

CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher presents some theories related to speaking skills, including the definition of speaking, the purpose of speaking, the components of speaking, teaching speaking, strategies of teaching speaking, and previous study.

A. Speaking Skill

1. Definition of Speaking

Speaking is a fundamental form of communication and must be mastered by everyone. Speaking is a skill that must be owned by everyone because by speaking we can interact with each other. Not only that, by speaking we can find out some information and conditions that happened in the world. Linguist have explained that speaking has a broad definition. However, in essence speaking can be defined as a fundamental and important form of communication. Besides that, speaking can be said an important ability because speaking is the most effective way that can be applied by humans to obtain information. In accordance with a statement form Nunan (2012), he stated that speaking is a skill that must be owned by everyone and is an effective way to convey a meaning of an information verbally.

Not only that, Brown (2004) also explained that speaking is one of the abilities that produced words in language practice. Brown thinks that speaking is an ability that can produced words because the purpose of

speaking is to express thoughts by using sound. This means that when someone interacts with other people by using language as a medium it's means that they want to convey something important. It is impossible for someone to communicate with other people without having a purpose. However, to communicate it requires an interlocutor in which communication can involve at least two people. So, it can be said that speaking skill is a skill that can be classified into important skill and must be owned and mastered by everyone because by speaking we can exchange information, exchange ideas, and exchange feelings with one another.

It's same with the statement from Thornbury (2005), he also stated speaking is a part of everyday life, so everyone must master this skill, because in social life communication between one another will definitely be established. Besides that, the purpose of communication are we can exchange thoughts, ideas, and we can exchange information with one another. Therefore, we must master speaking skill because speaking skill become part of our daily life that same with the explanation of Thornbury.

Based on the explanation above, it can be concluded that speaking is a skill that used language as a tool to communicate. Not only that, speaking can also be defined as an activity that produced words they emit through sound. Besides that, speaking can be classified as one of the skills that must be mastered by everyone because by speaking, we can interact and communicate with each other, so speaking can be used as part of

everyday life. By speaking, we can exchange thoughts, information, and ideas between one another. From here, everyone must master their speaking skills.

2. The Purpose of Speaking

As we know, speaking is a skill that must be possessed by everyone, because by speaking we can interact with each other. The main purpose of speaking is to communicate with one another and convey something that the speaker will say to others. Tarigan (2008), he explained that there are three important purposes of speaking namely: First, to inform. The meaning of “*to inform*” is that speaking aims to convey a feeling, convey ideas, information, suggestion, and convey a knowledge possessed by the speaker. So, through this speaking we can find out something that we don’t know.

Second, to entertain. It means that the speaker wants to entertain the audience with material that has been selected based on entertainment value, so that the interlocutor can be entertained. For example, when in class the teacher suddenly tells a funny story to students, thus making the teaching and learning atmosphere in the classroom interesting for listeners to listen to. Not only that, by talking about funny things, we can cheer up someone who is sad to be cheerful again, and forget about their sadness.

Third, to persuade. It means that the speaker is trying to conform with the listener to do something in a particular activity. For example, in the learning process the teacher must give several examples to students

regarding the material being taught, so the students can understand the topics being taught, and they can actively participate in learning process. It's necessary to excite the listeners to be able in perform the actions that speaker wants.

Fourth, to discuss. It means that the speaker wants to discuss something because the purpose of speaking is to make a decision, settle and plan. Besides that, Tarigan (2008) also stated that this discussion activity is believed to be able in solve and resolve a problem.

3. The Components of Speaking

In speaking, there are several components that must be considered by the speaker. speakers must pay attention to and understand the components of speaking because the success or failure of someone in speaking can be seen from the extent to which they understand the components of speaking. Where the components of speaking that must always be considered by speakers included fluency, comprehension, and so on. However, speakers must always pay attention to the speaking component, so the wat they speak can be said to be a good and correct. Besides that, Brown (2001), states that there are several components of speaking that must be fulfilled by the learner included:

First, fluency. The success of a speaker in speaking can be seen from the extent of their fluency. The meaning of "*fluency*" here is that speakers must be able to think of good words and be able to develop the

ideas they find, not confuse listeners, the words are easy for listeners to understand, and not be complicated when speaking.

Second, Comprehension. Comprehension is the ability possessed by someone to understand everything that is said by the speaker to them. It's mean that besides we have to be fluent when speaking, we also have to understand about hat someone has said to us.

Third, grammar. Grammar is one of the important components in speaking that must be mastered by speakers because through this grammar, we as speakers can know the right way to organize the words and sentences that we will say. If the speaker has mastered this grammar well, then the speaker can speak in a more structured manner and everything they said is good and true.

Fourth, vocabulary. Vocabulary is the basis of language. in addition, vocabulary can also determine the extent to which speakers can speak English. The more English vocabulary the speaker has, so the speaker can speak English for a long time. So, if you want to be able in speak English for a long time, you should have large vocabulary.

Fifth, pronunciation. In addition to vocabulary, pronunciation must also be considered when speaking because by having good pronunciation, it will be easy for listeners to understand what has been conveyed by the speaker.

Based on the explanation above, the researcher can be concluded that there are several components that the speaker must pay attention to in

order to become a good and reliable speaker, where the five components that the speaker must understand included fluency, comprehension, grammar, vocabulary, and pronunciation.

B. Teaching Speaking

1. Definition of Teaching

Teaching is the job of a teacher. Basically, teaching is not just delivering material. However, in teaching we as teachers are also required to be able to guide and facilitate students, so the students become smart and be proud. This statement is in accordance with the explanation from Brown (1987), he explained that teaching is an activity where a teacher must be able to guide and facilitate students in the learning process. Not only that, Brown also explained that teachers must be able to manage learning in the classroom. It means that the teacher must be able to master the conditions and situations in the classroom, so the learning process can run smoothly.

Not only that, teachers have an obligation to teach students well. The meaning of teaching well is that a teacher can develop student skills through the learning strategies that they used. As for some of the teachers' role in the learning process according to Sanjaya (2007), included:

a. Teacher as Source of Study

As we know, the teacher has an important role as a source of learning. Where in this case, the teacher must be able to master the material to be taught well. Besides that, teachers can

be said to be good teacher, those who can master and can convey material well, so it can become a source of learning for students.

Not only that, the teacher can be said to be a source of study for students if the teacher can answer all questions from students and can solve problems faced by students. Therefore, as a learning source teachers need lots of references to support them when teaching. Besides that, apart from teacher having to have a better understanding of the learning material, the teacher also needs to enrich his own knowledge by using existing information technology.

b. Teacher as Facilitator

A good teacher is a teacher who can provide good teaching facilities for his students. In the learning process, the facilities that can be provided by teachers to their students must be able to made students comfortable during learning. Besides that, as a teacher facilitator we also have to know what learning media are suitable for use when teaching in class.

In this case, the teacher must be more selective when choosing learning media. Teachers should choose learning media that can make students excited and comfortable while participating in the learning process. Besides that, the teacher must also have the ability to be creative when teaching, so

students more interesting when participating in the learning process. If students feel interested in the creativity possessed by the teacher in teaching, then they will easily understand the material presented.

c. Teacher as Demonstrator

In teaching in the classroom, the teacher must be able to help students understand the learning material. There are two contexts regarding the teacher becoming a demonstrator. The first is the attitude of the teacher. It means that the good and bad attitude of teacher will affect the attitude of students, because the teacher is their role model. Second, the teachers must be able to show up how to understand learning material easily. From here, the teacher must have an effective learning strategy.

d. Teacher as Class Manager

The purpose of teachers as class manager is that the teacher must be able to manage the classroom environment. Not only that, the teacher not only manages the class to be conducive, but also manages learning resources and acts as a source of self-learning. Where in this case, the teacher must be able to make students more active and interested in the learning material being taught. It's same as the explanation of Sabri

(2005), he explained that by managing the class well, the teacher can create a conducive class.

e. Teacher as Motivator

As we know, motivation is important for students because with motivation, teachers can support students especially in the learning process. Not only that, student achievement actually doesn't depend on student abilities, but also on their learning motivation. So, it can be said that motivation is very necessary for student success. Therefore, as a good teacher the teacher must be able to provide motivation to his students, so his students become even more enthusiastic in learning and they will realize that learning is their need.

2. Teaching Speaking

As we know, teaching is an activity of conveying knowledge and skills to students. Meanwhile, the meaning by speaking is the activity of conveying something used the words that have been determined. So, it can be seen that teaching speaking is an activity to aims and to develop student communication skills. As the explanation by Hornby (2002), he stated that teaching speaking can be understood as a process of giving instruction to communicate. So, with teaching speaking it can made student even better at speaking.

Teaching speaking can be classified as an activity that important in the learning process because the purpose of teaching speaking is to

develop one's interaction skills, so that can produce some words well, and can convey those words well. Not only that, in teaching speaking the teacher must always teach in detail how to convey and negotiate meaning that is difficult to be easy to understand. Therefore, through teaching speaking students can express their needs when communicating. In addition, with teaching speaking, students can interact well with each other.

For this reason, when teaching speaking the teacher should make sure in advance that he already has a good understanding of the language, so the teacher can bring out the potential for development in students, because teaching speaking focuses on making students more active and creative in the learning process.

C. Strategies of Teaching Speaking

As we know, in order to achieve learning objectives, teacher need the right strategy when teaching in the classroom. Language learning strategies can be used in a variety of classroom and situation. The strategies that can be used by teachers especially for teaching speaking are strategies that shape student expressions, where strategies that are often used in teaching speaking are strategies related to games. Not only teaching speaking requires learning strategies, but other learning also need learning strategies. Learning strategies are needed by teachers when they teach because with this strategy made is easier for teachers to convey material in class. As well as making it easier for students to understand the material taught by their teachers.

As explained by Hughes (2022), he stated that speaking is not direct skill. It means that to be able in master speaking well, various stages are needed. Therefore, Hughes also suggested that in teaching speaking in the class, the teacher should choose a strategy that appropriate with the context of speaking and related with the learning material, so the students can master, understand, and practice everything that has been explained by their teacher. In contrast with the explanation from Harmer (2007), he explained that there were three main reasons for students to speak. First, the students will speak because they trust if speaking could provide opportunities to communicate with one another in class. Second, they will speak when the teacher gives them assignments, so the students will try to used the languages that they know to provide feedback from their teacher. Third, by speaking, students will have the opportunity o be more active in doing various things. Therefore, in teaching speaking the teacher must really be able to choose the appropriate strategy in the learning process.

According to Brown (2000), the strategy of teaching speaking is a very important activity, especially to overcome student difficulties in speaking. With this learning strategy it's hoped that it can help students in improving their speaking skills, so they can speak fluently. Not only that, with this strategy the teacher can find out the extent to which the students speaking skills are already possessed. As for various kinds of strategies that can be used to teach speaking according to Kayi (2006) included:

a. Discussion

Discussion is one of the strategies that can be applied by teacher in teaching speaking, where in this strategy the teacher usually gives learning materials and assignments to students, then the teachers give instruction to students to complete the assignment they have been given by discussion. Where this discussion can be done with a peer.

Not only that, by implementing this discussion students can do their assignment until they reach the conclusion stage. Thus, students will not spend their time chatting and playing with their friends, but they will discuss together in order to complete the assignment given by the teacher.

b. Simulation

Simulation is a learning strategy that similar with role play. However, this stimulation can be said to be more difficult and more complicated than a game. In this simulation, students are required to be able to do what is instructed by the teacher. For example, if a student acts as a singer, he must be able to play the role exactly the same as a singer, and he can bring a microphone.

c. Role Play

Role play is one strategy that can be used in teaching speaking. Role play is considered as a suitable strategy in teaching speaking because role play strategy can give students the

opportunity to practice communicating in a social context. Not only that, in this role play activity the teacher will give directions to students about who they are and what they do. Thus, students can explain about themselves and they can also tell what they have done.

d. Brainstorming

Brainstorming is one of the learning strategies that can be applied by teachers in teaching speaking because by using brainstorming, students are more likely to be more comfortable learning English. However, in this strategy students can freely express the ideas they have, where the ideas that they express must be in accordance with the learning material taught by their teacher. Besides that, when the teacher implements this strategy in a group, most of students like it and they will enjoy the learning process.

e. Storytelling

Most of teachers often use this strategy when teaching speaking. In this strategy, the students are usually asked to tell stories about their personal experiences, fables, etc. With this strategy, it can foster students creative thinking. They can think creatively, because when telling a story, they are required to understand the story and summarize the story of fairy tale in a shorter way without reducing the content of the context. So, it doesn't take a long time to tell the story.

f. Information Gap

In this strategy, the teacher will divide students into pairs. Then, a student is given information that not known by the other pair, so that information gaps can occur. This information gap can solve existing problems. Therefore, in this strategy each partner must play a role well.

g. Interviews

In this strategy, students can conduct interviews with other people about the topics that they have chosen. However, in this activity the teacher should provide a rubric that contains various kinds of questions, so the students know what types of question that they should ask during interviews. After interview, each student can present their study results in front of the class.

h. Story Completion

In this strategy, the teacher usually starts telling stories. However, after a few seconds he would stop talking. Then, ask students to start telling what the teacher has told them. Not only that, students can also add four to ten sentences, and students can also bring up new characters in the story.

i. Reporting

In this reporting strategy, the teacher requires his students before entering the class, they are asked to read the magazine or

newspapers that they have. Then, they should be able to report what they find after reading to their friends. Students can also talk about whether they have experienced anything worthwhile to tell their friends about their daily lives before class.

j. Playing Cards

In this game, the teacher usually divides students into several groups, where each group usually consist four students. Each student in the group will choose a card. Then, each student will write four until five questions based on the topics to ask others in the group. In addition, before starting this game the teacher usually informs students about what they can do and what they can't do in this game.

k. Picture Describing

For this activity, the teacher usually divides students into several groups, where each group consists of two until four students. After dividing students into several groups, the teacher will give different pictures in each group. Then, students are asked to discuss the picture. After discussing being able to guess the pictures that have been give to them, each group representative can present the pictures one by one in front of the class.

l. Find the Differences

This activity is almost the same as the picture describing. However, in this strategy students must be able to find any

differences from the pictures that their teacher given to them. If each group already knows the difference from the picture given by the teacher, one of them must present in front of the class witnessed by other students.

m. Picture Narrating

In this strategy, students are asked to tell stories that occur in pictures sequentially and must pay attention to the criteria that the teacher gives as a rubric. Where the rubric is listed, it must include the vocabulary or structure they need to use while telling the story.

Not only that, Jeremy Harmer (1998) also mentions that there are several strategies in teaching speaking included:

a. Drilling

Drilling is one of the strategies that can be used to improve speaking skills. Not only that, drilling is a basic strategy that can be applied when teaching speaking because this strategy provided an opportunity for students to practice pronouncing new words and phrase. However, in this strategy the teacher usually pronounces the vocab in English, then the students imitate what the teacher has said.

Khetaguri & Albay (2016), explain that drilling strategy has some advantages, included first, drilling strategy can make students able to speak using appropriate intonation. Second,

students are able to speak correctly, where the correct speech is speaking from sentence by sentence. Third, drilling strategy can help students to be able in pronounce English vocabulary properly and correctly.

b. Cased Based Small Group Discussion

Cased based small group discussion is one of the strategies that can be used by teachers in teaching speaking. In this strategy, the teachers usually divide the students into several groups where each group consist three until four students. Then, in this strategy the students are be able to solve problems (tasks) in group. So, in this strategy students can discuss the existing problems in groups, then they must also be able to solve the problem together in a group. However, Anjani (2013) also explained that by applied this strategy in learning process certainly helpful for both students especially in increase their vocabulary, so they can improve their speaking ability.

c. Playing Ice Ball

Playing ice ball is a speaking learning strategy that used ball games. Where in this strategy, the teacher usually orders students to circle and play throwing the ball. For those who are hit by the ball, then he must get a penalty, where the punishment given is liked telling a story in English and sing a song in English.

Playing ice ball is considered as an effective strategy to apply in teaching speaking because this strategy can make students happy and comfortable in the learning process, so they can be enthusiastic in participating in learning speaking.

d. Presentation

Presentation is a learning strategy where in this case the teacher will give several assignments to their students. After the teacher distributes his assignments, students are required to be able to complete these assignments properly. When students have completed their assignments, they must present their results in front of the class. Therefore, this presentation strategy can increase student self-confidence, especially in speaking.

e. Motivation

Motivation is a strategy that can encourage students to always learn. Therefore, in every lesson the teacher often applies this motivation strategy. The reason teachers often use this strategy in the learning process is because the teacher wants to see the student are always enthusiastic about learning. Encouragement from the teacher will make students motivated to be more active in learning, so the students can understand the learning material taught by teacher well and easily.

Based on some of the explanation above, the researcher can conclude that there are many strategies for teaching speaking that can be

used by teachers when teaching speaking in the classroom. Where strategies that can be used by teachers when teaching speaking in class include discussions, simulations, cased based small groups, role plays, storytelling, brainstorming, information gaps, interviews, reporting, story completion, picture describing, picture narrating, drilling, motivation, playing ice ball, presentation, and many others. All of these strategies can be classified as good strategies because implementing the above strategies can certainly cause students to increase their vocabulary, and improve their speaking skills.

D. Previous Study

The first previous study is entitled “Teachers' Strategies In Teaching Speaking by Sukardi (2019), the study aimed to describe the strategies used by teachers in teaching speaking especially for middle-level students. However, this study was conducted in a private course of the Youth Education Center, which is located in Jl. Prof. A. Majid Ibrahim I No. 4 Village, Merduati, Banda Aceh. Besides that, in data collection there were several stages carried out by Sukardi as a researcher, where the three stages were observation, interviews, and documentation. however, by conducting observations and interviews it is intended that researchers can identify what strategies are used by the teacher in teaching speaking in the private course. The results of the research conducted by Sukardi show that there are several strategies that are usually applied by teachers in private courses including cooperative activities, role play, creative talk, and drilling.

The second previous study is entitled “An Analysis of Strategies Used by Teachers In Teaching Speaking At SMP Negeri 1 Bagan Sinembah Raya by Yesi Aryani (2022). This study aims to explain the problems faced by the teacher in teaching speaking. In addition, this study also aims to explain some of the strategies that are usually used by English teachers at SMP Negeri 1 Bagan Sinembah Raya in teaching speaking. However, the techniques of collecting data that Khasanah used in her thesis included observation, interview, and observation. Then, to verify her data, she used three steps including reducing data, displaying data, and verifying data. The results of Khans Aini's research show that there are several strategies that are usually used by English teachers at SMP Negeri 1 Bagan Sinembah Raya in teaching English, including used Jigsaw strategies, used dialogue strategies, and used small group discussions.

The third previous study entitled “Teacher Strategies' in Teaching Speaking Skills of Eight Grade Students At SMPN 8 Palopo by Angreni Baba (2020). This study also aims to explain about strategies that are usually used by English teachers to teach speaking at SMPN 8 Palopo. Besides that, this study also aims to find out what difficulties students experience, especially in speaking English. The data collection techniques carried out by researchers in order to produce accurate data include first is observation. The second is the interview and the last is the documentation. However, the technique of data analysis the researcher does some activities such as transcribing audio and video data in written form, identifying utterances to determine strategies used

by the teacher, and explaining why the teacher used those strategies in teaching speaking.