

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter, the researcher presents the result of reviewing of related literature which covers the definition of extensive speaking, aspect of extensive speaking, the activities of extensive speaking, student activities for supporting extensive speaking, and the previous studies.

#### **A. Extensive Speaking**

##### **1. Definition of Extensive Speaking**

Extensive speaking is oral production tasks include speeches, oral presentations and storytelling, during which the opportunity for oral interaction from listeners is either highly limited or ruled out altogether (Sa'adah, 2016: 23). This kind of speaking is when the speaker is just one person while the others just listen to the speaker. No one will interrupt the speaker or even ask the question to the speaker. The speaker checks the comprehension from the audience's faces. Brown (2004: 179) states "Extensive speaking tasks involve complex, relatively lengthy stretches of discourse. They are frequently variations on monologues, usually with minimal verbal interaction". Since it is monologue, the speaker nevertheless can see the audience and judge from the expressions on their faces and body language whether or not he or she is being understood (Bashir, 2011: 38).

## **2. Aspect of Extensive Speaking**

Speaking is not only about how to express or convey the idea orally and freely, because speaking has some aspects which must be considered in a communication to make the others understand with the topic. Those aspects are vocabulary, grammar, pronunciation, fluency and accuracy.

### **a. Vocabulary**

Mastering vocabulary is the first step to speaking English if we do not master vocabulary we cannot utterance what is our purpose (Sofia, 2015: 9). In speaking, the existence of vocabulary is needed, because if people have so many vocabularies, they can speak easily by using the vocabularies they have had. According to Keith, vocabulary is single word, set phrases, variable phrases, phrases verbs, and idioms (Irianti, 2011: 8). Although the students are not taught vocabulary directly, the vocabulary will come when they are curious about the name of the thing. The meaning of those words can be understood by the learners which can improve their speaking skill. The learners should master vocabularies which can help them convey their ideas easily.

### **b. 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 (Sofia, 2015: 9). Grammar is the sounds and the sound patterns, the basic units of meaning, such as words, and the rules to combine them to form new sentence (Irianti, 2011: 8). The

learners must learn about grammar to help them speak fluently and structured. How someone can speak fluently if he is not sure how to arrange words into meaningful sentences without good grammar (Desfitranita, 2017: 25). Grammar can be introduced in a number of ways, or we can show students grammar evidence and ask them to work out for themselves how the language is constructed (Harmer, 4<sup>th</sup> ed: 210).

### **c. Pronunciation**

Stress, rhythm and intonation which are the most important characteristics of English pronunciation convey important messages (Warastuti, 2013: 19). As stated by Harmer, if students want to be able to speak fluently in English, they need to be able pronounce phonemes correctly, use appropriate stress, and intonation patterns and speak in connected speech (Irianti, 2011: 8). The learners should practice the pronunciation to speak clearly, so the others can accept the information.

### **d. Fluency and Accuracy**

Both fluency and accuracy have a relation. Fluency and accuracy are main characteristics approach in the communicative approach of language teaching (Adaba, 2017: 4). According to Hedge, the term “fluency” has two rather different meanings in ELT: the first meaning of fluency relates to competence in the learner; a second meaning focuses on natural language use and a pattern of language interaction as close as possible to native speakers’ use in normal life (Kamiskiane & Kavaliauskiene, 2014: 40). The degree of fluency, however, will be open

to question and differ from one individual to another (Al-Ahdal *et. al*, 2014: 143). This is because native like fluency is not just a matter of accent, but also of many minor characteristics such as the selection of words, tone, and even structures. According to Harmer, accuracy refers to the correct and acceptable use of vocabulary, grammar, and pronunciation (Sotoudehnama & Hashamdar, 2016: 213). The learners should improve their both fluency and accuracy, because they cannot develop fluency when they still have error accuracy. Learners must be taught fluency and accuracy during classroom activities as it is essential for them to learn how to speak well on professional issues in English (Kamiskiane & Kavaliauskiene, 2014: 40).

From the explanation above, although not all of those aspects are taught formally, all of them are important and should be learned. Even just one aspect which is not mastered, the information is still hard to be understood.

### **3. The Activities of Extensive Speaking**

Brown (2004: 142) stated that the task or the activities related to extensive speaking are oral presentation, picture-cued storytelling, and retelling story.

#### **a. Oral Presentation**

Based on King and Miles, oral presentation is a learner-centered activity which is mainly implemented in the classroom for the purpose of

improving the learners' speaking proficiency (Sotoudehnama & Hashamdar, 2016: 213). In the academic and professional arenas, it would not be uncommon to be called on to present a report, a paper, a marketing plan, a sales idea, a design of a new product, or a method (Brown, 2004: 179). Jordan stated that Oral presentation and discussion are two different types of seminar that participating in them is one of the most problematic and difficult issues for EFL learners (Sotoudehnama & Hashamdar, 2016: 212). But, although it is difficult, Al- Issa and Al-Qubtan cited that oral presentation can be referred to as beneficial tools to make the learners prepared for their future careers and real life speaking (Sotoudehnama & Hashamdar, 2016: 213-214). The elements which were shown to affect the view of learners about the effective oral presentations were: language accuracy, speech clarity, quality of voice, and right connection and interaction with the audience (Sotoudehnama & Maryam, 2016: 214). The students should be informed about those elements to remind them of the importance of their practicing.

#### **b. Picture-cued Story Telling**

One of the most common techniques for eliciting oral production is through picture, photograph, diagrams, and charts. (Brown, 2004: 180). For example picture sequence. It is always trying to give any pictures sequence at test-takers and have them describe or tell the story based on the picture for a minute. Adaba (2017: 5) gives the example of this activity: A picture-strip story (without dialogue) is cut up into its separate

pictures. One picture is handed to each member of a group. Without seeing each other's pictures, the learners in the group must decide on the original sequence and reconstruct the story.

### **c. Retelling Story, news event**

This kind of activity is hearing or reading a story or news event that is asked to retell. The objectives in assigning such a task vary from listening comprehension of the original to production of a number of oral discourse features (communicating sequences and relationships of events, stress, and emphasis patterns, "expression" in the case of a dramatic story (Brown, 2004: 182).

## **B. Student Activities For Supporting Extensive Speaking**

### **1. Individual short talk**

Individual short talk is the activity on professional topics followed by class discussions (Kamiskiane & Kavaliauskiene, 2014: 41). Students can practice by working on play with the script from the teacher. This speaking activity can be applied by asking students to act out scenes from plays or course books (Warastuti, 2013: 14). The teachers help them appropriate stress, intonation, and speed; so that we ensure that acting out are both learning and a language producing activity (Sofia, 2015: 13). The key to a successful speaking lesson is a successful speaking activity (Adaba, 2017: 4). Accustoming the student to practice on speaking in front of the class or the other students can help the students to improve their speaking.

## **2. Individual PPT**

The best way to make students gain their self-confidence is through making them present oral works in front of their classmates (Adaba, 2017: 5). It is a learner-centered activity which is mainly implemented in the classroom for the purpose of improving the learners' speaking proficiency (Sotoudehnama & Hashamdar, 2016: 213). Individual Power Point Presentations on a professional topic followed by class discussions (Kamiskiane & Kavaliauskiene, 2014: 41). The presentation also may be after the student solved the problem or studied the topic that was given. These kinds of talks are prepared and more writing-like, so that they are not designed for informal spontaneous conversations (Warastuti, 2013: 15).

## **3. Class discussion**

Discussion is one of the most efficient and beneficial ways of practicing oral communications freely with the major purpose of cooperation and relationship improvement among the learners (Sotoudehnama & Hashamdar, 2016: 215). Small-group discussion is excellent way to give students opportunities to speak English (Sofia, 2015: 15). Class discussion is conducted on a covered topic from the course book with emphasis on pros and cons of the issue (Kamiskiane & Kavaliauskiene, 2014: 41). In discussions activities, learners are presented with problems and have to express their own opinions about it (Adaba, 2017: 5). Discussion of current events allows students to reflect, problem solve and evaluate real-life issues (Elliot *et.al*, 2013: 61). In fact, all the learners need to become familiar with

different topics in order to be successful speakers (Sotoudehnama & Hashamdar, 2016: 216). In this activity, the class divided into some small groups, and then the teacher gives some topic. The students can choose one topic to be discussed. All of the students are obligated to speak, give their opinions or ideas. Then at last, they can tell the conclusion of the discussion to another groups and the teacher. It will help the students to be accustomed to speak to the others or even in front of public.

#### **4. Spontaneous speaking**

It can be done by doing speaking on a current professional issue, either by individual students or by the representative of a small group (Kamiskiane & Kavaliauskiene, 2014: 41). The students are just given a topic then they have to tell directly in front of the audiences any information based on the topic. In this activity, the students are unprepared, but if encouraged, can provide some of the most enjoyable and productive speaking in language classes (Sofia, 2015: 14). When the students are accustomed to speak English, they can speak English spontaneously, for example when they are answer the greeting of their teacher. When the teacher says, “Hello students how are you?” then the students spontaneously answer by saying, “I am fine, and you?”. It is because they are accustomed to answer with that sentence, whereas they can answer with another expression that has the same meaning.

### C. Previous Study

Previous study is the result of research from the researcher before some research related learning strategy in speaking has been conducted by some researcher of the study.

In the previous study that was conducted in 2015 by Khoiriyah. The findings of this research talks about communication strategies during extensive speaking. The researcher found that the subjects apply seven types of communication strategies out of twelve which are based on Dornyei's taxonomy, they are: time gaining, literal translation, non-linguistic signal, code switching, appeal for help, topic avoidance and message abandonment. The researcher found that the subjects are still influenced by using filler or hesitation devices to fill pauses and gain time to think so that they have enough time to get idea to continue their speaking. Literal translation strategy was found when the subjects used the structure of L1 (native language) into L2 (target language). Non-linguistic signal strategy was found when the subjects used gesture and facial expression to convey what they want to say. They also use it to emphasize their explanation.

Some of them often applied code switching when they spoke. They suddenly switched their language when they felt difficult to explain in L2. Appeal for help strategy used when they could not say something in L2 and then their friend helped them. For example, one student want to say "*feedback*", but that student felt hesitant, and then his friend who sat behind him was tried to help him by saying "*feedback*". One student did not finish the first idea and moved to the

new idea. He changed “*I will answer the question number (paused)*” to “*I will answer the question from*”. That change means that student used topic avoidance.

There was one student that said, “*The teacher must give...feedback...to the student so if you throw the ball may be the student gets the ball and the student should answer. So, I think it is very effective.*”

In message abandonment, he left unfinished messages. He did not continue to explain and preferred to stop. Then he gave the explanation how to use snowball technique. And then at the last, suddenly he said that snowball technique is very effective.

The second previous study was conducted in 2013 by Sarah Gu and Eric D. Reynolds. The participants were divided into extensive speaking group and traditional group. The activity for extensive speaking group was a daily recording of monologue, while in traditional group just learned theoretically from the course book. The researcher collected three types of data. First, the daily monologues from throughout the course were retained. Second, surveys that were administered to the students before and after the course to evaluate their attitudes toward speaking. The participants were recorded for six weeks. As the result, the participants from extensive speaking group showed their improvement. Their fluency improved significantly. It is significantly more than the fluency of the participants from traditional group. When the researcher held the extensive speaking activities, such as free discussion, presentation, storytelling, and debate,

both groups' speaking skill had improved, but increased substantially more in the extensive speaking group.

The present study was different from the previous studies in term of: (1) the subject of the study. The subjects of the first previous study are the high level students of third grade of English Department at Nusantara PGRI Kediri University, and the subjects of the second previous study are the thirty-seven students of University in Seoul, South Korea. While in this study, the subject is an alumna of Everest Public High School. (2) The method to get the data. In the first previous study, the researcher observing the subjects during extensive speaking activity in the classroom. The second previous study, the researcher got the data by doing a simulation or applying extensive speaking activities. The subjects' improvement of extensive speaking is because of drilling. While in this study, the researcher will interview the subject about her activities before extensive speaking. So, the researcher will know the subject's own activities that can help her to improve her extensive speaking.