

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter present about review of the literature. It consist the previous study and the definition of many theories that related in the study.

A. Review of the Theoretical Background

1. Definition of speaking

a. The Nature of Speaking

Speaking is a skill which is used by someone to communicate in daily life, whether at school or outside the school. Speaking is an activity involving or more people in which the participants are both the listeners and the speakers having to act what they listen and make their contribution at high speed, (Brown 2004: 140).

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994:98). Conclude that, the speaker must consider the person they are talking to as listener. The people speak for some reason or based on particular goal. So, it is important that everything we want to say is delivered in an effective way, because speaking is not only producing sounds but also a process of achieving goals that involves

transferring messages to other. Brumfit and Johnson (1997:76) also stated that “speaking is not only the oral production of written language, but invades the mastery of a wide range of sub skills is added to constitute the overall, competence in the spoken language”.

Regarding to the above statements, the researcher tries to conclude that speaking is an important component in language because speaking is primarily speech. Unlike reading, writing, and listening activities, speaking requires some degree of real time exposure to an audience. English speaking ability is an ability or skill that the learners have to communicate, to convey meaning, and to have a meaningful conversation in English. Beside that, the communication each other using spoken words to share our ideas, feelings, thought and intention is called speaking. It also stated about producing and comprehending speech.

b. Basic Types of Speaking

The successful speaking of people can be characterized by talking a lot, participation is even, motivation is high, and language is one of the acceptable levels. There are five basic types of speaking or oral production (Brown, 2004:141). They are:

a. Imitative

It is someone interested in what is labelled by “pronunciation.” She/he imitates a native speaker’s pronunciation.

b. Intensive

It is someone's ability to gain the meaning of the conversation based on the context.

c. Responsive

It refers to someone's comprehension of the short conversation, standard greeting and small talk, simple request and comment, and the like.

d. Interactive

Interaction consists of two forms. They are transactional language, which has the purpose of exchanging specific information and interpersonal exchanges, which have the purpose of maintaining social relationship. It is more complex than responsive.

e. Extensive (monologue)

Extensive oral production includes speech, oral presentation, and storytelling, in which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out all together. All of the components can sign how far students' speaking proficiency is.

Based on the explanation above, students' speaking ability can be seen by their communication orally and their skill in spoken language activities directly.

In addition Hasibuan (2017:101) states that “language learners need to recognize that speaking involves three areas of knowledge:

- a. Mechanics (pronunciation, grammar, and vocabulary)
- b. Functions (transaction and interaction)

In a typical spoken interaction, two or more people talk to each other about things that they think are mutually interesting and relevant in the situation. Their aim can be to pass the time, amuse each other, share opinions or get something done, or they can aim to do several of these and other things at once. The point in their interaction is that they do these things together Louma (2004 : 20).

- c. Social, cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants).” Speaking not only just speaking as we like, making framework to identify social and contextual aspect are needed.

2. Teaching Speaking

Concerning the topic 'Teaching speaking', a fact is that teaching practice, as well as theory, belongs unavoidably to this category. It is not enough to know how to make a sentence in theory, when learning speaking, but we must start to produce sentences. The most important reason for teaching speaking is to develop oral fluency that is the ability to express oneself

intelligibly, reasonably, accurately and without undue hesitation, (Ur, 1996: 56). Nunan (1998: 39) sees “mastering the art of speaking” as the most important aspect of learning a language.

According to Hughes (2003: 113), the objective of teaching spoken language is the development of the ability to interact successfully in that language, and that this involves comprehension as well as production. It is also assumed that at the earliest stages of learning formal testing of this ability will not be called for, informal observation providing any diagnostic information that is needed.

Brown (2004, pp. 331-332) on his book “Teaching by Principles” wrote principles for teaching speaking skill, they are; 1) Focusing on fluency and accuracy which considering the learning objective; 2) Preparing intrinsically techniques to motivate the students in learning; 3) Authenticating language use in an appropriate contexts; 4) Providing appropriate feedback and correction; 5) Capitalizing on the natural link between speaking and listening; 6) Giving students opportunities to communicate in learning process as much as possible, and 7) Encouraging them to develop their speaking strategy and style.

Teaching speaking, in the researcher's opinion, is the way for students to express their emotions, communicative needs, interact with other persons in any situation, and influence the others. For this reason, in teaching speaking skill it is necessary to have clear understanding involved in speech and also

encourage the potential of the learners to develop their speaking skill naturally. Overall, teaching speaking skill emphasizes on the activities to make the students active and creative.

3. Strategy in teaching speaking

a. The Definition of Strategy

Strategy means a plan for achieving something. In teaching and learning process strategy is an activity that should be done both teacher and learner in order to get learning activity become effective and efficient. Of course, the teacher who has first obligation for designing strategy and it followed the students in learning activities. According to Oxford, (1990: 7) states that “the term ‘strategy’ comes from the ancient Greek word *strategia* meaning ‘generalship’ or ‘the art of war’. Then Silver, et al, (2007: 1) states that “The goal of teaching is to weave together a conversation that unites these disparate individuals around a common core of learning. Strategies are the different types or styles of plans teachers use to achieve this goal”.

Strategies are not new to most educators. Then, Silver, et al, (2007:4) states several reasons of strategies become an important part in education as follows:

1. Strategies are tools for designing thoughtful lessons and units

2. Strategies make the work of differentiating instruction manageable for teachers and motivating for students
3. Strategies provide the tools needed to bring thoughtful programs alive in the classroom
4. Strategies build the skills needed for success on state tests
5. Frequent use of strategies leads to consistent and significant gains in student achievement
6. Strategies build different kinds of knowledge

b. Types of Strategy

a. Prepared talks

Prepared talks represent defined and useful speaking genre, and properly organized, can be extremely interesting for both speaker and listener (Harmer, 1989: 271). A popular kind of activity the prepared talks where a student or students make a presentation on a topic of their own choice. Such talks are not designed for informal spontaneous conversation; because they are prepared, and however if possible, students should speak from notes rather than a script.

b. Role-play

Many students derive great benefit from simulation and role play (Harmer, 1989: 271). One way of getting students to speak in different social contexts and to assume varied social roles is to use role-play activities in the classroom. Role play activities are also pertinent way of integrating skills in the language classroom.

c. Brainstorming

Brainstorming is one of the activities which can be done in pre – teaching stage. In general, the teachers activated their students' knowledge by asking questions of related words within text or the title given which were called brainstorming activities. Crawford et al, (2005:29) state that brainstorming as one of very popular tasks in learning activities that can help students to elicit background knowledge and to activate necessary schemata. In addition, Brown (2001:184) defines that brainstorming is a technique whose purpose is to initiate some of sort of thinking process.

One of the best ways to generate a number of ideas in a short amount of time is through the brainstorming strategy. Brainstorming helps to stretch a student's imagination, encourages group cooperation, and leads to creative thinking through spontaneous contributions by all group members. Key principles of brainstorming include the following:

- Select a problem or topic and react to it quickly.
- Designate one person in the group as the recorder of ideas.
- Accept and record all ideas or suggestions.
- Build on other people's ideas.
- Do not criticize anyone else's ideas.
- Remember that, initially, quantity of ideas is more important than quality.

d. Oral Interview

According to Kayi, (2006: 53) 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.

Students can conduct interviews on selected topics 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 questions. Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized. After interviews, each student can present his or her study to the class. Moreover, students can interview each other and "introduce" his or her partner to the class.

e. Debate

Debate can be present opportunities for students to engage in using extended chunks of language for a purpose. A debate is type of role-play 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. Lepper (1988:13) that teachers can help students develop speaking ability by making them aware of the scripts for different situations so that they can predict what they will hear and what they will need to say in response. 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.

According to Simon (2005: 3) there are two teams in every debate. One team is required to argue that the topic is *true*. This team is called the ‘affirmative’, or sometimes the ‘proposition’. The other team is required to argue that the topic is *not true*. This team is called the ‘negative’, or sometimes the ‘opposition’. Each team uses two basic types of argument to support for its side of the topic. First, there are *substantive arguments*. These are prepared arguments in favour of a team’s side of the topic. Second, there is *rebuttal*.

f. Games

According to Wright et al (2006 : 1) the word 'game' to mean an activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others. Games also help the teacher to create contexts in which the language is useful and meaningful. The learners want to take part, and in order to do so must understand what others are saying or have written, and they must speak or write in order to express their own point of view or give information. Games provide one way of helping the learners to experience language rather than merely study it.

g. Telling Story

We spend a lot of our time telling other people stories and anecdotes about what happen to us and other people. Students must be able to tell story in the target language, in this case is English. Teacher can encourage the students to retell stories which they have read in their books or found in newspaper or in internet. The best stories of course are those which the students tell about themselves and their family or friends, (Harmer, 2007 :129).

h. Discussion

Biehler and Snowman (1993) in Richard's book (2000), stated that group discussion is a collaborative learning that the teaching technique is where the teacher will let the students push themselves or to encourage between the

students in practice their English conversation in class. We apply it to chance conversations, where the theme is subsidiary to the desire to get acquainted, where the talk passes from one topic to another and only by chance lingers long enough anywhere for the thorough consideration of a subject.

Discussion should have the following characteristics:

- 1) General participation. Discussion aims to make it possible for each individual to speak as well as to listen. Intelligent listening followed by informed action is participation.
- 2) Informality. Discussion aims at an organized informality.
- 3) Purpose. Discussion is talk with a purpose. The members of the group have come together because they have information or ideas to exchange about some specific problem, or because they want to hear what their fellows have to say about it.
- 4) Planning, except for the occasional spontaneous discussion that happens when an interested mind meets, discussion requires a leader and a plan. The leader should direct the progress but not the outcome of the discussion.

B. The Previous Studies

There are several previous studies that had been held by some educators and researchers in this field that have been published in the journal. Therefore, we

need to do the review of literature in order to know how to the other researchers analyse the topic, so we can avoid the possibility of duplication. Below are some of the studies that show the benefit of using literature in teaching english.

Anjaniputra (2013) conducted a study entitled "*Teacher's Strategies in Teaching Speaking to Students at Secondary Level*". It was a Qualitative Research. This study is aimed at portraying teacher's strategies in teaching speaking to students at secondary level and recognizing students' response towards the strategies by involving an English teacher and students. In collecting the data, classroom observation and interview were conducted to identify the strategies of teaching speaking, and questionnaire was administered to the students to gain the data about their response towards the strategies under the umbrella of descriptive research. The result revealed that the strategies used by the teacher were cooperative activities, role-play, creative tasks, and drilling. In the meantime, students' response towards the strategies resulted in positive attitude as they responded that the strategies helped them to speak, as well as concerned oral production of students whose participation was emphasized.

Second, Hakim (2017) conducted a study entitled "*Teachers' Strategies in Teaching Speaking Lessons on Introvert Students in Madrasah Aliyah (MA) Ja-Alhaq Bengkulu*". This journal states that Students with an introverted character have a different ability than an orthograd student in communicating a foreign language. To overcome this problem, the teacher of Madrasah Aliyah (MA) Ja-

alHaq-as the object of this study - did some strategies to improve students' speaking skills. This study aims to provide a description of English teachers in Indonesia who are experienced in speaking teaching related to the challenges and strategies in teaching and learning process for students with introverted characteristics. Based on the research results, it can be concluded that teachers are advised to apply the discussion, role play, story telling, and interview. In addition, the teacher must also know the character of the learners because by knowing the personality of learners, the teachers can choose the appropriate learning strategy to be applied in the classroom.

Third, Hia (2016) conducted a study entitled "*The Teacher's Strategies in Teaching Speaking Ability (A Study on the First Grade Students of SMAN 1 Ngamprah Academic Year 2016-2017)*". This study is aimed to know what are the strategies that are used by the teacher in teaching speaking ability. Furthermore, this study also describe the students' responses toward the strategies that are used by the teacher in teaching speaking ability. This study is conducted by using descriptive qualitative. The data of this research is gained by involving an English teacher and also the first grade students of the class X Science 2 which consist of 33 students. There are three instruments in collecting data in this research, those are observation, questionnaire and interview to the teacher and the students. From the data of interview and observation, there are three strategies that are usually used by the teacher in teaching speaking. They are discussion, communication game, and role play. Moreover, the data from interview to the students and questionnaire, the

students give positive responses toward the teachers' strategies in teaching speaking ability. Among the three of teacher's strategies, almost all of the students like the communication game as the strategy in teaching speaking, because they regard communication game can improve their speaking ability, built their motivation to speak, and make the teaching-learning process become more fun.

That study above has similarity with this reseach in the topic that conducted. It is teachers' strategies in teaching speaking. But the previous study and this research also has differences. The differences with the second and third reseach is the level that take to collect the data. The second and third research colect data in senior high school but this reseach collect data in junior high school. Moreover, the second research study just take introvert students but this research will take random students. The difference the first and this study is the collect data method. The first research collect data use observation, interview and questionnaire but this research just use observation and deep interview with teacher and some students.