakers and to their motivation to learn more.

2. Information gap

Harmer (1999) explains that one type of speaking activity involves the socalled "information gap" where two speakers have different parts of information making up a whole. Because they have different information, a "gap" between them.

Harmer adds (1999) that in information gap activities, there are two kinds of activities that students should do. They are:

a. Filling the gaps in a schedule or timetable

Partner A holds an airline timetable with some of the arrival and departure times missing. Partner B has the same timetable but with different blank spaces. The two partners are not permitted to see each other's timetables and must fill in the blanks by asking each other appropriate questions. The features of language that are practiced would include questions beginning with "when" or "at what time." Answers would be limited mostly to time expressions like "at 8:15" or "at ten in the evening."

b. Completing the picture

The two partners have similar pictures, each with different missing details, and they cooperate to find all the missing details. In another variation, no items are missing, but similar items differ in appearance. For example, in one picture, a man walking along the street may be wearing an overcoat, while in the other the man is wearing a jacket. The features of grammar and vocabulary that are practiced are determined by the content of the pictures and the items that are missing or different. Differences in the activities depicted lead to practice of different verbs. Differences in number, size, and shape lead to adjective practice. Differing locations would probably be described with prepositional phrases.

These activities may be set up so that the partners must practice more than just grammatical and lexical features. For example, the timetable activity gains a social dimension when one partner assumes the role of a student trying to make an appointment with a partner who takes the role of a professor. Each partner has pages from an appointment book in which certain dates and times are already filled in and other times are still available for an appointment. Of course, the open times do not match exactly, so there must be some polite negotiation to arrive at a mutually convenient time for a meeting or a conference (Rees, 2005).

3.   Jigsaw Activities

Jigsaw activities are more elaborate information gap activities that can be done with several partners. In a jigsaw activity, each partner has one or a few pieces of the "puzzle," and the partners must cooperate to fit all the pieces into a whole picture. The puzzle piece may take one of several forms. For example, it may be one panel from a comic strip or one photo from a set that tells a story, a sentence from a written narrative or a tape recording of a conversation, in which case no two partners hear exactly the same conversation.

In one fairly simple jigsaw activity, students work in groups of four. Each student in the group receives one panel from a comic strip. Partners may not show each other their panels. Together the four panels present this narrative: a man takes a container of ice cream from the freezer; he serves himself several scoops of ice cream; he sits in front of the TV eating his ice cream; he returns with the empty bowl to the kitchen and finds that he left the container of ice cream, now melting, on the kitchen counter. These pictures have a clear narrative line and the partners are not likely to disagree about the appropriate sequencing. You can make the task more demanding, however, by using pictures that lend

themselves to alternative sequences, so that the partners have to negotiate among themselves to agree on a satisfactory sequence.

4. Speeches

Another common activity in the oral skills class is the prepared speech. Topics for speeches will vary depending on the level of the students and the focus of the class, but in any case, students should be given some ways in determining the content of their talks (Celce & Murcia, 2001).

5. Role plays

One way of getting students to speak in different social contexts and to assume varied social roles is to use role-play activities in the classroom. Role plays can be performed from prepared scripts, created from a set of prompts and expressions or written using some certain ways and consolidation knowledge gained from instruction or discussion of the speech act and its variations prior to the role plays themselves (Celce & Murcia, 2001). Meanwhile, Harmer (1984) asserts that in role plays, students are assigned roles and put into situations that they may eventually encounter outside the classroom. Because role plays

imitate life, the range of language functions that may be used expands considerably. Also, the role relationships among the students as they play their parts call for them to practice and develop their sociolinguistic competence. They have to use language that is appropriate to the situation and to the characters.

Harmer (1984) adds that students usually find role playing enjoyable, but students who lack self-confidence or have lower proficiency levels may find them intimidating at first. To succeed with role plays, the students need to follow the following steps;

a. Prepare carefully: Introduce the activity by describing the situation and making sure that all of the students understand it.

b. Set a goal or outcome: Be sure the students understand what the product of the role play should be, whether a plan, a schedule, a group opinion, or some other product

c. Use role cards: Give each student a card that describes the person or role to be played. For lower-level students, the cards can include words or expressions that that person might use.

d. Brainstorm: Before teacher start the role play, have students brainstorm as a class to predict what vocabulary, grammar, and idiomatic expressions they might use.

e.   Keep groups small: Less-confident students will feel more able to participate if they do not have to compete with many voices.

f.   Give students time to prepare: Let them work individually to outline their ideas and the language they will need to express them.

g.   Be present as a resource, not a monitor: Stay in communicative mode to answer students' questions. Do not correct their pronunciation or grammar unless they specifically ask you about it.

h.   Allow students to work at their own levels: Each student has individual language skills, an individual approach to working in groups, and a specific role to play in the activity. Do not expect all students to contribute equally to the discussion, or to use every grammar point you have taught.

i.   Do topical follow-up: Have students report to the class on the outcome of their role plays.

j.   Do linguistic follow-up: After the role play is over, give feedback on grammar or pronunciation problems you have heard. This can wait until another class period when you plan to review pronunciation or grammar anyway.

6.   Conversations

One of the recent trends in oral skills pedagogy is the emphasis on having students analyze and evaluate the language that they or others produce. In other words, it is not adequate to have students produce lots of language; they must become more metalinguistic ally aware of many features of a language in order to become competent speakers and interlocutors in English. One speaking activity which is particularly suited to this kind of analysis is conversation, the most fundamental form of oral communication (Celce & Murcia, 2001).

Furthermore, there is an activity that can make learner have more energy and fluently in speaking that is game:

7. Game

The game is the one of activity that make student more fun for learning languaguage, based on W. R. Lee holds that "most language games make learners use the language instead of thinking about learning the correct forms" (1979). He also says that games should be treated as central not peripheral to the foreign language teaching programmed. A similar opinion is expressed by Richard-Amato, who believes games to be fun but warns against overlooking their pedagogical value, particularly in foreign language teaching. There are many advantages of using games. "Games can lower anxiety, thus making the acquisition of input

more likely" (Richard-Amato 1988). They are highly motivating and entertaining, and they can give shy students more opportunity to express their opinions and feelings (Hansen 1994)

To make the speaking class fraitful can be conducted some communicative game as suggested by Thonbury (2005) as follow:

1. Guessing games

   A number of guessing games, susch as "what's my line?", in which one learner think of a job and the others have to ask yes/no question to guess what it is provide ideal condition for automating knowlegde.

2. Blocking games

   In order to introduce an element of unpredictability into dialogues, one of the speakers can be encouraged to 'block' the other one's expectations. The teacher can demonstrate by asking one of the students to take a role, for example, the customer's role in a shopping situation which has been thoroughly practiced. The teacher takes the role of the shop assistant. Instead of providing the expected response, the teacher

   says unexpected response. The 'customer' then has to cope with this unexpected response, and any others that the 'shop assistant' comes up with subsequently.

3. Dice game.

Dice games are incredibly versatile. Remember that the dice need notonly have numbers on the faces. They can have numbers, colors,letters ofalphabet virtually anything you like. Dice need not be six-sided either. In specialshops you can find 12-sided dice or even round dice with a weighted ball in themiddle.Lewia and bedson (2008)

Hadfield (2010) also has a theory about dice game. According to him, dicegames are familiar game types, where the aim is to be able recognize writtennumbers; drawing; matching, and for language like; face and/or body vocabulary;basic game language. This game is easy and fun to play. For example if the students rolls 1 the dice. He or she must call out the number and the corresponding body part. The students passes the dice to the child on the left and draws the face part he or she rolled. The next students does the same, and so on. If a student rolls a number he or she has already rolled, the dice moves on the next player. The first students to complete a full face wins.This game is also aimed at passive understanding with student. It is important to talk to the students during the game and get them to understand the words they are saying in different contexts.

The studies above, the reseacher to write above it all about techniques and litrature that used in learning process of English study club for improving speaking skill it is consindered as importent in practice foreign language. The reseacrher hopes that will be useful for teachers and students in teaching and learning.

G. Previouse Study

There are some studies found by researcher wich are similar to the study that will be conducted. The researcher takes two researches to support the writer's study in order to show the originality of the research. The first relevent study is Baihaqi (2016) conducted a research entitled "The influences of Speaking Club in Improving Students' Abilities" the aims of this study are to investigate whether the speaking club improve the students' speaking ability and to find out the students' responses toword the implimentation of the speaking club. The researcher captivates to investigate the language class namely conversation class. This class is held on two times (at night) every week in the class room near the Dormitories. The students' practice and learn English by joining the club. The researcher only focuses on investigating the speaking club in improving students' speaking ability. While, the previous study was focused the influence of speaking club in

encouraging students, motivation in speaking. The main objective holding speaking club is as a medium to improve students, speaking ability or to improve their willingness in practicing speaking with a high self-confidence even though they still make a lot of mistakes about grammatical roles.

The method which was used by the resercher was took one of the conversation classes at ma,had Al-jami,ah and domitory in university for islamic studies Ar-raniry batch 2014 for distributing questionaires. there were 28 students to fill in questionaire and four students to interview as the sample in this research.

The researchers used three techniques; observation, questionaire and interview as the result of data in data analyzing. The observation was used in order to get information directly about behavior, situation or attribute of the population. The questionaire were use to gain more valid and reliable data about the students, responses about the speaking club. While, interview was used investigate whether the speaking club influence and improve the students, speaking ability. In this study the researcher found The students, ability in speaking has improved after they joined the speaking club. Discussion group is one of an effective activity of speaking club, the majority of the students had positive

responses toward the implementation of the speaking club in learning speaking. The students claim that this speaking club very useful for them.

The second study is Widari (2017) " The Influence of English Club toword Students' Speaking Skill at Dormitory of STKIP Paracendekia NW Sumbawa". This study to know how to pull student's interest in joining the English Club at college and to show the readers how is influences of English Club toword student's ability. She employed 20 subject for the sample of the study. she observe the extense alteration from before and after following the English club in conducting of twice a week at domitory. The instrument employed in this study were questionaire sheets and semi-structure interview sheets. Data collection was collected and the study done in aututhentic English club classroom, the student were interviewed using a semi-structured form. She found The results of this study supported the effectiveness of the English Club in improving English speaking skills.

The last previous study and the first study conduct by the researcher similarly focus on learning speking skill with English

speaking club as strategies used. and the both of researcher

similarly used the fomer letter an expository.