

CHAPTER II

REVIEW AT RELATED LITERATURE

In this chapter, the researcher presents the review of related literatures. This chapter presents some theories related to the study conducted. The literature that will be used by the researcher will be explained in short reviews.

2.1.1 The Definition of Speaking

Speaking is one of basic skill that have to be accomplished by student in learning language. Many language learners regard speaking ability as the measure of knowing language. According to Nation & Brown (1997) when learners begin to speak in foreign language language, they need to be focused on basic speaking such as, greetings, simple personal descriptions, and simple questions or answers.

Lindsay and Knight (2006) said that speaking is productive skill. It involves putting a message together, communicating the message, and interacting with others. The ability to speak foreign language is ment ability to be able to use a foreign language with our personality, self image, knowledge of the world and ability to reason and express out thoughts and all reflected in our spoken performance in a foreign language (Luoma, 2001). However, the purpose of learners in studying English are being able to speak with others. Luoma (2001) points that students must understand what is being said and able to respond appropriately and achieve their communicative goal.

Speaking is crucial part for second language learning and teaching. For many year,s speaking has been undervalued, and many English language teachers continue teaching english using traditional repetition drill or memorisation

dialogue which does not encounter students to speak in real time (Kayi,2006). However, Shrouf said that the goal of speaking is to improve communication skill, because, only in that way, student can express,learn and follow social path, cultural rules appropriatly in each communicative circumstance.

Bygate (2015) states that if we want to test the learners speaking ability, it is necessary to get students to actually say something. They have to produce word, adapt the circumstances, implement and adjust the conversation.

Sometimes, getting students to speak in class can be extremely easy. In good class atmosphere, students who speak to other students with appropriate level, will often participate freely and enthusiastically. In creating good class atmosphere, it is necessary for teacher to provide suitable topic and task. (Harmer 2007:345).

2.1.2 The Definition of Teaching Speaking

Teaching speaking in traditional methodology usually means repeating after the teacher, memorizing a dialogue, or responding to drill, but nowadays, the norms of speaking changed from 1970's to 2000's. The Grammar based sylabus were replaced by communicative ones. Fluency becomes goal for speaking courses and this can be developed through the use of information gap and other task that required learners to attemp real communication (Richards 2008:2).

Nunan (2003) teaching speaking is sometimes considered as simple process. Commercial language schools arround the world hire people with no training to teach conversation.

According to Nunan (2003) there are six ways for English language learners have to do in teaching English, that are;

1. Produce English sounds and sound pattern.
2. Use word and sentence stress, intonation pattern and the rhythm of the second language.
3. Select appropriate words and sentences according to the proper social setting, audience, situation, and subject matter.
4. Organize their thought in a meaningful and logical sequence.
5. Use language as a means of expressing values and judgments.
6. Use the language quickly and confidently with few unnatural pauses, which are called as fluency.

2.1.3 The Principles of Teaching Speaking

According to Nunan (2003) there are five principles that teacher should know in teaching speaking in the class, that are;

1. Be aware of the differences between second language and foreign language learning contexts.

Speaking is learned in two broad contexts: foreign language and second language situations. A foreign language (FL) context is one where the target language is not the language of communication in society (e.g., learning English in Japan or studying French in Australia). A second language context is one of the target language of communication in the society (such as English in the UK or Spanish in Mexico). Second language learners include refugees, international students, and immigrants. Some second

language learners (especially those who arrive in their new country as children) achieve notable speaking skill, but many others progress to a certain proficiency level and then go no further.

2. Give students practice with both fluency and accuracy

Accuracy is the extent to which student's speech matches what people actually say when they use target language. Fluency is the extent to which speakers use the language quickly and confidently, with few hesitation or unnatural pauses, false starts, word searches, etc.

3. Provide opportunities for students to talk by using group work or pair work, and limiting teacher talk

Research has repeatedly demonstrated that teachers do approximately 50-80 percent of the talking in the classroom. It is important for us as language teachers to be aware of how much we are talking in the class so we do not take up all the time the students to talk in pair, and group work activities.

4. Plan speaking tasks that involve negotiation meaning.

Negotiation for meaning is learners make progress by communicating in the target language because interaction necessarily involves trying to understand and make yourself understood. It involves to check if you have understood what someone has said, clarifying your understanding, and confirming that someone has understood your meaning.

5. Design classroom activities that involve guidance and practice in both transactional and interactional speaking.

Interactional speech is communicating with someone for social purposes. It includes both establishing and maintaining social relationship. Transactional

speech involves communicating to get something done, including the exchange good and service.

2.1.4 Teaching Speaking Technique

Technique are the specific activities manifested in the classroom that are consistent with a method in harmony with an approach as well by Brown (2001:14). In teaching speaking, teacher should vary on making appropriate technique in order to enhance student's speaking skill. The appropriate activities according to Thornburry (2006:63-87) can be described as follow:

1. Appropriation : practised control

Controlled practise is repetitive practise of language item in conditions where the possibility of making mistake is minimized. Here, teacher gives a brief so that the students could do speaking activities without having many mistakes that occur during the activities.

2. Drilling and Chants

Drilling- that is imitating and repeating words, phrases and even whole utterances. Teacher can provide taped dialogue, then ask student to listen and study the transcript. Then, teacher can isolate specific phrases or utterances and ask learners to repeat them. Drilling may also has function to move new items from working memory into long term memory, by repeating the word or chunk it would help student to remembering more and more.

3. Writing Task

Writing has a useful role to play as a initial stage in appropriation of newly ecountered language for speaking. It can act as way of easing the translation

from learning to using. The writing task is very useful to memorized expression in face to face interaction. One way of slowing down processing into turn the speaking task into writing task, such as; dictation, paper conversation, mediated chat, and rewriting.

4. Reading aloud

Reading aloud is kind of inauthentic language activity because sometimes it is painful experience listening to someone reading a text aloud that they barely understand. However, reading aloud can be vastly improved if learners are themselves already familiar with the text. So that student can use that reading as an information used to speaking or some discussion.

5. Assisted performance and scaffolding

In assisted performance of classroom talk, the teacher uses a number of device, such as rephrasing her own as well as the learner's talk in order to provide a secure frame which the talk can proceed. A more formalized way of assisting performance is by means of a technique that derives from a teaching method called *Community Called Learning (CLL)*.

6. Dialogues

Dialogue practices provide a useful change to focus from teacher-led classroom interactions. Even in large classes with fixed furniture, setting up pairwork is not an insurmountable management challenge. For basic level teacher can ask a volunteer student to read aloud of the roles of dialogues that appears in the coursebook, while the teacher takes the other roles. This is repeated with another student but this time the roles are reversed.

7. Communicative task

The communicative task demands of the task discourage learners from dwelling on the facts of the language, and compel them instead to draw on automated routines. In communicative task teacher should prepare learners for real life language use, and they encourage the automatization of language knowledge. There are some kinds of communicative task such as;

- a. Information gap: It is one of classic communicative task. In information gap activities, the information required to complete the task is distributed among the interactants. So in order to achieve the task outcome the interactants have to communicate.
- b. Jigsaw Activity : in this activity learners will be compelled to fulfill the conditions of a communicative activity outlined above, and, as in real life, there will always be some difference of opinion as to what exactly happened. So it needs to be resolved.
- c. Info-gap race: in this activities teacher pre teaches or revises nouns relating to geometrical shape, such as line, square, circle, triangle as well as prepositional phrases such as; on the left, on the right, above, below, outside, inside, so that learners can describe it. Then teacher can dictate a design that describes it so that the learners can draw it correctly. For example, *on the left there is a triangle. inside the triangle there is a small square and above the square there is a straight line...*The learners do the same to each other in pairs.
- d. Survey; the idea is the learners prepare in pairs of small groups survey type questions, such as is (or was) your father interested in football?are

you?etc, and then mill around, asking the questions, noting the answers, before returning to their original groups to collate their result. A spokesperson from each group then reports the group's finding to the class, whereupon the class decides, survey is more elaborated versions of the milling activity. Survey activity involves learners asking and answering questions in order to complete a questionnaire or survey based on a topic that teacher has suggested or which occur in the coursebook as a group, whether the claim is justified or not.

- e. Guessing game: It is one of the activity that occur a feedback of students in order to make this activity succes in class. For example; Teacher asks student to think of a job and the others have to ask yes or no questions to guess what it is, provide ideal conditions for automating knowledge: There are inherently repatitive;
 - a. Do you work indoors or outdoors ?
 - b. Do you work with your hands?
 - c. Do you wear uniform ? and etc.

There is two way interactions, players have to listen the answers to the questions they have asked. The game takes place in real time, so there is an element of spontaneity and unpredictability, and the focus is on the outcome not the language being used to get there.

8. Repeating Task

Students need to do the task with different interactans. The support needs to be gradually reduces so as to encourage a degree of independence, which in turn

will require a degree of appropriation. This support reduction may take the form of, for example;

- Removing the model, so that learners have to rely on memory.
- Withdrawing teacher support.
- Moving from the written mode to spoken one.
- Reducing planning time.

2.1.5 The Problem in Speaking

However, Brown (2001) states that in some cases students find the difficulties in speaking, so he deliver way to resolve this problem by using these ways; *1. Clustering*, Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically through such clustering. *2. Redundancy*, The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language. *3. Reduced forms* contractions, elisions, reduced vowels, etc. All form special problems in teaching spoken English, student who do not learn colloquial contractions can sometimes develop a stilted bookish quality of speaking that in turn stigmatiz them. *4. Performance variables*, One of the advantages of spoken languages is that the process of thinking as you speaks allows you to manifest a certain number of performance hesitations, pauses, backtracking, and corrections. Learners can actually be taught how to pause and hesitate. One of most salient differences between native and non native speakers of a language is in their hesitation phenomena. *5. Rate of delivery*, another salient characteristics of fluency is rate of delivery, one of your tasks in teaching spoken English is to help

learners achieve an acceptable speed along with other attributes of fluency.

6. *Colloquial language*, make sure your students are reasonably well acquainted with the words, idioms, and phrases of colloquial language and that they get practice in producing this forms. 7. *Stress ryhthem and intonations* This is the most important characteristic of English pronunciation, as will be explained below. The stress timed rhytym of spoken English and its intonation patterns convey important messages. 8. *Interactions*, As noted the previous section, learning to produce waves of language in a vacuum without interlocutors would rob speaking skill of its richest component: the creativity of conversational negotiation.

By knowing those problems in speaking hopefully teacher could solve problem occurs in teaching speaking in the class. Students are often reluctant to speak because they are shy and are not predisposed to expressing themselves in front of other people, especially when they are being asked to give personal information and opinions. Frequently, too, there is no worry about speaking badly and therefore losing face in front of their classmates, in such situations there are number of things we can do to help according to Harmer (2007: 345-346).

- Preparation

The value of planning and rehearsing for speaking success are very important to students. Students will perform much better if they have the chance to think about what are they going to say it. This may involve them quiet time to think in their heads about how they will speak, or it may letting them practise dialogue in pairs before having to do anything more public.

- The value of repetition

Repetition has beneficial effects. Each new encounter with a word or phrase helps to fit in students' memory and it allows students to improve on what they did before. They can think about how to re-word things or just get a feel for how it sounds. Each rehearsal that students did give them confidence as they are not attempting to get words out for the first time when they try to speak in subsequent performances. Repetition works even better if students get chance to analyze what they have already done.

- **Big groups,small groups**

A major reason for the reluctant of students to take apart in some activities is that they find themselves having to talk in front of big group. A way of counteracting this is by making sure that they get chance to speak and interact in smaller groups, too. As we have seen, this can be a preparation for dialogue making a discussion.

- **Mandatory Participation**

This idea is called numbered head; in each group of four, for example, the student are asked to assign a number from 1 to 4 to each member, without telling the teacher who has which number, at the end of an activity, the teacher indicates a group and a number (1-4) and asks the student to report on.

Mandatory participation also lies at the heart of jigsaw reading activities and story circle writing, since both of these and other similar activities which only work when all students take part.

2.1.6 Young Learners

Young learners are they who learn a foreign or second language during the first, six or seven years of formal schooling. In the education systems of most countries, young learners are children who are in primary or elementary school. In terms of age, young learners are between the ages of approximately five and twelve (Mc Kay, 2005).

Mc Kay (2005) also states that children bring to their own personalities, likes, dislikes and interests. In language learning children have nine variation types of intelligence, they are: linguistic, musical, logical, mathematical, spatial, bodily kinesthetics, interpersonal, intrapersonal, and naturalistics (Gardner, 1993).

According to Harmer (2007: 82) young children, especially who up the ages nine or ten, learn differently from older children, adolescent and adults in the following ways;

- a. they respond to meaning even if they do not understand individual words.
- b. they often learn indirectly rather than directly-that is they take in information from all sides, learning from everything around them rather than only focusing on the precise topics they are being taught.
- c. their understanding comes out not just from explanations, but also from what they see and hear and, crucially, have a chance to touch and interact with.
- d. they find abstract concepts such as grammar rules difficult to grasp.
- e. they generally display an enthusiasm for learning and a curiosity about the world around them.
- f. they have a need for individual attention and approval from teacher.

- g. they are keen to talk about themselves and response well to learning that uses themselves and their own lives as main topics in the classroom.
- h. they have a limited attention span; unless activity are extremely engaging, they can get easily bored, losing interest after ten minutes or so.

Nunan (2003) notes that students who are 10 and 11 years old like games, puzzles, and songs most, they who are 12 and 13 years old like activities built around dialogues, questions and answer activities and matching exercising most.

2.2 The Survey Class Technique

2.2.1 The Survey Class

Thonbury (2008) states that the idea of the survey class is the learners prepare survey-type questions, such as, 'is or was' your father interested in football?are you?etc, and then they mill around for asking the questions, noting the answers, and collating their result of the activity. Survey is more complex versions of the milling activity. Survey involves activity of asking and answering questions in order to complete a questionnaire or survey, based on the topic that teacher has suggested, or occurred in the coursebook.

Survey class provides class to have the kinds of questions and answer which takes a major parts in speaking skill, if students do not master in questioning and answer, probably quite hard for them to push themselves in the next stage of speaking skill. The next stage of speaking skill acquires well questioning and answering skill.

According to Dobson (2005) questions and answers are major elements in natural conversation which are in the backbone of directed conversation sessions.

Fortunately, there are varying ways to enliven the question and answer format. First we should distinguish between question answer in manipulating phase of language learning and question in communicative phase.

She also states that in the first phase, question-answer helps the students to internalize the phonetic and syntactic design of English. The questions have no necessary relation to the student's life or interest, and he simply responds teacher's instruction. The second is milling activities, this is communicative framework of repetitive practice. This involve learners (space permitting) walking around, asking other learners questions in order to complete survey.

Survey class is kind of communicative task that promote students to participate in the class. This surely mix of drilling activity is done by teacher and information gap is done by students.

This activity has meanings and contains information according to certain situations and time. It has an information gap and does involve communicative process. The children have the opportunities to interact with the meaningful inputs. When processing the language, they hear, children construct the grammar and make sense the expression. When producing utterance, they follow the internalized grammatical rules. The student involves something real as well as communicative value and the practice creates an information gap.

2.2.2 The Advantages of Survey Class

Survey class is important for creating students' communication and interaction in the class. The students are all happy and enthusiastic to do the

activity because survey class is a fun activity. They know that it helps students to increase their confidence and ability in speaking.

Actually, survey class has many advantages in improving students' speaking skill. In part of students, these activities will give a chance to speak with partner or entire classmates to exchange the information and know each other. Students will have reasons to interact with their partner or classmates because they have to complete the communicative task. It can give students opportunity to use English inside or outside the class. The students have the genuine communicative value .

A survey class gives students chance to address themselves in meaningful way. They will be mastered in giving questions and answers which is very important in student's speaking skills. It gains their confidence and independence to speak. However, speaking in peers is less intimidating than presenting in front of their class and being evaluated. This activity let students to express the idea by being themselves, they can mill around the class and ask someone they like and active while the teacher is checking student's rule and evaluate them secretly. A survey class technique can reinforce vocabulary and variety of grammatical rules taught in class. It can also increase students' motivation to keep speaking.

2.2.3. The Steps in Survey Class Technique.

The researcher will explain the steps of survey class technique in speaking activity based on the theory of communicative task. According Thornbury (2006: 63-87) it can be described as follow ;

1. First step, teacher prepares the material that needed in implementing survey class technique.

2. Second step, teacher reviews the material that has been given by the teacher in previous meeting. It will be done in order to check students' understanding and comprehension toward previous material.
3. Third, teacher provides table that consists of survey-type questions based on the previous material, such as; what time do you wake up?, what time do you have breakfast?, what time do you go to school?, and etc.
4. Fourth step, teacher drills the students how to permit, ask questions and how to answer the questions in order to show the gesture and pronunciation when do this activity .
5. The next, teacher gives some rules related to survey class activity that students have to obey it.
6. Then, teacher lets students to mill around for asking their friends in order to dig some information about the materials, then the students note about their friend's answer.
7. Teacher helps students if they have problems in doing survey class activity then she gives score to the students while they are doing survey.
8. Finally, teacher asks students to present the student's survey result in front of the class.

2.3 The Student's Response

Senior (2006:173) explains that response in terms of body language and facial expressions provide important clues. Teachers are quick to notice whether individual sits forward at their tables, looking keen and interested. Whether they

follow instructions rapidly and easily, whether they interact readily with others and so on. They also notice where the students focus their eye. Do they look directly at the teacher when given explanation and instructions, or do they keep their eyes averted by minimizing the risk of catching the teacher's eye and being required to participate more fully in the corporate life of the class group.

According to the theory above, teacher should describe students' responses not only verbally, but also by behavior, attitude, or facial expressions and movement.

Based on Senior's theory, indicators of responsiveness consisted of two indicators. They are body language and facial expressions of the students and the researcher uses these indicators in having field note observations to know about the students' response. The researcher concludes the indicators of responsiveness as follows;

No	Indicators of responsiveness	Items of Indicators of Responsiveness
1	Body Language	Whether the students sit forward at their table looking keep and interested with the lesson
		Whether the students follow the instructions rapidly and easier
		Whether the student interest ready with others
		The students look directly to teacher when given explanations and instructions
2	Facial Expressions	The students 's faces are bright and animated
		The students' faces are black and lack luster

Based on rubric of reponsiveness indicators, there are two indicators of rensponsiveness; they arebody language and facial expression. The body language indicator had four items; there are whether the students sit forward at their table looking keep and interested with the lesson, whether the students follow the

instruction rapidly and easier, whether the students interest with the others and the students look directly to the teacher when give explanations and instructions.

Facial expressions indicators had two items, those items are: (1) the students' faces are bright and animated and (2) the students' faces are black and lack luster. The researcher will use that rubric in making field note observation and knowing students' response in learning speaking by using a survey class.

2.4 The Previous Studies

Previous studies have been done by some researchers that deal with teaching speaking. The first reseacher was Listriyana by the Title “ Teaching Speaking to the Interview at Eighth Grade Students of SMP PGRI 9 Denpasar in Academic year 2013/2014. The purpose of this study was to find speaking skill estend that can be improved through interview class at eight grade students of SMP PGRI 9 Denpasar in academic 2013/2014. The study found that there was significant improvement concerning with the subject ability in speaking skill in which it improved from the level of insuffience to good and there was changing in learning behavior as the result of the positive responses concerning with the technique applied in improving the subjects' speaking skills.

The second researcher was Pranee Nanthaboot by the title “Using Communicative Activities to Develop English Speaking Ability of Matthayomsuksa three students”. The purpose of this study was to investigate the effect of communicative activities to develop English speaking ability Matthayomsuksa 3 students Wansatikaramwitthaya School, Ratchaburi. The result of this study indicates that student's speaking ability after applying

communicative activities was much higher than it used to be , with statistical significant is 0.5.

The third researcher was Niatin Fida Rahayu by the title Teaching Speaking by Using Information Gap Strategy at The Eight Grade of SMP Negeri Manyar in 2011/2012. The aim of her study was to describe the implementation of information gap in teaching speaking and the students' responses of learning speaking by using information gap and produce the theory related to the using information gap strategy in teaching speaking. The result of this study showed that there were some steps in implementing information gap, those were; first, the teacher divided students into some groups in peer and in group. Second, she asked the students to negotiate and collaborate by asking and giving information. Third, the models read the information and the others rewrite the information that was gotten in their blank worksheet. The last he asks volunteers to come forward and report their gotten information that was gotten, and the other students had to guess what is it or who (she or he) is. Second, the students' response, Most students gave positive response toward information gap in learning speaking because they were enthusiasm, fun and enjoy with information gap strategy.

The fourth researcher was Dedy Afrizal by title Improving Students' Speaking through Communicative Language Teaching Method at Mts Ja-alhaq, Sentot Ali Basa Islamic Boarding school of Bengkulu Indonesia. The purpose of this study is to know the students' improvement in speaking english by using communicative language teaching method. The result of this study showed that students were interested in learning English speaking through Communicative Language Teaching method. They had good selves-confidence to express their

ideas in speaking activity inside classroom, most of them could minimize their fears to speak, the frequency and percentage of students' speaking ability were increased well in each cycle.

Another researcher was Riswanto & Haryanto by the title Improving Students' Pronunciation through Communicative Drilling Technique at Senior High School (SMA) 07 South Bengkulu. Indonesia. The aim of this study is to know the improvement of teaching english pronunciation by using communicative drilling techniques. The method of this research was classroom action research. Based on result of data analysis, there was an improvement on students' pronunciation achievement in each cycle.

Previous studies above tell us about the method or technique in speaking that is used by teacher or another researcher in order to improve student's speaking skill. The similarity of previous studies above with this study is that they focus on speaking skill in order to improve students' ability in English. However, the differences of this study with others is the communicative task used. The previous study used varying communicative task such as; information gap, interview, info gap race, communicative drilling ,and etc, whether this study use communicative task which is survey class. In this studies the researcher studies on the implementation of survey class technique toward student's speaking skill. The researchers wants to know how it is implemented and how is student's response due to the survey class technique toward fifth grade of elementary school at SD YPI Darussalam

