

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses definition of speaking skill, type of speaking, English teaching and learning process, and teacher native speaker.

A. Speaking

a. The Meaning of Speaking Ability.

Speaking is an articulation of sound to express thought. Tarigan (1990, p.15), says that speaking is the capability in pronouncing sound or word to express or convey though, idea or feeling” opinion and wish.

Speaking ability consists of two words, they are speaking and ability. To avoid misunderstanding about the meaning of speaking ability, it will be clarified one by one. According to Poerwadarminta (1985, p. 109). It is also stated by Hornby (1990, p. 51) that ability’s potential capacity of power to do something physically or mentally. The description can be concluded that ability is capability of human which is identical with ability.

b. The Function of Speaking Ability

Brown and Yule in Fauzi (2012, p. 4) describe a useful distinction between two basic language function. These are the transactional function, which is primarily concerned with the transfer of information, and the interactional function, in which the primary purpose of speech is the maintenance of social relationship. Another basic distinction when considering the development of speaking ability is between monologue and dialogue. They ability to give an

uninterrupted oral presentation is very clear from interacting one people and another speakers for transactional and intersectional purpose, while, all native speakers can and do use language interaction, not all native speaker have the ability to be extempore on a given subject to group of listeners.

Furthermore, Brown and Yule in Fauzi (2012, p. 4) suggest that most language teaching is concerned with developing skills in short intersectional exchanges in which the learner is only required to make one or two utterance at a time. Related to the above statement above, Bygate in Fauzi (2012, p. 5) distinguishes that “between motor-perceptive skill, which are concerned with correctly using the sound and structures of language, and interactional skill, which involves motor perceptive skill for the purpose of communication” motor perceptive skill are developed in the language classroom through activities such as model dialogues, patterns practice, oral drills and so on, until relatively recently, it was assumed that the mastery of motor perceptive skill was that needed all one, in order to communicated successfully.

c. The Aspect of Speaking Ability

Darmodihardjo in Fauzi (2012, p. 7) states about the aspects of speaking that is “the requirements of effective speaking such as: intonation, phonetic transcription and environment expression”. The idea implies that, to able communicate effectively, it must considere about situation of sound utterance, pronunciation and physical. On the other hand, Valetto in Fauzi (2012, p. 7) says that “The elements which are in speaking cover phonetic transcription, grammar,

vocabulary, the effective and speaking”. Meanwhile, Haris in Fauzi (2012, p. 7)

clarifies as follows:

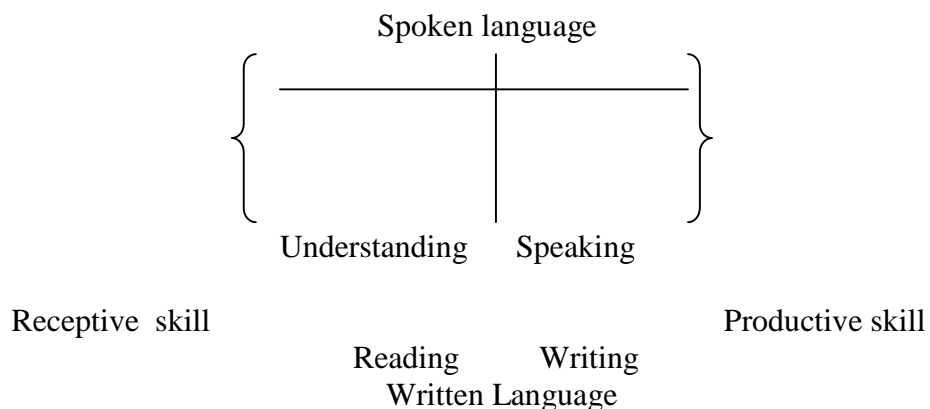
“Like writing speaking is complex skill requiring the simultaneous use of number of the different abilities which often developed of different rates either four of five components are generally recognized in analyze of the speak process: (a) pronunciation concluding the segmental features vowel, and consonants, vocabulary, stress and intonation pattern the flow speech, (b) grammar, (c) vocabulary, (d) fluency (the case and speed of the flow speech). The solve probably be added, (e) comprehension for oral communication certainly requires a subject the response to speak as well as imitation”.

Based on the statement above, it can be concluded that the aspects of the speaking ability are: (a) pronunciation competence, (b) grammatical ability, (c) vocabulary mastery, (d) the fluently of speaking, and (e) the understanding of the topic of speaking.

d. The Concept of Speaking

Byrne (1997: / 8) describes “Oral communication is a two way process between a speaker and listener and involves the productive skill of speaking and receptive skill of listening”. It can be described as the diagram below:

Figure 1. The Concept of Speaking



A diagram of how all skills of English are interrelated. According to Chaney (1998: 13) defines speaking as the process of building and sharing meaning through the use of verbal and non-verbal symbols in variety context. Speaking involves three areas of knowledge. They are mechanics (pronunciation, grammar, and vocabulary). It is the ability to use the right words in the right order with the correct pronunciation, function (transaction and interaction): knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relation building) and also social culture rules and norms.

Brown (2001: 267-269) emphasizes clearly whole language and meaningful context (fluency) rather than details (accuracy) in teaching speaking. He also states that it is necessary to teach the details of language such as phonology, grammar, pronunciation in appropriate portion especially for intermediate and advanced level class. From the definitions above, it can be concluded that speaking is ability to say something which involved the ability

in using the words in the correct order, correct pronunciation, right grammatical form, and meaningful, context, fluency and choosing the choice of words (vocabulary) in the process of interpreting and negotiating meaning in conveying messages to establish and maintain social relationship.

e. Teaching Speaking

Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Chaney, 1998, p. 13).

Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues.

However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance. In order to teach second language learners how to speak in the best way possible, some speaking activities are provided below, that can be applied to ESL and EFL classroom settings, together with suggestions for teachers who teach oral language. Ur (1996: 120) states that:

“Of all the four skills (listening, speaking, reading and writing), speaking seems intuitively the most important : people who know a language are referred to as “speakers” of that language, as if speaking included all other kinds of knowing, and many if not most of foreign language learners are primarily interested in learning to speak”.

f. Goals and Techniques of Teaching Speaking

Byrne (1997: 9) states that the main goal in teaching the productive skill of speaking should be oral fluency, the ability to express oneself intelligibly, reasonably, accurately, and without hesitation. Meanwhile, Ur (1996: 124-128) states there are some techniques and activities in speaking in the classroom, they are discussion and role play. In this discussion, covers the following activity : (a) Discussion, (1) Describing pictures, (2) Pictures differences, (3) Things in common, (4) Solving problems, meanwhile, in role

play, it concerns with the following activities : (1) Dialogues, (2) Plays, (3) Simulation, (4) Role play.

Finally, Harmer (1991: 50) suggests three stages in teaching speaking, namely introducing new language, practice, and communicative activities.

g. Developing Speaking Activities

Types of classroom speaking performance to develop speaking activities in the class stated by Brown (2001: 271) are as follows: (a.) Imitative, (b.) Intensive, (c.) Responsive, (d) Transactional , (e) Interpersonal , (f) Extensive

On the other hand Ur (1996: 121-122) suggests the teacher should use activities as follow: (a) Use group work, (b) Base the activity on easy language, (c) Make a careful choice and of topic and task to stimulate interest , (d) Give some instructions or trainings in discussion skills, (e) Keep students speaking the target language.

h. Strategies for Developing Speaking Skill

Now many linguistics and ESL teachers agree on that students learn to speak in the second language by "interacting". Communicative language teaching and collaborative learning serve best for this aim. Communicative language teaching is based on real-life situations that require communication. By using this method in ESL classes, students will have the opportunity of communicating with each other in the target language. In brief, ESL teachers should create a classroom environment where students have real-life communication, authentic activities, and meaningful tasks that promote oral language. This can occur when students collaborate in groups to achieve a goal or to complete a task. The

following are some activities that offer possibility of the learners to interact with other.

a) Discussions

After a content-based lesson, a discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion 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 this purpose, so that students do not spend their time chatting with each other about irrelevant things. For example, students can become involved in agree/disagree discussions. In this type of discussions, the teacher can form groups of students, preferably 4 or 5 in each group, and provide controversial sentences like “people learn best when they read vs. people learn best when they travel”. Then each group works on their topic for a given time period, and presents their opinions to the class. It is essential that the speaking should be equally divided among group members. At the end, the class decides on the winning group who defended the idea in the best way.

This activity fosters critical thinking and quick decision making, and students learn how to express and justify themselves in polite ways while disagreeing with the others. For efficient group discussions, it is always better not to form large groups, because quiet students may avoid contributing in large groups. The group members can be either assigned by the teacher or the students may determine it by themselves, but groups should be rearranged in every discussion activity so that students can work with various people and learn to be

open to different ideas. Lastly, in class or group discussions, whatever the aim is, the students should always be encouraged to ask questions, paraphrase ideas, express support, check for clarification, and so on.

b) Role Play

One other way of getting students to speak is role-playing. Students pretend they are in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel. Thus, the teacher can tell the student that "You are David, you go to the doctor and tell him what happened last night, and..." (Harmer, 1984).

c) Simulations

Simulations are very similar to role-plays but what makes simulations 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 a student is acting as a singer, she brings a microphone to sing and so on. Role plays and simulations have many advantages. First, since they are entertaining, they motivate the students. Second, as Harmer (1984) suggests, they increase the self-confidence of hesitant students, because in role play and simulation activities, they will have a different role and do not have to speak for themselves, which means they do not have to take the same responsibility.

d) Information Gap

In this activity, students are supposed to be working in pairs. One student will have the information that other partner 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 the others need. These activities are effective because everybody has the opportunity to talk extensively in the target language.

e) Brainstorming

On a given 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 characteristics of brainstorming is that the students are not criticized for their ideas so students will be open to sharing new ideas.

f) Storytelling

Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have. Students also can tell riddles or jokes. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening. In this way, not only will the teacher address students' speaking ability, but also get the attention of the class.

g) Story Completion

This is a very enjoyable, whole-class, free-speaking activity for which students sit in a circle. For this activity, a teacher starts to tell a story, but after a

few sentences he or she stops narrating. Then, each student starts to narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Students can add new characters, events, descriptions and so on.

h) Reporting

Before coming to class, students are asked to read a newspaper or magazine and, in class, they report to their friends what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class.

i) Playing Cards

In this game, students should form groups of four. Each suit will represent a topic. For instance: (a) **Diamonds**: Earning money, (b) **Hearts**: Love and relationships, (c) **Spades**: An unforgettable memory, (d) **Clubs**: Best teacher. Each student in a group will choose a card. Then, each student will write 4-5 questions about that topic to ask the other people in the group. For example: If the topic "Diamonds: Earning Money" is selected, here are some possible questions: (a) Is money important in your life? Why? (b) What is the easiest way of earning money? (c) What do you think about lottery? Etc.

However, the teacher should state at the very beginning of the activity that students are not allowed to prepare yes-no questions, because by saying yes or no students get little practice in spoken language production. Rather, students ask open-ended questions to each other so that they reply in complete sentences.

j) Picture Narrating

This activity is based on several sequential pictures. Students are asked to tell the story taking place in the sequential pictures by paying attention to the criteria provided by the teacher as a rubric. Rubrics can include the vocabulary or structures they need to use while narrating.

k) Picture Describing

Another way to make use of pictures in a speaking activity is to give students just one picture and having them describe what it is in the picture. For this activity students can form groups and each group is given a different picture. Students discuss the picture with their groups, then a spokesperson for each group describes the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking skills.

l) Find the Difference

For this activity students can work in pairs and each couple is given two different pictures, for example, picture of boys playing football and another picture of girls playing tennis. Students in pairs discuss the similarities and/or differences in the pictures.

B. Native speakers**a. Definition of Native speakers**

A native English teacher, sometimes called a native English speaking teacher and abbreviated NEST, is an English teacher whose first language is English. The term native English teacher is most often used for English teachers who teach the language to non-native English speakers, either in a non-English

speaking country or to immigrants who have moved to an English speaking country. A native English teacher can work as an English educator in her home country or abroad, and in both cases she can work either in private schools or in a state-run system. Often, a native English teacher will not only be teaching the language itself, but will also be teaching writing and literature, specifically English lit. Any variety of English, including Australian, British, Indian, or American English, can be spoken by a native English teacher.

Six defining features of a native speaker that numerous scholars in the field of Second Language Acquisition and language teaching support and agree with. The individual acquired the language in early childhood (Davies, 1991; McArthur, 1992; Phillipson, 1992) and maintains the use of the language (Kubota, 2004; McArthur, 1992), the following are the definitions of native speakers according to some experts : (a) The individual has intuitive knowledge of the language (Davies, 1991; Stern, 1983), (b) The individual is able to produce fluent, spontaneous discourse (Davies, 1991;Maum, 2002; Medgyes, 1992), (c) The individual is communicatively competent (Davies, 1991; Liu, 1999;Medgyes, 1992), able to communicate within different social settings (Stern, 1983), (d) The individual identifies with or is identified by a language community (Davies, 1991; Johnson & Johnson, 1998; Nayar, 1998), (e) The individual does not have a foreign accent (Coulmas, 1981; Medgyes, 1992; Scovel, 1969, 1988).

b. The Function of native speakers

Native is one who is contributive to improve speaking ability. The performance is fast, and very good as written natively for a specific platform, The

native teacher can give many influence for english foreign language, they can motivate learner with their ways. Native speakers have internalized knowledge of: (a) Appropriate use of idiomatic expressions (Coulmas, 1981; Medgyes, 1992, 1994 ; Phillipson,1996), (b) Correctness of language form (Coulmas,1981; Davies, 1991; Phillipson, 1996), (c) Natural pronunciation (Coulmas, 1981; Medgyes, 1992, 1994), (d) Cultural context (Medgyes, 1992, 1994; Phillipson, 1996) including “response cries” (Goffman, 1978, cited in Coulmas, 1981), swear words, and interjections, (e) Above average sized vocabulary, collocations and other phraseological items (Coulmas, 1981; Medgyes, 1992, 1994), (e) Metaphors (Coulmas, 1981), (f) Frozen syntax, such as binomials or bi-verbials (Coulmas, 1981), (g) Nonverbal cultural features (Coulmas, 1981; Davies, 1991).

Native speakers of a language have pragmatic and strategic competence of their language. They are able to attend to pragmatic conventions of the language, to not only accomplish communication goals but pay heed to interpersonal relationships with other interlocutors simultaneously, depending on different socio cultural contexts (Kasper, 1997). They have the internalized strategic competence to use different verbal and nonverbal communication skills to repair breakdowns in conversational exchanges (Canale & Swain, 1980). Native speakers avoid avoidance (Davies, 1991); that is, they shun from giving up on comprehension or production. Moreover, Native speakers possess the ability to manifest and perform: (a) spontaneous, fluent discourse (Davies, 1991; Maum, 2002; Medgyes, 1992), (b) Circumlocutions (Davies, 1991; Halliday, 1978), (c) Hesitations (Brown, 2001; Davies, 1991; Halliday, 1978), (d) Predictions of what the

interlocutor will say (Davies, 1991; Halliday, 1978), (e) Clarifications of message through repetition in other forms (Davies, 1991; Medgyes, 1992, 1994).

- c. Native is one key to develop English input and output, they have many advantages for English foreign language. Learners can have extra motivation and spirit when study by native. Native have natural body language, good dialect, good of user experience, beside that native good looking when speak up and can influence student speaking skills.

C. Student's motivation

When students learn a foreign language, they very often accumulate a lot of knowledge (grammatical rules, lists of vocabulary items), but then they find out that they can not actually use this language to communicate when they want to. Scrivener (2005, 147) claims that there seems to be some difficulty in moving language from passive knowledge into active usage. Without experience in using the language, learners may tend to be nervous about trying to say things. Partly they may fear seeming foolish in front of others, they may worry about getting things wrong they may want to avoid teacher's comments or correction and so on. It takes quite a long time for some students to express themselves, which leads to long embarrassing pauses while learners are trying to find out how to say what they really want to say. One of the best ways of helping learners to activate their knowledge is to put them in "safe" situations in class where they are inspired and encouraged to try to speak a foreign language. Teachers should try to create such activities in which learners feel less worried about speaking and less under

pressure. Nevertheless, the teacher is not the only one whom the students' success in speaking is based on.

There are also motivational factors, differing from student to student, which influence his progress in the spoken language. Harmer (1991, 4-6) distinguishes extrinsic and intrinsic motivation. He claims that students' attitude to speaking the language may be affected by different factors from the outside, such as people in close surroundings, previous speaking experience in a foreign language or the job opportunities offered after mastering foreign language communication. All of these represent extrinsic motivation. Although extrinsic motivation is nowadays a driving force for most students, without intrinsic motivation no goal in improving the speaking skill could be achieved. Success is also based on students' willingness to learn to speak a foreign language, which may be influenced by the teacher's methods used in teaching communication and, above all, his or her personality.

Considering these, teachers should realize how important role they play in encouraging the students to learn to speak a foreign language. Students' personalities also play an important role in determining how quickly and correctly they will manage a speaking task. Those students who are risk-takers, unafraid of making mistakes, are generally more talkative but usually make many errors. Those who are shy may take a long time to speak confidently, but when they finally manage it, their English contains fewer errors. The aim of both types of students is the same, indeed – to use the language correctly and fluently. To achieve this goal the teachers should try as much as they can to break the silence

in the classroom and get the students speak no matter how many mistakes they make or how long it takes them to produce sentences.

In order to decrease shyness while speaking in front of the whole class, students may be offered the opportunity to work in groups or pairs, which is a suitable approach for enhancing the active language use. Harmer (1991, 7-9) points out different motivational factors depending on the age and level of the students. Children's and adolescents' motivation to speak a foreign language is irrelevant for the purpose of my thesis because, as mentioned above, I deal with adult English learners and their motivational needs for a foreign language communication are substantially different from the others. I concentrate on intermediate students who represent the majority in my classes. Their English is good at this stage but they are motivated by a primary goal of achieving a more advanced level of the language. They already know a lot and are able to have a conversation about every day matters but sometimes there might occur some problems.

One of them is often the feeling that they are flooded with the new complexity of the language and cannot cope with it. Teachers, when having found this out, should focus on building up the knowledge students already have and assure them they can speak the language well enough to understand and be understood. Ur (1991, 274-280) declares that "motivation is very strongly related to achievement in language learning." This statement results from teaching practice showing that eager learners willing to invest effort in speaking activities are likely to make greater progress.

On the contrary, those sitting silently at the desk without desire to be involved in any kind of speaking activity, may find themselves stuck to be able to improve their speaking skill. Having noticed this, teachers should encourage low-motivated students to develop the interest in communicative activities. Ur (1991, 281) describes some strategies to enhance students' motivation to speak in a lesson. The principal one is selecting the topic carefully to make it as interesting for students as possible. If the teacher's choice fails in the class, there should be no panic or embarrassment.

The possible solution to this situation may be asking the students to vote for a topic they would be interested in talking about. Varied tasks are also suggested for a successful and efficient speaking lesson as well as using visuals to enhance students' motivation to speak. Average pictures copied from different sorts of textbooks and workbooks do not encourage adult learners to speak anymore. Based on my teaching experience, adult learners prefer to be set into real situations, dealing with real and current news items concerning today's world and society. To satisfy students' expectations, teachers should be supplied with sufficient amount of authentic materials, such as newspapers and magazines. The speaking tasks could be based on describing the photos to each other and guessing the place in the world where the action has happened. Connection between the picture and reality makes it even more tempting for students to express their points of view to a particular event and, at the same time, the teacher's goal is achieved as well – getting students to speak and communicate with each other.

D. The role of a teacher in communicative activities

The teacher is a facilitator of students' learning and as such he has many roles to fulfill. Freeman (1986, 131) describes him as *a manager* of classroom activities. In this role, one of his major responsibilities is to set up activities that promote communication. During the communicative activities he acts as *a consultant* answering students' questions, offers advice and provides necessary language items. One of the most important roles is to make sure that students know what they are supposed to practice and check if they do it effectively. These roles are called *a conductor* and *a monitor*. Although there is a great number of various activities which may be used in speaking lessons, their use would be confusing and pointless if they would not be logically organized. Being a good *organizer* should be an ability possessed by every skillful teacher.

Considering the facts mentioned above we can conclude that the teacher's personality in a learning process is very important not only while participating in the activity but also while monitoring the students. The teacher's less dominant role in communicative activities offers the students the opportunity to be involved in conversation and improve their speaking skills to be able to cope with the real-life situations.

E. Review of Previous Study

The first previous research was done by Omar Al-Nawsary (2013) entitled “The Effect of Native and Nonnative English Language Teachers on Secondary Students’ Achievement in Speaking Skills”. In her research, focused on the effect, and attempted to determine what caused the observed effect.

The second previous research was done by Ayu Nur Koiriyah (2013) entitled “A Study on the Language Learning Strategies Employed by Students of Tourism Department UPW (Usaha Perjalanan Wisata) program XII grade at UPTD SMK 1 BOYOLANGU”. The previous research describe language learning strategies are employed by students of tourism department of UPW (Usaha Perjalanan Wisata) Program XII grade at UPTD SNKB 1 BOYOLANGU. And describe how the strategies are employed contributive to improve their English proficiently.

The third previous research was done by Siti Nurkasih (2010) entitled “Improving Students’ Speaking Skill Through Communicative Group Tehnique”. The previous research describe class situation when communicative group technique implemented in speaking class and identify whether communicative group technique can improve students’ speaking skill.

The fourth previous study was done by Kadek Ayu Nopiani (2014) entitled “Teaching speaking skill through role play to seventh grade students of SMPN 1 Payangan in academic year 2012/2013”. The previous research focused on intended to answer and find out to what extent can speaking skill of seventh grade students of SMPN 1 Payangan in academic year 2012/2013 be improved through

role play. The present research also deals with the new technique applied with the native English speaking teacher at MTsN Ngantru. The study discuss the native English speaking teacher motive and facilitate students speaking skill and student' responses toward the native speakers' activities in facilitating their speaking learning. Discuss in process of teaching learning. Hence, it can be said that this research is quite different from the previous studies above.