

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher is going to describe some theories related to teaching-learning English in order to give knowledge. There are speaking skill, teaching speaking, task based group activities, the methodology of task based group activities, the characteristic of Young Learners, and teaching speaking for English Young Learners.

2.1 Speaking Skill

Speaking is one of four skills in Learning Foreign Language beside listening, reading, and writing. (Pollard L, 2008) defined that speaking is one of the most difficult aspects for students to master. Speaking is not easy for students to communicate with other people, for example with their friends and with their teacher. Because speaking use clarity to speak and communicate with other people.

Speaking a language is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interactions. Diversity in interaction involves not only verbal communication but also paralinguistic elements of speech such as pitch, stress, and intonation (Kang Shumin: 1997). It means that speaking is the tools of communication that need when we communicate with someone. Although, speaking that we use easy for pronounce it but to understand the meaning it's too difficult to understand it.

In the speaking, there are some characters or content when we are using speaking in the teaching. For the example, fluency is the ability to read, write,

speaking, and comprehend spoken communication quickly, effortlessly, and efficiently with good, meaningful expression. (Nunan David, 2003:55) said that fluency is the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word searches, etc. So, speaking is not only about the pronunciation or the understanding of the word but also the fluency for getting the content of the speaking. Accuracy is the ability of a measurement to match the actual value of the quantity being measured. (Nunan David, 2003:55) also said that Accuracy is the extent to which students' speech matches what people actually say when they use the target language. So, when we practice the speaking we need the accuracy and fluency as the technique in speaking.

2.2 Teaching Speaking

The aim of teaching English, moreover is to enable the students to create English text, both in written and spoken form, in the sense that they are not only able to create English sentence "grammatically" as well (Agustien, 2004:3). However many students experience some difficulties in oral speech during speaking class. For students, learn to speak English also more difficult than other skills since they never practice English in real situation. (Nunan David, 2003:49) said that for many people taught speaking by having students repeat sentences and recite memorized textbook dialogues. Most of students prefer to just listening whatever the teacher say and they do not have any effort to speak English in the class.

Therefore, the teacher should give the students opportunities to use the target language to communicate with others. This means that the setting of

class activities must be a lot of communicative by using and participating in activities. Moreover, the teacher should find the strategies of teaching in order to achieve the goal the language teaching effectively. Therefore, the teachers may use real life situations, popular scientific knowledge to make speaking class more effective. It is important for the teachers in teaching speaking to think about the material. It should be in accordance with the students speaking proficiency and interest. Therefore, the teaching can be very relaxing and enjoyable. In order to the students can speak out their own minds by using words or phrases they have already mastered.

2.3 Task Based Group Activity

Task based learning is a different way to teach languages. It can help the student by placing her in a situation like in the real world. A situation where oral communication is essential for doing a specific task. Task based learning has the advantage of getting the student to use her skills at her current level. To help them develop language through its use. It has the advantage of getting the focus of the student toward achieving a goal where language becomes a tool, making the use of language a necessity.

(Lynch and Maclean, 2000) said that the first source of justifications for Task-Based Learning is what it might be termed the ecologic alone. The best way to promote effective learning is by setting up classroom tasks that reflect as far as possible the real world tasks which the learners perform, or will perform. Task performance is seen as rehearsal for interaction to come. Moreover, (Sheen, 1994) characterizes Task-Based Learning as requiring that any treatment of grammar take the form of quick corrective feedback allowing

for minimal interruption of the task activity. (Feez, 1998:17) summarizes the following basic assumptions of Task-Based Language Teaching:

- a. The focus of instruction is on process rather than product.
- b. Basic elements are purposeful activities and tasks that emphasize communication and meaning.
- c. Learners learn language by interacting communicatively and purposefully while engaged in meaningful activities and tasks. Activities and tasks can be either those that learners might need to achieve in real life, or those that have a pedagogical purpose specific to the classroom.
- d. Activities and tasks of a task-based syllabus can be sequenced according to difficulty.
- e. The difficulty of a task depends on a range of factors including the previous experience of the learner, the complexity of the tasks, and the degree of support available. (Richards and Rodgers, 2001:224).

2.3.1 Task

Task is a work plan that requires the students to learning language pragmatically to achieve the aims of the study. The term of task has different meaning for different people. (Prabh, 1987:2) defines a task as "an activity which requires learners to arrive to an outcome from given information through some processes of thought and which allowed teachers to control and regulate that process was regarded as a task." (Nunan1999:10) defines task as "a piece of classroom work which involves learners in comprehending, manipulating, producing or

interacting in the target language while their attention is principally focused on meaning rather than form".

(Ellis, 2003:16) mentioned six criteria features of a task:

- a. A task is a work plan. A task constitutes a plan for learning activity. This work plan takes the form of teaching materials. The actual activity that results may or may not match that intended by the plan.
- b. A task involves a primary focus on meaning. A task seeks to engage learners in using language pragmatically rather than displaying language. It seeks to develop L2 proficiency through communicating. Thus, it requires a primary focus on meaning.
- c. A task involves real-world processes of language use. The work plan may require learners to engage in language activity such as that found in the real-world, for example, completing a form, or it may involve them in language activity that is artificial, for example, determining whether two pictures are the same or different.
- d. A task can involve any of the four language skills. The work plan may require learners to (1) listen or read a text and display their understanding, (2) produce an oral or written text, or (3) employ a combination of receptive and productive skills.
- e. A task engages cognitive processes. The work plan requires learners to employ cognitive processes such as selecting, classifying, ordering, reasoning and evaluating information in order to carry out the task.

- f. A task has a clearly defined communicative outcome. The work plan stipulates the non-linguistic outcome of the task, which serves as the goal of the activity for the learners. The stated outcome of a task serves as the means of determining when participants have completed a task.

Type of Task

(Willis, 1996:149) listed the following types of tasks in Task-Based Learning:

- a. Listing

Including a brainstorming and fact-finding, the outcome is a completed list or draft mind map. This type of task can help train students' comprehension and induction ability.

- b. Ordering and sorting

Including sequencing, ranking and classifying, the outcome is a set of information ordered and sorted according to specific criteria. These types might foster comprehension, logic and reasoning ability.

- c. Comparing

This type of task includes matching, finding similarities, or differences. The outcome can be appropriately matched or assembled items. This type of task enhances students' ability of differentiation.

- d. Problem solving

This type of task includes analyzing real situations, reasoning, and decision-making. The outcome involves solutions to the problem, which can then be evaluated. These tasks help promote students' reasoning and decision-making abilities.

e. Sharing experience

These types of tasks include narrating, describing, exploring and explaining attitudes, opinions, and reactions. The outcome is usually social. These tasks help students to share and exchange their knowledge and experience.

f. Creative tasks

These include brainstorming, fact finding, ordering and sorting, comparing and many other activities. The outcome is an end product that can be appreciated by a wider audience. Students cultivate their comprehensive problem-solving abilities as well as their reasoning and analyzing abilities.

These tasks are listed from easy to difficult, and all of them reveal the recognition process of students. The tasks in Task Based Learning should be applicable to real life to help students accomplish the tasks and show their communicative competence in classroom teaching and real life situations (Willis, 1996:149).

2.3.2 Group Activity

Group learning seems to occur when participants are required to communicate and work together to solve a problem (Light and Glachan, 1985), as students have to discuss, make statements, and convince others

in order to find a solution. So the students can cooperate with their friend about the task. In group activity, there is interaction all of the students. It is not known exactly what happens during group work activities or the precise effect of small group interaction on learning or acquisition (Mercer, 2004).

(Wegerif, Mercer, and Dawes, 1999: 495) describe the conditions that are required for collaborative interaction as follows:

- (1) All information is shared;
- (2) The group seeks to reach agreement;
- (3) The group takes responsibility for decisions;
- (4) Reasons are expected;
- (5) Challenges are expected;
- (6) Alternatives are discussed before a decision is taken; and
- (7) All in the group are encouraged to speak by other group members.

In addition,(Pollard L, 2008:3) describe some advantages to having your students working in groups or in pairs:

First of all, it provides variety. It gives a different focus by taking the attention away from the teacher;
 When working in pairs or groups, students go at the speed that suit them. When working as a whole class, the pace is set by the teacher or by other students. Working at their own pace, students can spend more time on points that cause them difficulties and less time on points they find eas. Thus using time more efficiently;
 Students are more actively involved in their work: no snoozing at the back of the classroom;
 Students can share their knowledge, explain things to each other; this is an advantage over having students workindividually;
 Students learn to work autonomously; they learn to do things without the teacher. This will help them in their learning outside the clasroom. Of course, the teacher is on hand if required;
 Every student has the opportunity to contribute; this is almost impossible when conducting teacher-led activities. Consider a 20-

minute speaking activity. If you choose to perform it as a whole-class activity with a group of 20 students, each student will speak for an average of 1 minute. If your students do the same activity in pairs for 20 minutes, each student gets the chance to speak for 10 minutes. Much more efficient use of time!

(Pollard L, 2008:10) also describe some disadvantages of group and pair work and what to do about it:

Students might go off task; if they haven't understood what is required of them they might do something completely different. Explain carefully and check that they have understood before forming groups.

Students might get noisy. Monitor carefully and say something immediately if it gets too loud.

Students might use their own language. Make it clear from the start that you expect students to use English, monitor carefully. Say something as soon as you hear students using their own language. You might want to introduce a points for using English. At the end of the day or week, add up points and display them for the class to see.

2.4 The Methodology of Task Based Group Activity

In Task Based Learning, there are three principal phases; pre-task phase, during task phase, and post task phase. These phases reflected the chronology of a task-based lesson. Based on (Murad, 2009), The first phase is 'pre-task' and concerns the various activities that teachers and students can undertake before they start the task such as whether students are given time to plan the performance of the task. The second phase is 'during task' phase, centers on the task itself and affords various instructional options, including whether students are required to operate under time pressure. The final phase is 'post-task' that involves procedures for following up on the task performance.

The pre-task phase

The purpose of the pre-task phase is to prepare students to perform the task in ways that will promote acquisition. (Skehan, 1996) refers to two broad

alternatives available to the teacher during the pre-task phase: An emphasis on the general cognitive demands for task, and/or an emphasis on linguistic factors, attentional capacity is limited, and it is needed to both linguistic and cognitive demand, then engaging in activities which reduce cognitive load will release attentional capacity for the learner to concentrate more on linguistic factors. These alternatives can be tackled procedurally in one of four ways:

- (1) Supporting learners in performing a task similar to the task that will perform in the during task phase of the lesson;
- (2) Asking students to observe a model of how to perform a task;
- (3) Engaging learners in non-task activities designed to prepare them to perform the task
- (4) Strategic planning of the main task performance.

The task cycle

(Richards and Rodgers, 2001) asserts that the task is done by students (in pairs or groups) and gives students a chance to express themselves and say whatever they want to say.

Planning

- 1) Planning prepares for the next stage, when students are asked to report briefly to the whole class how they did the task and what the outcome was.
- 2) Students draft and rehearse what they want to say or write.
- 3) Teacher goes around and advice students on language, suggesting phrases and helping students to polish and correct their language.

- 4) The emphasis is on clarity, organization, and accuracy, as appropriate for a public representation.
- 5) Individual students often take this chance to ask questions about specific language items.

Report

- 1) The teacher asks some pairs to report briefly to the whole class so everyone can compare findings, or begin a survey.
- 2) The teacher chairs, comments on the content on the students' reports, rephrase perhaps, but gives no public correction.

Post-task

The students listen to a recording of fluent speakers doing the same task, and compare the ways in which they did the task themselves.

Teacher's Role

In Task Based Learning, the teacher must be given the treatment to the students in order the students understand about the task that the teacher ask. (Willis, 1996) assigned the following roles for the teachers in the framework for Task Based Learning:

In the pre-task, the teacher should:

- Present and define the topic.
- Use activities to help students memorize/learn some useful words and phrases.
- Ensure that students comprehend the task instructions.
- Play recordings of others performing the same task or a similar one.

In the task cycle, the teacher should:

- Act as monitor and motivate students.
- Ensure that the purpose of the report is clear.
- Act as a language advisor.
- Help students review oral reports.
- Act as chairperson; selecting who will speak next
 - Offer brief feedback on content and form.
 - Play a recording of others doing the same or similar task.

In the post-task (language focus), the teacher should:

- Review each analysis activity with the whole class.
- Bring other useful words, phrases and patterns to students' attention.
- Review language items from the report stage.
- Conduct practice activities after analysis activities where necessary, to build confidence.

Students' Role

After the teacher gives the treatment, the students must be doing the task based on the treatment.

(Willis, 1996) assigned the following roles for the learners in the framework of Task Based Learning:

In the pre-task, students should:

- Write down useful words and phrases from the pre-task activities and/or the recording.
- Spend a few minutes preparing for the task individually.

In the task cycle, the students should:

- Perform the task in pairs or small groups.
- Prepare to report how they performed the task and what they discovered to the class.
- Rehearse what they will present to the entire class.
- Present their spoken reports to the class.

In the post-task (language focus), the student should:

- Perform consciousness-raising activities to identify and process specific language features from the task and transcript.
- Ask about other features they noticed.
- Practice words, phrases and patterns from the analysis activities.
- Enter useful language items in their language notebooks.

2.5 The Characteristic of Young Learners

The term “young learners” according to (Thornbury, 2006) is used to describe children of pre-primary and primary school age, although it is sometimes used to include adolescents as well. The young learners have their own characteristic, which are different from adults. The characteristic cover their ways of thinking and their attitude they also influence the young learners’ ways of learning language. To give the best quality of teaching English young learners the teacher should know and understand the characteristic of young learners

(Schott and Yterberg, 2004) give a list of the characteristic which young learners, share:

- a. Eight to ten years old children have a language with all the basic elements in place
- b. They are competent users of their mother tongue and aware of the main rules of syntax in their own language.
- c. They have some sort of language readiness and awareness which they bring with them into the foreign language class room
- d. Most activities should include movement and involve senses, so the use of media is really important.

In addition, (Halliwell, 1992:3) stated that young learners do not come to the language classroom empty-handed. They bring with them an already well-established set of instinct, skills and characteristics. Moreover, the following are young learners' characteristics:

- 1) Young learners are already very good in interpreting meaning without understanding the individual words.

The first used to analyze intonation, gesture, facial expression, or action to understand a foreign language. These helped them to tell what the unknown words and phrases probably meant.

- 2) They already have great skill in using limited language creatively.

In spite of their mother tongue development, children are excellent at making a little language go along the way. Therefore, they are creative in both grammatical as well as in concept.

- 3) They frequently learn indirectly rather than directly.

In their developing ages, the capacity for conscious learning of forms and grammatical pattern is still relatively undeveloped. They go through

subconscious process of acquisition more than the way of direct learning.

If their surrounding provides more encouragement, it will help them much to learning.

- 4) They get great pleasure in finding and creating fun in what they do.

Children have an enormous capacity for finding and making fun and play, and they are living in the language for real.

- 5) They have a ready to use imagination.

Children's world are full of imagination and fantasy and it is more than a simple matter of enjoyment.

- 6) Their instinct is for interaction and talk.

Children are never to overcome shyness. They like to talk every time and eager to ask question all the time.

The above description shows characteristic of children in common. Actually, children has differential characteristic of a certain age level.

2.6 Teaching Speaking for English Young Learners

To be able to use English in communication, children need to acquire necessary vocabulary and structures. Based on (Vera savic, 2012), in the beginning stages of language learning, new vocabulary should be presented orally with extensive support of pictures, drawings, puppets, realia, video, and/or mime, gesture, facial expressions or acting out. Miming driving a car and presenting a picture of a car helps children grasp the meaning of 'drive' and 'a car' extremely quickly. (Vera savic, 2012) say that I am always amazed by the scope of creativity my student teachers show when preparing materials for teaching young learners in the course of their pre-service teaching practice:

posters with town plans, masks with animal faces, puppets, puzzles, paper birthday cakes, birthday presents, balloons, videos that help all children learn the names of dangerous sports ('skydiving', 'rock climbing', 'rodeo riding', 'scuba diving') in no time and with big enjoyment. And based on (Scott & Ytreberg 1990, 42), the activities will help children get ready for similar real-life contexts. Moreover, in such activities children „don't just use words, but also all other parts of speaking a language – tone of voice, stress, intonation, facial expressions, etc. It means that young learners can feel happy when they learn English especially speaking skill with the think that is support for learning.

There are some reason for teaching speaking in young leaners. The first is teaching speaking using language chunks. (Sukarno, 2008) said that in practicing speaking in English, the students need to use language chunks, for example phrases which have complete meaning. In this way, the students will be able to comprehend language function as a means of communication easily although at first they do not know the meaning of the phrases they use, such as “Good morning”, “Good afternoon”, “ Never mind”, “Thank you”, and so forth. It's mean that language chunks usually use in daily activity. And the second is teaching speaking using topic based (Scott & Ytreberg, 1993: 84) said that working on topics can help the learning process. The children can associate words, function, structures, and situations with a particular topic. Association help memory, and learning language in context dearly helps both understanding and memory. It's mean that the students more respect and memorizing when the teacher teach with the topic based.

2.7 Previous Study

There are three previous studies related with speaking in English Young Learners. The first one was conducted by Dina Romadhona in 2007 entitled *The Implementation AMECC (American English for Communicative Certificate) program for the developing of speaking ability for Young Learner*. The purpose of this study are describe the implementation AMECC (American English for Communicative Certificate) program and to know the develop of speaking ability for Young Learner after the implementation AMECC (American English for Communicative Certificate) program. The finding showed that AMECC (American English for Communicative Certificate) program can make the students' improvement their ability for the developing of speaking ability.

The second was conducted by Fransisca Putri Rachmawati in 2006 entitled *Using Promptcards to Teach Speaking to Young Learners*. The purpose of the study is to describe how promptcards is used as a technique in teach speaking for young learners. The finding showed that Promptcards can be used for teaching speaking in young learners and most of the students have great interest toward Promptcards as technique to Teach Speaking.

The third was conducted by Ismail Hakki Erten in 2009 entitled *The Effect of Task Based Group Activities on students' Collaborative Behaviours in EFL Speaking Classes*. The study report the findings of a study into the use of task and topic-based activities in small group work during English speaking lesson and wether such activities promote collaborative interaction among group member. This study focus in EFL classes. The purpose of the study was to try

and discover whether these concepts combine neatly for pedagogical purposes. The finding of the research was task based activities was likely to involve more frequent use of collaborative behaviours than topic-based activities and can thus be more conducive to creating a collaborative learning experience. And the study offers some significant implications for practitioners teaching English as foreign or second language. The results indicate the need for the implementation of task-based speaking activities in setting where the aim is to provide students with opportunities for real-like language use.

Based on three previous study, the similarities from the first and the second previous study are focus on speaking for English Young Learners and the similarities from the third previous study is focus using task based group activities. Then, the differences from the first and the second previous study are use different technique for teaching speaking in English Young Learners. In the first previous study use AMECC (American English for Communicative Certificate) program and to know the develop of speaking ability for English Young Learner and the second previous study use promptcards to teach speaking in English Young Learners. And the differences from the third previous study is focus on EFL speaking class.