

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher presents related literature some of it are conceptual idea of speaking, The element of speaking, The characteristic successful of speaking, Teaching speaking, and Reciprocal teaching strategy.

A. Conceptual Idea of Speaking

1. Speaking

a. Definition of Speaking

Speaking is one of the four important skills that must be possessed for communication. Learning to speaking is considered more difficult by student to apply the spoken language. In order to the purpose communication to be effective we must be able to master this ability in the use any language, especially when the other person is not using mother tongue, for example using English. There are some definitions of speaking and in the following:

- 1) Munawar (2015), speaking is an effort for someone to produce sound orally and to give an opinion or express feelings and thoughts with others as a means of communication in social life in society. Communicate can use or without electronic devices such as gadgets or letters. The purpose of communication is to meet human needs and emotions.

- 2) Zulpahmi (2014), speaking is a skill to use language and an important skill that must be observed by every students so that the goals of communication are successful. Therefore, speaking is the way someone expresses their opinion or advice to be conveyed to other verbally. Someone communicates that is have purpose to be achieved.
- 3) Bahar (2013), speaking that is saying something verbally where the action is formed by a language system that contains grammar, vocabulary, pronunciation, and cultural awareness in oral discourse.
- 4) Brown (2001), speaking is a process of interactive activities that involve, produce and receive information, arrangement of sentences that are adjusted when the sentence is pronounced with different understanding according to their collective experience and physical environment. The purpose for talking is often spontaneous, open and involving someone

Based on the explanation above, it can be conclude that speaking is a process between two or more people to achieve a certain goal. Therefore, in learning process this speaking activity is carried out between the teacher and students. In creating effective and attractive communication the right strategy is needed and the teacher must be able to know the students ability. Because it creates an atmosphere of effective communication not easily done repeatedly. Students need guidance in learning to speak well. The right action will produce good communication between teacher and students.

2. The Element of Speaking

In second or foreign language learning activities, speaking is the most important first thing. The success of speaking can be known through the ability of students or to interact with their peers or teachers when learning activities in classroom. (Nunan, 2000: 39), speaking is something that is important in social life because without talking we will have difficulty knowing what other are talking about and the purpose of talking is also interact with others.

Based on the explanation of speaking skills, researchers will explain what components are there in speaking in accordance with expert theory. There are four important aspects that have a large influence on speaking skills such as Hormailis (2003: 6), including:

a. Vocabulary

Vocabulary is one of the important aspects that support the smooth speaking activities. The use of words must be true and correct according to when the sentence was spoken (Ur in Hormailis, 2003: 6).

b. Grammar

Rahayu in Ramli (2003: 6) argues that good communication is to use good speech grammar so that it is easily understood by others. Therefore, speakers must pay attention to the grammar they use in speaking. In others words, grammar is not only a rule of how to arrange words according to the correct rules so that a meaning is formed but also

part of a language to communicate results that can be understood by others.

c. Fluency

Speaking is the activity of producing words verbally. Therefore, there is a process of exchanging ideas between the speaker and the listener. Then, it is important for us to learn how to speak fluently as an important component skill in conducting speaking activities. Longman in Hormailis (2003: 17) states that fluency is a quality or condition where we can master fluency in speaking. This is a skill to use language spontaneously and confidently so that there are no pauses and doubts when speaking.

d. Pronunciation

Pronunciation is producing speech sounds for communication and this is also an important aspect of speaking. Kelly (2000: 11) argues that when someone communicates using improper pressure and intonation will cause wrong understanding in interpreting a word.

3. The Characteristic Successful of Speaking

According to (Harmer, 2001: 269-270) people who speak must be competent in speaking skills, there are four points that must be noted as a speaker, including:

- a. The composition of words is a sentence that supports communication activities in producing speech when talking to others. This includes

modifying (assimilating), eliminating (elision), adding (connecting), or intonation (stress patterns).

- b. Expressive devices are the emphasis of words and variations of tone in producing speech to explain a true meaning of the message to be conveyed by the speaker. This includes variations in volume and fluency in speech. By understanding and using this tool properly, the speaker can show what and how the words they mean and use them appropriately.
- c. People live in different environments that cause their mindsets to differ from one another. Therefore, teachers need to teach their students various phrases for different functions in classroom activities or outside activities. For example, how to express approval and disagreement, facial expressions, and give and receive opinions so that when students are given the opportunity to use expressions or give their opinions in different stages of interaction, they can apply which expressions should be issued appropriately.
- d. Language of negotiation, this is the language used in public speaking. This is the use of language about how to explain what is to be conveyed to many people by using words that are easily understood. Sometimes, people do not hear and are confused in understanding the meaning of the words conveyed by the speaker, so the words spoken are not conveyed properly. Therefore, a speaker must have language appropriately about how to explain things properly to avoid mistakes between the speaker and the listener.

B. Teaching Speaking

Learning to speak well is very important and the right method is needed to be applied properly. In teaching speaking, there are several ways to teach speaking that the teacher can use in class. According to Bailey in Nunan (2003: 49) which explains that teaching speaking not only teaches good speaking but also teaches the language component to students with the goal that they can apply simultaneously both properly and correctly. Ur (2000: 103) also believes that there are five principles that can be taken in teaching speaking, including:

1. Be aware of the difference between the context of second language learning and other foreign languages,
2. Give activities to students by applying fluency and accuracy in the use of good speech,
3. Provide opportunities for students to discuss by creating study groups or work in pairs then expressing opinions in front of their peers and limiting conversations with the teacher,
4. The teacher makes a learning plan that involves discussion activities in classroom,
5. Design learning activities in the classroom with teacher guidance and practice in transactional and interactional speaking.

(Bailey in Nunan, 2003: 54-56) from the five principles above, the researcher focus on principle number 5 in teaching speaking in class. The researcher want to improve students' speaking skills through classroom activities using reciprocal teaching strategies. By implementing innovative

learning strategies, it is expected to provide efficient time for speaking English during class activities. The use of innovative classroom design activities will make students interested in participating in learning activities. This activity involves the teacher's guidance and practice in transactional and interactional speech that can improve students' speaking abilities and making it easier to give ideas or express opinions in front of the class.

C. Reciprocal Teaching Strategy

The reciprocal teaching strategy is a method of interaction between teacher and students. Brown (1984) argues that, the basic concept of the reciprocal teaching model as a learning activity with the holding of communication between teacher and students. This model has four strategies in its application, namely summarizing, making questions, clarifying / explaining, and predicting. Furthermore, Arends (2012) also argues that reciprocal teaching is one of the procedures that is designed using cognitive ways to facilitate students in understanding the material learned in class. Reciprocal teaching strategy is defined by Manohar (2008: Int) as a teaching and learning activity whose teaching methods use dialogue between teachers and students about structural reading texts. This method uses for strategies: predict, generate questions, clarify, and summarize. The following is an explanation of the four strategies in reciprocal teaching strategies, which are as follows:

a. Predict

Predicting activity is predicting the reading with the initial step of seeing a friend or title from the content (Koul, 2007: Int).

b. Questioning

One of the students will be given the task of acting as a “teacher” and reading a text in front of other group members. Then group members ask questions that focus on the main ideas in the content (Building Reading Proficiency, 2012: Int).

c. Clarification

In this strategy students are given the task to clarify the text and look for main ideas, and concepts from the reading, students may reread the text or ask for help with members of the group. Students may follow several procedures to determine obstacles in vocabulary, idioms, expressions or ideas and utilize several indicators to clarify difficulties on understanding the contents of the reading (Omari and Weshah, 2010: 27).

d. Summarize

The teacher gives the task to summarize the readings to find the main ideas in the text, arrange them and understand the entire contents of the reading in sequence. This learning process encapsulates the text and procedures it in another form by drawing conclusions from the main ideas. Then develop these ideas using their own language according to their understanding. This activity trains students’ abilities to focus on facts and important ideas from reading (Omari and Weshah, 2010: 27).

According to suyitno (2006: 34), there are several steps to implementing a reciprocal teaching strategy, including:

1. The teacher prepares materials that will be subject to the application of reciprocal teaching methods.
2. The teacher creates groups of 4 to 5 students to discuss the material provided by the teacher.
3. Students try to answer questions related to the material.
4. The teacher appoints one student as a representative of the group to explain the results of the discussion in front of the other groups.
5. The teacher gives the students the task to clarify the material being discussed. How to clarify it by asking other groups. The teacher also has the opportunity to do questions and answer to find out how far the material students have understood.
6. Then, the teacher gives individual practice exercise to find out the extent of their students' abilities.
7. Finally, the teacher asks students to summarize the material.