CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents reviews of related literature used in study. The review of the related literature has a goal of providing previous studies and information concerning with the research problems, including overviews of the definition of speaking, the component of speaking, the problems of teaching speaking, the strategies in teaching speaking skill, and the strategies in learning speaking skill.

A. Definition of Speaking

According to Florez in Kathleen M. Bailey, in her book "Practical English Language Teaching: Speaking", states that speaking is the productive, oral skill. Speaking consists of producing systematic verbal utterances to convey meaning. Speaking is "an interactive process of constructing meaning that involves producing and receiving and processing information, it is often spontaneous, open-ended, and envolving."[1]

Furthermore, Chaney and Burk in Sartika mention "to speak means to produce some words representing one's ideas". It is a process of sharing meaning through the use of verbal and non-verbal symbols, in variety of context." Simply, speaking is the activity in producing

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[1] M. Bailey, Kathleen, (2005), *Practical English Language Teaching: Speaking,* Singapore: McGraw-Hill, p 2.

utterance from speaker to his interlocutor through verbal or nonverbal way in appropriate condition, so the speaker not only focuses on his message but also the context before he delivers the message. Consequently, it is not surprising if many learners assume that speaking is difficult because they need more skill rather than just speak.[2]

B. The Component of Speaking

There are some components of speaking. According to David, the components of speaking are pronunciation, grammar, vocabulary, fluency, and comprehension.[3]

1. Pronunciation

Some of the problems that speakers of English as a foreign language have a precisely because they have difficulty with individual sounds- for example the Spanish speaker who says 'bery' instead of 'very' or the Japanese speaker who says a word which sounds like 'light' instead of the intended 'right'.[4] The changing use of stress in sentences is also one of the areas of knowledge that competent language speakers have. Native speakers of a language unconsciously know about stress and how it works. They know which syllables of words are stressed and they know how to use stress to change the meaning of phrases,

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[2] Sartika & Muhammad Amin, (2014), What Contributes to Students' Success in Learning To Speak English, *JEELS volume 1 No.1*. p 22-23.
[3] Haris, David P, (1969), *Testing English as a Second Language*, New York: McGraw-Hill Book Company, P 81.
[4] Harmer, Jeremy, (1991), *The Practice of English Language Teaching*, New york: longman publishing, P. 11.

sentences and questions.[5] closely connected with stress is intonation, which means the tune you use when you are speaking, the music of speech. Intonation means the pitch you use and the music you use to change that pitch. Intonation is a big indicator of involvement as well. Intonation is clearly important then, and competent users of the language recognize what meaning it has and can change the meaning of what they say through using it in different ways.[6]

The Longman Dictionary of Applied Linguistic in Nunan emphasizes "the way sounds are percieved by the listener" to define pronunciation.[7] The pronunciation system of language operates with a finite number of significant elements, which it is the learner's first task to distinguish in listening and speaking. For English, these may conveniently be devided into two categories: the segmental elements (the vowel and consonant sound) and the prosodic elements (accentuation and intonation).[8]

2. Grammar

Linguist have been investigating the native speaker's knowledge for years, just as they have been trying to think of the best way of describing that knowledge and the grammatical system. What they have found is that the grammatical system is rule-based and the competent users of the language know these

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[5] Harmer, Jeremy, *The Practice of,* P. 12

[6] Harmer, Jeremy, *The Practice of,* P. 12

[7] Nunan, David, (2003), *Practical English Language Teaching (1ˢᵗ Edition)*, New York: McGraw-Hill, P. 112.

[8] A C Gimson, (1975), *A Practical Course of English Pronunciation a Perceptual Approach.* London: Edward Arnold, P. 2.

rules in some way.[9] Grammar is generally thought to be a set of rules specifying the correct ordering of words at the sentence level. The Longman Dictionary of Applied Linguistics in Nunan defines it as a description of the structure of a language and the way in which units such as words and phrases are combined to produce sentences in the language.[10]

3. Vocabulary

Of course competent speakers of the language also know the lexis (or vocabulary) of a language – although that knowledge will vary depending, for example, on their education and occupation. They know what words mean and they also know the subtleties of some of those meanings. Competent speakers of English know what a heart is but they do not get confused by sentences like 'he wears his heart on his sleeve.' Competent speakers of a language also know the connotations of a word: for example, would you tell your best friend that they were 'thin', 'slim', 'skinny' or 'emaciated'? Competent speakers of a language also know how to change words – how to make 'possible' 'impossible', how to make 'interesting' 'interested' and so on. Competent speakers of a language follow what is happening to their language and how words change their meaning – and

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[9] Harmer, Jeremy, (1991), *The Practice of English Language Teaching,* New York: Longman Group, p 13.

[10] Nunan, *Practical English*., p 154.

sometimes cross grammatical borders. Competent language users, in other words, know what words means both literally and metaphorically. They know how words operate grammatically and they are sensitive to changes in word value. Without this lexical knowledge they would not be able to use the grammar to generate sentences with meaning.[11]

According to Pawley and Syder in Nunan, if learners want to use language fluently and want to sound like native speakers, they need to be able to put words together quickly in typical combination.[12] It means that when someone wants to speak English fluently, they have to memorize many vocabulary.

4. Fluency

Fluency is the ability which speakers use the language quickly and confidently.[13] Speak in non-native language is not easy, the speakers have to practice more. When they often practice the foreign language, automatically their speaking will be fluent. Many language learners regard speaking ability as the measure of knowing a language. These learners define fluency as the ability to converse with others, much more than the ability to read, write, or comprehend oral language. They regard speaking as the most

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[11] Harmer, Jeremy, *The Practice of English,* P. 14
[12] Nunan, *Practical English.,* p 130.
[13] Jill Hadfield & Charles Hadfield, (2008), *Introduction Teaching English,* New York: Oxford University, p. 106.

important skill they can acquire, and they assess their progress in terms of their accomplishments in spoken communication.[14]

Speed is one of the factor of fluency, but it is by no means the only – or even the most important – one. Research into listeners' perceptions of a speakers' fluency suggests that pausing is equally important. Also important is the appropriate placement of pauses. Another significant factor in the perception of fluency is the length of run, i.e. the number of syllables between pauses. The longer the runs, the more fluent the speaker sound. [15]

The features of fluency can now be summarized:[16]

- Pauses may be long but not frequent.

- Pauses are usually filled.

- Pauses occur at meaningful transition points.

- There are long runs of syllables and words between pauses.

5. Comprehension

According to John B, the concept of comprehension is of major relevance to education. In the most general sense of "being educated," an "educated" person possesses a certain body of knowledge, competences, abilities, and skills. On the one hand, this implies some sort of structure that has been laid down in the

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[14] Bahrani, Taher, (2012), How To Teach Speaking Skill?, *Journal of Education and Practice Vol 3 , No. 2. P 27.*
[15] Scott Thornbury, *How to teach speaking*, Longman, P 6-7
[16] Scott Thornbury, *How to teach,* P. 8

individual, presumably in his nervous system, or, one might say, in a memory store, as a result of his whole prior development and experience, including educational experiences.[17]

C. The Problems of Teaching Speaking

Guoqiang said that most of students can't speak freely and make them express their ideas clearly. It was the question troubling many teachers, he sure that there may be several reasons:[18]

a. Almost all important examinations do not consist of an oral test, which causes both the teachers and students to neglect oral English.

b. Teachers are reluctant in using Communicative Approach because of their deficiency in speaking ability themselves.

c. Students' attitude towards their learning process is also a factor that causes less effective teaching.

Some other reasons which cause teaching speaking less effective are: [19]

1. The technique or teaching method in the class.

Some teacher still uses a traditional way to teach their students in the class, such as reading the dialogue, reciting

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[17] Carrol, John B, (1971), "Define Language Comprehension: Some Speculations". Paper presented at the Research Workshop on Language Comprehension and the Acquisition of Knowledge, *Quail* Roost Conference Center, Durham, North Carolina, March 31- April 3.

[18] Liao, Guoqiang, (2009), Improvement of Speaking Ability through Interrelated Skills, *English language teaching vol. 2, No. 3*. P. 11.

[19] Febriyanti, Emma Rosana, (2009), *Teaching Speaking of English as a Foreign Language: Problems and Solutions*. Retrieved from http://download.portalgaruda.org/article.php

texts, and doing translation. The teachers don't ask the students to practice their speaking, if the teaching method was just like that, there will no improvement of the students in their speaking.

2. The students are less confident to speak.

One of the problems is students feel really shy about talking in front of other students, they are suffer from a fear of making mistakes and therefore "losing face" in front of their teacher and their peers. Speaking in front of other people needs courage, motivation from inside, and outside such as joyful atmosphere in the conversation and interesting topic. Many people have a good ability in English language skills but when they should communicate with English, they fail in expressing their ideas.

3. The boring material from the teacher.

Language teacher should attempt to associate the language they are teaching with the situation outside the classroom. Smith in Freeman in Emma Rosana has explained that people do not learn if they are confused or bored. When school topics do not relate to students' lives, they may find themselves confused or bored. Moreover, when students cannot understand the language instruction, they may become frustrated.

D. The Strategies in Teaching Speaking Skill

Strategies is the way which can used by the teacher in teaching. For speaking skill, the teacher should be able to deliver some interesting strategies to make the students enjoy and can study well. When the teacher was able to present a good way, it will influence to the understanding of the students about the material. In contrast, the purpose of real communication is to accomplish a task, such as conveying a telephone message, obtaining information, or expressing an opinion. In real communication, students must manage uncertainty about what the other person will say.

A various number of teaching speaking strategies are utilized and used in the classrooms for many circumtances. Among others, the strategies of teaching speaking are cooperative activities, role-play, creative tasks, and drilling.[20] According to Taher, there are some way to teach the students in the classroom, One way to encourage such learners to begin to participate is to help them build up a stock of minimal responses that they can use in different types of exchanges. Such responses can be especially useful for beginners. Minimal responses are predictable, often idiomatic phrases that conversation participants use to indicate understanding, agreement, doubt, and other responses to what another speaker is saying. Having a stock of such responses enables a learner to focus on what the other participant

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[20] Anjaniputra, *Teacher's Strategies., p 2.*

is saying, without having to simultaneously plan a response. Some communication situations are associated with a predictable set of spoken exchanges which are called script. Greetings, apologies, compliments, invitations, and other functions that are influenced by social and cultural norms often follow patterns or scripts. Instructors can help students develop speaking ability by making them aware of the scripts for different situations so that they can predict what they will hear and what they will need to say in response. Through interactive activities, instructors can give students practice in managing and varying the language that different scripts contain.[21]

E. The Strategies in Learning Speaking Skill

Strategies are techniques that can used by students to make themselves more successful learners. Strategies include ideas for practicing conversations, ways to learn vocabulary, and etc.[22] There are many different kinds of learners. Some are fast and some are slow. Some learners like numbers and some like words. Some students are good at memorizing word for word; other are good at remembering general ideas. When studying English, some students find it easy to talk and other students prefer to listen. Some people are embarrassed

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[21] Bahrani,*How To Teach.,* p 27.
[22] Brown, H Doughlas, (2002), *Strategies for Success: A Practical Guide to Learning English.* New York: Longman, p 13.

easily, and some don't care if people laugh at them. All these differences are not "bad" or "good", they are just differences.[23]

According to Rubin in Skandari, she made distinctions between strategies contributing directly and those contributing indirectly to learning. While *direct* strategies include cognitive and metacognitive strategies, *indirect* strategies include social and communication strategies. According to Rubin, three main types of strategies are employed by learners:

1. *Learning strategies*: strategies contributing directly to the development of the language system constructed by the learner; this includes *cognitive learning* strategies; steps or operations that require direct analysis, transformation, or synthesis of learning, and *metacognitive learning* strategies, used to oversee, regular or self- direct language learning).

2. *Communication strategies,* less directly related to language learning, their focus is on the process of participating in a conversation and getting meaning across or clarifying what the speaker intended;

3. *Social strategies,* those activities which provide learners opportunities to be exposed to and practice their knowledge.[24]

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[23] Brown,*Strategies For Success*., p 1.

O'Malley and Chamot in Lopez divide strategies into three dimensions: metacognitive strategies, cognitive strategies and social-affective strategies.[25]

First, meta-cognitive strategies refer to a term used in information- processing theory to indicate an "executive" function that is the strategies which involve planning for learning, thinking, about learning process as it is taking place, monitoring of one's production or comprehension, and evaluating learning after an activity is completed. There are eight strategies in meta-cognitive strategies:

1. Advance Organizer

   Students apply this strategy before they start the speaking class, by creating a concept where the concept will help them to be more ready to follow the speaking class and be able to speak fluently.

2. Directed Attention

   This strategy describes the student's attention to the material presented by the teacher when in the classroom. Do they always pay attention to the explanations of the lecturers or just take the gist of what their lecturers are discussing.

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[24] P Skandari, F Behjak, A A Kargar, (2015). An Investigation of Speaking Strategies Employed by Iranian EFL Students. *Journal of Academic and Applied Studies (Special Issue on English Learning & Education Sciences) vol. 5 (8).* P. 25.
[25] Lopez,*Speaking Strategies.,* p 2.

3. Selective Attention

   In this strategy the student defines a topic then describes it and makes some concepts that include the pronunciation, intonation and expression that will be used in their conversation or speech.

4. Self-Management

   This strategy is applied by students to assist them in improving their speaking skills by consulting with their friends or opening dictionaries. Students can also perform other activities in which these activities can improve their speaking skills.

5. Functional Planning

   This strategy focuses on the preparation or plans that will be done by the students when they are in the classroom.

6. Self-Monitoring

   Students should understand that in speaking there are some components they must master, such as grammar, pronunciation, vocabulary, and expression. Do the students have some way to have these components mastered so they can talk well and fluently. Like asking a lecturer, looking in a dictionary or asking a friend.

7. Delayed Production

In this strategy, emphasizes the readiness of the students before attending the speaking class by listening. So they are better prepared when having a conversation or speech in the classroom.

8. Self-Evaluation

This strategy is applied by students to evaluate whether their speaking has improved or not. Students can measure their ability by consulting with their friends to get some advice and by listening to the messages conveyed by the lecturer.

Second, cognitive strategies are more limited to specific learning tasks and they involve more direct manipulation of the learning material itself. There are fourteen learning strategies in cognitive strategies:

1. Repetition

Repetition is a strategy that can be applied by repeating every new word heard by the student. This method is considered effective for improving students' speaking skills.

2. Resourcing

This strategy is applied by students to support the speaking materials they have acquired in the classroom.

Like searching for additional material from the internet or books.

3. Translation

In this strategy the students explain their way of speaking. Do they first translate the words and sentences they will say or they speak directly.

4. Grouping

Students group the materials they learn to make it easier for them to learn speaking.

5. Note Taking

Students write some notes in which the note contains some points of material that they consider important. Can also create a concept diagram that they can develop in speaking.

6. Deduction

Students apply the grammatical arrangement when speaking. So their speaking sounds better and smooth.

7. Recombination

This strategy explains the methods students use to overcome the limitations of vocab they have when speaking.

8. Imagery

   In this strategy students understand the material by way of imagining in advance about the material so they can combine concepts they have imagined in learning the material.

9. Auditory Representation

   This strategy describes the efforts undertaken by students in improving speaking by listening and remembering the new vocabs they hear.

10. Key Word

    In this strategy students use words that are familiar to them to understand the foreign words they have just heard.

11. Contextualization

    This strategy describes the efforts of students in using vocab. Whether they use a new vocab to avoid negligence or they keep using the vocab they use often.

12. Elaboration

    This strategy describes the efforts of students in improving speaking by connecting new knowledge that they understand with their old concepts.

13. Transfer

This strategy explains the grammar used by students in speaking, whether they combine their knowledge of first language in speaking or not.

14. Inferencing

In this strategy students guess words they do not know based on the context they are learning to improve their speaking skills.

Third, socio-affective strategies. There are two learning strategies in socio-affective strategies:

1. Cooperation

This strategy emphasizes the efforts of students in practicing speaking in their daily lives. Is there an opportunity or opportunity for them to have a conversation with their friends or they have a conversation through media social.

2. Question for Clarification

In this strategy the student actively asks the lecturer or other students to understand the material they are studying.[26]

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[26] Agung darwanto, (2014), *Strategies for Developing Speaking Skill Used by Students of English Education Department: A Case Study.* Publication Articles.