

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter presents some review of the theoretical concerning the research questions is presented. The first point discussess the Nature of Speaking, Activity of Speaking, and Teaching Speaking

#### **A. The Nature of Speaking**

In teaching English, there are four importance skills. Those are reading, listening, writing and speaking. "Speaking is the same as oral interaction which are conventional ways of speaking information, expressing our idea, and thought have in our mind" (Nunan 1991:40).

Speaking is different with singing. Speaking is using language in the simplest way by producing ordinary sound. Then, singing is using the language by using rhythmic. Speking is not only to communicated with other people but by speaking we can get new information or we can share our ideas with other people. Language just processed by human being to interact each other. Communication can be done at least by two people; a speaker and a hearer. The hearer must listen and understand what speaker says, and then gives a response.

Most of learners in the world study English in order to develop their proficiency in speaking. The ability to speak foreign language well is very complex task if we try to understd the nature of what appears to be involved. To begin with, speaking is used for many different purposes, and each purpose involves different skills. When we use casual conversation, for example, our purposes may be to make social contact with people, to establish rapport, or to engage in the harmless chitchat that occupies much of the time we spend with friends. When we engage in discussion with someone, on the other hand, the purposes may be to seek or

express opinions, to persuade someone about something, or to clarify information. In some situations, we use speaking to give instructions or to get things done. We may use speaking to describe things, to complain about people's behavior, to make polite requests, and to entertain people with jokes. Each of these different purposes for speaking implies knowledge of the rules that account for how spoken language reflect the context or situation in which speech occurs, the participants involved and their specific roles and relationships, and the kind of activity the speaker are involved in.

In other view, speaking is fundamental and instrumental act. According to Clark and Clark (1997:223) Speakers talk in order o have some effect on their listeners? They assert things to change their state of knowledge, they ask them question to get them provide information. They request things to get them to do things for them. And they promise, warn, and exclaim to affect them in still other ways. The nature of the speech act should therefore play a control role in the process of speech production. Speakers begin with the intention of affecting their listeners in a particular way. They select and utter a sentence they will bring just this affect.

The skill of speaking is as crucial any other language skill. The four skills (reading, writing, speaking and listening) naturally appear together in every English class, even in the EFL context. As Peregoy and Boyle (2001:107) states that, "Listening, speaking, reading and writing also occur naturally together in learning events in school at all grade levels, even though traditionally they were taught separately". In addition, Shumin (1997:97) states that learning to speak a foreign language requires more than knowing its grammar and vocabulary. Learners should acquire the skill through interaction with each other. However, it is difficult for EFL learners to speak appropriate English in the classroom because of the limited language use in their real lives.

Affective factors are the most importance issues that may promote students' speaking. Affective factors include self esteem, emotion, attitude, anxiety, and motivation. Shumin (2002:206) believes that "foreign language learning is a complex task that is susceptible to human anxiety, which is associated with feelings or uneasiness, frustration, self doubt, and apprehension". These are the factors that affect students' speaking in most EFL contexts and there are other issues as well. For example, the language level may be too difficult, or too much is given at once and the amount of the language the teacher gives the students in each session may be too much.

## **B. The Importance of Speaking**

According to Anne and Joyce (1997:54) mention that one of the aims of most the language programs used by today's teachers is to develop spoken language skills, and most programs aims to integrate both speaker and writer according to the needs and goals of the students and the focus of the source.

It is also important that the development of spoken language is not simply a matter of learning skills such as pronouncing English sounds or being able to produce single utterance or phrases. Quite on the contrary, Anne and Joyce (1997:63) explain the development of the speaking is an ongoing and complex process of acquiring knowledge and developing skills and strategies to interact with people in social situations. From very beginning levell of language learning, students need to (1) experience various kinds of spoken texts, (2) develop knowledge about how social and cultural context affect the type of spoken language used, (3) learn how to participate in different spoken interactions, (4) expand their language resource and learn to use a range of spoken language strategies, (5) learn how different spoken texts are constructed, (6) develop skills which will enable them to predict what will occur in a conversation, (7) improve their accuracy and fluency.

The students will also to develop a critical perspective on spoken language which will enable them to understand how speakers embed their values, beliefs and attitudes in their spoken language.

According to Harris (1974:81) Five Components of Language that influence speaking ability. They are:

### **1. Pronunciation**

Pronunciation is very important in speaking if we do not appropriate pronunciation it can influence meaning of word. Hornby (1995: 928) pronunciation is the way in which a language is spoken, the way in which a word is pronounced the way a person speaks the words of language.

### **2. Grammar**

Mastering grammar knowledge will help one in speaking English, because he will know how to arrange word in sentence, what tense will be used, how to use appropriate utterance. In other word, grmmar is important role to master of the language.

### **3. Vocabulary**

Mastering vocabulary is the first step to speaking English if we do not master vocabulary we can not utterance what is our purpose.

### **4. Fluency**

In speaking, we must speak fluency because listeners are able to response what we say.

### **5. Comprehension**

In speaking, comprehension is needed if not misunderstanding will happen between speaker and listener and the communication can not run well.

### **6. Contact assignment**

Contact assigment involves students out of the classroom with a stated purpose to talk to people in the target language.

## **C. Activity of Speaking**

Good speaking activities can and should be extremely engaging for the students. If they are all participating fully and if the teacher has set up the activity properly and can give sympathetic and useful feedback, they will get tremendous satisfaction from it.

### **1. Speaking sequences**

According to Harmer (2007) in the following three examples, we are going to look at very different speaking activities. All the activities satisfy the three reasons for using speaking tasks which we mentioned above.

#### **a. Photographic competition(upper intermediate to advanced)**

In the following activity, students have to discuss criteria before reaching a final decision. They also have to be able to give reasons for their decision.

The activity begins when students working in groups, are told that they are going to be the judges of a photographic competition in which all the images are of men. Before they see four finalists, they have to decide the criteria they are going to use to make their choice. Each group should come up with five criteria. While they are discussing this, we can circulate, listening in on the group discussion, helping them out of any difficulties and feeding in words and phrases such as ‘contrast’ and make a strong impression, if this is necessary. We will also make a note of any language problems we may want to study later in remedial exercises.

The students are then shown the four finalists for the competition. In their groups, they have to choose the winning photograph. But they cannot do this just on the basis of which one they like best. They have to use the criteria they have previously agreed. Once again, we can go round the groups helping out, cajoling or sometimes correcting

Finally, the groups have to report back on their choices and say exactly why they have chosen them- which criteria made them choose one above the others. This can develop into a longer whole-class discussion about what masculinity means, or about photography and how it has been changed by the invention of digitized image, etc.

This speaking activity works because students are activating any and all of the language they know to talk about something other than learning English. They have a purpose for their speaking (designing criteria, making a choice). But the activity also allows us to feed useful words and phrases into the discussions while, at the same time, giving us a lot of examples of students language. We can use these later in study sequences, where we both look at some of the mistakes the students made, and also help them to say things better or more appropriately.

**b. Role-play (intermediate to upper intermediate)**

Many teachers ask students to become involved in simulations and role-plays. In simulations, students act as if they were in real life situation. We can ask them to stimulate a check-in encounter at in airport, for examples or a job interview, or a presentation to a conference. Role-plays stimulate the real world in the same kind of way, but the students are given particular roles-they are told who they are and often what they think about a certain subject. They have to speak and act from the new character's point of view.

**c. The portrait interview (almost any level)**

The following speaking sequence shows how portraits can be used to provoke questions and answer which can then develop into very involved conversations. The amount of conversations will, of course, depend to a large extent on the level of the students.

The activity develops in the following ways:

**Stage-1**

Students are put into three groups. Each group's gets a copy of 'The Arnolfini Marriage' by Jan van Eyck- or a large version of the painting is projected onto a screen.

### **Stage-2**

Each group selects the man, the woman or the dog. They have to look at the picture carefully and then come up with as many questions for their character as possible. Every student in the group must make a copy of all the questions produced by the group.

### **Stage-3**

Students are put in new groups of three (one from each of the original three groups). Each student in the group takes on the identity of one of the two characters they did not prepare questions for. The students with the questions for them interview them, and the other student has to follow up each answer with a subsequent question

### **Stage-4**

Three students are chosen to play the different characters. They come to the front of the class and are interviewed in the same way.

## **d. Categories of speaking Activities**

Many of classrooms speaking activities which are currently in use fall at or near the communicative end of the communication continuum (Harmer, 2008:348). There are number widely-used categories of speaking activities:

### **1. Acting from a script in the classroom**

#### **a. Play scripts**

The students are working on plays with the script from the teacher. And the teachers help them appropriate stresses, intonation, and speed; so that we ensure that acting out is both a learning and a language producing activity.

b. Acting out dialogues

Students prepare the dialogue by themselves, and then they perform it in front of the class. The teachers need to give students time to rehearse their dialogues before they are asked to perform them.

**2. Communication games**

a. Information gap games

For the example, describe and drawing a picture, find the different and similar, and solve a puzzle.

1. Television and radio games.

For example, in 20 questions, the chairperson thinks of an object and tells a team that the object is either animal or vegetable or mineral, or the combination of two or three of these. The team has to find out what the object is asking only *yes or no* question, such as can you use it in the kitchen? Or it is bigger than person? They get points if they guess the answer in 20 questions or fewer.

2. Discussion. Is used in:

a. Buzz groups

The teacher asks to the teacher to discuss or give the respond about the problem, so that the student can be active in speaking.

b. Instant comments



The students ask to give the instant comment about the topic was given by the teacher in the beginning of lesson immediately.

c. Formal debates.

Students prepare arguments in a topic before the debate is started. They argue in as the debate progress with their own thoughts on the subject.

d. Unplanned discussion.

It is the discussion is happened in the middle of lesson. They are unprepared for by the teacher, but if encouraged, can provide some of the most enjoyable and productive speaking in language classes

e. Prepared talk

In here, a student or students make a presentation on a topic of their own choice and they have prepared it. If possible, students should speak from note rather than from a script.

f. Questionnaires

Students design the questionnaires on my topic that is appropriate; the teacher can act as a resource, helping them in the design process. They ensure that, both questionnaires and respondent have something to say to each other.

g. Simulation and role play.

Studnets simulate a real life as if they were doing so in the real world they can act out the simulation as themselves or take on the role of a completely different character and express thoughts and feelings they do not necessary share.

## **D. Teaching Speaking**

Chaney (in kayi, 2006:1) stated that, teaching speaking means the teacher teach the listener to: (1) produce the English speech sound and sound pattern, (2) use word and sentence, stress intonation pattern and the rhythm of the sound language, (3) select appropriate word and sentences according to the proper social setting, audience, situation, subject matter, (4) organize their thought in a meaningful and a logical sequence, (5) use language as a means of expressing values and judgment, (6) use the language quickly and confidently with view unnatural pauses, which is called as fluency (nunan, 2013).

### **1. Principle Of Teaching Speaking**

Nunan (2003:54-56) states there are five principles for teaching speaking: (1) He aware of difference between second language and foreign language in learning context. (2) Give students chance to practice with both fluency and accuracy. (3) Provide opportunities 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.

### **2. Technique of Teaching Speaking**

Dobson (1987) says that there are some effective techniques for teaching speaking can be applied in classroom such as:

- a. Dialogues: a short conversation between two people presented as a language model- the dialogue-often receive top billing in the manipulative phase of language learning. In repeating dialogues, the students practice pronunciation and memorization and it can help the students develop fluency in English.
- b. Small-group discussion: small-group discussion is excellent way to give students opportunities to speak English.

- c. Debate: debate helps students speak more fluently and during a debate they can represent opportunities to speak English.
- d. Song: singing is a popular activity throughout world and the students often delight in learning English songs. In teaching an English song, it can help students to improving aural comprehension, group spirit is fostered through singing, and singing allows the students a chance to relax from the pressure of conversation, reinforce the students' interest in learning English.
- e. Games: language games can add fun and variety to conversation sessions if the participants are found of games. Games are especially refreshing after demanding conversational activities such as debates or speeches. A game can help the students to stimulate in additional conversation.

### **3. Method in Teaching Speaking**

Thirumalai (2002) states that there are some methods in teaching speaking as follows:

- a. *Asking and answering questions*: Asking and answering questions is an essential part of teaching, learning, and using any language.
- b. *Imitation and repetition*: imitation helps students to pronounce and produce the English utterance they hear from the teacher as closely as possible to the utterance produced by her.
- c. *Substitution*: substitution of a word, phrase, or sentence by another is which helps students to produce new utterances and to develop speaking skill.
- d. *Eliciting*: eliciting is an important process which teacher must employ to get the class involved in what is going on in the class. For speaking practice eliciting is highly essential. It helps students to focus their attentions, to think, and to use what they already know. It helps teacher to assess what the class already know.

e. *Speaking Through Guessing*: through the process of guessing, students are encouraged to see the patterns of usage and invent the correct words and sentences. Students will guess words and sentences that have not yet been taught to them.

f. *Role Play*: Role Play brings situations from real life into the classroom. Students imagine and assume roles.