CHAPTER II
LITERATURE REVIEW

In this chapter, the researcher presents the literature review concerning to the concept of teaching speaking, teaching speaking, teaching speaking by zoom meeting.

A. The Concept of Teaching Speaking

1. Definition of Speaking

Speaking is one of language skills that need to be mastered by the students in learning English as foreign language. It is very important in the learning process because speaking is used for children's language development. According to Nunan (2005) "speaking is important in children's overall language development in which children learning English as their native language spend time developing speaking skills". Speaking is the first mode in which children acquire language, it constitutes the bulk of most people's daily engagement with linguistic activity, and it is the prime motor of language change (Hughes, 2008). It means that speaking is important skill to help the students in acquiring English as foreign language. They need to speak in developing their language. They can improve their ability by speaking to the other person in transferring information or sharing the ideas. Speaking is the activity of producing sounds or words to interact with other people to share some ideas or information verbally. By speaking, someone can interact with other people by expressing ideas and transferring some information. Scott and Ytreberg (2010) state that "speaking is perhaps the most demanding skill for the teacher to teach. In their own language children are able to express emotions, communicate intentions and reactions, explore the language and make fun of it". Thornbury (2005) adds that speaking is speech production that becomes a part of daily activities which involves interaction. It means that speaking is used in daily life to communicate with other people in transferring the information and expressing the idea.

2. Types of Classroom Speaking Performance

In designing activities of speaking class, it needs to understand different purpose of speaking. According to Brown (2001) there are six kinds of oral

production that students are expected to carry out in the classroom, they are imitative, intensive, responsive, transactional, interpersonal, and extensive. The types of speaking are explained below:

a. Imitative

Imitative is type of speaking performance which the students imitate a word, phrase, or sentence. In imitative, pronunciation and repetition of words, phrases or sentence are thing that are very interested. We have been paying more attention for it to help the learners be more comprehensible. The purpose of imitative is focus on some particular element of language form without the effort to understand the meaning.

b. Intensive

Intensive type is speaking types which require the students to produce stretches of language. Intensive speaking includes to any speaking performance that is designed to practice some phonological or grammatical aspect of language.

c. Responsive

Responsive speaking involves brief interaction with someone as interlocutor. The examples of responsive speaking are short conversation, simple requests and comments, greeting in which involve limited utterance. In responsive, the teacher realizes the students' ability to participate with another people around them.

d. Transactional (dialogue)

Transactional dialogue has the purpose to exchange or to convey specific information.

e. Interpersonal (dialogue)

Interpersonal dialogue carried out more for the purpose to maintain social relationships than the transmission of facts and information.

f. Extensive

Extensive speaking involves complex stretches of discourse. In extensive speaking, the interaction is limited, so this speaking called monologue speaking. It is because the listener cannot response the speaker's utterances directly. The examples of extensive speaking are presentation, storytelling, speech, etc.

B. Teaching Speaking

Speaking is important skill in learning English as foreign language. Speaking is process of delivering information or idea from the speaker to the listener. Scott and Ytreberg (2010) state that speaking help the students to express emotions, explore the language, and communicate with their friends and teacher. By speaking, the students will be active in learning process because the students interact with their friends or teacher directly. Speaking is crucial part in teaching and learning English as foreign language. So, the teacher is required to help the students to pronounce new language accurately in teaching speaking. Teaching speaking is needed to help the students in achieving communicative skill. Teaching speaking is process of transfer knowledge about the aspects of speaking in increasing the students' ability to communicate in learning process. The purpose of teaching speaking is to improve students' communicative ability. Isnawati (2014) states that the objective of teaching speaking is the development of the ability to interact successfully in that language. The students can express themselves, understand the aspects that related to speaking and learn how to speak with appropriate way in communication in order the interlocutor can understands what the students said. It means that the teacher is said success in teaching speaking if the students are able to develop the language in interaction with their friends and teacher.

1. Principles of Teaching Speaking

Teaching speaking has some principles as a guidance to teach. This principle will help the teacher in designing the technique that will be used in speaking class and help the students to comfortably produce English orally. Brown (2001) proposes seven principles for designing speaking techniques. They are:

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a. using techniques that cover the spectrum of learner needs, from interaction, meaning, and fluency. In teaching speaking, we must have the objective of teaching. It must give the students opportunities to develop their speaking skill. We should use meaningful strategy or technique which suitable with students' needs to help the students in developing their accuracy and fluency in speaking.

b. providing intrinsically motivating techniques. The teacher should reflectthe students to see how to the activity will benefit for them. We should provide interesting technique to motivate the students in participatingin class.

c. encouraging the use of authentic language in meaningful contexts. Preparing authentic language is difficult because it need extra energy and creativity. Providing relevant and meaningful authentic language contexts give the students experience with the language in outside class.

d. providing appropriate feedback and correction. The teacher should giveuseful feedback for the students to help them learn and grow. When give feedback, the teacher makes the students comprehend and allowthem to analyze their mistake. Feedback can be gotten outside of the classroom.

e. capitalizing on the natural link between speaking and listening. Speaking and listening are integrated skill. The two skill can reinforce each other. Skill in producing language is often initiated trough comprehension.

f. giving students opportunities to initiate oral communication. Part of oral communication competence is the ability to initiateconversations, to nominate topics, to ask questions, to control conversations, and to change the subject. The teacher can design speaking techniques that allow the students to initiate language.

g. encouraging the development of speaking strategies. The teacher shoulddevelop speaking strategies to help the students be aware and have a chance to practice oral communication. The speaking strategies as follows:

1) Asking for clarification (What?)

2) Asking someone to repeat something (Excuse me?)

3) Using fillers (uh, I mean, Well) in order to gain time to process

4) Using conversation maintenance cues (Uh huh, Right, Yeah, Okay, Hmm)

5) Getting someone's attention (Hey, Say, So)

6) Using paraphrases for structures one can't produce

7) Appealing for assistance from the interlocutor (to get a word or phrases, for example)

8) Using formulaic expressions (at the survival stage) (How much does cost? How do you get to the?)

9) Using mime and nonverbal expressions to convey meaning. These principles should be used as a guide in teaching speaking.

Teaching speaking is difficult. So that, teacher should encourage the learner to use the language in interaction with others. So, the teacher must notice these principles in teaching speaking

2. Speaking Assessment

Common European Framework of Reference (CEFR)

C2	*Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it*

C1	*Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.*
B2	*Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances.*
	Can interact with a degree of fluency and spontaneity that makes regular interaction, and sustained relationships with native speakers quite possible without imposing strain on either party. Can highlight the personal significance of events and experiences, account for and sustain views clearly by providing relevant explanations and arguments.
B1	*Can communicate with some confidence on familiar routine and non-routine matters related to his/her interests and professional field. Can exchange, check and confirm information, deal with less routine situations and explain why something is a problem. Can express thoughts on more abstract, cultural topics such as films, books, music etc.*
	Can exploit a wide range of simple language to deal with most situations likely to arise whilst travelling. Can enter unprepared into conversation of familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events)

A2	*Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.*
	Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters to do with work and free time. Can handle very short social exchanges but is rarely able to understand enough to keep conversation going of his/her own accord.
A1	*Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.*

Table 2.1 speaking assessment

C. Teaching Speaking by Zoom Meeting

The online distance learning tools are changing the world we live in and the way we learn to live. One of the new original software-based conference room solutions is Zoom technology (Beldarrain, 2006). Zoom is a cloud based service which offers Meetings and Webinars and provides content sharing and video conferencing capability. It helps, for example English teachers bring their students together in a frictionless environment to get more done. Zoom is the leader in modern enterprise video communications, with an easy, reliable cloud platform for video and audio conferencing, collaboration, chat, and webinars across mobile devices, desktops, telephones and room systems (Lau, 2014). Zoom's features allow English teachers to explore and assess the four skills through rich interactions with students. In

addition to screen sharing, Zoom motivates English teachers to annotate their shared screen, making lessons more interactive. English teachers can record their lessons to the Cloud or locally – students can also record and turn recording on and off as many times as they like during a lesson, if the teacher enables this feature. Teachers can record lessons and watch them again to assess students' strengths and weaknesses and learners can assess of their skills by watching recorded lessons. Students can watch the recorded lessons in a sequence to see their improvement over time. In addition, English teachers can assess students' development by showing the recorded lesson to another English teacher, whom they trust, and asking forconstructive feedback.

Zoom grants English teachers to present the content of their lessons in various ways. Zoom's screen sharing can give English teachers a great opportunity to develop students' intercultural skills by sharing engaging materials such as videos and articles, and presentations. During lessons and after watching them, English teachers can encourage students to use active questioning to analyze and evaluate their learning. Educators could also ask students to reflect on their lessons by recording a video and sharing it. Teacher also can apply breakout rooms to allow students to split zoom meeting in up to 50 separate sessions, this breakout room is recommended to make grouping session.

Online distance learning in educational process has become a buzz in the English course and today it caters to the needs of modern-day learners. Infusing technologies in classroom learning have added to stimulus and enhanced learner's interaction within the classroom. Distance learning has a vast presence in almost every field. Language teaching is one such field where technology has taken over and improved the ways of learning.