

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter is used to discuss some theories related to the speaking ability, action learning strategy and conceptual framework.

#### **A. Speaking**

Speaking is an important part of all languages. Hedge (2003: 261) and Richards and Renandya (2002: 201) write that learning to speak is among the four skills to develop in teaching English. Consequently, speaking becomes a priority for many students.

##### **1. The Definition of Speaking**

Speaking is an interactive process of building meaning that involves producing, receiving, and processing information. According to (Joyce & Burns, 1999: 2). In speaking, one needs to know how to articulate sound in a way that is understandable and requires adequate vocabulary. One also needs to have syntactic mastery. These various elements add to linguistic competence.

Speaking is an important part of all languages. Hedge (2003: 261) and Richards and Renandya (2002: 201) write that learning to speak is among the four skills to develop in teaching English. Consequently, speaking becomes a priority for many students. Speaking, as one of the four skills, must be developed in teaching English because, according to Hedge (2003: 261) and Richards and Renandya (2002: 201), learning to speak is very important for students. For many students, learning to speak is a priority because of needs.

Speaking allows people to communicate from one to another (Bin-Tahir & Rinantani, 2016; Tahir & Hanapi, 2017). As part of language skills, speaking plays an important role for the success of language learning (Bin-Tahir et al., 2017; Fanolong, 2016; Rahaya, 2016; Mutiara et al, 2018).

## **2. The Function of Speaking Skill**

Mastery of speaking skills in English is a priority for foreign language students. Some linguists have tried to categorize its speaking function in human interaction. According to Brown and Yule there are three functions of speech, including: talking as an interaction, talking as a transaction, talking as a performance.

### **a. Talk as interaction**

Speaking as interaction refers to interactions that prioritize social function. When people meet, they exchange greetings, get involved in small things talking and chatting, telling the last experience because they want to be friendly and build comfortable interactions with people.

### **b. Talk as performance**

Speaking as performance refers to public speaking that is the talk to transmit previous information such as public announcements and speeches.

## **3. Teaching Speaking**

According to Harmer (2007:123), students speaking in class has three main purposes. It is an opportunity to practice speaking in a real-life setting in the safety of the classroom, using any or all of the language they know, and activating the various elements of language. Apart from the three main

reasons above, Harmer (2003:271) states that there are several preparations needed for classroom activities to be dynamic. In addition, there are acting from scripts, discussions, prepared talks, questionnaires, simulations, and role-plays.

The theories above explain the predominant cases for pre-preparing dynamic classes. Making a dynamic, active class involves not only the preparation of material concepts, but also the teacher's management of the class. Teachers have a duty to make sure that the lessons they teach are appropriate for their students, that they are organized systematically, and that they are exciting (Broughton, et al, 2003). Additionally, teachers should observe the speaking framework before starting a class to gain an understanding of the student's situation (Luoma in Badroeni, 2018). As a result, the speaking framework identifies situations, participants, ends, act sequences, keys, instrumentalities, norms, and genres as the primary factors influencing speech.

#### **4. Problems in Teaching and Learning Speaking**

English lesson in the class covering the four language skills, namely; listening, writing, reading, and speaking. English speaking is becoming the primary skill given to students. Speaking English as a second language for the Indonesian students need more practice, so teaching learning for the speaking has an important role in the teaching of English. However, in the practice of teaching and learning speaking skills, there some challenges faced by teachers

and also students. Here are some problems faced by teachers during teaching speaking (Songbatumis, 2017).

1. Limited teaching method mastery. During teaching speaking, some teachers tend to use monotonous teaching technique. Implementing various teaching methods and techniques is difficult because the teachers do not merely think of how to transfer four language skills, but also how to remain students' motivation and enthusiasm in learning and practicing English.
2. Teacher's lack of professional development. Some teachers may not try to encourage themselves to enrich their innovation during teaching speaking.
3. The class management and teaching preparation are inadequate. Most English teachers restrict their learning resources or materials to a certain textbook. They rarely formulate their own syllabi, lesson plan, and modules in their class. The most teachers also used monotonous approach or method.
4. Teaching facilities and resources are inadequate. During teaching and learning, the availability of books, projectors, and other teaching media are limited. Some schools do not support well teaching facilities and resources due to lack of money and supports.

In terms of problems faced by the students during learning speaking skills, there are some problems arose (Al Nakhalah, 2016).

1. The student's low vocabulary mastery resulted from their limited knowledge of meaning and small vocabulary have led them to difficulties

in understanding the conversation. In speaking English students need to master a lot of vocabulary, because by mastering a lot of vocabulary they would study speaking easily.

2. The students have difficulties in pronouncing certain words because English words are different between pronunciation and writing. They did not know how the way to pronounce some words.
3. The students are still confused in arranging words. Then, there are still some mistakes in their grammar
4. The students are often afraid in speaking English because they are worried of making mistakes. They are unconfident and nervous when the teachers are asking them

## **B. Active Learning Strategy**

This part is used to explain active learning strategy, the steps of active learning strategy, and the benefits of active learning strategy.

### **1. Definition of Action Learning Strategy**

Active learning is simply any activity that students engage in in a classroom other than passively listening to lectures. Students are involved in active learning through a variety of activities that involve them in doing things and thinking about what they are doing (Bonwell & Eison 1991). Through active learning, the focus of instruction shifts from what should the teacher teach to what should students be able to do with the material. Therefore, once students recognize that you require active learning in your speaking classes, they will also understand that they need to be active to succeed.

According to this theory, active learning can help solve this problem. Involving a learner actively in the learning process is critical, and may involve independent inquiry, collaborative learning, self-identification with one's learning process, and a deliberate adaptation of new knowledge to prior experiences, current interests, and future goals (Slavin, 1997).

Fink (2009) argues that many teachers today seek opportunities to move from passive to active learning, but may need help in imagining what to do in class to constitute meaningful sets of active learning activities. In an active learning environment children discover how to learn (Firlik,2012, p.43). The role of the teacher is less of a lecture. As pupils work in groups, the teacher directs them to discover the material. Students are encouraged to be actively involved in their own education.

A dynamic class can be created by implementing active learning methods, such as demonstrations, structured activities, small group discussion, quizzes, interactive lecture cues, videos, humorous stories, taking field trips, and games (Hackathorn, et al, 2011: 41). Michael and colleagues in Hackathorn (2011:42) described class as being referred to as an "active" class if quizzes are included, critical thinking exercises are assigned, demonstrations are given, and discussion is held in class.

## **2. The Steps of Action Learning Strategy**

There are several techniques involved in active learning. These include brainstorming, think-pairshare, drama technique, teach one and one, main maps, opinion finders, playing games, PMI (plus-minus-interesting), SWOT (strengths,

weaknesses, opportunities, threats), small group discussion, etc. An effective method for teaching speaking skills here was small group discussion, which is an effective method for teaching speaking skill. To use in a small-group setting, Dobson in (Antoni, 2014) describes the following techniques:

1. Clarify the objective of the action learning group. Presentation of the problem or the task to the group. A group may handle one or many problems.
2. The class should be divided into small groups of three to six students each. Provide each group with a discussion topic requiring them to outline several important points. Each group should have one student jot down the points as they emerge from discussion.
3. Give each group at least ten minutes to discuss their respective topics. As soon as the group has finished discussing, a spokesman should be elected to report the thoughts of the entire class.
4. Reach out to the group's spokesman. Members of the class should follow up with questions after he gives a short presentation (about five minutes). Address your own questions to members of the group to help the general discussion along.

### **3. The Benefits of Active Learning Strategy**

In active learning, students become accustomed to using English expression in appropriate contexts when speaking. According to Silberman (2005), students participate in active learning by participating in discussions, presentations, simulations, and practice. Through active learning, one develops critical thinking, analytical skills, and synthesizes information". In order to make

students more active, teachers should also make them speak with partners or in a small group during the learning process.

This strategy does not only require students to passively listen to the teacher, but it also requires the students to practice their materials, especially in real-life situations and solving problems by practicing their materials. As a result, students can better comprehend what they are learning. More than that, the Active Learning Strategy encourages problem solving, critical thinking, analysis, and synthesizing information. Students are encouraged to be active with this strategy. During the learning process, the teacher also makes students talk to their partners or to the whole class (Aal Saud, 2019).

The Active Learning Strategy is applicable in or out of the classroom. It can be implemented with or without facilities. During the learning process, the students are taught some techniques that can make the learning process fun. During the learning process, it participates in activities with the students. In order to access information, experience, and skill, they must take much, ask much, and be active in seeking out the resources.

Activate learning takes place between a teacher and a student, and between a student and a teacher. As a result of its application in learning, the students became more engaged because of the interaction that all of them had in terms of sharing their opinions and feelings. In addition, Silberman (2005) argues that active learning is a broad term; and it does not refer to a single activity in which the teacher provides the students with an idea to assist them in learning.



#### **4. Previous Study**

In conducting this current research, the researcher has several previous studies that are used as example and foundation of the research.

The first study is conducted by Kahar et al (2021). This study aimed to demonstrate how active learning strategies can improve the speaking skills of year eight students at SMP Negeri 1 Sidrap. Pre-experimental design was used for the study. Students in the eighth grade were the population of this research, and class B was the sample consisting of 26 students. A purposive sampling technique was used to select the sample. Data was collected through oral interviews. To evaluate the improvement in students' speaking skills before and after treatment, we used a pre-test and a post-test. Using the results of pre-test and post-test, it can be determined that the t-counted value is 6.920. It was determined that the t-table value is 2.060 after applying the 0.05 level of significance and the 25 (26-1) degree of freedom. It indicates that the t-counted value is greater than the t-table value. Thus, the use of active learning strategies can improve the speaking skills of SMP Negeri 1 Sidrap students in eight grade. The writer suggested that the students should improve their speaking skills by talking more in English, reading English books, watching western movies, listening to western music. Furthermore, the active learning strategy can be used not only to teach English, but to teach any subject at any time and anywhere.

The second is a classroom action research conducted by Badroeni (2018). The goal of this study was to examine how active learning can improve students' motivation to speak English. It was intended to increase motivation through active

learning activities. Research is conducted in three stages; trading place, questions students have, and action learning. The researcher used three cycles of classroom action research. Kemmis and McTaggart was used as the mode. The stages of planning, action, observation, and reflection comprise four phases. Each cycle is done in three meetings. The pre-test is 54.65%, the cycle 1 is 82.55%, the cycle 2 is 92.35, and the cycle 3 is 98.60. Testing is done four times: the first time we test, the second time we test after cycle 1, the third time we test after cycle 2, and the fourth time we test after cycle 3. Research indicates that students' speaking abilities have improved. Each cycle of data demonstrates this improvement. The average score for the pre test is 31, the average score for cycle one is 57.83, the average score for cycle two is 69.17, and the average score for cycle three is 72.82.

Next, an experimental study conducted by Askia, Manurung, & Wahyudin, (2016). This study aimed to determine if active learning strategies can improve the speaking skills of the year eight students of SMP Negeri 1 Dako Pemean. The research employed a pre-experimental design. The population of this study was eighth grade students, and the sample was class B, which had 26 students. Purposive sampling was used to select the sample. Data was collected through an oral examination. Before and after the treatment, the students' were assessed on their speaking skills using the pre-test and post-test. In light of the results of the pretest and posttest, the t-counted value is 6.920. It was found that the t-table value is 2.060 when the level of significance is 0.05 and the number of degrees of freedom is 25 (26-1). As the t-counted value is greater than the t-table

value, it means the t-counted value is greater. In other words, active learning strategy can improve speaking skills of students in year eight at SMP Negeri 1 Dako Pemean.