CHAPTER II

LITERATURE OF REVIEW

This chapter presents the meaning of the teaching of speaking, understanding of speaking, the stage of the language learning speaking, strategies of the developing speaking, the techniques of teaching speaking and previous the study.

2.1 The teaching of Speaking

Speaking is activity to express idea with another people. Speaking is not easy for students to communicate with other people, for example with their friends and with their teachers, because speaking used clarity to speak and communicate with other poeple. The sentences of speaking is from many sources. According to Shrum and Glisan (2000:26) in Richards said that the words of speaking in the early 70s usually from repeating teachers in class, reciting a memorized dialogue, or responding to a mechanical drill. The brain can storage many word and sentence even the many word we can retell in the future. From those memorises we can speak and draw the situation and telling the idea with our own word. The more often drill this words the more often we can speak that words fluently.

As a foreign language, speaking needs more attention to be learned. In global, the teacher interests in teaching speaking skill as guidelines in progamme planning. Proficiency movement could help the teachers to cooperate course objective, organizing course content, and establishing like what the students have

done their course. Hadley (1993:77) in Richards suggests five principles for prociency-oriented teaching :

1. Give the opportunities for the students to learn the variety of contextual which is faced by them in the target culture.

2. Give the opportunities for student to implement many tasks for dealing with others in the target culture.

3. Give the various forms of instruction and evaluative feedback can useful in their speaking skill to use the match words and coherent language use.

4. Give the instruction their different personalities, preferences, and learning styles to the student for their cognitive.

5. Give the students about cultural understading in various way to avoid misunderstanding.

Therefore, the teacher should give the students opportunities to use the target language to communicate with others. This means that the situational of class activities must be a lot of communicative with using and participating in activities. Moreover, the teacher should find the strategies of teaching in order to achive the goal the language teaching effectively. Like Norland (2006) said that communicative ability is whether or not the students could measure from the ablility to translate in the target language. It is important for the teachers in teaching speaking to think about the materials. It should be in accordance with the speaking profiency and interest.

2.2 Understanding of Speaking

Speaking is a very important process of learning the language. In daily life we must actually communicate by talking to other people to get more information. As defined by Chaney,(1998:13) in Kayi (2006) Speaking is an activity to produce utterances in oral communication involving two or more people use verbal or non-verbal symbols, in a variety of contexts. So it can be said that the ability to speak is an activity that has meaning and express feelings involving two or more people.

Speaking is a prime skill more than another skill and because this is important, the teacher must continue to teach speaking as a repetation of drills or memorization of dialogues. Teachers must find out what the techniques appropiate for teaching speaking in their class. Begins with the teacher's teaching speaking, the output from students can see how that techniques works. It affect the students's real condition much. To prepare them face the real situation, teacher prepares how to speak in the possible way. Teacher must show the students how to produce the basic in the English speech sound and sound patterns. In the result, there is style of producing utterence like sentence stress, intonation patterns and the rhythm of the second language. Learners use selective words and sentences to review the proper social setting, audience, situation and subject matter. The teacher teaches them to organize their thought in a meaningful and logical sequence. Expressing values and jugdment with using language is needed. Teacher gives referrals to speaking quickly and confidently without considering about grammar or mistaken form, that called fluency (Nunan :2003)

Getting English ability is not as easy as we think. Speak English are not the same as saying Indonesian sentences. The structure of sentences in the English languages a bit more complicated. Many rules in speaking must considered by the students. They must know all objects of speaking to face the real-life communication, authentice activities, and meaningful tasks that promote oral language. Before they face the real life, the teacher can give the student activities to promote speaking to achieve a goal of speaking.

2.2.1 Activities to Promote Speaking

There are many ways to teach about speaking ability. Here, 13 activities can give the students to supply their speaking in their real-life situations that require communication. The first is discussions, the students like this activities because they can chat with their friends. In classroom, the teacher must determine the topic about what they discuss. It is used to avoid the useless conversation among the students. For example, students can involve in agree/disagree discussion.

In this activities, the teacher can divide the students into groups, and each group consists of 4 until 5 members. Then the teacher can provide the topic being discussed. Controversial topic is needed to encourage the students discussing and avoid boredom in discussion. The second is role play, in role plays, students are determined roles, would be what they are and how to perform them. Thus the teacher can tell the students for example who can be a David (the character) and how David should feel and do (Harmer, 1984). Role play imitates life, so the range of language function may be used to expand considerably. Also, the role

among the students as they play their parts call them to practice and develop their sociolinguistic competence. They have to use appropriate language to the situation and to the characters. The third is simulations, this is not much different from role play. Role play can used directly in that class, but different from simulation which is have complexity in that activities. This activities need more preparation , like when the students play as the king so that student must bring the equipment of the king like a crown.

As Harmer (1984) suggests that simulation and role play are enjoyfull activities to students because the students can act without hesitancy. The fourth is information gap. With the information gap activities, teachers should be aware of the demands they place on the language of their students. Teachers can exchange ideas with them by organizing activities to see what they need, bring up what they already know and what they are able to complete their own produce.

The fifth is brainstorming. brainstorming can elicite their idea. So the students can share their thinking in classsrom.

The six is about story telling. The students can summarize the story and they can story the audience with their own language. A little jokes may be needed to live the situation and interaction between the story teller and the audience, it can avoid the boring situation.

The seventh is about interview. Teacher can determine what topic/rubric in this activities. So the students can make the questions to their partner. This activities to socialis among them and in the end they can represent the result to the classroom.

The eighth is completing story. This is enjoyable activities to students even make them try to think hard, because they must complete the story continued by their friends.

The ninth is reporting.The students can share what the news or what happen occur in new situation through learning the magazine or watching the headnews, and they can be commentator for that situation.

The tenth is playing cards. There are cards in this activities, which each card fills in a topic what they have to ask for the audience.

The eleventh is picture narrating. The students tell all about criteria in picture which is selected by the teacher.

The twelveth is describing picture. The students are divided in group and discuss about the picture selected by the teacher and for the finishing, students can describe in front of the class about their picture. The last is find the different. The students can work as team or in pairs, which is each student in pairs given a different card, and the students must analyse the similarities and differences about the picture.

Once again, the teacher makes the students have the ability to speak in the target language is very important, but trying to optimize classroom talk by asking students to speak is more important.

However, the reality is very different in class, sometime students are not competent to speak as to what teacher expects, but students can not

be experts students to jump unexpectedly original and creative communications. We have to lead them step by step.

1.3   The Stage of Language Learning Speaking

Learners need to know how speakers differ from one another and how particular circumstances call for different forms of speech. They can learn how speaking styles affect listeners. The rate at which they speak, the volume and the precision of pronunciation may differ substantially from one to another situation. Accroding to Thornbury that there are steps in speaking, and its called real-time processing, it begins from utterance, develop from word to word until spontaneity. They learn language from mother tongue. At the first language acquisition, human make some of the same type of gramatical errors, utteranced the word by imitating other poeple without knowing the meaning and beliving which is who can modificate that word and the result is knowing the meaning (Collier, 1998 in Bashir,2011). In Indonesia, English is as second language, the students must learn English from native speakers and any aspects of English.

Stage one is called pre-production.In this stage, students just listen the object that can be imitated by them. It starts from words to words, stress of sentence, gestures and movements if it showed. English language learners are just silent and wacthing activities and ready for memorizing this activity in their brain. The learners have to observe all elements in this stage. The result of this stage is the students obtain the basic of the language to implementating that language in the real communication.

Stage 2 is early production. In this stage the learners start to utterance a little word, that presents from the memory of stage one. Because of this is begining of utterance, teacher or native speaker needs to be patient to understand what the learners speaking. If this stage run smoothly and continuosly, the result of this stage is a little bit of fluency of utterence produced by the students.

Stage 3 is speech emergency, the words have developed than before, that cause the students can speak a simple phrases and sentence although grammar may incorrect. The students can understand the information, but still need a dictionary for special word.

Stage 4 is intermediate fluency.English language learners can use more complex sentences in their speaking and writing to express their idea and what they thinking. The comprehension in this stage is increased than before. Teacher should focus on learning strategies. Because of the ability of speaking increases, the learners understand on abstract and can think hypothetical discussions. In the end of Stage is advanced fluency. Learners in this stage will nearly to native about the fluency of their utterance. The students has incresing sentences and all aspect in conversation.

2.4 Technique for Developing Speaking Skills

Based on Deborah (2006), A *technique* is usually seen as one activity or procedure used within a plan for teaching. Peparing a set of actiities which are appropriated with the content of materials by using some sequence is also definition of technique based on Jeremy Harmer (1984). The used of technique in teaching learning process will make the activities be more effective. In learning speaking, the purpose is to get information and understanding the message of the speaker in conversation. Based on Lindsay with Knight (2006) that ability like producing connected speech, interaction in social, talking round gaps, speaking in a many situation, and balancing accurancy and fluently is needed to develop

speaking skill of the students. Moreover, the existence of technique while learning speaking will support te teacher to make his students more understand.

For balancing activities approach, the teacher used some techniques to be instructor for the student expand their knowledge of the language and confidence to use that language. That are using minimal responses, recognizing scripts and using language to talk about language. In using minimal responses for the lower beginner to learning language, they usually choose to be a pasive speaker. It caused that the learner has a poor words. Teacher can teach them about responses sentences, so they can comment in their class, although it is just a short sentences. This responses can be useful for beginners. With slowly but sure, they increase their idiomatic phrase in conversation when the speaker is saying. A script is one of communication situations which is a contextual with real communication.

There are some aspects including a scripts, like greetings, apologies, compliments, invitations as social life cultural norms. In these scripts, anticipate can occur between a speaker's turn and one that follow speaker's turn. Recognizing scripts can avoid the missing take place. If the students have done to recognize scripts, they can exchange the missing words with the predictable words before. So there is doubt about the sentences when conversations take place. For instructor about using language to talk about language, if the students consider that the opponent missunderstanding about that message, usually the students stop speaking.

This awareness can occur because the students may feeling that their sentence is not true in form or grammar. In this situation, the teacher can help students to overcome this problem through enactiving them that misunderstanding

and the need for clarification phrases to use for clarification and comprehension check. Clarification phrases in this case have the function like students not fear again if they make mistake even the mistake is understanding. It can increase their confident to speak or talk more and fluently because there is no more awarrenes about speaking in their opponent, beside that the students can find the mistake themselves and they can evaluate which word is wrong. For the teacher if this situation happen, teacher can make an authentic practice environment within the classroom itself. So the condition in that class is more comfortable with the positive responses like that.

The teacher must have appropriate techniques for teaching speaking in their classroom. Teacher hopes the learners can produce sound more than before. The learners need some speaking activities which is provided by the teacher to produce sound and phrases or grammatical structure (Lindsay, C., Knight P., 2006).

In the classroom activities there are three stages for learning process, that are pre-teaching, whilst teaching and post teaching. Pre-teaching is activities which is provided by the teacher to recognize the learners what they will learn in speaking. For pre-teaching in speaking activities the teacher can use drills activities. The teachers can control more in what the learners speak, because the learners must utter every word precisely. There are three types of drill, that are subtitutional drills where the students have to subtitute one word for another. Transformation drills where teacher says something and the learners must exchange that sentence to be question. Fuctional-situational drills where the

learners must functional teacher's said to respons what teacher said. Whilst teaching is activiting which usually the teacher gives them a task.

Pair work and group work are usually used by teacher like information gap activities where the students can give or ask about information. In describing and drawing, learners describe something and the partner draws the picture. Other information gap activities like describe and arrange, and describe and identify are the same like above, one member and other member are complementary.

In finding the differences, each student in pairs has some pictures but have differences. In asking for information and asking for and giving directions, learners ask and give information each other. Lindsay, C., Knight P., (2006) also said that discussion is almost applied by teacher to help students more brave to out of their ideas. Role play also helps the students become somebody else not themselves. Game is always a fun activiting to students. Informal interaction or joke can live the class situation.

Post-teaching is activiting where the teacher has duty for response what students done in main learning process. Feedback and correction must be done by the teacher to know what the learners get in learning process. Correction make the students understand about their mistake. So the students can get the right learning through this activities.

2.6 Previous Study

The previous study was made by Kayi (2006 :11) who described how the ability to communicate in a second language efficiently contributes to the success of the learner in school. The teacher must pay attention about what strategy is applied in the learning process. Various activities impact much with the output the

student in the real life. These activities like discussions, role play, simulations, information gap, brainstorming, storytelling, interviews, story completion, reporting, playing cards, narrating picture, describing picture and finding the difference make their students develop their speaking skills. By knowing this study, the researcher concludes that the existence of strategy in TL process is really important.

Another previous study is made by Rahman (2009) who described that giving the students positive feedback can make their motivation and self-confidence becomes higher and they can learning English enthusiastically. From this study, the researcher concludes that feedback is one of positive way to motivate students to be better in their performance of speaking.

Another previous study is made by Efrizal (2012:10) who described that using communicative language teaching method can improve students' speaking. He found out that the students had good self-confidence to express their ideas in speaking classroom, they can reduce the fears and shy to speak. So the student can continue that method to speak fluently.

The studies above help the researcher to continue this research. The study about techniques of speaking skill used in the class is well done by other researcher, thus the researcher believes this research can be also successful such as other researcher.

2.7 Summary

From the literature review, we can conclude that teaching speaking has five principles for profiency-oriented teaching. There are many ways to teaching

speaking and that activities must make the students to be encourages for learning English speaking. For learning speaking, there are 5stages for influences listener, it's called real-time processing, early production, speech emergency, and the last is advance fluency.

The strategies for developing speaking skill is needed by the teacher for reach the purpose of the learning. The teacher used this strategies for the students to expand their knowlegde and confidence to used that language. That strategies are using minimal responses, recognizing scripts and using language to talk about language. Some techniques can apply for teaching speaking are drills activities, pair work and group work activities, and for the last secsion teacher can use feedback and correction to know what the learners get in learning process. The explicite goal of this research is knowing what techniques used by the teacher while the implicite goal of this research is to produce the theory.