

CHAPTER II

LITERATURE REVIEW

This chapter presents previous studies and several theories related to the topic. The theories include speaking, teaching speaking, and strategies for teaching speaking, young learners, English for speaking (*EfoS*), and previous studies.

A. Speaking

1. Definition

Since speaking is a productive skill, learners must create their language rather than learn it through a process (Nunan, 2018). Gattullo (2015) defines English as the capacity to speak fluently and effectively, use language structure and vocabulary in the appropriate context, pronounce words correctly, and behave appropriately. This capacity is also referred to as speaking ability. Speaking, then, is the capacity to do things like speak clearly, pronounce phonemes accurately, use the right stress and intonation patterns, and speak in coherent sentences (Harmer, 2007).

2. Component

The five elements of speaking skills, according to Harris (1974), are comprehension, grammar, vocabulary, pronunciation, and fluency. Unquestionably, in order for a subject to respond, speak, and start an oral communication, comprehension is required. The explanation provided by Heaton (1978: 5) that students' ability to manipulate the

structure and recognize appropriate grammatical forms is appropriate is consistent with this observation.

Grammar can also help you learn how to gain oral and written proficiency in a language. Vocabulary refers to the appropriate diction used in communication. Without a sufficient vocabulary, one cannot effectively communicate or express their ideas orally or in writing. Another barrier that prevents learners from learning a language is a lack of vocabulary. Nothing can be said without grammar and nothing without vocabulary. According to this explanation, English learners will be unable to properly speak or write English unless their vocabulary is mastered.

The process of producing clearer language when speaking is referred to as pronunciation. It is concerned with the phonological process, which is a grammar component made up of the elements and principles that determine how sounds vary and pattern in a language. These indicators imply that the speaker does not spend much time searching for the language items required to express the message. Based on the ideas presented above, it is possible to conclude that fluency is an important component.

3. The Function of Speaking

According to Brown and Yule (1983), speaking functions are divided into three categories: "talk as interaction," "talk as a transaction," and "talk as performance." The explanations for the three functions of speaking are provided below to help you understand them.

First is talk as interaction. Interaction is the most important aspect of speaking to obtain and provide information; this is what we normally mean by "conversation". The main goal is to maintain social relationships. The speakers say everything they need to say to the other people. The speakers also share their ideas and thoughts. Both speakers and listeners can interrupt and respond to one another.

Second is talk as a transaction, the communication of the speakers could be used to persuade others to do something they want in a specific activity. The main emphasis here is on the message, as well as on making oneself clear and accurate to the participants. Using talk for transactional purposes necessitates the ability to describe something, ask questions, confirm information, justify an opinion, make suggestions, clarify understanding, and make comparisons.

The third function is talk as performance, which includes classroom presentations, public speaking, storytelling, and speeches that entertain and inform audiences. Speakers express their emotions as well as their ideas, and listeners can entertain each other by communicating with one another. Giving a class report about a school trip, holiday, or experience, conducting a class debate, making a presentation, or giving a lecture are all examples of talk as a performance.

4. Type of Speaking

Brown (2004: 141-142) defines five types of speaking: imitative, intensive, responsive, interactive, and extensive. The ability to mimic (parrot back) a word, phrase, or possibly a sentence is referred to as

imitative speaking. Intensive speaking, in addition to imitative speaking, includes any speaking performance intended to practice some phonological or grammatical aspect of language. A brief conversation, a standard greeting, small talk, a simple comment or request, and so on are examples of responsive speaking. A complex interaction involving multiple exchanges and/or multiple participants is referred to as interactive speaking. Extensive speaking includes speeches, oral presentations, and storytelling.

B. Teaching Speaking

1. Definition of Teaching Speaking

Teaching is a two-way interaction between the teacher and the students in which the teacher teaches and the students study. The most important aspect of second language learning is speaking. Thornbury (2005) backs up this claim, stating that speaking can produce tens of thousands of words per day, far more than writing and other skills. By giving students an example of a conversation and allowing them to do something to actively use the language in any situation, the teacher should encourage students to speak up and practice without being afraid to make mistakes.

2. Teaching Speaking to Young Learners

Brown (2001) mentions the importance of speaking for children's overall language development. Teachers who work with young students understand the importance of children improving their communication skills. Furthermore, speaking seems to be the process by which they

communicate how they feel or what they require, as well as with adults such as parents and teachers about what is good and bad for them. It is possible that a young learner's proclivity for bad or aggressive behavior, such as bullying his or her peers, is due to a lack of communication skills. As a result, teaching speaking at a young age appears to be appropriate.

Linse (2005) claims that there are numerous reasons why young students are taught English in schools. At a young age, children begin to develop and maintain some advantages in some areas of language; pronunciation also benefits in the long run. The younger children learn a language, the more they resemble native speakers; however, because young learners have difficulty learning grammar compared to older learners, they make slower progress, and smooth pronunciation can only be achieved during the early years.

In a nutshell, educators must devise an effective method for teaching language speaking. It must be compatible with the characteristics, stages of learning, and needs of children learning the language for both the teacher's and the young learners' goals to be met if everything goes as planned.

C. Strategies for Teaching Speaking

1. Definition

A strategy is a method of achieving a goal. A strategy is an action that both the teacher and the learner must take for a learning activity to be effective and efficient. Of course, the teacher is in charge of

development. The approach is then implemented by the students in their learning activities. Teaching strategy, Stones and Morris (in Gill & Kusum, 2017) define a lesson strategy as "a broad plan for a lesson that includes structure, anticipated learner behavior in terms of instructional goals, and a list of methods that will be used to carry out the strategy."

The strategy is defined as the general set of activities that must be carried out to achieve a specific goal (Ades, 2017). Say the general strategy, in reality, is not yet being implemented, still as a plan or full illustration, but to achieve the goal of strategy in an organized manner. Hence, strategy is when a person engages in activities to achieve a specific goal and has a plan and formulation in place to do so. Strategies, as defined above, are tools or tactics that students use to learn more effectively and autonomously

Brown (2000) believes that teaching strategies in speaking activities are critical for helping students overcome their speaking difficulties. Students' speaking abilities can be improved by using speaking strategies. It is critical to speak with fluency and accuracy. Each teacher will employ a unique strategy to assist students in improving their public speaking skills. After implementing the strategies, the teacher can see how the students understand language learning and benefit from a better understanding of what makes learners successful and unsuccessful, as well as create a conducive environment in the classroom for the implementation of successful strategies.

2. Kinds of strategy

According to Thornbury (2007), Harmer (2001), Jianing (2007), and Nunan (2018), drills, communication games, discussion, storytelling, and role-playing are some common interactive strategies in teaching speaking that can be used to help students learn to speak confidently.

A fundamental teaching technique called drilling entails imitating and repeating words, phrases, and even entire utterances. Because repetition makes the material more salient, this method is helpful for teaching students new material that they may not have already absorbed. As with learning new pin codes or phone numbers by repeatedly repeating them, this technique may also help transfer new information from working memory to long-term memory (Thornbury, 2007).

Communication games are a speaking teaching method that motivates students to interact with one another in a lighthearted manner. The games frequently involve a situation where students are missing information necessary to finish a task or solve a problem and must talk to their classmates to fill in the gaps. To solve a puzzle, describe a picture, put things in the right order, or identify similarities and differences between images, one student must collaborate with a partner (Harmer, 2001).

Because it is conducted in small groups, the discussion activity encourages students to interact with one another while also giving those who participate less a chance to voice their opinions. In order to overcome students' difficulties speaking up during discussions due to

hesitation and a lack of ideas, Harmer (2001) suggests the term "buzz groups". Before being asked to speak in front of the class, students can have brief conversations in small groups with buzz groups. They have time to prepare ideas and the language to use before being asked to speak in front of the entire class, which lowers the stress level of the final whole-class performance.

Students gain a lot from the role-playing technique because they can mimic real-world interactions like a conversation in a restaurant, store, or hotel lobby as if they were actually having it (Harmer, 2001).

The development of oral language and the establishment of a strong literacy foundation can both be facilitated by storytelling. Words, vocal intonation, gestures, facial expressions, and body movement are used to convey the stories, which results in a lively atmosphere and true-to-life setting. Students can benefit from the teacher's guidance by being given stories to practice telling, visual aids, and opportunities for group storytelling (Jianing, 2007).

Nunan (2018) asserts that inductive and deductive learning must be balanced when instructing young learners how to speak. Inductive learning involves engaging with target sounds, words, or structures as well as exposing the learner to a lot of examples of the target language. To aid students in putting the rules into practice, the teacher explains the rules and offers application exercises like games and simulations. Inductive techniques that involve task-based learning are the foundation of curve dive instruction.

Through the use of songs, rhymes, and chants that are accompanied by visuals, repetitive practice can be made more meaningful and enjoyable. It can aid young students in adjusting their tongues to the strange English sounds.

Games are also great for forcing students to use a set of structures repeatedly while fostering lively, enjoyable classroom interaction. Games are different from other classroom activities in two ways: they have rules and winners (and losers), unlike other activities. There is a competitive aspect to games. In the classroom, it is generally better to promote collaboration than competition. However, it can promote intragroup cooperation if the game is made so that kid teams compete against one another. Additionally, competition is limited to groups rather than individual students when group gaming is used.

Even though clear pronunciation is essential for communication, it is frequently neglected in foreign language classes. Audiolingual drills like the one below, which is meant to practice the vowel phoneme contrasts in the minimal pair's sheep and ship, are generally disliked by teachers who teach minimal pairs. (*For example, /i/ (as in sheep) and /ɪ/ (as in ship)*)

It's a ship: says the teacher.

Students: this is a ship.

Student: Sheep.

Students: this is a sheep.

I'd like to share a tongue-twister technique I picked up from a colleague because Nunan (2018) found them to be helpful. According to Linse (2005), tongue twisters frequently use the same phoneme more than once in a single utterance. This is a challenge for even native speakers, which is why they are known as tongue twisters..

D. Young Learners

1. Definition

There are some definitions from experts that define young learners in learning English to get a clear and accurate understanding. According to Cameron (2001), young learners are children between the ages of five to twelve. In Indonesia, those ages are students from kindergarten until elementary school. She went on to say that teaching young learners and adults were two completely different things. She grouped young learners aged five to twelve years because they appeared to be more active and enthusiastic about learning.

Teaching young learners to speak spans the years from birth to puberty. Young learners transform as they progress through a series of developmental stages. A young learner's teacher has two responsibilities: to care for and protect their students, both physically and mentally (Nunan, 2018).

In a nutshell, according to the above definition, young learners are children under the age of five who attend kindergarten and children over the age of twelve who attend elementary school. According to the experts mentioned previously, each young learner learns the language

differently than adults, and they require a livelier and more fun classroom environment. Experts distinguish between children and adults because they achieve and learn the language in very different ways. They should be taught using a method that is appropriate for them.

2. Characteristics of Young Learners

The assumption is that younger learners pick up the language more quickly than adults do, and they learn differently than adults do. As a result, you as an educator need to think about how to teach them language. Young learners, according to Coltrane (2003), have the following traits: they have limited motor skills, though some may still learn how to use a pen, rubber, and scissors. Language analysis is difficult for young learners because they have limited language skills. For instance, a learner at this age will have very limited reading and writing abilities; some students will be making progress, while others will still find it difficult to hold a pencil correctly.

The young learners learn the language to converse in because they may become bored with regular topics and tune out. They are confident in their ability to learn languages; young students will inquire about anything they do not understand. The young learners quickly forget the topics that were discussed, and they are creative. To teach new vocabulary related to concrete meaning, use real life or pictures.

Harmer (2007b, p. 82) divides young learners into the following categories: The following characteristics describe them: (1) They respond to meaning even if they do not understand individual words; (2)

They frequently learn indirectly rather than directly; (3) Their understanding comes not only from explanation but also from what they see and hear, and, critically, from what they have the opportunity to touch and interact with; (4) They find abstract concepts such as grammar rules difficult to understand; and (5) They are generally enthusiastic about learning and curious about the world around them. (6) They need individualized instruction and the teacher's approval; (7) They are eager to talk about themselves and are receptive to learning that centers on them and their own lives in the classroom; Additionally, unless activities are extremely engaging, they have a short attention span and are prone to getting bored easily. Numerous teaching strategies for young learners have been significantly developed based on these classifications.

Finding an effective strategy is frequently related to the special requirements of young learners. Based on their observations of how young students learn most consistently and effectively, teachers should develop a broad strategy in this situation (Paul, 2003). Due to the fact that teaching young learners English has become a global issue as a result of English's expansion, specific teaching methods are needed (Hudelson, 1989; Pinter, 2006).

Based on the explanation provided, one can conclude that young learners have several characteristics that distinguish them from adults, allowing the teacher to choose the most appropriate strategy for teaching the language to them.

E. English for Speaking (EfoS)

English for Speaking (EfoS) is a program made to support students in learning English, especially in speaking skills. In EfoS, the material provided is related to the classroom and daily expression, but it is also used to strengthen yes or no questions based on the chapter of the English material. Two are defined for the method used in this teaching strategy. The first method is to use drilling for the lower levels (classes 1, 2, and 3), and the second is for the higher level (classes 4, 5, and 6) and involves drilling and conversation (based on the pilot study).

F. Previous Studies

Strategies in teaching speaking have been widely used to solve problems in language learning. Pratama (2015) investigates the strategies, problems, and solutions used by teachers when teaching young learners to speak. The case study design was used in this study. This study discovered several lecturer-promoted strategies for teaching speaking to young learners. In the classroom activities, the lecturer employed a variety of strategies, including role play, video viewing, jazz chant, digital storytelling, games, and repetition. In the classroom, teachers may face a variety of challenges, such as hesitant students, poor pronunciation, and a lack of vocabulary.

Sudrajat (2006) discovers the teacher's reflection on the strategies used, the challenges, and how the teacher overcomes the challenges encountered when teaching English to young learners. This study employs a qualitative descriptive research method. Three English teachers from a

kindergarten in Bandung provided data. The findings of the study show that the teacher used three strategies to teach English speaking in the classes of young learners: drilling, games, and songs. Meanwhile, the challenges teachers face are classified as internal and external. Internal challenges include students' struggle with their mother tongue and a lack of vocabulary. External challenges include a lack of English exposure outside of the classroom. To overcome these obstacles, teachers must employ a variety of teaching strategies, provide opportunities for students to speak English in the classroom, provide adequate learning facilities, manage the classroom, create a pleasant classroom atmosphere, and engage in self-reflection.

Next, Wacana (2018) describes the use of the Role-Play method in teaching speaking English to MIN Poso fifth graders and assesses whether the method is effective. The researcher uses a descriptive method to explain the results of the teaching-learning process using the Role-Play Method. Data is gathered through observation of teaching and learning processes as well as documentation, and it is analyzed using Landouse, Susan House, and Adam and Bidle's theory. The study's findings are four steps in using the Role-Play method to teach English speaking. Students' interest in speaking English may increase as more students participate in the role-play method. The difference between the previous studies and this present study lies in the strategies used to teach speaking to young learners. This present study uses various strategies from some experts as stated above. In addition, this present study was conducted in an international primary school in Kediri.