CHAPTER II

LITERATURE REVIEW

This chapter present the theoritical framework of the related literature that relevant to the topic that is about speaking , teaching speaking, strategies of teaching speaking. This chapter also consists of the previous study.

A. Speaking

1. Definition

Language theorists have proposed many definitions of discourse. Speaking is a fundamental form of communication and it is important that what people say is conveyed in the most effective way. According to (Nunan, 2012), Speaking is an effective human speaking skill and involves the systematic generation of verbal utterances to convey meaning. The form and the meaning are dependent on the purposes, individual experiences, the context and situation in which it occurs, the participants, and the environment. This situation often spontaneous, opened, and evolving. (Thornbury, 2005)

Thornbury (2005), defines speech as interactive and requires the ability to cooperate in managing speech. According to (Thornbury (2005), Speaking is a skill and should therefore be developed and practiced independently of the grammar program. Kayi, (2006) that speaking is an effective skill in the mode of speaking. It, like other skills, is more complex than it first appears and involves more than just saying words.

Speaking is one of two types of productivity skills besides writing skills. Nunan (2012), stated that speaking is the productive aural/oral skill. It involves the systematic creation of verbal sentences to convey meaning. Talking is a daily habit to communicate with others.Thornbury (2005), state that talking is such a part of everyday life that we take it for granted.

Based on the above definitions of speech, the researcher can summarize that speech is the ability to use language, the ability to orally share a person's ideas, information, suggestions, and feelings with others that is used in a part of life daily.

2. The Purpose of Speaking

The main purpose of speaking is to communicate and convey what the speaker is going to say to others. There are three important purposes of talking (Taringan, 2008) namely:

First to inform, It means that the speaker wants to share ideas, information, feelings, opinions and suggestions with the listener and impart knowledge for a particular purpose (Taringan, 2008). In this case, the speaker wants to announce an event.

Second to entertain, it means that the speaker give value to the audiences with the materials which are selected based on their entertainment value to make the audience feels please (Taringan, 2008). For example, when the teacher told about funny story to the students to make the teaching and learning atmosphere in the classroom more attractive to be heard by the listeners.

Third to persuade, it means that the speaker is trying to confirm with the listener to do something in a particular activity (Taringan, 2008). The teacher should give some examples to the students by conveying the material so that the students can understand the topic and actively participate in the lesson in class. It is necessary to excite the listener to be able to perform the actions that the speaker wants.

Fourth to discuss, it means that the speaker wants to discuss something because the purpose of speaking is to make a decision, to settle and to plan (Taringan, 2008). Discussion activity is believed to get more interest from the students because they have to solve and finish a problem which is given by the teacher.

3. The Components of Speaking

According to Brown (2001), there are some components of speaking that must be fulfill by the learners. These components can be used as a measurement whether someone's speaking is good or not.

First, Fluency it refers to a person's ability to speak softly and easily. Fluency is a matter of how someone speaks the language without any problems like thinking words confusing ideas etc.

Second, Comprehension is the student's skill to understand all that the speaker is saying to them.

Third, Grammar is the correct way of organizing words in sentences. The important thing is that if the speaker can master the grammar to organize words, the speaker can easily speak English well.

Fourth, Vocabulary is the basis of language. It shows up in all language skills. It is very important because we cannot say anything

without the vocabulary in mind. Vocabulary is the choice of words to be used appropriately depending on the context of the speech.

Fifth, Pronounciation is an important component of language. Therefore, it requires students to have good pronunciation because if they pronounce well, the expressions are easy to understand.

B. Teaching Speaking

1. Definition of Teaching

According to Brown (1987), noted that teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions of learning. Another perfect defines the meaning of teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand.

Teaching is more than a set of methods. Well teaching means addressing a set of objectives for a particular group of students at a certain point in the school year with certain resources, within a particular time frame in a particular school and community setting. It means finding a balance between direct instructions and orchestrating the activities ofindividuals and groups of students. It means developing students' skills and strategies for learning, at the same time they learn the content of the curriculum. There are some teacher's role in teaching process: (Sanjaya, 2007).

a. Teacher as Source of Study

Teacher has important role as source of study. Teacher should mastery the materials that will be taught well. Good teacher is who can mastery the material well, so she or he can become source of study for his or her students. The teacher can answer any problem related to the lesson from students: Therefore, as source of study, teacher needs many references to support her or him in teaching the students. Teacher should have better understanding the lesson than students should. Teacher also needs to enrich her on his information technology

b. Teacher as Facilitator

In teaching learning process, teacher gives facilitation to students. The facilitation that is given can make the students casier in learning prosess. As a facilitator, teacher needs to know kinds of media that will be used in delivering material. Teacher should choose approriate media to every different lesson will be taught. Besides that, teacher should have ability to organise creativity to do it. When the teacher can do it well, the students will be easy to understand the lesson.

c. Teacher as Demonstrator

The role of teacher as demonstrator means that teacher shows anything that can help the students understanding the lesson. Teacher becomes a demonstrator in two contexts. The first is teacher shows good attitude because the teacher will be model for

his or her students. The second is teacher shows the students the way to understand the lesson or material taught. The teacher should have effective learning strategies.

d. Teacher as Class Manager

Teacher should manage the class as learning environment that can stimulate students to be active and interested to the lesson taught (Sabri, 2005). By managing class well, teacher can make the class to be conducive to conduct learning process to students. Teacher not only manages the class to be conducive, but also manages the source of study and takes role as a source of study itself.

e. Teacher as Motivator

Motivation is important for students to support them in learning process. The achievement of students does not depend on student's ability only, but it is due to motivation in studying also. Motivation is need. Motivation rises because of need. Students will be success when they are motivated to study. They realize that studying is their need.

2. Teaching Speaking

Teaching is the process of giving instructions to a person and imparting knowledge, skills, etc. for learners while speaking means the use of words in a normal voice. (Hornby, 2002). Teaching speaking can be understood as the process of giving instructions to communicate. It is an expression in conveying or sending a message from the first speaker to the second speaker (the interlocutor).

Teaching speaking is one of the important things in the process of teaching and learning. The goal of teaching a spoken language is to develop the ability to successfully interact in that language, and this involves understanding as well as producing (Hughes, 2002). Brown (2001) states that in teaching oral communication, teachers must show the details of how to convey and negotiate the ever-elusive meaning of language.

Therefore, learning to speak is the way students express their feelings, express their need to communicate, interact with others in all situations, and influence others. For this reason, when teaching speaking, it is essential to have a clear understanding of the language and to unleash the natural development potential of students in their speaking skills. In general, teaching speaking focuses on activities that make students active and creative.

C. Strategies of Teaching Speaking

Various language teaching strategies are used in classrooms for a variety of situations. Among other strategies, strategies for teaching oral expression include simulations, communication games, exercises, and discussions. Simulations are activities where students are asked to pretend in different social contexts and different social roles (Harmer, 2001; Thornbury, 2005) .

Hughes (2002), stated that "Speaking is not a discrete skill." It cannot stand alone because some complex activities or sub-skills such asvocabulary mastery, grammar competence, comprehension, inputs of language, phonology, and pronunciation are included. Strategy is the

steps or actions taken to win a war, another definition of strategy is the attempt to achieve a successful goal.

According to Harmer (2007) , There are three main reasons for students to speak in class. First, that's because speaking activities can provide an opportunity to practice speaking in real life safely in the classroom. Second, speaking tasks in which students try to use all or part of the language they know to provide feedback to both the teacher and the student. Everyone can see how well they are doing, how successful they are and what language problems they are having. Third, by speaking, students have the opportunity to be active in the different elements of language that they have stored in their brains.

The strategy as general of activities it must do to achieve specific purpose (Ades, 2017). Say the general because a strategy in the reality not yet going to the practice, still as plan or full illustration, but to achieve the purpose of strategy in arranged to specific purpose.

So strategy is when a person performs activities to achieve a specific purpose, has a plan and a formulation to achieve the goal. According to the definitions above, strategies are tools or tactics that students use to learn more effectively and autonomously.

According to Brown (2000), teaching strategies in speaking activities are very important to overcome students' difficulties in speaking." Strategies in speaking can help students improve their fluency and accuracy in speaking. Each teacher may apply different strategies to improve students speaking skills. After practicing the strategies, the teacher can see how the students' understanding in

learning the language and can benefit from an understanding of what makes learners successful and unsuccessful, and establish in the classroom a milieu for the realization of successful strategies. According to Kayi (2006) ,thirteen strategies in teaching speaking, namely:

a. Discussion

After a content-based lesson, a discussion used for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Before the discussion, it is essential that the purpose of the discussion activity is set by the teacher. In this way, the discussion points are relevant to this purpose, so that students do not spend their time chatting with each other about irrelevant things.

b. Simulations

Simulations are very similar to role-plays but what makes simulations different from role-plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on.

c. Role Play

Students pretend they are in various social contexts and have a variety of social roles. In role-playing activities, the teacher gives information to the learners such as who they are and what they think or feel. Thus, the teacher can tell the student that "You are David,

you go to the doctor and tell him what happened last night."
(Harmer, 2007)

d. Brain Storming

On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristic of brainstorming is that the students are not criticized for their ideas so students will be open to sharing new ideas.

e. Story Telling

Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Storytelling fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have.

f. Information Gap

In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need.

g. Interviews

Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to

students so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions. After interviews, each student can present his or her study to the class. Moreover, students can interview each other and "introduce" his or her partner to the class.

h. Story Completion

For this activity, a teacher starts to tell a story, but after a few sentences, he or she stops narrating. Then, each student starts to narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Students can add new characters, events, descriptions and so on.

i. Reporting

Before coming to class, students are asked to read a newspaper or magazine and, in class, they report to their friends what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class

j. Playing Cards

In this game, students should form groups of four. Each suite will represent a topic. For instance: diamonds represent earning money, hearts. represent love and relationships, spades represent an unforgettable memory, and card representsthe best teacher. Each student in a group will choose a card. Then, each student will write 4-5 questions about that topic to ask the other people in the group. For example: if the topic "diamonds: earning money" is selected,

here are some possible questions. Is money important in your life? Why? Or What is the easiest way of carning money? Or what do you think about the lottery? Etc. However, the teacher should state at the very beginning of the activity that students are not allowed to prepare yes-no questions, because by saying yes or no students get little practice in spoken language production. Rather, students ask open-ended questions to each other so that they reply in complete sentences.

k. Picture Describing

For this activity, students can form groups and each group is given a different picture. Students discuss the picture with their groups, and then a spokesperson for each group describes the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking skills.

l. Find the Differences

For this activity, students can work in pairs and each couple is given two different pictures, for example, a picture of boys playing football and another picture of girls playing tennis. Students in pairs discuss the similarities and/or differences in the pictures.

m. Picture Narrating

This activity is based on several sequential pictures. Students are asked to tell the story taking place in the sequential pictures by paying attention to the criteria provided by the teacher as a rubric. Rubrics can include the vocabulary or structures they need to use while narrating.

Based on some explanation above, the researcher can conclude that there are so many strategies can be used by the teacher in teaching speaking. Those strategies are cooperative activities, role-play, creative tasks, and drilling. The other strategies are discussion, simulation, brainstorming, storytelling, information gaps, interviews, story completion, reporting, playing cards, picture describing, find the differences, and picture narrating. All of those strategies is very good because they can improve the students' vocabulary where can be known it is the main component in speaking skill. Referring to these strategies, the researcher would like to refer this research to the teaching strategies proposed by Kayi.

D. Previous Study

The first previous study is entitled Teachers' Strategy In Teaching Speaking by Sukardi (2019). The study aimed is aimed at portraying teacher's strategies in teaching speaking to students at secondary level and recognizing students' response towards the strategies by involving an English teacher and a class of 22 students. In collecting the data, classroom observation and interview were conducted to identify the strategies of teaching speaking, and questionnaire was administered to the students to gain the data about their response towards the strategies under the umbrella of descriptive research.

The second previous study is entitled Teachers' Strategies in Teaching Speaking Skills at SMP Muhammadiyah 5 Surakarta by Khasanah (2017). The study aimed is to explain the

implementation of teaching speaking, to explain the problem faced by the teacher in teaching speaking, and to explain the problem solving by the teacher when the process of teaching learning is going on. The subject of this research are the student and the seventh grade English teacher of SMP Muhammadiyah 5 Surakarta. The techniques of collecting data are using observation, interview, and documentation. The technique of analyzing data are reducing the data, display the data, and data verification.

Relying on the previous research described above, the strategy in teaching speaking. The difference between this study and previous studies concerns its subjects. This study will be done in the second year of high school. Where as in the previous study, the researcher conducted the study in the eighth year of junior high school. This study will focus on the implementation of teaching speaking and strengths and weaknesses in teaching speaking. While in previous studies, researchers examine the problems faced in the strategy of teaching speaking.