CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter is review of related literature that discusses the definition of teaching, teaching speaking, materials, method in teaching speaking, media, strategy of teaching speaking, evaluation of speaking, and oral language assessment.

A. Definition of teaching

Teaching does not always draw someone in the classroom who presents about a material. Actually, the definition of teaching depends from the point of view. Bellow, there are definitions of teaching from points of views to make clear our mind:

a. Teaching as an art: it called art because teacher can improves, focuses on motivation and pacing, teacher bases activities on student behavior; teacher is intuitive and difficult to evaluate (Reed et all: 1998:7).

b. Teaching as a science: teacher organizes instruction, teacher sets acceptable levels of performance and behavior, and teacher manages a classroom (Reed et all: 1998: 7).

c. Teaching is both an art and science: teacher focuses on objectives but improvise tactics, teacher assists students in reaching objectives, and teacher encourages students to exceed state competency goals (Reed et all: 1998: 7).

d. Teaching as profession

Characteristics of teaching profession, teachers should have:

a. A body of knowledge and the ability to apply that knowledge in the classroom.

b. Autonomy to make decisions that affect life in the classroom and empowerment to make decisions that affect operation of the school.

c. A well established set of collegial and peer relationships.

d. Ability to communicate to the public his or her actions, practices, and judgments.

e. High standards, a code of ethics, and a character and personality those are admired and respected.

f. Commitment to the welfare of students; caring and compassionate relationship with students.

g. Commitment to a lifetime teaching career.

h. Accountability for the quality of teaching and the progress of students.

i. Membership in professional organization.

j. Opportunity to use his or her own discretion and freedom to teach without direct supervision.

The field of education should have:

a. Controlled recruitment into the field of teaching and extensive training.

b. Excellent working conditions, salary, benefits, and comparable performance.

c. Continuous retraining for intellectual growth and development.

d. Objective evaluation and performance rewards (Reed et all: 1998:14).

Simply, teaching is an activity to conveying/ transferring knowledge to other people. According to Arends (2004), the ultimate purpose of teaching is to help students become independent and self-regulated learners.

B. Teaching Speaking

Chaney (in kayi, 2006:1) stated that, teaching speaking means that, the teacher teach the listener to: (1) produce the English speech sound and sound pattern, (2) use words and sentence, stress intonation pattern and rhythm of the sound language, (3) select appropriate word and sentences according to the proper social setting, audience, situation, subject matter, (4) organize their though in a meaningful and a logical sequence, (5) use language as a means of expressing values and judgments, (6) use the language quickly and confidently with few unnatural pauses, which is called as fluency (Nunan, 2003).

In this case, the principle of teaching speaking which stated by Nunan (2003:54-56) that there are five principle of teaching speaking: (1) be aware of difference between second language and foreign language in learning context, (2) give students chance to practice with both fluency and accuracy, (3) provides opportunity for students to talk by using group work or pair work, (4) plan speaking task that involve negotiation for meaning, (5) design classroom activities that involve guidance and practice in both transactional and interaction speaking.

C. Kinds of Materials

Materials as anything which can be used to facilitate on teaching speaking in the classroom. Gebhard (2000:90) reveals that "for teacher who teaches in a

public school in a country conducted their teaching with materials produced by a government education agency or committee". English teacher design their materials by their own ideas concerning to the teaching learning English and bring innovative ideas into their teaching. The teacher combine produced by education agency with their materials produced by themselves. (Gebhard, 2000:90) states that "the teachers who are not satisfied with the text they probably adapt the text or design entire lesson with materials created by them". Type of materials are the authentic materials and the commercially materials. Gebhard, 2000:102) states that "the aim of using authentic materials is to get beyond the limitation of the text".

1. The Authentic Materials

In the application of authentic materials, teachers begin with an idea in a text, based on their understanding of student's need and interest, located authentic materials, as well as created additional activities that are made of them. As planned, teachers made lesson plan for long preparation to conduct in teaching speaking which includes goals of the lesson, steps in implementing it, and the materials needed to teach it and some instruments to evaluate students. Normally daily plans outline what content is to be taught, motivational techniques to be used, specific steps and activities for students, needed materials, and evaluation processes (Richard & Rodgers, 1986: 121).

2. The Commercially Materials

The used of commercial materials to support the authentic materials because it could save time. The used of commercial materials in teaching English, such as commercially produced, audiotape, videotape, laptop, projector, and other electronic materials. (Harmer, 2007, 124) states that as with all other skills, what starts as a speaking activity may be very well lead on to writing or other activity itself may develop from a reading text, or after listening to an audio track. Meanwhile Brown (2001:137) reveals that lecturing (and other form of orally providing information) and having students read a text is part of the process of creating and maintaining and interactive classroom. The used of syllabus as guide to select authentic materials and commercial materials, and design the lesson by bringing innovative ideas into teaching speaking. Teaching speaking must select the materials in written or printed, audio, visual, audio-visual from that enable to use and support that teaching speaking.

D. Components of Teaching Speaking

1. Methods in Teaching Speaking

There are many methods which could be use in teaching English. They are:

a. Direct method: this method concerns with students speaking and grammar (Harmer: 2007:63). The student is taught by the teacher using target language directly. There is no translation in direct method.

b. Audio Lingual method: it is equipped with knowledge and skill for effective communication in foreign language. This method focuses on speaking and listening, and then reading and writing come later (Harmer: 2007:63).

c. Suggestopedia: from Soviet psychology Lozanov has taken the nation that all students can be taught a given subject matter at the same level of skill. A most conspicuous feature of suggestopedia is the centrality of music and musical rhythm to learning (Richards & Rodgers: 2001: 100).

d. Total Physical Responses (TPR): Total Physical Responses is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity (Richards & Rodgers: 2001:73).

e. Silent Way: it is base on the premise that the teacher should be silent as much as possible in the classroom but the learner should be encouraged to produce as much language as possible (Richards &Ridgers: 2001:81).

f. Community Language Learners (CLL): this method represents the use of Counseling-Learning theory to teach language (Ruchards& Rodgers: 2001:91). It means that teacher as counselor and students as client. CLL indicates that teacher have to respect and solve the students' difficulties in learning language.

g. Communicative Language Teaching (CLT): activities in CLT typically involve students in real or realistic communication, where the successful achievement of the communicative task they are performing is at least as important as the accuracy of their language use. Thus role-play and simulation

have become popular in CLT (Harmer: 2007:69). Therefore, CLT focuses on students' practices in communication.

h. Task Based Learning: Task Based Learning (Harmer: 2007:71) makes the performance of meaningful tasks central to the learning process. It is informed by a belief that if students are focused on the completion of a task, they are just as likely to learn language as they are if they are focusing on language form. Simply, TBL is method which focusing on students' comprehension.

2. Media

To some people media refer only to complex items of equipment such as television or film. We would include teacher as one of the presenter of media to students. Teachers have other functions to perform teaching activity and also conducting evaluation.

Sadiman mentioned that the word media are derived from Greek medius and it is singular from medium. Literally media are tools or transmitter. It means that media are means of communication to transfer learning message or information (Sadiman, 1986, 6). This opinion is supported by Usman, stating that media are something that can send message and stimulate mind, feeling, and students' interest that can support the learning process (Usman, 2002, 11).

Encyclopedia of Educational Research in Hamalik claimed that we can improve learning result when media are integrated into the learning process, the equal amounts of learning are often accomplished in less time by using media, and that media generally facilitate learning and are preferred by the students when they are compared with traditional instruction. Media can create interest,

comprehension and retention. The hypothesis stated that the more abstract the context of a message, the more difficult to comprehend (Hamalik, 1989). Thus, it can be said that media function to create concreteness to any learning situation.

According to Hamalik media is a tools, method used in teaching-learning process to make the communication between teachers and students become more affectively, because media are able to: 1) Activate students' responses and participations, 2) Establish and direct attention, 3) Repeat of stimuli (Hamalik, 1989, 12). Beside that according to Heinich, Molenda and Russel in Arsyad media is a means of communication between source and receiver (Arsyad, 2003, 4).

Based on the description above, t can be concluded that media as means for sending the message from the source or sender to the receiver in teaching learning process to gain the objectives of teaching and learning activity.

a. The Function of Media

Actually the teaching-learning process between teachers and students develop their idea and mind. Sometimes the communication is not effective and efficient because there is verbalish. To raise the effective and efficient communication depends on supporting factors which are called aid and equipment. Thus, the interaction of communication will be more optimal when teachers use media.

The position of media in component of teaching method is as one of the ways to raise the process of interaction between teachers-students and interaction between students in the learning environment. According to Nana Sudjana the aim

function of media is as a medium of teaching that can support the use of teaching method used by teachers (Sudjana, 1989,7).

Every student has different way in learning because the standard of students' intelligence is not same, so teachers will face some difficulties. The difficulties can be overcome by using media. Hamalik states that media can help the teachers become being creative in making and using media and also managing learning experience (Hamalik, 1989,6).

Moreover, Sadiman explore media as the following:

1. By using media, the message which will be communicated can be clear and understandable.

2. It is used for overcoming the limitation of the space, time and sense in teaching-learning process.

3. It can be raise the students' motivation in teaching-learning process and is enable to direct interaction between the students with the learning environment and reality.

4. It can give the same stimulation and the same learning experience and it can raise the same perception despite the differences in every student (Sadiman, 1989, 16).

Forms and kind of media have changed. However, their function in teaching-learning process has basically remained the same. According to Usman the function of media are as the stimulation presenter of information and raise the harmony in receipt of information. thus, the function of media are to arrange the steps of advance and give feedback (Usman, 2002, 13). Media as server and

distributor information can represent teachers in conveying lesson to be more clear and interesting.

Hamalik states that the media used can build up a stick of experience more concrete to give meaning to the abstract representation of reality. Concrete and direct experience will make students study more easily to get, know, remember and use abstract symbols (Hamalik, 1989, 34).

b. The Types of Media

In general, the media can be divided into two types, which are authentic media and commercially media.

1) Authentic Media

Authentic media is media which used by the teachers when teach in speaking English teaching in the classroom. The media were used such as picture, laptop, projector, power point, and real object. According to Gerlach and Ely (1971), "the media in general is human, material or incidents which are build a condition that made students able to get knowledge, skill and attitude".

In addition, to make teaching and learning process more interactive the teachers applied different ways of their media. It is line with Melvoun and Stout (2000) (in Gebhard, 2000:104) that states "how the authentic mixed media can be used in different way".

2) Commercially Media

Commercially media is media that used by the teacher such as projector, laptop, computer, tape recorder, real object, and cassette. It is line with Kemp and Dayton (1989) states that "the one of some advantage use media is the process of

teaching and learning more interested". The students interested to the media in order the students understand the material.

c. The selection of the Proper Media

Sudjana mentions some requirements in choosing media, they are:

1. It should be effective in teaching purpose; it means the media is chosen in accordance with the instructional purposes.

2. It should support the material, it means the material are about fact, principal, concept and generalization that need media to make easy in understanding.

3. It should be easy to get, it means media is easy to be made by teachers.

4. The capability of teachers in using media, whatever the kind of media the main requirement is teachers have to be able to use media in teaching learning process.

5. The availability of time in suing media, so the media can be useful for students.

6. It should be appropriate with the standard of students' intelligence (Sudjana, 1989, 4).

According to Soekawati, there are many steps in selecting media as follows: a) The cost is cheap, b) The suitability with the method of teaching, c) The suitability with the characteristics of students, d) The consideration in flexibilities and ease in caring, e) The availability of media and spare parts of media in the market (Soekawati, 1995, 75).

d. The Kinds of Media

In the generally, there are kinds of media. They are audio, visual, and audio-visual media. Audio media are media that can be listened, while visual media are media that can be seen. Moreover, media that can be listened and seen are audio-visual media.

1) Visual media

Anderson says that the eyes have a great role or great function in finding information effectively and can save it in long term memory (Anderson, 1987, 49). Meanwhile, Sadiman states that the visual media include the graphic media that function as a server message through communication symbol of visual (Sadiman,1987,28). The graphic media is media that combine the fact and idea through words and pictures.

2) Audio

Sadiman states that audio media is a means transmits the message in the form of audios, symbols, either verbal (oral) or non verbal (Sadiman, 1986, 44). Arsyd said that audio media are able to teach English as foreign language (EFL). It used to hear native speaker pronunciation in foreign language (English Language). Furthermore, it also can be used to record students' pronunciation and to correct them with native speaker pronunciation (Arsyad, 2003, 152).

Arsyad mentions several teaching variations by using audio media, they are: 1) Identify the topic such as mention the title, 2) Inform the students about the background of the topic, 3) After listening, discuss the topic with the students, 4) Give them keyword of the topic being discussed, 5) Explain them why they

should hear the topic, the relation them, and give them clear instruction with the topic given (Arsyad, 2003, 149-150)

According to Anderson audio medium is a source of material which is economy, enjoyable, easy to prepare and to use. In the teaching process applying audio, the teachers need skill and good preparation (Anderson, 1987,127).

3) Audio Visual

Audio-visual are the instruction media that involve the sense of sight and hearing, so this media can be seen and listened.

3. Teaching Strategy

Teaching is an activity, which is integrated one to each other. Teaching gives support to learning activities. According to Brown, (2000:7) teaching is "showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand". He further says that teaching guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. Our understanding of how the learner learns will determine our philosophy of education, teaching style, approach, methods, and classroom technique. While Karo-karo (1975:10) states that teaching is the process transferring the material of someone to another, in order that they absorb, master, then develop the material including skills, knowledge, or sciences. In line with the definition above, Brumfit (1979:5) defines as an activity that is performed directly or indirectly, by human beings on human beings.

Cambridge International Dictionary of English in Harmer (2002, 56) teaching means to give (someone) knowledge or to instruct or to train (someone). In addition, the Longman Dictionary Contemporary English suggests that it means to 'show somebody how to do something' or to 'change somebody's idea'.

Teaching strategies are procedures used by the teacher which serves a way of reaching a goal (Suryosubroto, 2002 cited in Fetty P. S 2013: 40). To reach the goal, teacher has the important role in the teaching because most the output of students was determined by the teachers (Jaromelik and Foster, 1989). According to Usman (1990: 7), a competent teacher will be able to create an effective learning environment and will be able to manage the process of teaching and learning so that the students can achieve an optimal result. To be able to manage the process of teaching and learning, the teachers must have strategies to do that.

J.R. David (1976) cited in Wina S. (2002: 186) states that strategy is a plan, method, or series of activities designed to achieves a particular education goal. So, learning strategy can be defined as a plan that contains a series activities designed to achieve specific educational goals.

Based on the explanation above can be divide two main points: first, learning strategy is a plan of action (series of events), including the use of methods and utilization of various resources / strengths in learning. Second, the strategy designed to achieve a certain goals so, the direction of all decisions is the achievements of strategy thus prepare the learning steps, the use of various facilities and learning resources are all directed in an effort to achieve the goal.

Therefore it is necessary to formulate clear objectives, which can be measured by its success, because the main goal is the basic implement of a strategy. Suck as learning English in teaching speaking, of course, an English teacher has a specific strategy to improving students' speaking ability.

Kermp (1995) cited in Wina S (2002:187) states that teaching learning strategy is a teaching learning activity that must be done by teacher and students to make learning goals can be achieved efficiently and effectively. In line with the opinion above, Dicky and Carrey (1985) also mentions that the teaching and learning strategy is some material collection and learning procedure it used together to optimal students learning. It can be concluded that the teaching learning strategy is essential preparing students teaching learning experience.

1. Oral Interview

According to O'Malley (1996:78) Oral interview can be conducted with individuals or pairs at all levels language proficiency and require no preparation on the part of the students. In a classroom setting, interview can take the form discussions or conversations with the teacher and with other students.

2. Picture-cued Descriptions or Stories

Picture can be used for assessment of individual students and are probably most appropriate for beginning and intermediate learners. Pictures cues require no prior preparation on the part of the students and can be used to elicit the following language function: describing, giving information, or giving an opinion O'Malley (1996:79).

Pictures should also call for approximately similar types of oral language. According to Brown and Yule as cited in O'Malley (1996:79) suggest that a way to make picture descriptions more difficult is to increase the "communicative stress" involved in description.

3. Radio Broadcast

Radio Programs of news, music, whether, and commercials can be used to assess oral language in authentic context. Using authentic spoken language to assess listening and speaking can be highly motivating to students because it relates to daily life and calls for use of shared background knowledge Porter and Roberts as cited in O'Malley (1996:80). Listening to news reports and weather forecast can be used to teach and assess listening with a purpose, listening for the gist of the message, and listening with less than total comprehension.

4. Video Clips

Video clips can be used at all levels of proficiency, but the things students are asked to do with oral language will differ depending on their level proficiency. Video clips can be used with individuals, groups, or whole classes.

According to O'Malley (1996:81) video can even be used with young children, especially to provide stimulation and motivation to learn about culture and language. Video clips require no preparation on the part of the students and most often will elicit language function for describing or giving information.

5. Information Gap

An information gap is an activity where one student is provided information that is kept from a partner Underhill as cited in O'Malley (1996:81). Learners are evaluated on their effectiveness in bridging the information gap. Brown and Yule as cited in O'Malley (1996:81) suggest that repeating an information gap activity several times as the speaker does not lead to significance improvement whereas taking a role as the listener does. In preparing information gap activities, be careful not to design problem-solving activities that call for analysis by the learner.

6. Story/ Text Retelling

Story/text retellings involve having students retell stories or text selections that they have listened to or read. Otherwise, this activity becomes an assessment of the students' reading skills in addition to oral skills. In retelling, choosing to read a story or text orally to students means that you will be assessing both listening comprehension and speaking skills.

To prepare for the story or text retelling, choose a story or text with which the student is familiar and that is appropriate for the age and grade-level of the students. Students can also read stories they themselves have written or that the teacher has written for them. Plan on reading aloud approximately six to ten sentences (O'Malley, 1996: 83). As with the oral interview and pictures cues, be sure that the passage you have selected does not contain vocabulary or concepts that are culturally biased or unknown to the students.

7. Conversations/ Role-Plays/Simulations

Drama techniques can be particularly effective in developing oral language skills of English language learners. They provide a format for using elements real-life, conversation, such as repetitions, interruptions, hesitations, distractions, changes of topic, facial expressions, gestures, and idiolects (individual variations of dialect) Forrest as cited in O'Malley (1996:85). Through they require differing degree of preparation, improvisations, role-plays, and simulation students to speak through the identity of other and / or to lose themselves in plots and situations which are engaging but without real consequences. Dramatic activities have been shown to produce anxiety, increase motivation, and enhance language acquisition Richard-Amato as cited in O'Malley (1996:85).

8. Debates

Debates can be present opportunities for students to engage in using extended chunks of language for a purpose. A debate is type of role-pay where the students are asked to take sides on an issue and defend their positions. The debate is probably more often used in content area classrooms than in ESL classrooms. Debates are most appropriate for intermediate and advanced learners who have been guided in how to prepare for them. Debates require extensive preparation by learners, call for interaction in groups, and make use of at least the following language functions: describing, explaining, giving and asking for information, persuading, agreeing, and disagreeing.

4. **Evaluation of Speaking**

a. **Concept of Evaluation**

Djiwandono (in Isnawati, 2012:2) mention that in general, Evaluation is a systematic gathering of information for the purpose of making decision. The information does not only with the students' improvement in achieving the learning goal but also with the accomplishments of teaching learning program in general, (phopam, 1974: 253) 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 the evaluation.

In conclusion, evaluation is the way or process to know students' ability in order to know their English learning problems or their attitudes.

b. **Function of Evaluation**

Evaluation is always associated by most people concerns with the students' improvements in achieving the learning goal. It's commonly believed that the better of the result of evaluation, the higher the students' achievement is (Isnawati, 2011, 3). The functions of evaluation based on the argument of Djiwandono (in Isnawati, 2011: 3) are bellow:

a. As a fatback for the students

When the result of the evaluation is bad, they will review and improve their learning technique and habit to increase their achievement as indicated by the result of their learning evaluation.

b. As a fatback for the teacher

Unsatisfying result of evaluation can remind him or her whether he or she has planned the teaching and learning process well, whether the planned activities have been implemented well, whether the material, technique of teaching and media have been selected well etc.

c. As a fatback for the curriculum designer

The result of the evaluation can also give a beneficial fatback for the curriculum designer in determining the appropriate learning goal for the students.

c. Testing Speaking

There are several types that can be used to test speaking ability, (Heaton, 1988:89)

a. Reading aloud. The students required to retell a story they have just read.

b. Conversational exchanges. Teacher gives the topic to the pair students, and they have conversation or discuss it.

c. Short talk. Students are required to prepare a short talk on a given topic. They allow to make note, but not script.

d. Role playing. Students can be asked to assume a role in a particular situation and the tester can act as an observer.

e. Games. The teacher must prepare the game that appropriate with the lesson explained before, so it can be used to assess students' speaking ability appropriately (Brown, 2003:176).

f. Oral presentation. In the academic and provisional areas, it would not be uncommon to be called on the present a report, a paper, a marketing plan, a design of a new product, or a method (Brown, 2003:179).

g. Translation. Translation of the word, phrase, or short sentence was mentioned under the category of intensive speaking.

h. Interview. It is the obvious format for testing speaking.

i. Question and request information. Avoid using yes-no question.

j. Picture. Used to elicit description. Series of pictures forms a natural basis for narration.

5. Oral Language Assessment

A. Nature of Oral Language

Oral language assessment will include tasks using predictable, familiar language and visual cues, such as listening for the gist, matching descriptions to pictures, making a physical response, and inferring the meaning or implications of an oral text. Also, while formal era reports and public speaking performances may be appropriate for intermediate or advanced students, they will probably not be suitable for beginners. On the other hand, advanced beginners can make oral presentations with plenty of support or scaffolding (e.g., they read what they themselves have written, describe a chart they have prepared, describe steps in conducting a science experiment, or tell how to solve a problem). For more advanced learners tasks might include summarizing, note-taking, and use of fewer visual cues. High intermediate and advanced students who are grade-level, content are classroom should be engaged in listening and speaking activities which

prepare them to participate in listening for the same purpose as native speakers listening for the gist of the message, taking notes, analyzing, and evaluating Murphy and Omaggio Hadley as cited in O'Malley (1995:59). Authenticity in oral language assessment relates to both the type of language used and the task to which that language is applied.

B. Planning for assessment

In this way, teacher did not only establish a direct link between instruction and assessment, teacher also save valuable time and energy otherwise unrelated to classroom activities (O'Malley, 1995:64).

Part of planning for assessment is deciding when to assess students individually and when to assess them in groups. For example, assume that cooperative learning is learning technique to encourage students to solve problems in groups. According to Brown and Yule as cited in O'Malley (1996:64) part of planning for oral language assessment involves deciding whether or not to make an audio or video or video recording of students performance. Suggest that a tape for each student be use in oral language is an essential part of instructional. They also suggest that students be recorded conducting different type of tasks, such as describing the picture or event, telling story, or expressing an opinion.

Another important part of planning for assessment is deciding how often to collect information. Teachers whose purpose it is to monitor students progress will need to collect information more often than those whose purpose is for reclassification decisions, which may require assessment only twice year. This

provides baseline data as well as information on improvement of language proficiency on a continuous basis. Teachers can set up a rotating schedule for assessing students in order to avoid assessing all students at once in a short period of time. In this way, assessment becomes an ongoing part of daily or weekly instruction.

E. Previous of Study

Here, the researcher writes about study on teaching English at SMAN 1 Boyolangu. According to Canadian Vita (2013) in her thesis of IAIN Tulungagung, A Study of using E-learning in teaching English at Senior High School 1 Boyolangu are the teacher's preparation include syllabus and lesson plan before teaching English bu using E-learning at SMAN 1 Boyolangu is without using E-learning from syllabus and lesson plans. The application of E-learning in teaching learning English at SMAN 1 Boyolangu is by usng power point. First, students have to access the material from the learning source, then learning material have to download and present through power point. The evaluation of E-learning which conducted at SMAN 1 Boyolangu is by use software which contains analysis result and then the teacher followed the result of analysis. And in this research, the researcher focuses on teaching preparation, teaching materials, teaching methods, teaching media, teaching evaluation. The similarity of Canadian thesis and researcher's thesis is on using E-learning.

After explained the previous thesis, researcher wants to research and write about "A study on teaching speaking at SMAN 1 Boyolangu Tulungagung".