

CHAPTER II

REVIEW OF RELATED LITERATURE

Review of related literature is one of the important factors in doing research. It used to explain point of view or some components in the research. In this chapter, the researcher discusses review of related literature of the research. It covers Improving speaking skill, teaching speaking, the goal of teaching speaking, the problems of teaching speaking, media, and real object.

A. Improving Speaking Skill

1. The Definition of Speaking

Speaking is the process of releasing voice influenced by thinking process in the brain. Before a word of a sentence goes out from the mouth, it passes a thinking process in the brain. It is supported by “ Speaking is a process of releasing voice that can understand as mind expression from the coordination between centers talking in brain.”⁷

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 “ (Florez, 1999,p.1) . It is “ often spontaneous, open-ended, and evolving “ (ibid., p.1), but is not completely unpredictable.⁸

⁷Encyclopedia Indonesia (1980), 465.

⁸Kathleen M. Bailey, *Practical English Language Teaching :Speaking* (New york:Inc.1221 Avenue of the america,2005),2.

2. Characteristic of Successful Speaking activity

A successful of speaking activity has some character that can be known from the students. The teacher can know how far the students' speaking ability. According to Penny Ur (1996:120) mentions there are some characters as follow :

a. Learners talk a lot

As much possible of the period of time allotted to the activity is in fact occupied by learners talk. This may seem obvious, but often most time is taken up with teacher talk or pauses.

b. Participation is even

Classroom discussion is not dominated by a minority of talktive participants : allget a chance to speak, and contributions are fairly evenly distributed.

c. Motivation is high

Learners are eager to speak : because they are interested in the topic and have something new to say about it, or because the learners want to contribute to achieving a task objective.

d. Language is of an acceptable level

Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.⁹

3. The Important thing that must be paid attention in Speaking

a. A Theme

A theme is the important things in the class speaking activity because by presenting the theme, the students are going to understand about something that they want to talk and ask, so without a theme in speaking activity, the fluent speaking will never reach well

b. Self Confidence

The students self confidence is the based on speaking activity, the students who do not have a good self confident they will get difficulty in improving their speaking ability because they feel afraid and shy to show opinion in speaking activity.

c. Student Experience

Students experiences, there are the differences between the students who has many experiences and poor one. In speaking class, the students experience is needed in the speaking activity because by having large experience, the students will be easier to make out word from their mouth controlled.

⁹ Penny Ur, *A course in Language Teaching* (Cambridge: Cambridge University Press, 1996), 120.

4. Languages Factors

Language factors are component of mastering speaking subject, when speakers are speaking. It means that the speaker produce their ability of language component. According to Higgs and Clifford, “ that either five languages factors are recognized in analysis of speech process.

a. Accent / Pronunciation

A particular person’s way of pronouncing a language or the word of language (Longman Dictionary of Contemporary English:879, 1984) and D.P. Harris states “ Pronunciation is including the segmental features vowels, consonants, and stress and intonation patterns “ (TESL:81, 1974). From the meaning and statement above shows that the quality of speaking can look from the ability in producing words by using proper pronunciation. In speaking English must get more attention because if the English Learner made mistakes in their pronunciation, it causes misunderstanding for the listeners. So pronunciation is very important target to catch.

b. Grammar

Learning a language (especially in English) the learners must give their attention with the grammar. The reason is grammar has an important function in creating a language. A language consists of words and sentences and they are arranged and combined by a rule that called a grammar. The explanation above bases on the following

statement “ grammar is rules for forming words and making a sentences “¹⁰

Based on the explanation above the writer concludes that every language cannot avoid from the grammar, in learning and teaching English grammar gets serious attention not only in writing and speaking but also in other skills. The learners will get predicate master in English when the learners are able to apply their grammar well in speaking and writing.

In speaking, grammar has important role, the quality of arranging words and sentences are decided by grammar, so the grammar understanding is needed. There are many kinds of English grammar such as tenses, modal auxiliary, gerund, etc. the grammar have important role in arranging, managing and combining words and sentences.

c. Vocabulary

“Vocabulary is total number of words in language which make up the words”¹¹ besides mastering of grammar, the English learners must have many of vocabulary because vocabulary that had by the learners influence with their ability to produce any sentences, because the learners that have many vocabulary are easier to produce sentences than the learners who have poor of vocabulary.

d. Fluency

¹⁰ Oxford Learner's Pocket Dictionary (1991),182.

¹¹ Ibid., 461.

According to Longman, the definition about fluency is : “fluency is able to speak easily” (2001:158). In teaching speaking, one of the purposes is that the students have to speak English clearly and correctly. They can make their speaking effectively by pronounce acceptable words to make the listener understand about what they are speaking.

Therefore, the English teacher has to help the students by using many kinds teaching aids and the appropriate technique in order to the students easy to catch the lesson in teaching learning process.

e. Comprehension

The last languages component is comprehension. Comprehension has meaning the mind’s act power of understanding or the exercise to improve one’s understanding ¹². The statement above means that understanding is a subject which is very important for the learners to study, because the learners can be easy to learn it if we are able to catch or understand the point of subject learnt. So, comprehension has a great role in learning.

B. Teaching Speaking

Teaching speaking is sometimes considered a simple process commercial language schools around the world hire people with no training to teach conversation.¹³ As addition, the teacher should pay attention more

¹² Ibid., 81.

¹³ McGraw/Contemporary, *Practical English Language Teaching* (New York:the McGraw-HillCompanies, Inc Avenue of The Americas, 2003), First Edition,48.

on these principles when teach speaking if he wants to make the speaking class activity successful. Here are the principles :

1. be aware of the difference between second language and foreign language learning contexts.
2. provides opportunity for the students to talk by using group or pair work and limiting teacher talk.
3. plan speaking tasks that involve negotiation for meaning.
4. design classroom activities that involve guidance and practice in both transactional and interpersonal speaking.¹⁴

After knowing the principles of teaching speaking, here are some characteristics of successful teaching speaking in ESL classroom. It is important to be known by English teacher that Teacher Talking time (TTT) must be kept to minimum in Talking Time (TTT).

Here are the characteristics :

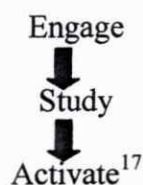
1. Making sure that student participation is not dominated by a few talkative students.
2. Making sure that the students want to speak due to they are interested in the topic.
3. Making sure that the students have something relevant to say.
4. Making sure that the students can be understood by everyone.
5. Making sure there are not frequent interruptions while a student is speaking.¹⁵

¹⁴Ibid., 54-56.

C. The Goal of Teaching Speaking

The goal of teaching speaking skill is communicative efficiency. The students should be able to use correctly their pronunciation, grammar, or vocabulary and observe the social cultural rules that happen in each communication situation.¹⁶ As addition, the teacher should teach them to produce the english speech sounds and sounds pattern. The students should be able to use words and sentences which are appropriate with the contexts.

Another goal of teaching speaking is illustrated below :



Based on the diagram above, the goal of teaching speaking should through three parts of activities. They are Engage, Study, and Activate. Where Engage is both students and teacher watch a brief clip of a movie then they say whether they like or do not like the idea of the movie. Study is exploring the contain of the movie. The teacher tries to make sure the sentences are pronounced correctly and that the students ues accurate grammar while Activate is when the students works in groups to describe their oponion about the movie.

¹⁵[http://suite101.com/article/teaching-speaking-to-english-second-language-students a261761](http://suite101.com/article/teaching-speaking-to-english-second-language-students-a261761), Accessed on 13th April, 2013 at 10.07 a.m.

¹⁶<http://www.nclrc.org/essentials/speaking/goalspeak.htm>, accessed on 13th April, 2013 at 10.07 a.m.

¹⁷ Jeremy Harmer, *How to teach English* (UK : Stenton Associates, Safron Walden, esser, 1988), 54.

D. The problems of Teaching Speaking

Speaking class is the class where the students are free to speak up about the topic being discussed. It seems easy to handle it but it is not. Some real problems sometimes happen in the ESL. These sometimes make most of teacher of ESL confused and they do not know to do in solving them.

Here, the reseacher will show some real problems take place in ESL classroom in order to know how to solve as well :

1. The students' inhibition.
2. The students sometimes think they have nothing to say on a particular topic.
3. Some dominant students in an ESL clasroom sometimes make difficult for some students to express their idea freely.
4. There are some students insists on their mother tongue.
5. The students have no motivation to speak and improve their speaking ability.
6. Many teachers teach English in serious atmosphere.
7. The teacher do not have enough experiences and references in providing interesting speaking class activities.
8. The taecher Talking Time (TTT) sometimes dominates student Talking Time (STT).

E. Media

Media is a tool or an aid that used as mediator between teacher and students in teaching learning process which is called media of learning or media of education.

In languages teaching, teaching material which involves the using of different kind of media such as visual and printed media are sometimes known as multimedia or mixed media.

Media of teaching languages is an aid as mediator for communicating message or information about language in cognitive, affective and psychomotor from resource to receiver. In teaching learning process message or information generally come from resource that is the teacher and students are as receiver. The media is as mediator, Suparno said in his book *Media pendidikan* "media is an aid used as channel for delivering message from resource to receiver ". (Suparno, 1988:1)

According to Suparno in his book *Media pendidikan*, he said that, "there are three kinds of media in teaching language, those are Visual, Audio and Audio Visual " (Suparno, 1988:110-115).

1. Visual Media

Visual Aids are kinds of media that can only been seen and can be touch by the student. For examples Flashcards, Pictures, real Objects, Photographs, Magazines Pictures, etc.

2. Audio Aids

Audio Aids are kinds of media which can only be heard, it usually used to teach listening comprehension, for examples: Radio, Cassette, Language Laboratory, CD.

3. Audio Visual

Audio Visual Aids are kinds of media that can be seen and heard by the students, for examples: TV, VCD, Film, and LCD.

F. Real Object

Real Object is kind of Media which is used in learning process. It used for helping in learning process. Heinich in Kasbolah, 1995:71 defines “realia as the visual instructional aids which are most closely associated with a direct purposeful learning experience”.¹⁸ ‘Realia’ in EFL terms refers to any real objects we use in the classroom to bring the class to life. Students understand and retain the meaning of a word better when they have been shown or have touched some objects associated with it. For this reason all, teachers should make collection of everyday objects, including such things as newspaper, tickets, posters, bottles, fruit, vegetables, cans, dishes, etc (Finocchiaro, 1973:96). It means that suitable to make students understand and interest.¹⁹

¹⁸ <http://www.teachingenglish.org.uk/language-assistant/teaching-tips/realia> assecced on April 7,2013.

¹⁹ <http://syaifullaheducationinformationcenter.blogspot.com/2008/11/some-theories-about-english-teaching.html> on April 7,2013.

The teacher emphasizes the objects by showing and demonstrating them into some relevant activities such as how to use it, how to save it, and the students also can explain about the product's surplus.

The main advantage of using real objects into the classroom is to make the learning experience more memorable for the learner. According to Finacchiro (1973:96) as quated by Syaifulloh (2008) states that students understand and retain the meaning of a word better when they have been shown or have touched some objects associated with it. It means that the real object can help students to learn English, they can hear, and touch the object that has been shown. Their sense can work by the real object. If the teacher is going to ask the students to describe things, it can be more effective if they are shown the things in order that they can see characteristics of the things, about the shape, the color, the use of things etc. for the reason, teachers are suggested to make collection of objects, including such things as newspaper, ticket, vegetables, fruits, etc.

Gerlach and Elly (1980) in Syaifulloh (2008) state mentions some characteristics about real objects and models. They recite that real objects have the potential of increasing realism, real objects are preferred when authenticity is desired, real objects and models help reduce the gap between instruction and later performance, and real objects and models can frequently be handled, manipulated, assembled, and observed very

closely. If learning is increased through the use of several senses, then real objects will facilitate learning.

Heinich, Molenda, and Russel (1993) in syaifulloh (2008) state that models and real objects are the recommended media when realism is essential for learning-with concepts that involve three dimensions; tasks that require identification by size, shape, or color; and hands-on or laboratory practice. Their suggestions about the ways to use real objects and models are shown below:

1. Familiarize yourself with the object or model before using it in classroom instructions
2. Practice your presentation. If your object or model is working one, be sure you know how it works and what might go wrong
3. Whenever feasible, encourage your students to handle and manipulate the objects and model under study.
4. Store objects out of sight when they are not being used for instruction. Left standing around, they are likely to take students' attention away from other classroom activities.

According to Jones, et al (1994), the advantages and disadvantages of real objects, they are :

Advantages of real object :

1. Experience with real things with which one will interact in life is the best learning situation possible.
2. Real objects are plentiful and available everywhere.

3. Real items can be observed and handled, providing concrete learning experiences for the students.
4. Dealing with real object motivates the learner.

Disadvantages of real object :

1. Real things are not always ready available.
2. Real object not always practical for use in the classroom.
 - a. Size---a real object may be too large or too small for classroom study.
 - b. Potential hazard---real object such as live animals, certain electrical and mechanical equipment, etc.
 - c. Cost---real object are expensive
3. Affective learning is unpredictable through real object.
4. Storage and retrieval can create problems.²⁰

²⁰ Jones, et al, The Expert Educator (1994),1.