CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter describes some theories related to the research. The purpose of this chapter is to understand what basic principles of the study, therefore the problem in the previous chapter can be answered. The theories must be the basic foundation to conduct this research. The theories of related literature are: Speaking, teaching speaking, and shadowing technique.

A. Speaking

1. Definition of Speaking

Speaking is part of the skill in learning language. Many experts have given explanations what the meaning of speaking is. Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Burns & Joyce, 1997). According to Hornby (1985:21), speaking is making use of words in an ordinary voice; uttering words; knowing and being able to use a language; expressing oneself in words; making a speech. In short, speaking skill is the ability to perform the linguistic knowledge in the actual communication. Therefore, Clark and Clark (in Nunan, 1991) state that speaking is fundamentally an instrument act. Speakers talk in order to have some effect on their listener. Students' skills in conversation is the core aspect, it becomes an essential aspect in successful language learning, thus, language function as a system for expression meaning, as Nunan (1991)

states that the successful in speaking is measured through someone ability to carry out a conversation in the language.

2. The Purpose of Speaking

The ability to speak fluently purposes not only knowledge of language features, but also the ability to process information and language. The learners need to have more practices and more use that language. also in learning speaking English, the student need to have a routine conversation , by practicing speaking the student will build some language feature (harmer, 2007: 269)as follows ;

1) *Connected speech*: effective speakers of English need to be able the produce the individual phonemes of English (as in saying I would have gone) but also to use fluent connected speech sound are modifier (assimilation), omitted (elision), added (linking), or weakened (through contraction and stress patterning). It is for this reason we should involve student in speaking activities designed specially to improve their connected speech

2) *Expressive devices*: native speakers of English change the pitch and stress of particular parts of utterances, very volume and speed, and show by other physical and non – verbal (paralinguistic) mean how there are felling (especially in face to face interaction). The use of these devices contributed to the ability to convey meanings. They allow the extra expression of emotion and intensity. Student should be able to deploy at least some of such surpassed mental features and devices in the same way if there are to be fully effective communicators.

3) *Lexis and grammar*: spontaneous speech is marked by the use of a number of common lexical phrases, especially in the performance of certain language function. Teachers should therefore supply a variety of phrases for different function such as agreeing or disagreeing, expressing surprise, shock or approval. Where student are involved in specific speaking context such as a job interview, we can prime them, in the same way, with certain useful phrases which there can produce at various mages of an interactional.

4) *Negotiation language*: effective speaking benefits from the negotiator language we use to seek clarification and to show the structure of what we are saying. We often need to ask for clarification when we are listening to someone else talk for students this is especially crucial. Speakers also need to structure their discourse if they want to be understood, especially in more writing - like speech such as giving presentations. They use negotiation language to show the structure of their thoughts, or reformulate what they are saying in order to be clearer, especially when they can see that they are not being understood.

Besides building the language features that we have discussed above, practicing speaking also will build mental / social processing, if part of speaker's productive ability involves the knowledge of language skills such as those discussed above, success is also dependent upon the rapid processing skills that talking necessitates. The mental/social processing included (Harmer, 2007: 271)

1) *Language processing*: effective speakers need to be able to process language in their own heads and put it into coherent order so that it come out in forms that are not only comprehensible, but also convey the meaning that are intended, language processing involves the retrieval of word and phrases from memory and their assembly into syntactically and propositionally appropriate sequences. One of the main reasons for including speaking activities in language lessons is to help student develop habit or rapid language processing in English.

2) *Interacting with others*: most speaking involves interaction with one or more participants. This mean that the effective speaking also involves a good deal of listening, and understanding of how the others participants are felling, and a knowledge of how linguistically to take turns or allow others to do so.

3) (*On -the sport) information processing*: quite apart from our response to others" feelings, we also need to be able to process information they tell us the moment we get it. The longer

It takes for the penny to drop the less effective we are as instant communicators. However, it should be remembered that this instants response is very culture – specific, and it not prize by speakers in many other language communities.

3. Aspects of Speaking

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) states that pause is 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) asserts 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) proposes 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 last 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 to someone else. Meanwhile, speakers use 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.

B. Teaching Speaking

1. Classroom Speaking Activities

Teaching speaking should be taught in attractive and communicative activities. There are many types of classroom speaking activities. Harmer (2001: 348-352) states six classroom speaking activities. They are acting from script, communication games, discussion, prepared talks, questionnaires, simulation, and role play.

a. Acting from script

Playing scripts and acting out the dialogues are two kinds of acting scripts that should be considered by the teacher in the teaching and learning process. In the playing scripts, it is important for the students to teach it as real acting. The role of the teacher in this activity is as theatre directors, drawing attention to appropriate stress, intonation, and speed. This means that the lines they speak will have real meaning.

By giving students practice in these things before they give their final performances, the teacher ensures that acting out is both a learning and language producing activity. In acting the dialogue, the students will be very helped if they are given time to rehearse their dialogues before the performance. The students will gain much more from the whole experience in the process.

b. Communication games

Games are designed to provoke communication between students. The games are made based on the principle of the information gap so that one student has to talk to a partner in order to solve a puzzle, draw a picture, put a thing in the right order, or find similarities and differences between pictures. Television and radio games, imported into the classroom, often provide good fluency activities.

c. Discussion

Discussion is probably the most commonly used activity in the oral skills class. Here, the students are allowed to express their real opinions. According to Harmer (2001:272) discussion range is divided into several stages from highly formal, whole-group staged events to informal small-group interactions. The first is the buzz groups that can be used for a whole range of discussion. For example, students are expected to predict the content of a reading text, or talk about their reactions after reading the text.

The second is instant comments which can train students to respond fluently and immediately is to insert 'instant comment' mini activities

into lessons. This involves 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.

The last 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, the audience, pitch in as the debate progresses with their own thoughts on the subject.

d. Prepared talks

Students make a presentation on a topic of their own choice. Such talks are not designed for informal spontaneous conversations because they are prepared and more 'writing like'. However, if possible students should speak from notes rather than from a script.

e. Questionnaires

Questionnaires are very useful because they ensure that both questioner and respondent have something to say to each other. Students can design questionnaires on any topic that is appropriate. As they do so the teacher can act as a resource, helping them in the design process. The results obtained from questionnaires can then form the basis for written work, discussions, or prepared talks.

f. Simulation and Role play

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 completely different character

and express thoughts and feelings as they doing in the real world. Those activities can be used by teachers to teach speaking. Teachers can choose an activity that related to the topic and objective of the lesson. Besides, they must consider the situation, condition of the students and materials that will be taught. For example, they use simulation and role play activities when they teach expressions. Teachers can ask them to write some dialogues and after that they have to act them out in front of the class. It may be used by the teachers in using acting from script. In discussion, teachers can use some pictures or maybe videos in a certain situation. These activities can be used as the way to measure how far students can speak, say and express their feeling in English.

2. **Types of Speaking Performances**

    Brown (2004: 271) describes six categories of speaking skill area. Those six categories are as follows:

a. Imitative

This category includes the ability to practice an intonation and focusing on some particular elements of language form. That is just imitating a word, phrase or sentence. The important thing here is focusing on pronunciation. The teacher uses drilling in the teaching learning process. The reason is by using drilling, students get opportunity to listen and to orally repeat some words.

b. Intensive

This is the students' speaking performance that is practicing some phonological and grammatical aspects of language. It usually places students doing the task in pairs (group work), for example, reading aloud that includes reading paragraph, reading dialogue with partner in turn, reading information from chart, etc.

c. Responsive

Responsive performance includes interaction and test comprehension but at the somewhat limited level of very short conversation, standard greeting and small talk, simple request and comments. This is a kind of short replies to teacher or student-initiated questions or comments, giving instructions and directions. Those replies are usually sufficient and meaningful.

d. Transactional (dialogue)

It is carried out for the purpose of conveying or exchanging specific information. For example here is conversation which is done in pair work.

e. Interpersonal (dialogue)

It is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. The forms of interpersonal speaking performance are interview, role play, discussions, conversations and games.

f. Extensive (monologue)

Teacher gives students extended monologues in the form of oral reports, summaries, and storytelling and short speeches. Based on the theory above, it can be concluded that there are some points that should be considered in assessing speaking. The students need to know at least the pronunciation, vocabularies, and language functions that they are going to use. When the students have been ready and prepared for the activity, they can use the language appropriately

3. **The Nature of Teaching Speaking**

Since English is included as a compulsory subject in senior high schools in Indonesia, the learners have the same need. The need is passing the examinations to move to the next level and graduate from the school, and the general requirement is the students are able to speak and hold conversations. From a communicative purpose, speaking is closely related to listening. The interaction between these two skills is shown in the conversation. Brown (2001: 275-276) states that there are seven principles for designing speaking techniques.

1. Use techniques that cover the spectrum of learner needs, from language based focus on accuracy to message-based on interaction, meaning, and fluency.

2. Provide intrinsically motivating techniques.

3. Encourage the use of authentic language in meaningful contexts.

4. Provide appropriate feedback and correction.

5. Capitalize on the natural link between speaking and listening.

6. Give students opportunities to initiate oral communication.

7. Encourage the development of speaking strategies.

The process of teaching speaking itself can be done in several stages. Scott (1981) mentions three stages to complete the teaching of speaking. The first stage is stating objectives. The teacher has to put across what operation the students are going to learn. When the students understand the objectives of learning, the instruction will be done communicatively. The teacher could tell students the objective of the lesson directly. Giving students clues for brainstorming the objectives is preferable. Another way is using visual aids to attract students' attention and participation.

The next stage is presentation. One thing that should be considered in this stage is the whole language operations that will be given in the lesson are presented in context. It is very important to make language items clear. To contextualize a language item, the teacher can use text, video, recorded or picture in the form of transaction of native speaker and the like.

The last is practice and production. Drilling check will be given to the students in the phase to see if they have understood of what is being learnt through choral repetition of language presented and then move to individual responses. The teacher will direct the students by providing information gap and feedback for students. And the students' replies are not only seen from the grammatical accuracy point of view but rather of language appropriateness and acceptability.

Then, there are some important points that should be considered in teaching speaking to young learners. The first thing to be considered is who the learner is and why they are. The clear objective is the next. In the end of the lesson, students at least are able to do something using oral English. The third is since the final objective of learning speaking is communication, all materials that are given to the students such as vocabulary, grammatical structures, and other language items, are expected to be applied by students in the daily life. Teacher's role in the speaking learning is creating activities in which the students can practice and apply what they have learnt orally. In other words, this is the turn of the students to practice communication.

4. Teaching Speaking for Senior High School

English has been learnt in any level of education in Indonesia, so has in senior high school. Based on the PP No 19/2005 about the National standard of Education, English is considered as a compulsory subject to be learnt in senior high school. Moreover, English is also included as one of the subject in National examination for senior high school. Thus, English is very important subject to be learnt, not only to prepare the senior high school students to pass the National examination but also to go to higher level of education. According to Safitri (2014). The characteristics of senior high school students as follows:

- The characteristics of senior high school students

  Mostly high school students' age is ranging from 15 to 17 years old. As teenagers, some of them think that school is not a

priority. The majority of the students in high schools are not worried about learning. They are more concerned about their physical image, popularity and personal life. In this age, they seem to have low responsibility. Most of high school students visualize high school as the last opportunity to be immature before heading to college. They are also more impulsive than reflective learners; young people tend to just learn the information and do not seem too eager to find an explanation to everything. They seem to catch the information in a faster way, but at the same time the information is not always learned correctly.

By those conditions, teachers should work hard to find the best way to make them learn and concern to their study. However, Spratt (2005: 53) states the characteristics of senior high school students as follow.

a) The students are able to keep still for longer period

b) The students focus to the lesson for longer periods

c) The students learn in more abstract ways

d) The students usually able to control and plan their own behavior

e) The students did not so willing to make mistakes or take risks

f) The students are aware of themselves and/or their actions.

As stated in our curriculum, the purpose of the English subject in senior high schools is to develop communicative competence in spoken and written English. That is why the school graduates are expected to reach the informational level. The learners should be able to access information and knowledge to go to the higher level of study.

C. Shadowing Technique

1. Definition of Shadowing Technique

Shadowing is one of the technique that used to learn listening and speaking. According to (Yajima, 2001) Shadowing' was originally developed as a training technique for simultaneous interpreting in Europe and has gained much interest among language educators in improving the listening and speaking competence of learners as shadowing' requires competence in both listening and speaking. It's supported with Shiota (2012: 78) states that shadowing is a training technique which is used to improve the interpreting skills.

According to (Yo Hamada, 2017) Shadowing helps following fast speech which is one of the problems faced by non-native listeners. Native speakers tend to speak fast and use linking verbs to connect the speech which makes the non-native listener difficult to follow what they say. Learners try, follow and pursue with quick speeches; this can help them to get used to listening to quick speeches. In theory, students eventually become accustomed to this speed, which consequently helps them listening better than before.

Yonezawa & Ware (2008: 1256) state that shadowing is reproducing phrases right after listening to a chunk of meaningful English without looking at the text. Thus, the listener follows the speaker on the CD like a shadow or an echo. Luster (2005) states that "shadowing", which means repeating what a speaker says, may be well known as an exercise for simultaneous interpreting, but this technique is also an excellent way of

teaching English. The term comes from "shadow" which means shade. We call it shadowing because, just as your shadow does everything that you do when you move, the shadowing voice says everything that the original voice says. Shadowing sometimes goes by other names, such as *shadow talking, shadow speaking, mimicking, tracking echoing.* He also states that there are several meanings about shadowing as follows:

1) Shadowing is not listening and repeating.

2) Shadowing is not listening while you are reading.

3) Shadowing is not memorizing and then shadowing.

4) Shadowing is not mumbling sounds.

5) Shadowing is saying what you hear as soon as you hear it.

6) Shadowing is listening without reading and repeating it immediately.

7) Shadowing is saying what you hear without knowing it before.

8) Shadowing is trying to make clear speaking sounds.

From some definitions given by some experts except luster, the researcher concluded that shadowing is listening and repeating directly what the speaker is saying on video, CD or MP3 by looking at or without looking at the material script. The learners can simply listen and repeat directly what the native speaker is saying on video, CD or MP3 without looking the script if they can follow the native speaker easily. However, if they feel difficult and they want to know the writing of words, phrases or sentences, they may look at the script. Shadowing can be done by turning on the video, CD or MP3 and the listeners try to do shadowing by looking the script or without looking script. It can be repeated there times or more

than it if the learners are not fluent on it. The learners can also pause the video, CD or MP3 in every word, phrase and sentence if it is too fast. The learners should find English books or English articles that have video, CD or MP3 from English native speakers. Shadowing the native speaker is strongly recommended by the researcher. The learners can do shadowing technique by themselves at home or the teachers can implement shadowing technique in the classroom in teaching speaking.

2. **The Procedure of Shadowing Technique**

Below is the shadowing instruction from Takizawa (2002):

Procedure	Activities
Listening to audio	Learners should only listen without reading a text.
Slash reading	Learners should read the text by slashing, comprehending the text by chunks, and checking the unknown (meaning) in the text.
Shadowing	Learners should practice repeatedly till reproducing 70% to 80% of the text.
Repeating and shadowing	Learners should listening to the audio and shadow after that.
Translation	Students should translate the text slash by slash.
Reproduction	Students should repeat the audio pause by pause.
Translation	Students should translate text pause by pause.
Delayed shadowing	Students should shadow by 3 (three) or 4 (four) words.
Content shadowing	Students should shadow and think about the meaning.
Translating while listening	Students should listen and translate the text simultaneously.

From step or procedure above by the expert before can be concluded that the main focus of shadowing technique is about understanding what the main point of the audio is. Intonation, pronunciation, stress are emphasized to make better in speaking. Repeated listening the audio by shadowing is the first step before speaking like what the audio said. Listening and speaking skills cannot be separated in learning shadowing technique.

3. The Advantages of Shadowing Technique

Several studies of shadowing examined the positive impacts on speaking proficiency. McDonough, as cited by (Louise Teeter: 2017) stated that the recent study in Canada conducted a research on sixteen participants practiced shadowing with a short eight-week dialogue on the iPod (Apple Inc., Cupertino, CA, USA), and then did the task of speaking without preparation. Results based on twenty-two non-expert assessors indicated that their comprehensiveness and effectiveness increase.

According to (Yo Hamada: 2017), Shadowing helps following fast speech which is one of the problems faced by non-native listeners. Native speakers tend to speak fast and use linking verbs to connect the speech which makes the non-native listener difficult to follow what they say. Learners try, follow and pursue with quick speeches; this can help them to get used to listening to quick speeches. In theory, students eventually become accustomed to this speed, which consequently helps them listening better than before.

(Rost: 2011) said, attention is one of the factors needed to successful listening to a rich variety of acoustic features beyond linguistic aspect.27 Listening attention can be distracted by internal or external factors. Therefore, listening is different from hearing. In listening the listeners must really pay attention to the speaker to catch what they say. Shadowing makes learners concentrate on listening. Shadowing task challenges the listener echoing every single word of spoken utterances and prevents for „hearing‟ by without paying attention to incoming information. In addition, shadowing can change passive listening to become active listening.

4. **The Disadvantage of Shadowing Technique**

As a technique, shadowing also has disadvantage. According to (Ingrid: 1992), "shadowing exercises are purely mechanical exercises which, by teaching students to parrot words, are apt to reinforce their natural tendency to stick too closely to the speaker's words."24 In other words, shadowing technique is claimed as "too simple" technique because it makes the students only imitating the speaker. They cannot speak as their way.

Reflects from that disadvantage, teacher should be creative to cover it. When teacher decided to use this technique, it is better for the teacher to be more open-minded. It means the teacher gives an opportunity to the students to improve their way of speaking. Not only 100% imitating the native speaker, but also improve their own speaking colour as long as the grammar and pronunciation are right.

D. Previous studies

There are several previous studies that had been held by some educators and researchers in this field that has been published in the journal. Therefore, we need to do the review of literature in order to know how to the other researchers analyses the topic, so we can avoid the possibility of duplication. Below are some of the studies that show the benefit of using literature in teaching English:

1. *Using 'A Shadowing' Technique' to Improve English Pronunciation Deficient Adult Japanese Learners: An Action Research on Expatriate Japanese Adult Learners* by Omar & Umehara. This study was aimed to examine the difficulties in pronouncing English among the participants (four Japanese adult English learners) in this study, and to assess the improvement in the participants' spoken English, after undergoing a 'shadowing' technique. This study employed an action research method. The sample of this research are four expatriate Japanese adult learners who are residing in Sabah, Malaysia after retirement. They were born in Japan, and their mother tongue is Japanese. The research instruments used in this study were a pronunciation test, learner journals, a questionnaire, observation protocol, and speech recordings. The respondents' perception of shadowing was surveyed by means of questionnaire.

2. *The Impact of Shadowing Technique on Tertiary EFL Learners' Listening Skill Achievements* by Sumarsih. This study was aimed at describing the impact of shadowing technique on students' listening skill achievement. The method of this research was quantitative with quasi-experimental.

There were 60 students who were involved in this recent study. The participants were selected randomly from 180 students at English Department of *Universitas Negeri Medan*. In addition, the students were in the first semester. The students were divided into two groups named experiment and control group. Each group consisted 30 students. The material focused on IELTS New Edition book (2010). The result is analyzed by using t-test and ANCOVA in Statistical Package for Social Science (SPSS) was employed to tabulate the data (pre and posttest of listening)

3. *The Study of Shadowing Exercise on Improving Oral English Ability for Non-English Major College Students* by Xiaolin Wang. This empirical study focused on the effect of shadowing exercise on improving oral ability for non-English major college students. The participants were 40 students (28 boys, 12 girls) randomly from the author's two classes. The research instruments used were pre-class and post-class questionnaire. Teaching and training materials in class and post-class were mainly selected from The Intermediate Course of Interpretation (Shanghai: Shanghai foreign language education press) and VOA Special English. The tool was statistical software SPSS18.0.

Furthermore, there are differentiations among the previous studies that have been explained before with this study. In the first study, the different is about the tittle of the study. This study is to know the effectiveness of shadowing technique on students' speaking skill, but the first previous study the tittle is using 'a shadowing' technique' to improve

English pronunciation deficient. Then, the data of this study is collected from MAN 3 Blitar, but, the first previous study collected the data from adult Japanese learners.

The second study also has differentiation in skill. This study to know the effectiveness of shadowing technique on students' speaking skill, but the second previous study is talking about The Impact of Shadowing Technique on Tertiary EFL Learners' Listening Skill Achievements. Both of them used shadowing technique but different skill. The participants of this research used students of senior high school, but in the second previous study used University students.

The third study also has quite differentiation. This study talked about speaking but the third previous study is talking about oral English ability. The subject of this study is students of senior high school, but the third previous study the object was non-English major college students. In this study using pre-test and post pest, but in the third previous study used pre-class and post-class questionnaire.