Chapter II

Literature of Review

2.1 The Definition of Speaking

Many experts have proposed the definitions of speaking. Speaking is a way of message in saying ideas, knowledge and feeling to other people. It is the most important method in which the narrator can state himself with a language. According to Harmer (2001:269) capability to speak fluently by using their knowledge, information and say it by on the spot. It needs the ability to assist in the management of speaking. It occurs in the real condition and has a little time for planning it. Therefore, the fluency is needed to reach the aim of the conversation. Richards (2008:19) argued that speaking is exploring idea, acquiring something done, subtraction various aspects of world or basically being together. It means that if learners can speak accurately or fluently will help them communicate easily and explore their idea. Speaking English also helps students get up-to-date information field about health, technology and science.

Cameron (2001:41) argued that it is also mains to organize the communication so the listener will understand what the speaker said. Speaking is essential for language learners because the first appearance of communication is speaking. In their daily life, they are expected to be able to speak English accurately, acceptably, and fluently. It requires a lot of exercise to be able to speak easily in a foreign language. Pinter (2006:55) said that, speaking can be started by repeating models, drilling set phrases and practicing. It means that making conversation with others in some situations where contribution of spontaneous are required. So, the

fluency of speakers have to be learned not only language which we used but also what the suitable things which we said in certain situations. It is hard and lengthy procedure to be able to master all sub skills.

There are four abilities in the language activities include speaking. It is essential to express in the communication. Cameron (2001:40) argued that to express meaning, the use of language is needed in speaking so other people can understand what we say. It indicates that speaking consists of creating systematic verbal utterances to express meaning which will make other people understand what we are saying clearly. Then, it is often impulsive, evolving open, and open-ended, but it is not totally unpredictable. According to Nunan (1991: 23) speaking is explained as the action as the capability to state oneself in the condition, or the action to report performs, or conditions in particular statements or the capability to converse or to communicate a sequence of ideas confidently. Richards (2008: 19) said that the priorities of many foreign language or second language learners are to mastery speaking skill. So learners have to evaluate their achievement in language learning as equal as the efficiency of their English course rooted in how much they think and they have upgraded in their spoken language proficiency.

From the explanation above, it can be conclude that a process to express feelings and sharing ideas orally it called speaking. There are some aspects which involved in speaking such as vocabulary building, appropriateness, fluency and accuracy so all of aspects above have to be mastered by learners. In foreign language, speaking is very important activity to get information from other people who speak with us. Everyone has to pay attention to details of language because they need to

discover the most suitable word and also the correct grammar to express meaning accurately and truthfully

2.1.2 Problem in Speaking

According Ur (1996) there are some problems which common happen in the classroom: lack of knowledge, mother-tongue use, uneven participation and inhibition. Lack of Knowledge River (1968) argued that the students have nothing to say because the teacher does not choose the topic which related to them. It is difficult to the student to response when the teacher ask about that topic because they do not have idea to express it. Mother-tongue use some of the student use their mother tongue because mother tongue easier. Harmer (1991) there some reasons why the student use mother tongue in the class. First, if they do not the topic well, the student will use their mother-tongue to make them easy. Second, they will use their mother tongue if the teacher did not ask them to speak English. Finally, the teacher usually uses the student's language so the student will comfort to do it. Uneven participation each student will have little time to talk because just some of them can speak and usually there are some students will dominate in the class. Inhibition if the student wants to foreign language they feel inhibition because they will afraid to make mistake and feel shy to others. Littlewood (2007) in foreign language will create inhibition and anxiety.

According to Brown (2001: 270-271) there are some problem which make speaking difficult such as *Clustering* means that not word by word but easy speech is phrasal. Through such clustering, students can categorize their output both physically

and cognitively (in breath groups). Next is *Redundancy*, The orator has a chance to make meaning more understandable through the Redundancy of language and the students can take advantage of the feature of spoken language. *Performance Variables* means that one of the benefits of spoken language is the method of thinking as you converse lets you to obvious a certain number of pauses, corrections performance hesitation and backtracking. Learners can be taught how to hesitate and pause for example we put certain "fillers" such as well, I mean, like, you know, um, etc. In those hesitation phenomena which make the difference between nonnative and native speakers. *Stress, Rhythm, and Intonation* is the most essential of English pronunciation. Its intonation patterns and stress-timed rhythm in spoken English express important messages. *Colloquial Language* means that make your students are sensibly well familiar with phrases, idioms, words of colloquial language and obtain practice in creating those forms. According to Hosni (2014: 123) identifies some factors which cause speaking difficulties as: students does not have motivation to convey themselves, they are worried making mistake and get criticism or get shy. They have limited time or only a few participant can speak at the time because of large classes and some students will dominate speak in the class and others will speak not at all or very little. Students tend to use their mother tongue because it is easier and if they use mother tongue, they will less exposed.

So from the explanation above, we know that some of students usually fell shy when they speak in front of their friends because they afraid of making mistakes and their friends will insult them. So from those problems many students choose to silent than speak or speak by using mother tongue

2.1.3 The principle of teaching speaking

Interesting activity for student can be got from teaching speaking. Sometimes it can be bored if the teacher does not use interesting strategy when she/he explains the material. Bailey (2005: 54-55) said that the teacher should know the principle of speaking if they teach foreign language. There are some principles of teaching foreign language: Give the student's opportunity to practice English fluency and give motivate that making mistake in speaking is natural. Provide occasion for the students to talk and making teacher's talk limit. Making kinds of speaking tasks which can involve student's understanding. Differentiate between foreign language and second language. In foreign language, it does not use target language in daily life.

According to (Ur 1981) there are two keys principle which should apply in speaking class. The first principle is making sure that the teaching process takes place in a planned way. It is significant to make a high level of motivation. This is the key of consideration in the deciding the preparedness of students to make conversation. Motivation is the mixture of attempt and desire to attain the goal of learning and positive attitudes in the direction of learning the language. Making the students feel desire and satisfied to get engage in the lesson, the teachers should do some following things: first, the teachers use their experience or instinct. Based on teacher's qualification to decide interesting topic to attract student's attention and making inspiration. Beyond meaningful contexts cannot develop productive skills. In addition, Green (1995) said that unreal contexts cannot aid the learners to get engage in real life behavior as academic setting and job. Second, teacher can make interest

topics by talking topic and communicating enthusiasm. Teacher can ask to everyone who know the topic and tell to others before starting the activities in the classroom. From this way, the students have opportunity to share their ideas and teacher can develop their knowledge to bring them into the topic. The teacher also can guide the students to guess what content will be discussed and get the student's curiosity to find the truth. So learners have some reasons to talk for them selves and attend to their class to join the lesson. Additionally, teacher can inquire some guiding questions before starting the activity and providing important information's to create stronger motivation (Harmer, 2002: 253). Third is motivating the student. Motivation raises in a lesson can make the condition more relaxed or by doing some activities for example doing the practice in small groups, playing guessing games before speaking in front of a lot of people, or trying speaking by guiding of the teacher's drill, mechanical exercises first, and repetition (Harmer, 1999). If the students fell afraid of making mistakes, teacher can encourage them to focus on content than form. Fourth, the teacher should give suitable level of difficulty, not very difficult or very easy for learners because it can make them feel bored. Fifth, teacher had better use meaningful learning and meaningful activities to make relevant with their real life so the students can easy to talk about themselves. The second principle is giving enough motivated to engage the students in the lesson. The teacher should give some possible chances to practice in target language which will help them to facilitate acquisition rather than linguistic analysis or grammatical explanation (Nunan, 1999). Because of outside classroom, learners have to learn the ability to employ language to get something done in real life.

From those explanations above, it can be conclude that the principles of teaching speaking should differentiate between second language and foreign language because we have to know the different so it does not make misunderstanding. Next is give time the students to practice because if the teacher does not give time to practice, they cannot develop their accuracy and fluency in speaking English and try to explain that making mistake is natural and designing classroom activity which can attract student's attention and does make the student bored in learning process.

2.1.4 The component of speaking skill

Speaking is not easy to express something orally. Moreover, learners need to engage various speaking components to have better speaking skill Brown (2001: 168).

A. pronunciation

Pronunciation is way producing more obvious language when they speak means that learners can communicate successfully when their pronunciation and intonation are good although they have limited grammar and vocabulary. Pronunciation refers to customary Utterance or traditional of words. The way to Produce utterance some word obviously when they are speaking is called pronunciation (Kline, 2001:69). Pronunciation does not quantity mastering isolated words or a list of sounds. Instead, it learns and practices specially English and make speakers easy to follow (Gilbert, 2008:1). Furthermore, pronunciation includes all aspect of speech such as rhythm, phrasing, intonation, articulation more peripherally gesture, eye contact and body language (Fraser, 2001:6).

B. Grammar

Arranging good sentences in conversation both oral form and written is need grammar. Grammar can be described as principle or a set of rule which can be used to create well formed of grammatical utterances in that language (Purpura, 2004:6). In addition, grammar can be defined that a set of rulers which let us to unite words in small language into large units Greenbaum and Nelson (2002:1).

According to (Harmer, 2001:12) the way of grammar language can change their words into their forms and it can be arranged into some sentences in that language. So it can be shown that arranging the correct meaning of some sentences rotten in the context. Besides, It can be used to keep away from mistake each communicator it is included the function of grammar. Furthermore, grammar is a regulation that is needed for learners to unite correct sentences into conversation both in oral and written forms. Nelson (2001:1) said that grammar is a lesson of how some words combine into the form of sentences. The fundamental structure and principles of the language is refers to grammar including correct sentence construction, the proper forms of some words and clear of words (Batko, 2004:24).

C. Vocabulary

Vocabulary is necessary for successful the use of second language because without a general vocabulary, we will not able to apply the structure and function we have been learning for understandable communication. It can be shown that one of the key of success communicative is the power of words. Vocabulary is the most main thing in language specially in speaking and uses appropriate diction. Moreover, knowing many vocabularies it will be easier to state our ideas, thoughts and feeling both written or oral form, the vocabulary becomes familiar when we use in spoken

language everyday (Turk, 2003:87). It means that in speaking or spoken language, vocabulary must be very familiar if it is used everyday in conversation in order to recognize the spoken discourse. Vocabulary is a fundamental building of language learning. Learners have to know words, meaning of the words, how they are pronounced and how they are spelt .So, when we teaching vocabulary, the teachers not only explaining the meaning but also the spelling and pronunciation.

Vocabulary is very necessary for the student which has to be mastered because vocabulary can help them when they communicating each other .Combining vocabulary to expression will create meaning which is can be understood by listener said kreidler (2004).If we want to communicate each other we have to have many vocabularies and make it become a sentence which can be said to the listener. If we poor vocabulary we will feel difficult to communicate because we do not what we will say to our listener. One of the key of language learning is vocabulary, it is said by many researcher and there is a good relationship between vocabulary and others ability of student to create a meaning.

D. Fluency

Fluency is described as the capability to speak communicatively, accurately and fluently. Fluency typically refers to convey oral language freely with no interruption. In teaching learning process, if the teachers would like to confirm students' fluency, the teacher lets students to communicate themselves freely with no interruption. It will help students speak easiness and fluently. The teacher will not correct immediately while the idea being many corrections get in the ways with the run of conversation (Pollard, 2008:16). As proposed by Harris and Hodges (1995: 14)

fluency is capability to speak automatically and quickly. It means that speaker should be able to talk automatically and quickly.

E. Comprehension

Comprehension is a capacity to process and perceive stretches of discourse, Formulating demonstrations meaning of sentences. Comprehension of second language is not easy to learn since it is not straight observable and must be understood from nonverbal and overt verbal responses, by the intuition of the researcher or teacher or by artificial instruments. Comprehension points to the fact that members fully know the nature of the research assignment, even when the process are complicated and involve risks (Cohen et al., 2005:51).as a result, in speaking can be stated that the comprehension points to the speaker's understanding about what they are speaking to the listeners in turn to keep away from misunderstanding information additionally, it is purpose is to create the listeners easily to receive some information from the speakers.

So from some explanations above, it can be stated that if we want to speak clearly we have to mastery the component of skill, if we less one of them so our spoken language will difficult to be understood by listener. By practicing every day we will be able to master all of the components of skill.

2.1.5 Assessing Speaking

Assessing speaking is difficult to do because several factors may influence teacher's opinion on giving score. Speaking is Speaking is a multifaceted skill needing the simultaneous use of dissimilar ability which frequently expands at different functions. One teacher to others can give different score of speaking. Such

us in giving ranging score from 5 to 1 is very difficult to do because the line of dissimilarity between stages are quite not easy to identify. (Brown, 2004:140) stated that to solve that problem, teacher requires giving various scores for each answers, and every score stand for one of various features like grammar, fluency, comprehensibility, pronunciation, vocabulary use. There are two key methods for Assessing oral speech. Those are analytical scoring and holistic. The analytical scoring is the final product by breaking down into criteria parts and every part is scored separately. It is become specify into two feature to be assessed every performance level and offers a separate score for every performance. According to (Park, 2004 in Tuan, 2012:1) the process of this method engages the separation of a variety of features of a conversation. This process is used to know the weaknesses or strangeness and detailed feedback from students' performances. However, the use of holistic method employs numeric rating to give score of student's performance (Iwashita and Grove, 2003:26). The process of this method is seeing the achievement of learners in language learning. Each method has advantage and disadvantage. The advantage of holistic method is quick scoring, efficient for big group scoring, more realistic and provides an impression of student achievement. It does not offer detailed information, it is not easy for scorers to make a decision on one overall score and it does not diagnostic those are included the advantage of holistic method. In the other hand, the disadvantage of analytical scoring is needs many times to score speaking performance, offering more essential diagnostic information of speaking ability of students.

Assessment has main role in teaching learning process. By assessing students, teachers can measure their student's understanding materials that have been given in their classroom. That is one of the significant aspects to test student's comprehension. According to Fulcher and Davidson (2007:196) assessment becomes not really damage set of actions but rather way see the evidence available of learning activities which focus on student's practice. In teaching learning process, learners have to more lively to practice what have done explained by the teacher in classroom. The function of assessment is as guide teacher to give score to the students and help students to recognize what knowledge, activities and understanding which help their progress.

It can be conclude that, assessment in speaking has main role in language teaching process. From those activities we can know which task or strategy which helps them can understand the material and can measure the ability of our students catch the material in the classroom.

2. 2 Rote learning Strategy

2.2.1 Memory Strategy

(Oxford 1990, in Ghorbani 2001) said that Memory strategies is known as mnemonics in long time ago. They involve some words in previously learned knowledge and the goal is consolidation and organization. Use form of grouping or imagery (Schmiitt 1997). A skill of simple memorisation was not considered in mnemonics but is needed good mind, imagination and effort (Gray 1997). According to (Thomson 1987:43) utilizing some known words mnemonic work in principles of pyschology. They help someone to learn recall better and faster because they help of new material to existing cognitive. Memorize strategy has some catagories which is

used in vocabulary learning. According to (Oxford 1990: 39 in Sinhanety and kyaw 2012) also was adopted rote learning featurs from (Li 2005) and Redman and Gairn (2005) said that four main categories of memorize strategies by Oxford (1990) : (1) Rote learning (2) appling sounds and images (3) creating mental linkages (4) structured reviewing. (Higbee 1979) argued that memory strategies exactly did not mean as "mnemonics" or sometimes called "mnemonic" has meaning " aiding memory" and it was shown that rote learning may also one of memory strategies. From that it can called aid memory well. In can be conclude that rote learning has similiar meaning with memory stratgies. Rote learning is come from memory strategy which is rearraged as the first to know the significance.

2.2.2 Definition of Rote Learning

Rote has a meaning habit or memory than understanding. Rote learning has a meaning that learn something and able to repeat from memory than learn to understand it. According to (Smith 1998:1) memorization is including in Rote learning. (Moore 2001:1) describe that Rote learning is one of method which involve memorization and repetition. "Without thinking of meaning is one of a mechanical method which is included in rote learning (Biggs 1997)

From some the description or definitions above, understanding or interpreting some information which learnt is not needed by a learner in any processes in rote learning. Passive process and a simple is become a basic in rote learning. (Redman and Gairns 1986: 93) argued that rote learning is one of memorisation technique. They are focus on repetition, memorisation and practice. All of them are refers to strategies which is contribute to retrieval and storage of new knowledge. Retrieval

and storage are become two key memory's functions. According to (Oxford 1990: 58, in Li 2014) rote learning can be called as on of memory strategy which cover repetition, memorisation and practice. Repetition according to Oxford (1990: 45) repetition is categorised in cognitive groups, has a mening that doing or saying over and over, try to imitade native speaker, listen something many time. (wenden 1991:121) stated that imitate native speaker, including silent rehearsal and practice. Memorisation in this strategy also refers to retrieval and storage of language. Strategies which consist of repetition and drilling are used to practice as same as memorisation strategies. However, in this case of memorisation is focus to retrieval and storage process. But organisation is become the goal of these strategies. Practice in this strategy which contribute to retrieval and storage of language which focus on accuracy of usage. Repetition, application of rules, imitation experimentation and attention to detail is involved in this strategy.

According to Li (2004) Rote learning is strategy which use repetition. There are many kinds of repetition which applied in rote learning. Such as read silently or aloud by learning words through reading aloud or silently many and many times, Write down the items by writing down the vocabulary items agan and again, learn in list/card forms by learning vocabulary items on list/card, using fixed or idiomatic expressions repeatedly, converting an English language expression, Getting the meaning of a word through a dictionary or teacher, Saying or writing synonyms or antonyms as pairs again and again and saying or writing irregular verbs many and many time.

2.9.3 Procedure of rote learning strategy

According to Li (2014) step to use rote learning strategy in the classroom are:

- Repeating the expressions again and again

- Memorising any useful expressions to memory

- Giving main concern to understanding when learning anything.

- Doing kind of exercises repeatedly to strengthen memory.

- Reviewing the materials many times for a learning

2.3 Oral presentation

2.3.1 Definition of oral presentation

Oral presentation is an extension of oral communication skill. It is where the presenter shows their knowledge on a particular subject. The participant might choose the title or the teachers give it to them. In order to talk about it to their classmate after this the participant makes a small research to get more information about this topic. The presenter is giving the most important information first, leaving the details for last. According to Baker (2000, p.115) oral presentation is like a formal conversation, speaking to group as a natural activity. Most of people spending hours of their daytime, speaking to others, however making an oral presentation that is a formal conversation , it is difficult task for them. Oral presentation is part of spoken language. The purpose of this practice is to communicate. It is design to inform or persuade. Oral presentation occurs in organizational setting and with limitation in time. Presentation should been structured carefully. In addition the speakers can support their talk with visual aids. Melion and Thompson (1980 ,p.503) state that if

oral presentation is guided and organized ,it will give the students a learning experience and teach them an important skill which will be beneficial to ESL/EFL in all their education subject and later in their work. According to Chivers and Shoolbred (2007, p.5), "doing presentation is very good learning experience." In the end of oral presentation, the speakers give their audience the opportunity to ask about things that are not clear to them. The speakers answer them to complete their work. In addition, Mandal (2000, p.8) states, "presentations are speech that is usually given in a business, technical, professional, or scientific. The audience is likely to be more specialized than those attending a typical speech event." There are different between normal speech and oral presentation. The later is a type of speech, but the former is more nature than oral presentation.

So we know that oral presentation is one of activity which deliver some speech/ information in front of many people and from that activity, it can make us confident to speak in front of many people.

2.3.2 The Advantages of Oral Presentation

Effective oral presentation skill is essential in education, social and professional life. According to Meloni and Thompson (1980, p.503), if oral presentation been guided and structured, it will be beneficial to ESL/EFL in all there learning subject and later in their work. Students need more practice in English before they graduate. Chivers and Shoolbred (2007, p. 4) claim, "There are many reasons why students are asked to give presentation and these will be influenced by their academic course and situational and organizational factors" So, one of the purpose of doing oral presentation is to give an information with a formal way.

Oral presentation is a way of developing the students' ability to practice. They will be able to inform. In addition, when students listen to the presenters, this has developed their abilities in performance. According to king (2002,p.401) students give an oral presentation in front of the class is one of activities that learners have and it included in the lessons to improve the students' proficiency level. Besides, Interactions between the presenters and the audience provide both sets of participants with numerous opportunities to practice their English abilities with other students in an authentic manner. Oral presentations also provide students with a process-driven activity that requires them to use English, not just while they are giving the presentation itself, but also while they are preparing to present. One good example of this is group presentations. Group presentations require students to work together to plan and prepare for their presentation. During group work students can be encouraged to use English to negotiate meaning with the other members of their group and to work together, in English, to plan how they will present their ideas to the other members of the class. This facilitates English use to meet a specific goal, in an authentic way, and with very little intervention from the teacher.

In conclusion, when students learn how to make an effective oral presentation, they will develop the ability to communicate with others. In addition, Learning English will become easier and more effective for them.

Previous study

In this study, the researcher takes review of related literature from others article and the first title is "A comparative study on passive vocabulary growth

through rote learning and multiple exposures among iranian EFL learners" by Hoshang Khoshima, Mohammad Akbar Raeissi (2016). The aim of this study is to compare the effectiveness of rote learning and multiple exposures in passive vocabulary growth. The design of this study using quosi experimental and the participant is consist of 19 students. They almost have medium age of 30, have low level of English and were selected and instructed by 29 single words. Paired sample t-test also used to know the result of pre test and post test. The finding of this study is passive vocabulary growth is higher than rote learning for the list of word. The similarity is using rote learning strategy. The differences are the present study using speaking skill and male students to be focus, and implemented in eight grade of junior high school but in the previous study implemented in senior high school.

The second research was done by Akbar afghori and Mona Emami Pana (2015) with the title is " sex differences in vocabulary learning through the keyword method, the case of Iranian EFL learners" this study is to know the significant differences between male and female students through the keyword method, the case of Iranian EFL learners. The subject was 90 intermediate-levels consist of male and female students (one control group and experimental group). Keyword strategy training was be taught in Experimental and conventional process of vocabulary learning also taught in control group. To know the result, this study using T-test and UNOVA. In quantitative analysis of intermediate post test and pre test of vocabulary to know the score was conducted. The finding of this study is there is no significant effect of male and female student in applying keyword method. The similarity is using rote learning strategy. The differences are the present study using speaking skill

and male students to be focus, and implemented in eight grade of junior high school but in the previous study using intermediate levels become the subject.

The next research was done by Catalan (2003) with the title is "Sex differencess in vocabulary learning strategies". The desaign of this study is quantitative. The result showed that they differ significantly in the number of strategies used. Such as female greater use formal rule strategies, input elicitation strategies. Applying image, rote learning. In additions, the female total strategy usage percentage is higher than male. This points to either different from perception of vocabulary learning and different patterns of vocabulary strategy usage for male or female.

The next research was done by Qun Wu with the title is "A rote strategy in memorizing vocabulary for ESL learners". The desaign of this study is quantitative. Comparative experiment involving 50 Chinese ESL college students with pre-test, post-test 1 and post-test 2 was conducted to verify the technique. Compared to national survey data of average 3,000English words form Chinese college graduates, the research finding, 1,855.37 words acquired in 20 days and 90.79% retention rate in a delayed post-test 2 two months later, demonstrated that CRT helped experimental Chinese ESL college students memorize English vocabulary quickly, effectively and perpetually. This paper also reveals some facts of English education in China. The similarity is using rote learning strategy. The differences are the present study using speaking skill and male students to be focus, and implemented in eight grade of junior high school but in the previous study implemented in EFL learner.

The next research was done by Kantatip sinhanety, Ei kalayar kyaw (2012) "A Study of role of rote learning in vocabulary learning strategies of Burmese student". The desaign of this study are mix method quantitative and qualitative. This study was conducted to investigate the role of rote learning in vocabulary learning strategies of burmese students. This research addressed the need of the concrete understanding of the role of rote learning strategy in vocabulary learning as well as burmese Efl learners' prespective on rote learning strategy among other vocabulary memorizing strategies. This research was using a questionnaire for students and interview for the teacher. The result of this study was indicated that

Rote learning strategy is effective not only in initial stages, but also in higher stages of English vocabulary learning. The similarity is using rote learning strategy. The differences are the present study using speaking skill and male students to be focus, and implemented in eight grade of junior high school but in the previous study implemented in EFL learner. In this previous study was using mix method but in the present uses quantitative.

The next research was done by Nemati Azade (2009) with the title is "Rote learning strategies and long-term retention". The desaign of this study is quantitative. This study was an attempt to compare the impacts of teaching through memory strategies on experimental group comparison to control group, where students were taught the meaning of new vocabulary items through giving synonyms and mini-contexts. The participant of this study was Junior high school students from a whole female governmental school in Mysore, India. The participants have been exposed to

English for 7 year (from 5th standard) and their age range was from 14 to 16. The students were selected through multi-stage random sampling and they were randomly assigned to control and experimental groups. The similarity is using rote learning strategy and use quantitative method. The differences are the present study using speaking skill and male students to be focus, and implemented in eight grade of junior high school.

The next research was done by Yasmika Baihaqi (2009) by the tittle "The influence of vocabulary mastery toward English speaking ability of the fourth semester students of English education study program Muhammadiyah University". The design of this study is quantitative and the purpose of this study is to find out whether vocabulary is influential toward English speaking ability. The populations of this research are 190 students of all the fourth semester in the academic year of 2009-2010. Based on the table of Krecjie, a number of samples are 127 students. The sampling technique used is the simple random sampling technique. To collect the data, the researcher requires two tests, vocabulary and speaking tests. The result showed that there was a positive and significant influence between English vocabulary mastery and the students' speaking ability. The similarity is use quantitative method and speaking skill and the differences are the present study use male students to be focus, and implemented in eight grade of junior high school.

The next research was done by Esti Nuriyanti (2013) "The implementation of rote learning strategy toward speaking skill at Smk 1 Pancasila 1 Jember" the design of this study was classroom action research. The purpose of this study is to find out whether rote learning strategy can improve English speaking ability. The populations

of this research are 153 students. The sample of this study is tenth of vocational high school which consist of 65 students. This study used two cycles. The similarity is use rote learning and speaking ability and the differences are the present study use quantitative research and focus on male students which implemented in eight grade of junior high school.

From those previous studies, researcher assumes that rote learning strategy was flexible method to help students' understanding in the teaching learning process. Therefore, researcher will apply rote learning strategy in speaking class to know the effect of using rote learning strategy on speaking ability. To make different from those previous studies, this study not only focus on memorizing vocabulary but also focus on their speaking ability and try to find the significant in male students. Besides, researcher will implement this method in the lower level than those previous studies to know whether rote learning strategy can be implemented in the lower level that is in junior high school. So, researcher conducts the use of rote learning strategy implemented by male students in speaking ability.