

CHAPTER II

REVIEW OF RELATED LITERATURE

An essential step in any research project is literature review.¹ In this chapter, the researcher presents the review of related literature. In concern with theoretical framework underlying this study, which is presented in detail. This chapter consists of the analysis of speaking, speaking skill, teaching speaking, and problem of speaking and group discussion.

A. The Analysis of Speaking

Speaking is one of the four basic skills in learning foreign language besides listening, reading, and writing. It has been taught since the students entered a Junior High School, however it is not easy for the students to communicate in English. They have to think more often when speaking English. They have to think when speaking English. Of course, students need interaction with others (teachers, friends) to communicate. Martin Bygate (1998:7) acquaints that interaction skill involves the ability to use language in order to satisfy particular demands. First, it is related to the internal conditions of speech. Second, it involves the dimension of interpersonal interaction in conversation. From the four skills mentioned earlier, we could make them grouped into two categories; oral and written features. As what stated in Oxford Dictionary, orally means through spoken word, of, by, or for

¹David Nunan, *Research Methoda in Language Learning*, (Cambridge University,1992).p.216

the mouth. While written on other hand is the form of letters, symbols, word or messages etc especially on paper.

Among those language skills, speaking is unfortunately in many ways treated as an undervalued skill. Maybe it is because we can almost all speak, we take the skill too much for granted. The phenomenon that most language teachers emphasize their teaching in the mastery of grammar is the clearest evidence. They seem to forget that speaking also deserves attention as much as literary skill.

Despite that fact it is taken for granted, speaking is very important in people's everyday life. As Bygate (1987: 6) states that speaking is the vehicle: "par excellence" of social solidarity, of social making of professional achievement of business. It is through their way of speaking that people are most frequently judged. In addition to that speaking is also a medium through which much language is learnt, including English. To speak is not merely uttering a sequence of word in their correct pronunciation. One is said to be a good speaker provided he manages to deliver what is in his mind well and to make his audience understand him.

According the Oxford Advanced learner's Dictionary, speak means to say words; to say or to talk something about something to have a conversation with somebody; to address somebody in word etc. while speech means the power of action of speaking; a manner or way of speaking. (1995:11440, 1142)

Furthermore, speaking is the term that the writer uses for verbal communication among people. When two people are engaged in talking to each other, the researcher is sure that they are doing communication. Communication between people is an extremely complex and ever changing phenomenon. There are certain generalizations that we can make about the majority of communicative events and these have particular relevance for the learning and teaching process.²

People do communication for some reasons. Jeremy Harmer (2002: 46) states the reasons as follows:

1. "They want to say something". What is used here is general way to suggest that the speakers make definite decisions to address other people. Speaking may, of course, be forced upon them, but we can still say they feel the need to speak, otherwise they would keep silent.
2. "They have some communicative purpose". Speakers say things because they want something to happen as a result of what they say. They may want to charm their listeners; to give some information, to express pleasure; they may decide to be rude or flatter to agree or complain. In each of these they are interested in achieving this communication purpose what is important the message they wish to convey and the affect they want it to have.
3. "They select from their language store". Speakers have an infinite capacity to create new sentences. In order to achieve this communication purpose

²Purwita Anggraeni, *Audio Lingual Teaching as an Alternative Method in Teaching Speaking* (English Departement Faculty of Language and Art Semarang State University: 2007) p.20.

they will select (from the "store" of language they possess) the language they think is appropriate for this purpose.

Of course there will be a desire to communicate on the part of the students and they will also have a communicative purpose, where the students are involved of accuracy. The emphasizing is on the form of the language. A teacher should create some procedure of teaching in order that objective is reached.

According to the BBC World Service radio series; there are some of the common problems which people face when they are learning to speak English. If someone wants to become a more fluent speaker of English, and at some of the skill it is needed to be useful that someone can be more fluent in speaking. They are confidence; fluency and accuracy; finding the right words; showing where we are going; keeping the listeners interested and sounding natural.³

From the explanation above, it is clear that students should be careful in choosing words and styles in communication. Somebody who wants to speak English well, she/he has to know the ways of speaking English. Speaking is really different from writing. In speaking, students need to know grammar, broad vocabularies, having interaction with listeners and can speak English well as native speakers do.

³<http://www.bbc.co.uk/worldservice/learningenglish/radio/studyguides/pdf/betterspeaking.pdf>

B. Speaking Skill

Learning any foreign language must understand the four skills in English, too. The four skills are listening, speaking (oral skills) are said to relate to language expressed through the aural medium. Reading and writing are said to relate to expressed through the visual medium (written symbol). Another way of representing these skills is by reference not to the medium but to the activity of the language user. Therefore, speaking and writing are said to be active or productive skills, where as listening and reading are said to be passive or receptive skill.⁴

Listening skill is the ability to understand English presented in oral form. This skill is set up as an aim by or government particularly in the effort to affiliate with foreign colleges or to communicate with others.

Speaking skill is the ability to use the language in oral form. In junior and senior high school, this skill is limited to the ability to conduct a simple conversation on some subject(e.g expressing regret, gratitude, agreement, offer, certainty, etc)

Among the four skill, speaking skill is a difficult one assessed with precision, because speaking is a complex skill to acquire. The following four or five components are generally recognize in analysis of speech process:

1. Pronunciation (including the segmental features: vowels and consonants; and the stress and intonation);

⁴Ibid,p.24

2. Grammar;
3. Vocabulary;
4. Fluency (the ease and speed of the flow of speech)
5. Comprehension (Harris. 1969:81)

The ability to speech a foreign language is the most pressed skill. Because someone who can speech a language will also be able to understand it. Lado (1961: 239-240) defines speaking ability as:

“The ability to use in essentially normal communication, stress, intonation, grammatical structure and vocabulary of the foreign language at normal rate delivery for speakers of the language”

Speaking skill is a matter which needs special attention. No, matter how great an idea is, it must consist of some essential tool for communicating, thinking, and organizes thought. Oral language is a foundation of all language development and, therefore, the foundation of all learning. Through speaking and listening, students learn concepts, develop vocabulary and perceive the structure of the English language essential components of learning. Students who have a strong oral language base have an academic advantage. School achievement depends on student's ability to displayknowledge in a clear and acceptable form in speaking as well as writing.

In communicating with other people, it is important to know whether the situation is formal or informal. Beside, it is also important to know that the language, in this case English, can be standard or non standard so that

they are able to communicate effectively. In speaking English as a foreign language the speaker obviously has to try to speak it in the importance for him to learn all of the four skills in English and master English phonetic as well, because it is very helpful to learn the language quickly and successfully.

The use of language or speaking skill is a matter of habit formation. In speaking, he must implant the habit of fusing it for communication until it becomes deeply established.

In conclusion, the definition of speaking skill lexically is the ability to utter words or sounds with the ordinary voice; or the ability to communicate vocally or to have conversation through practice, training, or talent. In addition to that, Lado (1961:240) points out that speaking ability/ skill is described as the ability to report acts or situation, or the ability to report acts or situation in precise words, or the converse, or the express a sequence of ideas fluently. The writer can conclude who wants to speak a foreign language has to know the rules of that language, like grammar, vocabulary, pronunciation, and word-formation, and apply them properly in communication.

C. Teaching Speaking

Teaching speaking carries out the execution of practice or plan a method or any design for doing something.⁵ In this research, application means that there is an institution which carries out or practice discussion group as a method in teaching speaking.

⁵<http://searcher.teachtarget.com/s.definition/implementation>, Sunday 17 of April 2011, 10.15

The definition of teaching speaking according to Jarolimek is the purpose of education is to produce intelligent behavior. Teaching is one of the aspects of education, is an interaction between a teacher, a learner and the person who is acquiring intelligent behavior, teaching will be treated as a subcategory of education.⁶

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

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 the students have to opportunities to active the various elements of language' thus 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 word and phrases fluently without very much conscious thought.⁷

Some students think that speaking in a new language is more difficult reading, writing and listening. There are two reasons for this statement. First,

⁶Jarolimek Foster, *Teaching and learning in the Elementary school*. (New York: Macmillan. 1976), p.15

⁷Harmer, *How to Teach English*, p.123.

unlike reading or writing, speaking happens in real time. Usually the person who asked to talk is writing 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.⁸ A speaker should think idea to express while there are many aspects should consider such as vocabulary, grammar and situation.⁹

As we know that speaking is a difficult construct to define, it is not only indicated 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 divide into the following sentences.¹⁰

a. Accuracy

According to Karen accuracy is the ability to produce language which is relatively free of mistakes.¹¹ So, the important thing to the learners is to speak carefully and try to avoid getting thing wrong. Maybe, it will make them have a good speaking ability, especially in accuracy aspect.

Accuracy involves the correct vocabulary, grammar and pronunciation. In controlled and activities. 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

⁸Nunan, *Practical English*, p.48

⁹Burn, a and Joice.1997. *Focus on Speaking* (Sidney: National Center for English Language Teaching and Research).p.203

¹⁰Roger Gower, Diane Philipps, and Steve Walters, 2005. *Teaching Practice Handbook* (United Kingdom: Macmillan), p.99-100.

¹¹Pater Watkins, *Learning to Teach English* (England: Delta Publishing, 2005), p.83.

activities, the teacher hopes the correct use of language and encourages the students' attempts to use language they have in order to communicate.¹²

b. Fluency

Fluency is the ability to keep going when speaking spontaneously. When speaking fluency, students should be able to get across with whatever resources and abilities they have got, regardless of grammatical and other mistakes.¹³ 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 rashers 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 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:¹⁴

- a) Be aware of difference between second language and foreign language learning context.

¹²Roger Gower, *At all Teaching Practice Hand Book* (Oxford: McGraw Hill,2005),p.99

¹³*Ibid.*,p.100

¹⁴David Nunan,*atAll, Practical English Langue Teaching* (America: Me Graw Hill,2003)p.54.

Speaking is learned in two broad contexts: foreign language and second language.

A foreign language is not the language of communication in the society (e.g., learning English in Japan to studying for students in FL contexts, because they have very few opportunities to use the target language outside the classroom).

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.

b) Give the students practice with both fluency and accuracy

Accuracy is in the extent to which students' speech matches what people actually say when they use target language. Fluency is the extent to 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 getting learners to work in pairs and group rather than in teacher student interactions.

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

- c) Provide opportunities for students to talk by using discussion group 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.

- d) 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.

- e) 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 purpose. Interactional speech is communicating with someone for social purpose. It includes both establishing and maintaining social relationship. Transactional speech involves communicating to get something done, including the exchange of goods and service.

D. Problem of Speaking

Problems of speaking are the conditions where the human being is found to have difficulty and encounters obstacles.¹⁵ This problem is caused by conditions which are unable to reach or fail in problem solving.

According to Penny Ur, in her book, she states that there are some problems in speaking in the classroom; they are:¹⁶

1. Inhibition

Unlike reading, writing and listening, speaking requires some degree of real-time exposure to an audience. Students are often inhibited about trying to say things in a foreign language in the classroom.

¹⁵Edward D. All and Rebecca M. Vallete, *Modern Language Testing*. (Boston: Harcourt Brace Javanovich Publisher, 1977), p. 128

¹⁶Penny Ur, 1996. *A Course in Language Teaching* (Cambridge: Sydney Press), p. 121.

2. Nothing to say

Even if the students are not inhibited, teacher often hears the students complain that they cannot think of anything to say, they have no motivate to express themselves beyond feeling that should be speaking.

3. Low or uneven participation

Only one participant can talk at a time if he or she is to be heard, and in a large group, this means that each will have little talking time.

4. Mother tongue- Language Use

in classes where all or number of the students share the same mother tongue, they may tend to use it, because it is easier, it feels unnatural to speak one another in foreign language and because they feel less "exposed" if they are speaking their mother tongue.

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 from the teacher to the students.

Selecting material is not an easy task. It is important for the teacher to match the material the objectives of program and to ensure that they are consistent with one's believes about the nature of language and learning as well as with one learners' attitude, beliefs and preference.¹⁷

¹⁷Nunan, 1991.*Language Teaching*, p.209.

F. 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. In the group discussion, students share their ideas with the class. The key issue is to share with students' interaction as much as possible.¹⁸

Another definition of group discussion is an easy way to find answers to the problem, to come up with a new idea, or simply to exchange information. This discussion can be either formal or informal, depend on the subject and purpose of the discussion. One of the best things about the 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.

Because using discussion group 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 discussion group: informal discussion group and formal discussion group.¹⁹ It is important that you know which

¹⁸Stone M. Jeanne, *Cooperative Learning and Language Arts: A Multi Structure Approach* publisher: Resource for Teachers San Juan Capistrano, CA

¹⁹William Collin, *Building English Skill*, Word publishing Company, for entries from Webster's New World Dictionary of the American Language, Students Edition: 1976.p.200

kind of discussion you are involved in, because each has specific purpose and certain procedure to follow. They are:

1. Informal group discussion

An 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 discussion is often organized by the people themselves.

Sometimes a class or club will break into small information group so that everyone will have chance to express his or 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 a specific purpose to accomplish.

The systematical of informal discussion:

Subject : General knowledge

Preparation : Not required

Organization : Small group with no audience; a temporary leader may be selected.

Purpose : To exchange ideas in order to make a group decision or plan of action.

2. Formal group discussion

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

Logically, another major difference between the informal discussion and 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 the audience, you can see important it is to be prepared.

The formal discussion is highly organized. First, one in the group is selected to be chair person. The chairperson states the problem or subject keeps the discussion moving.

Each member of the group must present his 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 members 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 systematical of formal discussion

Subject : assigned or determined by needs or interest of the audience.

Preparation : very important, researched facts are needed.

Purpose : 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.²⁰ 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 to discuss what should be include in a new broadcast or have a quick conversation about the right kind of music for a wedding or party.
- b. Instant group 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 topics at any stage of a lesson and nominating students to say the first thing that comes into their head.

²⁰Jeremy Harmer, *The Practice of English Teaching*, England: Designs and patents Act.1988,p.35

- c. Formal debates, in a formal debate, students prepare arguments in favors or against various propositions. When the debate starts, those who as appointed as 'panel speaker' produce well-rehearsed 'writing like' arguments, whereas others, the audience, pith in as the debate progress with their own (less scripted) thoughts on the subject.
- d. Unplanned discussion is some discussion just happen in the middle of lesson; they are unprepared for by the teacher but if encourage 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 discussion, 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 way 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 prepared talks.²¹

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

²¹Ibid.p.351

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 their talks and helping in preparing them if necessary. This can often be done by getting them to present to each other in pairs can forgive feedback on what the speaker said. The presenter will be 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 make 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 described. Perhaps they will involve the students in asking follow-up questions. The point is that presentations have to involve active listening as well 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.²²

Questionnaires are useful because by being pre-panned they ensure that both questionnaire and respondent have something to say to each other. Depending upon how tightly designed they are, they may

²²Ibid.p.355

well encourage the natural use of certain repetitive language patterns and thus can be situated in the 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, help them in the design process. The result obtained from questionnaires can then form the basis for written work, discussion or prepared talks.