

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1. Teaching Speaking

English was very important things. It was because the influence of globalization era has immediately required the people of the country to participate actively. In this side communication took very important role. English teaching in Indonesian has been mostly teacher centered. This idea supported through class observation and in talking with teachers and students. I have also team taught speaking classes at the university level with Indonesia lecturers. This allowed me a unique perspective on how they teach and think about teaching English. Most Indonesian teachers still used a teacher centered lecturing approach. Their speaking activities usually involve students by giving a short speech, telling a story or reciting some material. The problem with this approach a side, from being boring and inauthentic for students, that students would be able to say the sentences accurately in the classroom but would be unable to use the target language in a real situation outside the classroom. (Larsen-Freeman, 2000).

English as an international language has been taught in almost all countries in the world. In Indonesian, English was a foreign language which is a compulsory subject to be taught in all schools from lower secondary to upper secondary schools. Even in some elementary schools, English is offered as an elective subject. However, we have seen that the proficiency in English of secondary school graduated still creates disappointment among teachers themselves as well as parents. The unsatisfying quality of English in Indonesia of

course is related to various different variables. As a result, the teaching and learning of a foreign language has been placed in a very important position.

2.2. Speaking Ability

Speaking ability becomes one important thing in the learning processes, especially in the foreign language learning processes. It means that the students can, express their idea, feeling, opinion, and imagination by speaking. Besides, they can participate in their classes and interact with the teacher in oral communications. Broughton as cited by Pertiwi (2003:1) said that the primary objective of teaching English to the foreign language. It made the students had the speaking ability. That's why the teacher should pay attention to the students' speaking improvement. It was because speaking ability influences to the student's success in mastering English.

Furthermore, speaking ability support another ability that was listening ability Warmer (1965:74) said that a close relationship exists between speaking and listening for the reason that someone speaks because another is listening, and someone listens because another was speaking. It means that the speaker was practicing the language; the listener will receive the speaker's message.

Meanwhile prosodic features such as stress and intonation can help the listener to interpret what the meaning off the speaker's message. Another word, speaking can help the speaker (as the speaker) and the listener (as the audience) has productive skill. Harmer (1998:53) propose that because many people acquire language by hearing them first, many teachers prefer to exposure students to the spoken form first.

In academic education, the speaking of English has different psychological principles and methodologies of teaching. Gilamn, Aly and White (1964:2-3) argue that it applies the psychological principles and the methodology of teaching at every level of instruction. Basically, the preschool level applies fundamental principles of communication and is concerned especially with articulate speech. Then, the elementary level used techniques from all three areas particularly conversation and elementary public speaking, oral reading, and story telling, creative dramatics, and speech improvement. In this level, using the simple communication is given. Furthermore, the secondary and vocational, schools continue the work and the result of the elementary teachers with the special emphasis on standards of voice, articulation on conversational quality in public speaking, discussion and debate.

Basically, speaking ability described as ability to express oneself a sequence of idea fluently (Lado, 1964:240-241). He also stated that oral production or speaking ability was an activity, to use pronunciation, stress, intonation, grammatical structure, and vocabulary of the foreign language at a normal rate of delivery for native speaker of the language. Based on these theories, the English teacher must socialize her students to practice English. Therefore, the teacher should give opportunities to speak English as much in addition, mastering this ability needs much time although it depends on the level of the students. Regularly, practicing English in oral communication should be a habit.

2.3. Simulation

Simulation, role play, drama and games play similar roles in language teaching. They saw as ways of 'bridging the gap between the classroom and the real world' (Holden, 1983:89). These activities also introduce a variety of ways to make the whole language learning process more interesting, challenging and lively. Simulation activities gave learners a chance to be involved in language use.

Jones (1982) defines simulation as reality of function in a simulated and structured environment. He further states that reality of function was the key concept in simulation. Behavior did not control in a simulation and the participants brought to the situation their own skills, experience and knowledge. Simulation is often a problem solving activity to which the student brings his own personality, experience and opinions (Livingstone, 1983). It involves being oneself or someone else in a simulated real life situation. Authenticity and credibility are important elements in simulation. Often documents and materials of validity and even real to fix the setting are used to make the simulation as true to life as possible. The teacher has to spend a lot of time in preparation work especially for simulations. He did not able to predict the amount of class time that will be taken to carry out the activity since the ability of each class varies. The teaching must be purposeful. Students must be in a situation in their learning and activities where they need to communicate with each other in order to accomplish their task in the activity. This will also allow them to use each other resources and learn from each other. Use will not be unlike what their situations could be in real life. In real life they will learn through practice in using the language.