

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter, discusses the definition of English Native speaker as a teacher, speaking as a language skill, strategy, strategy of teaching speaking, and the activities in teaching speaking.

#### **A. Review of related literature**

##### **1. English Native Speaker as a teacher**

Native speaker is someone who has spoken a particular language since they were a baby, rather than having learned it as a child or adult. English native speaker make an ideal and the best teachers to teach English. In particularly in speaking. According to (Miller, 2011) in Kelly book stated that English Native Speaker is some one who know English fluently , they know the cultural and linguistic norms of English. English native speaker also bring new perspectives that can be exploited in the classroom.

Native speaker intuition about language are supposed to result in the production of correct, idiomatic utterance, as well as providing the ability to recognize acceptable and unacceptable version of the language ( Harmer, 1991).

In the other hand, nonactive English speaking teachers usually display a poorer competence in English. In addition, they normally experience problems with pronunciation, expression and certain types of vocabulary.

To improving students speaking ability, English native speaker as teacher has strategy in teaching speaking. A teaching strategy helps the English native speakers to make the optimal use of methods, technique and resource in achieving particular goals in learning and teaching activities as well.

The strategy designed to achieve a certain goals, so the direction of all decision is the achievement of strategy thus prepare the learning steps, the use of various facilities and learning resource are all directed in an effort to achieve the goal. Therefore it is necessary to formulate clear objectives, which can be measured by it is success, because the main goal is the basic implement of a strategy. An English native speaker as teacher has specific strategy to improving students speaking ability.

Based on the explanation above the researcher know the strengths of native speaker in teaching speaking english, that are the English native speaker can speak English fluently in the class, because they are know the pronunciation correctly and they have many strategy in teaching in learning so that the learning activities to be more fun. Meanwhile. The

english native speaker speaking sometimes difficult to understanding by the students. Because the students difficult to hear their pronunciation.

## **2. Speaking as Language Skill**

Speaking is not only to communicate with other people but by speaking people can get new information or they can share their idea with the other. Language just possessed by human being to interact each other. Communication can be done at least by two people, there are speaker and hearer. The hearer must listen and understand what speaker says, and then given a response.

There are many definitions of speaking that have been proposed by some experts in language learning. Brown (2001:267) cites that when someone can speak a language it means that he can carry on a conversation reasonably competently. In addition, he states that the benchmark of succesful acquisition of language is almost always the demonstration of an ability to complish pragmatic goals through an interactive discoursewith other language speakers. Richards and Renandya (2002:204)state the effective oral communication requiures the ability to use the language appropriately in social interactions that involves not only verbal communication but also paralinguistic elements of speech such as pitch, stress and intonation. Morever, nonlinguistic elements such as gesture, body language and expressions are needed in conveying message directly without any accompanying speech. Brown (2001:237) states that social

contact in interactive language function is a key importance and in which it is not what you say that counts but how you say it what you convey with body language, gestures, eye contact, physical distance and other nonverbal messages.

In addition, Tarigan (1990 :15 ) says that “speaking is the ability to pronounce articulation of sounds or words for expressing, stating, and conveying thought, ideas and feeling. Speaking is also complex because it includes many aspects such as grammar, pronunciation, fluency and vocabularies. The objects of speaking are various such as discussion, speech, debate, dialogue, and conversation. So, it can be considered as the most important of human tool for social control.

According to Vanderkeven (1990:8) there are three components in speaking :

a. The speakers

Speakers are people who produce the sound. They are useful as the tool to express opinion or feelings to the hearer. So if there are no speakers, the opinion or the feelings or the feeling won't be stated.

b. The listeners

Listeners are people who receive or get the speakers opinion or feeling. If there are no listeners, speakers will express their opinion by writing

c. The utterance

The utterance are words or sentence, which are produced by the speakers to state the opinions. If there is no utterance, both of the speakers and the listeners will use sign. From some definition above it can be conclude that speaking skill is always related to communication. Speaking skill it self can be stated as the skill to use the language accurately to express meanings in order to transfer or to get knowledge and information from other people in the whole life situation.

### 3. Strategy

To improving students speaking ability, teacher has strategy in teaching speaking. J.R. David (1976) cited in Ibad (2015:13) stated that strategy is a plan, method, or series of activities designed to achieves a particular educational goal. So, teaching strategy can be defined as a plan ttah contains a series activities designed to achieve specific educational goals.

The strategy design to achieve a certain goals so, the direction of all decision is the achievements of strategy thus prepare the learning steps, the use of various facilities and learning resource are all directed in an effort to achieve the goal. Therefore it is necessary to formulate clear objectives, which can be measured by it's succes, because the main goal

is the basic implement of a strateg. An English teacher has a specific strategy to improving students speaking ability.

#### **4. Teaching Strategy**

Teaching is an activity, which is integrated one to each other. Teaching gives support to learning activities. According to Brown (2007:7) 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. While karo – karo (1975:10) in ibad book (2015:15) states that teaching is a process of transferring the material of someone to another, in order that they absorb, master then develop the material including skill, knowledge or sciences. In line with the definitions above, Brumfit (1979:5) defined that teaching is an activity that is performed directly or indirectly by human beings on human beings. So, teaching is a process and activities someone to get knowledge may from books or another media information.

To make the teaching more successful, the teacher has a strategy in teaching. what are the strategy? According to J.R. David in Wina book (2002:61) stated that strategy is planing a series of activities designed to achieves certain goals, while the methods is the way that the teachers use to implement and execute the strategy. Strategy and teaching can never separated due to be designed in accordance with the objectives to be achieved.

Kindsvatter (1996:289) indicated that teaching strategy is a general approach of teachers in giving the students the certain instruction in the form of teaching and learning activities. So, teaching strategy can be defined as a plan that contains a series activities design to achieve specific educational goals. Teaching strategy are procedures used by the teacher which serve as a way of reaching a goal (Suryobroto, 2002) cited in fatty book (2013:40).

Based on the explanation above can be device a main points, that is a teaching strategy is a plan of action (series events), including the use of methods and utilization of various resources strength in learning. This strategy designed to achieve a certain goal. So, the direction of all decision is the achevement of strategy thus prepare in learning steps, the use various facilities and learning resource are all directed in an effort to achieve the goal.

## **5. Strategy Of Teaching Speaking**

Students often think that the ability to speak is a result of learning the language, but speaking is an important part of language learning process. English native speaker will build the process learning through a variety of learning strategies, eg minimal response, recognizing scripts, and using language to talk about language. They can use it to expand their expertise on language and they also have confidence to use it. As Elis

and Ainclar (1998) in Tarigan (1993:196) state that there are three strategies in teaching speaking :

a. Personal Strategies

- 1) Self – management and cooperation, the teacher give the students some times to practive their speaking before.
- 2) Auditory representation, the teacher made students to imagine something before to make easy their comprehensions.

b. Risk Taking

- 1) Self – management and organizational planning, the teachers give several times in some conversation.
- 2) Advance preparation is the teacher way to make an efficient time to preparation
- 3) Organizational planning and self evaluation is teacher way to make a lesson before conducting teaching and learning process.

c. Getting Organized

- 1) Organized source
- 2) Organized material
- 3) Organized times

According to tarigan (1993:197) in Ibad book stated that there are three basic points of stratgies in teaching speaking based on the task.



- a. Substitution: the teacher ask the students to make synonyms, phrases and gesture to explain again some story texts.
- b. Cooperative: the teacher ask the students to do the teachers task with group discussion to make the students more communicate
- c. Self – evaluation : the techer ask the students to check their competence in speaking to measure their speaking skill.

From some definition based on the same experts above the researcher uses a certain definition of lecturer strategies to discuss later. They are :

- 1) Cooperative is teacher strategy which teacher make group discussion (pair group) to conduct more active in speaking.
- 2) Self evaluation is teacher strategy to check students competence in their speaking skill
- 3) Personal strategies is strategy to incerease someone ability is speaking consits of self management and auditory representation.

Personal strategy is devided into two parts. They are:

1. Self management and cooperation is the teachers way give the students sometimes to practice their speaking before
2. Auditory representation is the teachers way made students to imagine something before to make easy their comprehension
- 4) Getting organized is teacher strategy to wrought out teaching and learning more organizes.

- 5) Using minimal responses is a teacher strategy that teachers use to make students respond to what the teacher said. Teachers have simple questions to be answered by the students. It is a strategy to motivate students to be more confident in speaking.

## **6. The Activities to Teaching Speaking**

The goal of teaching speaking skills is communicative efficiency. To help the students develop communicative efficiency in speaking, the teacher must give an interesting way to the students. Here, one way which is interesting to the students is an English native speaker. The native speaker will make the students communicate with them. The native speaker will grow the students' confidence especially for speaking English. Besides, the native speaker can manage a conversation with the students, focusing on the choosing topic of conversation and using gesture. So that the students can understand easily about the native speaker said and the students will be interested in conversation with his/her.

According to Murcia and Olshtain (2000:177) divide teachers' activity in teaching speaking into five parts:

### a. Group discussion

Group discussions are an effective speaking activity in large classrooms. (Ur, 1998) students in the second foreign language classroom should have some opportunity to participate in group discussions, do brainstorming and in many other speaking activities where they need

participate by producing word, term, an expression or clause and not necessarily maintain a long stretch of conversation.

In group discussion the students will be expected to actively participate to the activities they are speaking in small groups. They will discuss to make text review. In small group discussion are expected some speaking strategies they have learned can be implemented such as clarifying.

b. Role play

Role play is excellent way in which to stimulate, in the classroom, real communication that is relevant to experiences outside the classroom. In role play students can have an opportunity to use their knowledge of vocabulary, narration, of speech act, of discourse, of turn taking, of pauses, and so forth. However role play can be a very difficult or unnatural task if the students do not have sufficient language for information about participant situation and background, so that activity can be both meaningful and challenging.

c. Using target language outside the classroom

Using target language outside the classroom can be very useful requirement in homework assignment in those cases where the target language is spoken in the environment. Students can be given tasks that require them to collect meaningful information from stores, restaurant, museum, office and report back in the class.

d. Using the learner's input

To create meaningful speaking activities helps make the activity relevant to the learner and authentic in the real sense of the word. Making and choosing friends are real concern for teenager any where.

e. Feedback

It is an important that teacher have an opportunity to provide learners with personal feedback on spoken performance that can point out not only individual difficulties but also strengths on which the learner may capotalize such as rich vocabulary, good stress and rhythn.

According to Kayi (2006:52) in zakia book stated the activities to promote speaking they are:

a. Discussion

Discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find sollution in their discussioon groups. Before the discussion, it is essential that the purpose of the discussion activity is set by the teacher.

In this way, the discussion points are relevant to the purpose, so that the students do not spend their time to chatting with other about irrelevant things.

b. Role play

One other way of getting students to speak is role playing. Students pretend they are in various social context and have variety of social roles.

In role play activities, the teacher gives information to the learners such as who they are and what they are think or feel.

c. Simulation

Simulation are very similiar to role plays but what makes simulation different than role plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. For instance, if the student is acting as a singer, she brings a microphone to sing.

d. Information gap

In this activity, students are supposed to be working in pairs. One students will have the information that other partners does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information to others need.

e. Brainstorming

On given a topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristic of brainstorming is that the students ar not criticized for their ideas, so the students will open to sharing new ideas.

f. Storytelling

Students can briefly summarize a story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Storytelling help the students express ideas in the format beginning, development, and ending, including the characters and setting story has to have.

g. Interviews

Students can conduct interviews or selected topic with various people. It is a good idea that the teacher provides a rubric to students, so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview question.

h. Story completion

For this activity a teacher start to tell a story, but after a few sentence he or she stop narrating. Then each students starts to narrate from the point where the previous one stopped.

i. Picture describing

Another way to make use of pictures in speaking is to give students just one picture and having them describe what it is in the picture.