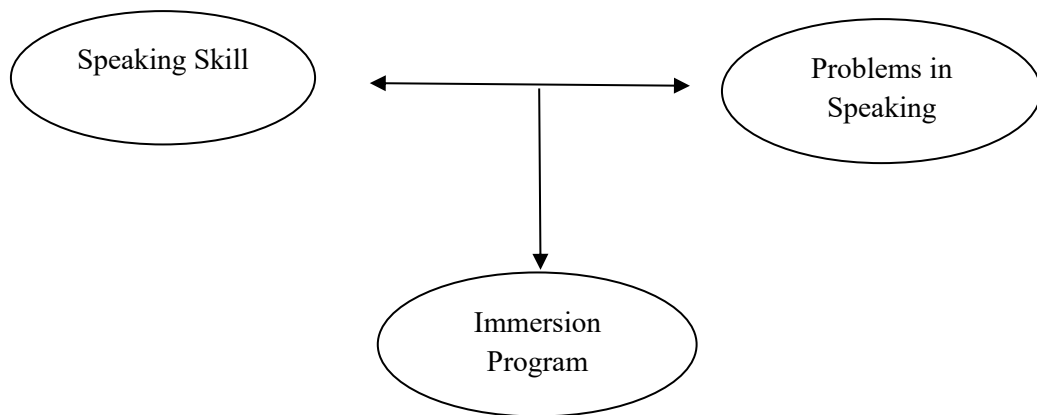


CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the related literatures which consist of sub topics such as speaking skill, students' problem in speaking skill and immersion programs in solving speaking problem.



Note; Chart of Theoretical Framework

A. Speaking Skill

Speaking is one of four language skills that should be prioritized to master. Mastering speaking skill is a key of mastering English, as people regard that someone can be called as good at English because they are capable in having English conversation and communication (Nunan, 1999). As the reality shows, speaking carries out the conversation which becomes the first need of human being in doing the social activities such as trading or fulfilling daily life need. This proves that speaking is very important and therefore becomes the first target in learning a language. Yet, it still needs to be asked how Indonesian students are so hard to master this skill although they learn English since they are in elementary school. This section will explain many aspects of speaking in teaching and learning such as speaking element, types of speaking, teaching strategy, and assessing speaking;

1. Speaking Skill Element

Inside the sentences that people speak, many aspects of language consist. It can be seen from the word that they say includes intonation and stressing. All elements in mastering speaking skill should be considered through the consideration in teaching the students about speaking skill, in which the teacher may break down the lesson into the elements and make each of them as the target of the language learning. Harmer (2007) divides the speaking elements into 5 types, they are;

- a. Pronunciation; it means that the language that people speak will be in form of voice, and every language will have their own rule of pronouncing the words. The pronunciation in English language has its own part of lesson known as phonology that tells everything about the ways of pronouncing the words and the sentences.
- b. Vocabulary; vocabulary means as the units of words that people arrange to be a sentence. Every language has their own vocabulary. *Bahasa Indonesia* is different with English in terms of vocabulary. The more people memorize or know the vocabularies, the better they will be able to speak.
- c. Grammar; Grammar always has connection with arranging the words. Grammar means as rules of making the words into a sentence in English language. In Arabic, grammar is recognized as “*Nahwu*” and both have the same explanation about the language rules although both have different contain based on the different cultures of English and Arabic
- d. Fluency; Fluency is a complex process of communication in a language learning. All parts of communication can be consisted in one term that is fluency. Fluency can be consisted as good on speaking performance such as vocabulary mastery, grammar understanding, and pronunciation fluency.

2. Basic Types of Speaking Skill

Speaking skill is a skill that allows the users to communicate in effective way. Speaking gives the ability to share an information in verbal way that the listener (Speaking Partner) can understand. Through speaking activity, people may interact by communication, sharing, telling, or other spoken activities.

Speaking can be called as the difficult English skill that the major English learners in school feel. Teaching speaking means teaching oral communication. So, when teaching speaking ability, it can be divided into two skills; Micro and Macro-skills of oral communication (Brown, 2004). Micro-skill refers to the skill that allows the learners to produce the small units of language itself such as phenomes, morphemes, words, and other phrasal units. The official definition of those are vocabulary, pronunciation, and grammar. The macro skill can be meant as skill that focuses on the larger language element such as; fluency, discourse, function, style and others.

To teach speaking, Brown (2001) divides speaking into 5 basic types, they are;

- a) Imitative: this type requires the learner to imitate and copy the sound and sentence from the teachers. Imitative requires the pronunciation as the main aspect developed in this type.
- b) Intensive: This speaking type needs the understanding to the meaning. The teacher taught this type will allow the students to understand the teachers' instruction and respond it, but the spoken interaction should be minimal.
- c) Responsive: this allows the teacher to invite the students to have a small conversation. The authentic topic may be important in this type to ease the students.
- d) Interactive: this type is similar with the responsive, but the complexity and the number of the speakers in the conversation is more than responsive.

- e) Extensive: this speaking type requires the students to have a very complex situation of communication and wide aspect of speech setting. The speaker needs to interact with other speakers in a complex interaction like discussion or debate.
- f) Teaching Strategy of Speaking Skill

Strategy is a way or method of teaching. The method of how students can achieve the teaching target depends on how the teacher arranges the strategy. Yet, many considerations should always be thought before the process of teaching and learning. However, there are several principles which should be considered before designing the speaking strategies (Brown, 2001). They are;

- 1) Use technique that covers the spectrum of learners' need, from language-based focus on accuracy, to message based focus on interaction, meaning, and fluency.
- 2) Provide intrinsically motivating techniques
- 3) Encourage the use of authentic language in meaningful context
- 4) Provide appropriate feedback and correction
- 5) Capitalize on the natural link between speaking and listening
- 6) Give students opportunities to initiate the oral communication
- 7) Encourage the development of speaking strategies

After all, here are some recommendations of the teaching strategy in teaching speaking skill which can be used;

- 1) Role plays; this strategy seems to have fun atmosphere to the students since they are given a role to practice their language skill. Moreover, Krebt (2017) has proven that, after the implementation of this strategy for twenty meetings, the students have significant improvement on their speaking skill.
- 2) Simulation; simulation is a bit similar to role play strategy, but simulation has more complex aspects to implement such as the real situation and environment based on the topic of simulation. Yet,

through this strategy, the students may get increased on their speaking score and can solve some students' problems such shyness and lack of confidence (Adib et al., 2018)

- 3) Telling Story; in a case that many students feel difficult of speaking fluently and accurately, this strategy is proper to use (Khaerana & Nurdin, 2018). For, this strategy requires the students to speak/perform in a fluent and accurate speaking. Such telling story always is shown in terms of performance, the spontaneous situation may not support this strategy.
- 4) Interview; interview is a strategy that requires two people in which one of them is as the interviewer, and other one is as the informant. This strategy is good to practice the language as the fact that conversation will always need a question and answer inside of it. Hendriani (2018) has proven that this strategy is effective to use as long as the three steps of the interview are done.
- 5) Conversation; Conversation is an activity carried out by two or more people. Conversation seems to be simple but really complex in the implementation of it. Teacher should give the topic and train the students in the spontaneous situation. As this strategy runs well, the target of the language may be achieved.
- 6) Discussion; discussion is a strategy where the students may share their opinions according to the topic given. This strategy will train the students' speaking performance in the formal forum like debate. As this strategy was examined by Purwanti (2022), the result shows that this strategy is effective.
- 7) Using the target of Language out of Classroom; out of classroom situation and environment may be one of the considerations when teaching speaking. If the students can implement what they get from the class's activity, the success of teaching may come true. Thus, what to do in class should always depend on the use of the language out of the classroom.

3. Assessing Speaking Skill

Assessment is a crucial part of the educational system since it is fundamental to the educational process and allows teachers to evaluate their students' progress, capabilities, and responsibilities. Assessment plays an important role for both students and teachers. By the existence of the assessment, the students can know how far they understand the material and how they develop their skill. The teachers may also know how their teaching is effective or not or they may evaluate the students through the result of assessment. For this, the assessment form should be related for the skill learned and effective for the students' improvement.

a. Assessment of Speaking Based on The Speaking Types

As mentioned above, there are several types of speaking, they include Imitative, Intensive, Responsive, Interactive, and Extensive. The assessment form will be based on each type. They are (Brown, 2004);

Imitative Speaking; this type has more focus on the pronunciation, so the form of assessment can be “word repetition task” that the tester asks students to say what he says. The most prior aspect of this task is the accuracy of the pronunciation, it can be word, phrase, a sentence or two sentences depending on the students' level.

Intensive Speaking; this level requires the students to produces the small units of language (not more than a sentence). The form of the assessment may seem;

- 1) Read-aloud Task; this task may be similar with reading test, but the most common thing in speaking in producing a sound. Thus, read-aloud task can be used to assess the intensive speaking. The score scale can be pronunciation accuracy, intonation, or word stress.

- 2) Sentence/ dialogue completion task and oral questionnaires; this assessment form allows teachers to provide the conversation text which one line is omitted, then the students at first read the text and should think what the proper sentence can be filled. After the time is over, the teachers read the text and the students should answer the blank one with their answer in oral. The form of this task can be dialogue completion task, directed response task, and picture cued task

Responsive Speaking; this level requires the brief interaction between the students and the teachers. The forms may be such as;

- 1) Question and Answer; these tasks allow the teacher to interview the students, the question usually starts from the simple to the harder one.
- 2) Giving instruction and direction; this type of assessment requires the teachers to make the instruction to do a thing, just like the instruction in making a noodle. The question can be for “How do you make a cup of tea?” or others.
- 3) Paraphrasing; this task requires the teacher to read some sentences (two to five question) then the students should produce the paraphrase of the sentence.

Interactive Speaking; this level requires the teachers to give the longer times to the students to speak, that means, it has the minimal interaction. The task may be formed as;

- 1) Interview; the interview of the interactive speaking is more complicated. It can take at least 30 minutes for every student to finish it. The effective interview should be based on below structure;

Warm-up ; Introduction Phase

Level-Check ; This phase requires the test taker to answer the expected question, depending on the answer of warm-up phase

Probe ; This level allows the interviewer to go to the height of the test taker ability

Win-down; This is the closing of the interview which contains only an information about the interview result.

- 2) Role Play; role play allows the students to be someone they want and produce the speaking like the real person, this seems like drama.
- 3) Discussion and Conversation; discussion and conversation may seem usual for some students, but it seems hard for teacher to give the score, thus, the check-list score may be needed in this part of assessment form

Extensive speaking; this level involves complex and relatively lengthy stretches of discourse. The assessment form of this level is such as;

- 1) Oral presentation; this task is just like the usual presentation of paper in academic or professional arenas.
- 2) Picture cued story telling; this task allows the students to see some pictures and telling them by the longer description
- 3) Retelling a story, News, or Event; in this task, the students read or hear a story, news, or event, then they should retell it to the teachers

B. Students' Problems in Speaking Skill

In relating with this, problem means as the obstacle or factors affecting something to get success, in this term, the success of speaking may not be achieved because of this term called problem. Others may also say this term as the

difficulties. The two terms sometime are used in same function. In general, Ur (1996) divides the students' problems in speaking into some types, they are;

- a. Inhibition; students always feel this as they are fear of making mistakes and shy to show in front of their class mates
- b. Nothing to say; sometimes, nothing to say becomes the hardest problem to solve as it needs more practice and more vocabularies resources in talking a language
- c. Low or Uneven Participation; this is a class culture where the class members feel no motivated when joining into the class. They feel tired of doing the class activities and responding the teachers' instructions.
- d. Mother Tongue Use; the use of mother tongue may disturb the English pronunciation. As java people speak "*medhok*" in Javanese language, it will disturb their English pronunciation. This factor may cause the students to have lack of confidence.

However, those problems may be divided into more specific, such as

- 1) Linguistic factors (Candraloka, 2019; Huwari, 2019; Indari, 2020; Putera et al., 2022; Soreh et al., 2022; Wahyuningsih, 2020). Linguistic factors relate to the students' knowledge about the language itself. They consist such as (1) difficult to transfer the sentences form Bahasa Indonesia to English, (2) lack of grammatical understanding, (3) Lack of Vocabulary (4) no understanding of what others say
- 2) Non-Linguistic factors (Faizah & Fitria, 2021; Haidara, 2016; Muamaroh & Rahayu, 2022; Riadil, 2020; Rullu & Daburan, 2020; Sahara, 2021; Souriyavongsa et al., 2013; Tahe, 2021). The factors consist (1) lack of motivation, (2) anxiety or shyness (3) Self-Confidence (4) Mother Tongue Use (5) Environment of Practicing English.

C. Immersion Programs in Solving Speaking Problem

This section will clarify how Immersion program solves the students' problems in speaking English. Yet, there are a lot of different words used to show such program. Although, they are different in words and meaning, they have the same function and principle in the implementation of the program

The word "immersion" is the most popular that is used around the world. Genesse (1985) defines immersion as "not as much a method of second language teaching as it is a pedagogical approach that promotes second language learning". This program reflects from the fundamental principle of communicative approach which focuses on the use of L1 and regard the target of language learning as communication in real life. Other sides, this program may provide an atmosphere or environment that concentrate the community to practice their speaking skill based on their daily.

Based on the term "Immersion" there are some researches using this term in their study; Jeon (2012), Chen (2006), Lockwood (2017), Echiverri et al (2022), Supriyono et al (2022), Park (2006), 한은희(2016), Syahidah et al (2021), and katayama et al (2019). They use immersion program to indicate how English environment created in teaching the second language is. That is why this term becomes so much popular in the face of English learners and teachers.

Yet, in Indonesia, the most common term used is an English course in which as a proof that in Kediri, there are a lot of English courses that basically use communicative approach as the principle in teaching English and the goal of the learning is being able to speak in the daily communication. Here are some studies that use English course as the term; Nurohman (2020), Farizi et al (2022), and Mahruf et al (2022). On other hand, the word "English camp" is also used to indicate this situation such as used by Adi et al (2022), Hafidz et al (2019), and Rachmawati (2019). This study also uses "English Camp" as the name of the program as the implementation of "Communicative Approach" principles. For the

reason, it is a must to describe the principles and some stuffs of “communicative approach” in solving the students speaking problems.

The Communicative Approach strategy is a strategy that prioritizes the role of teachers and students in learning language, where students are given the opportunity to implement various things they know in theory into the practice of everyday life. Learning language through this strategy does not mean learning about conversation or the existence of grammar in conversation, but the communicative approach is more inclined towards how "Real Communication" situations are created through the principles of this strategy. The Communicative Approach leans towards two things in learning English (Richard, 2006) namely Accuracy and Fluency. Accuracy includes grammar, pronunciation, and vocabulary. Meanwhile, fluency includes activities that reflect the natural use of language, focus on achieving communication, produce language spontaneously and use language according to its context. The principles of the communicative approach include (Richard, 2006); Students learn language through the use of that language in everyday life, Authentic and Meaningful communication is the target or goal of class activities, Fluency is a very important thing in communication, communication includes some integration of language skills, and learning is a process of construction that creative and includes trial and error activities.

From the principles of communicative approach, the main point that is stressed in this strategy when implementing it is the target language that is speaking. All the activities inside this activity may focus on each accuracy and fluency. Richard (2006) clarifies that the activities of training the students' accuracy may consist of; the material given should be able to be implemented in the real use of communication, the example given should be authentic, the language training can be in or out context of language use, the teacher directs the students to practice the language through the small use of language use, do not force the students to have the meaningful communication, and control or correct the students' choice of language when practicing. The activities of students' fluency should include; natural use of language should be the first priority in

learning a language, being able to build the communication is the main goal of the class activity, the meaningful use of language should be remarked, and the spontaneous situation in communication is trained.

After all, as long as English camp, English Immersion Program, English course, or other English programs reflected the communicative approach implement the principles of communicative approach either in or out of classroom should be able to solve the speaking problems, both linguistic and non-linguistic problems.