

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher presents the review of related literature. It concern with theoretical frame work underlying this study, which is presented in detail. This chapter consists of groups' discussion, Advantages of using group discussion, English teaching speaking, learning speaking, group discussion and problem of speaking.

A. Group Discussion

Group discussion is a two-steps structure for discussing an issue or question presented by the teacher. In step one, the teacher asks a low consensus question and in step two, the students talk it over. Following the group discussion, students share their ideas with the class. They key issue to share, with as much student interaction as possible.¹⁶

Another definition about group discussion is an easy way to find an answer to a problem, to come up with a new idea, or simply to exchange information. This discussion can be either formal or informal, depending on the subject and purpose of the discussion. One of the best things about group discussion is that everyone is supposed to get a chance to talk and give his or her opinion.

So that way, it is hoped that in using this method will give new thing to the students and they will be interested to learn about English especially in speaking.

¹⁶ Stone M. Jeanne, *Cooperative Learning and Language Arts: A Multi Structure Approach.*(Resource for Teachers San Juan Capistrano, CA)

Because using group discussion the students are able to express what they want to say. It will make them more active because they have chance to improve and practice their speaking in front of their teacher and friends.

There are two basic types of group discussion: informal group discussion and formal group discussion. It is important that you know which kind of discussion you are involved in, because each has specific purpose and certain procedure to follow.

1. Informal group discussion

Informal group discussion usually takes place as soon as a problem or the need for a decision arises. An informal group discussion usually is used to get the best solution to our problem. Because we need to exchange our ideas and talk about pro's and contra of each idea for the purpose of arriving at decision, solution, or plan of action that satisfies the group.

Most discussion in which we participate are informal. They usually occur spontaneously, so you don't have to prepare for them. The subjects we discuss are usually those that members of the group know something about from their common knowledge or experience. This is why informal discussions are often organized by the people themselves.

Sometime a class or club will break into small informal group so that everyone will have chance to express his or her ideas in a shorter amount of time. When this method is used, we may need to select a temporary leader to help keep the discussion organized so that our process is accomplished.

Even though informal discussion may seem like a conversation among friends, it is more organized and has a specific purpose to accomplish. The

systematically of informal discussion: *firstly*, Subject It is a General knowledge. *Secondly*, Preparation It is not required. *Thirdly*, Organization It is small group with no audience; a temporary leader may be selected. *And the last*, Purpose It is to exchange ideas in order to make a group decision or plan of action.

2. Formal discussion

A formal discussion requires more preparation and organization than an informal discussion does. One of the major differences between an informal discussion and a formal discussion is that a formal discussion requires preparation.

Logically, another major difference between the informal discussion and the formal discussion is the subject to be discussed. Generally, the subject of a formal discussion is either assigned to you or is selected by your group according to the needs or interests of the audience; you can see how important it is to be prepared.

The formal discussion is highly organized. First, one person in the group is selected to be the chair person. The chair person states the problem or subject keeps the discussion on the subject, makes sure that everyone has a chance to speak, and keeps the discussion moving.

Each member of the group must present his or her information. The best way to prepare your information is to use the many references that are available to you in your school library.

Even though you plan the formal discussion before it is presented, it is important that the member of your group freely exchange ideas based on

the information you have prepared. In this way, both the members of the group and the audience will learn more. That is the purpose of a formal group discussion. It is not a report but a discussion among people to inform the audience as well as each other. The systematically of formal discussion: firstly, Subject it is Assigned or determined by the needs or interest of the audience. Secondly, Preparation It is very important; researched facts are needed. The last, Purpose it is to exchange ideas and information in order to inform the audience.

Discussion range from highly formal, whole-group staged events to informal small group discussion.¹⁷ They are:

a. Buzz group

These can be used for a whole range of discussions. For example, we might want students to predict the content of a reading text or we may want them to talk about their reaction to it after they have read it. We might want them to discuss what should be included in a new broadcast or have a quick conversation about the right kind of music for a wedding or party.

b. Instant group

It is another way in which we can train students to respond fluently and immediately is to insert 'instant comment' mini-activities into lesson. This involves showing them photographs or introducing

¹⁷ Jeremy Harmer, *The practice of English Language Teaching*, England: Designs and patents Act.1988. 351

topics at any stage of a lesson and nominating students to say the first thing that comes into their head.

c. Formal debates

In a formal debate, students prepare arguments in favour or against various propositions. When the debate starts, those who are appointed as 'panel speaker' produce well-rehearsed 'writing like' arguments, whereas others, the audience, pitch in as the debate progresses with their own (less scripted) thoughts on the subject.

d. Unplanned discussion

Is some discussion just happens in the middle of lessons; they are unprepared for by the teacher but if encouraged can provide some of the most enjoyable and productive speaking in language classes. Their success will depend upon our ability to prompt and encourage and perhaps to change our attitude to errors and mistakes from one minute to the next. Pre-planned discussions, on the other hand depend for their success upon the way asks students to approach the task in hand.

e. Reaching a consensus

Is one of the best ways of encouraging discussion is to provide activities which force students to reach a decision or a consensus. Often as a result of choosing between specific alternatives.

In discussion there are two activities, they are:

- ✓ First we have to prepare talks.¹⁸

¹⁸ Ibid, 351.

Prepare talks is one of kind activity where a students make a presentation on a topic of their own choice. Such talks are not designed for informal spontaneous conversation, because they are prepared, they are more "writing-like" than this. However, if possible the students should speak from the notes rather than from a script.

For students to benefit from doing oral presentations, we need to invest some time in the procedures and processes they are involved in. in the first place, we need to give them time to prepare their talks and helping in preparing them if necessary. Then the students need a chance to rehearse their presentations. This can often be done by getting them to present to each other in pairs or small group first.

The teacher and the class can decide together on criteria for what makes a good presentation and the listener in each pair can give feedback on what the speaker said. The presenter will be in a good position to make a better presentation. However, this only works if students have had a chance to discuss feedback criteria first.

When the student makes a presentation, it is important that we give other students tasks to carry out as they listen. Maybe they will be the kind of feedback tasks we have just described. Perhaps they will involve the students in asking follow-up questions. The point is that presentations have to involve active listening as well as active speaking.

Whether or not feedback comes from the teacher, the students or a combination of both, it is important that students who have made an

oral presentation get a chance to analyze what they have done and then if possible repeat it again in another setting so that they do it better.

- ✓ The second is questionnaire.¹⁹

Questionnaires are useful because by being pre-planned they ensure that both questionnaire and respondent have something to say to each other. Depending upon how tightly designed they are, they may well encourage the natural use of certain repetitive language patterns and thus can be situated in the middle of our communication continuum.

Students can design questionnaires on any topic that is appropriate. As they do so, the teacher can act as a resource, helping them in the design process. The result obtained from questionnaires can then form the basis for written work, discussion or prepared talks.

B. Speaking

Speaking divides into three kinds. They are the nature of speaking, the definition of speaking and component of speaking.

1. The Nature of Speaking

In this discussing, the nature of speaking, Brown and Yule (1983), adopted by Nunan, differentiate the spoken language and written language.

They pointed out,

“For most of its history, language teaching has been concerned with the teaching of written language.

¹⁹ Ibid, 352.

This language is characterized by well – formed sentences which are integrated into highly structured paragraph. Spoken language, on the other hand, consists of short, often fragmentary utterances, in a range of pronunciation” (1992:26)²⁰

From that statement above, it can be conclude that the nature of speaking is how to say something in words and sentences only. The sentences can be understood based on the pronunciation and context and the important thing is that the structure is ignored, as this is the main differences between written and spoken language.

In other hands, speaking is very useful in holding interaction with others and it is used in delivering information to each other. So that way, the communication runs well and gives a desired result.

2. The Definition of Speaking

The definition of speaking is an ability to express sounds, articulation or words as a mean of expressing, declaring also conveying taught, idea and feeling.²¹

According to the Longman dictionary of contemporary English, speaking is defined as to express thoughts aloud, use the voice, further, this definition can be explained through the word express and aloud.²² Still taken from Longman dictionary, express means show feeling, opinion, fact

²⁰ David, Nunan, *Designing Task for the Communicative Classroom* (New York: Cambridge Language Teaching Library, 1992) hal. 26

²¹ Taringan, *Berbicara sebagai Suatu Keterampilan Berbahasa* (Bandung: Angkasa, 1981) hal 15

²² Sir Randolf Quirk, *Longman Dictionary of Contemporary English* (London: Longman, 1981) hal 111

in words or in some other ways.²³ While aloud is defined as a voice that may be heard.²⁴

According to Chaney, speaking is the process of building and sharing meaning through the use of verbal and no-verbal symbols, in a variety of contexts.²⁵

While another expert, Theodore Huebner said that language is essentially speech, and speech is basically communication by sounds. And according Tohim, speaking is a skill used by someone in daily life communication whether at school or outside. The skill is acquired by much repetition; it primarily a neuromuscular and not an intellectual process. It consists of competence in sending and receiving messages.²⁶

In addition, those definitions are supported by the dictionary of the English language to define speak as also to convey thoughts, opinions or emotions orally; to express loud.

According to the statement above, speaking is showing or saying feeling, opinion, idea or what is in mind, news or what is known into words and sentences in order to be heard by someone else. It can also be said that speaking is way for one to extend what they know to the others to get any responses.

3. The Component of Speaking

Every language skill must have language components, including speaking. Underhill stated the components of language proficiency

²³ Ibid., 25

²⁴ Ibid., 26

²⁵ A. L. Chaney, *Teaching Oral Communication in Grades K-8*, (Boston: Allyn and Bacon, 1998), p. 13

²⁶ Theodore Huebner, *Audio Visual Technique in Teaching Foreign Language*, (New York: Cambridge University Press, 1960), p.5

especially speaking in his book entitled "Testing Spoken Language" is grammar, vocabulary, pronunciation including intonation and stress, fluency and the last is content.²⁷

C. Teaching Speaking

To teach English language learners to produce the English speech sound and sound patterns, use words and sentence stress, intonation patterns and the rhythm of the second language select appropriate words and sentence according to the proper social setting, audience, situation and subject matter, organize their thoughts in a meaningful and logical sequence, use language as a means of expressing value and judgments, use the language quickly and confidently with few unnatural pauses, which is called Fluency.²⁸

The definition of teaching speaking according to Jarolimek is "the purpose of education is to produce intelligent behaviour. Teaching is one of the aspects of education, is an interaction between a teacher, a learner and the person who is acquiring intelligent behaviour, teaching will be treated as a subcategory of education."²⁹

Teaching speaking is a process of giving help to the students to use the sounds system. In expressing their idea, thought and feeling by using foreign language. In relation to that, in the teaching of speaking skills, there is a progression from exercise which focuses on sounds to activities which provide the students with choice and freedom for practicing communication.

²⁷ Nic Underhill, *Testing Spoken Language* (London: Cambridge University Press, 1987), hal 96

²⁸ Hayriye Kayi, Teaching Speaking: Activities to Promote Speaking in a Second Language, *the International TESL Journal*, Vol. XII, No. 11; November 2006

²⁹ Jarolimek Foster, *Teaching and Learning in the Elementary School* (New York: Macmillan, 1976), 15

When teaching speaking young learners we constantly have to keep in mind the fact that what we have in front of us is a mixed class with varied abilities, expectation, motivation level, knowledge and last but not least, different learning styles. Thus, we need to vary our approaches and offer as much opportunity as possible to make the whole class find a little something to hold on to, expand and grow.³⁰

There are the main reasons for getting students to speak in the classroom. *Firstly*, speaking activities provide rehearsal opportunities-changes practice in real life speaking in the safety of the classroom. *Secondly*, speaking task in which students try to use any or all of the language they know provide feedback for both teacher and students. *Finally*, the more students have to opportunities to active the various elements of language; they have stored in their brains, the more automatic they use of these elements become. As a result, students gradually become autonomous language user. This means that they will be able to use words and phrases fluently without very much conscious thought.³¹

Some students think that speaking in a new language is more difficult reading, writing and listening. There are two reasons for this statement. First, unlike reading or writing, speaking happens in real time. Usually the person who asked to talk is waiting to speak right then. Second, when you speak, you cannot edit and revise what you wish to say, as you can if you are writing.³²

³⁰ Natasa Intihar Klancar, Developing Speaking Skill in the Young Learned Classroom, *International TESL Journal*, Vol. XII, No. 11; November 2006.

³¹ Harmer, *How to Teach English*, 123

³² Nunan, *Practical English*, 48

A speaker should think idea to express while there are many aspects should consider such as vocabulary, grammar and situation.³³ As we know that speaking is a difficult construct to define. It is not only indicating from textual aspects (structure, attitude, motivation, stress and vocabulary). Structure deals with the ability to make grammatically correct sentences but also it is indicated from the contextual aspects (attitude, motivation and moods). It can be divided into the following sentences.³⁴

a. Accuracy

According to Peter accuracy is the ability to produce language which is relatively free of mistakes.³⁵ So, the important thing to the learners is to speak carefully and try to avoid getting things wrong. Maybe, it will make them have a good speaking ability, especially in accuracy aspect.

Accuracy is important, usually the teacher focus on accuracy when she applies in speaking activity and use it to give one of the parts of feedback for the students. Through activities, the teacher hopes the correct use of language and encourages the students' attempts to use language they have in order to communicate.³⁶

b. Fluency

Fluency is the ability to keep going when speaking spontaneously. When speaking fluently, students should be able to get across with whatever resources and abilities they have got, regardless of grammatical

³³ Burn, A and Joice, 1997. *Focus on Speaking* (Sidney: National Center for English Language Teaching and reseacr). 203

³⁴ Roger Gower, Diane Philipps, and Steve Walters, *Teaching Practice Handbook* (United Kingdom: Macmillan, 2005), 99-100

³⁵ Peter Watkins, *Learning To Teach English* (New York: Delta Publishing, 2005), 83.

³⁶ Roger Gower, *At all Teaching Practice Hand Book* (Oxford: Macmillan Pusblisher, 2005), 99

and other mistakes.³⁷ It means; the learners need as much practice as possible. It is mean organizing the speaking lesson to give them as much opportunity to speak as possible and getting learners to work in pairs and groups rather in teacher-students interaction. The learners also need plenty of opportunities for communicating in different topics.

It is clear that the learners need a balance between developing fluency and accuracy or on the contrary may become incomprehensible and to communicatively worthless. It is reasonable to assume that fluency and accuracy will impact upon one another.

1. The Principles of teaching Speaking

In this section we will consider seven principles which can influence and inform the discussion in teaching speaking skill.

These principles are:³⁸

- 1) Be aware of difference between second language and foreign language learning contexts.

A foreign language is not the language of communication in the society (e.g., learning English in Japan to studying French in Australia).

Learning speaking skills is very challenging for students in FL contexts, because they have very few opportunities to use the target language outside the classroom.

³⁷ Ibid., 100

³⁸ David Nunan, at *All practical English Languge Teaching* (Singapore: McGraw Hill, 2003), hal54.

A second language context is one where the target language is the language communication in the society (such as, English United, the UK or Spanish in Mexico). Second language learners include refugees, international students, and immigrants.

2) Give the students practice with both fluency and accuracy

In Accuracy which students' speech matches what people actually say when they use the target language.

When in Fluency which speakers use the language quickly and confidently, with few hesitation or natural pauses, false starts, word searches, etc.

To develop fluency, learners need as much practice as possible. This means organizing the speaking lesson to give them as much opportunity to speak as possible and getting learners to work in pairs and group rather than in teacher student interactions.³⁹

In language lesson, the students must be given opportunities to develop both their fluency and their accuracy. They cannot fluency if the teacher is constantly interrupting them to correct their oral errors. Teachers must provide students with fluency-building practice and realize

³⁹ Jill Hadfield and Charles Hahfiels, *Introduction to Teaching English* (New York: Oxord University Press, 2008), 107.

that making mistakes is a natural part of learning a new language.

- 3) Provide opportunities for students to talk by using group discussion or pair discussion and limiting teacher talk.

A good deal of typical classroom interaction is characterized by teacher initiation of language. But, the important for the teacher is to be aware of how much the students talking in class, so the teacher does not take up all the time from the students.

Pair discussion or work discussion activities can be used to increase the amount of time that the learners get to speak in the target language during the lesson. One of the rather interesting points is that when the teacher is removed from the conversation.

- 4) Plan speaking task that involve negotiating for meaning

Research suggests that the learners make progress by communicating in the target language because interaction necessary involves trying to understand. This process is called negotiating for meaning.

It involves checking to see if you have understood what someone has said, clarifying your understanding, and confirming that someone understood your meaning. By

asking for clarification, repetition, or explaining during conversation, learners from get the people.

- 5) Design classroom activities that involve guidance and practice in both transactional and interactional speaking.

When we talk with someone outside the classroom, we usually do so for interactional purposes. Interactional speech is communicating with someone for social purposes. It includes both establishing and maintaining social relationship. Transactional speech involves communicating to get something done, including the exchange goods and service.

D. Problems of Speaking

Problems of speaking are the condition where the human being is found the difficulty and encounters the obstacles.⁴⁰ This problem is caused by condition which is unable to reach or fail in the problem solving. According to Penny Ur on her book state that there are some problems in speaking classroom, they are:⁴¹ Inhibition, Nothing to say, Low or uneven participation and Mother tongue – Language Use

There are some tips to solve the problems of speaking, they are:⁴²

1. Use group work

⁴⁰ Edward D. Allen and Rebecca M. Vallete, *Modern Language Testing*. (Boston: Harcourt Brace Javanovich Publisher, 1977), hal 128

⁴¹ Penny Ur, 1996. *A Course in Language Teaching* (Cambridge: Sydney Press), 121

⁴² *Ibid.*, 212-213.

This increases the sheer amount of students to talk going on in a limited period and lowers the inhibition of students who are unwilling to speak in front of the class.

2. Base the activity on easy language

In general, the level of language needed for a discussion should in the same class, it should be easily recalled and produced by the participants, so that the students can speak fluently with the minimum of hesitation. It is good idea to teach or review essential vocabulary before the activity start.

3. Makes careful choice of topic and task of stimulate interest.

The whole, the clearer the purpose of the discussion the more motivated participants will be.

4. Give some instruction or training in discussion skill.

The task based on the group discussion then instruction about participation when the introducing it.

5. Keep students speaking the target language.

Teacher might appoint one the group as monitor whose job is to remind participants to use the target language, and perhaps report later to the teacher how well the group managed to keep it.

E. Teaching Learning Process

In this case, the researcher takes up some of the issue surrounding the selection of the teaching material. Material is an important component in teaching learning process. In other words, material is an input that will be transferred from the teacher to the students. Selecting material is not an easy task. It is important for the teacher to match the material with the objectives of

program and to ensure that they are consistent with one's beliefs about the nature of language and learning as well as with one learners' attitude, beliefs and preference.⁴³

Material has a very important role in any education program. Material is one way to help the teacher be able to explain easily and understand the topic. Therefore, the teacher must prepare the material, which will be given to the students. Besides, the material should be:⁴⁴

1. Creative, it mean through author – creativity leading to interesting material and through their capacity to provoke creative response from students.
2. Interesting, it is for their cognitive and effective, and for the activities required of the learners.
3. Fluency – focused, it is bringing in accuracy work only in so far it is necessary to the completion of an activity.
4. Task – based, rather than engaging in closed exercise activities, to use task with pay-offs for the students.
5. Humanistic, in the sense that the material speak to interrelate with the students as real people and engage them in interaction grounded in their own experience.
6. Problem solving that can engage students in cognitive effort and thus provoke meaningful interaction.
7. Learning-centered, by ensuring that the materials promote learning and help students to develop their own strategies for learning.

⁴³ Nunan, 1991. *Language Teaching*, 209.

⁴⁴ Roger Gower, 1987. *Speaking Upper. Intermediate* (New York: Oxford University Press), 108

F. How to help students develop their speaking skill

We can help students speak by helping them to find ideas and supporting them so they feel confident and fluently enough to speak.⁴⁵ We can give them opportunities to practice enough to become fluent and we can get them to improve and stretch the language that they know to cope with a range of different situations. We can give them opportunities to interact with others and help them with useful phrases and expressions for turn-taking, changing the topic, expressing interest, etc.

1. Finding ideas

Students need help in finding things to say. If we come into your class and announce something, unless you have a very responsive class, you may be met with blank stares and tongue-tied students. Alternatively you may get one or two students who are willing to speak, while the rest remain silent. There are several ways in which we can help the students get over this problem of "I don't know to say".

- a. Provide some initial input in the form of a short reading passage or listening text on the topic. This will contain some useful vocabulary and can get students thinking around the topic and stimulate ideas.
- b. Provide help with what to say. It can provide the students with the role card or information cards which give them an outline or suggestion of what they can say. They can then expand the ideas on the card, adding ideas of their own.

⁴⁵ Jill Hadfield and Charles Hadfield, *Introduction to Teaching English*. (Oxford: Oxford University Press. 1999).105

- c. Set a practice task. It helps if there is a goal or final outcome rather than an open-ended discussion.
- d. Break the tasks down. A general discussion question can seem daunting but if you break it down into smaller questions, this makes it easier for the students. One technique for doing this is called pyramid discussion, where the students are given a series of small questions and work first in pairs, then groups of four and then group of eight and so on.

2. Developing confidence

Students who are shy to speak in their own language may find it even more difficult in a new language. You can help improve their confidence in several ways:

- a. Give planning time. If students are given time to have ideas and think out what they want to say, this will help them to feel more confident.
- b. Let the students warm up by sharing ideas in pairs before they have to speak in a group or to the class.
- c. Use activities where everyone has to participate in order to achieve the outcome.
- d. Build in repetition. Repeating something a second time will give the students more confidence and fluency.

3. Developing fluency

The students learn to speak by speaking. This means we need to give them plenty of opportunities for communicating in different situations and on different topics. To develop fluency, students need as much practice as possible.

This means organizing the speaking lesson to give them as much opportunities to speak as possible and getting students to work in pairs and group rather than in teacher-students interactions.

a. Monitoring and feedback

It also means taking a back seat while they speak. Interrupting students to correct them while they are speaking means that they will not get chance to develop fluency. Speaking practice is a good time for you to listen to the students and monitor their progress.

You can then plan further language work according to their needs. You can do this directly after the speaking activity, by giving feedback on errors. You can deal with errors in various ways, for example by writing up the sentences on the board and asking the students to 'spot' the error' or including a mixture of correct and incorrect sentences and getting students to sort them out.

As you gain confidence in listening for errors, you can keep card for individual students and write note to help them. You can also do grammar exercise that focuses on errors that the students were making or if many students are having the same problem, you can plan your next lesson or lesson around language that the learner were finding difficult or getting wrong.

b. Stretching language

In this section, we will look at activities that get students to use the language they already know to communicate with others. This is important to help them become more fluent speakers. Using English outside the classroom, the students will not in a predictable situation where language is selected and controlled.

Speaking activities give them practice with these more demanding situations. They form bridge between knowledge and the real world, helping students to push their language knowledge to the limit to cope with a range of different situations.

c. Interacting

Students interacting in pairs or groups may need some help with typical language we use for turn-taking in conversation. They may need to know how to interrupt politely, how to disagree politely with what someone is saying, how to go back to an earlier point in the conversation, and so on.