

CHAPTER II

LITERATURE REVIEW

This chapter presents several related theories research. The theories are about speaking skill, types of speaking, indicators of speaking, teachers strategies, characteristics of teaching strategies, the important of teaching strategies, teaching strategies in speaking, and principles on teaching speaking skill. Also this chapter consist of the previous studies.

A. Speaking Skill

1. Definition of Speaking Skill

Many experts have proposed the definitions of speaking. Richards (2008) defined that speaking is exploring idea, acquiring something done, subtraction various aspects of world or basically being together. It means that if learners can speak accurately or fluently will help them communicate easily and explore their idea. Speaking English also helps students get up-to-date information field about health, technology and science. Speaking is a way of message in saying ideas, knowledge and feeling to other people. It is the most important method in which the narrator can state himself with a language.

Kayi (2006) defined speaking as the use of language quickly and confidently with few unnatural pauses, which is called as fluency. Chaney (1998) in Kayi (2006) defined speaking is the process of building and sharing meaning through the use of verbal and nonverbal symbols, in a variety of contexts.

Therefore, we can concludes that speaking is the ability to produce the language and share their ideas. Speaking is a complex skill that is unique to humans, and is also a large part of everyday human life. Talking is always related

to communication. Self talk can be expressed as the skill of using language appropriately to express meaning in order to transfer or obtain knowledge and information from others in all life situations.

2. Types of Speaking

Nunan (in Brown, 2001) wrote that general there are two types of spoken language, those are:

First is monologue, Brown (2001) stated that Monologue is speech when a single speaker speaks continuously for a lengthy period of time, as in speeches, lectures, readings, newscasts, and the like, the listener must be able to receive the information without interruption, and the speech will continue whether or not they do.

Second is dialogue it was different with monologue, Nunan (2001) said that Dialogue is a conversation that occurs between two or more people. Then there is an interruption if the opponent of the speaker does not understand what the speaker is saying.

Based Nunan, according to Harmer (2007) We can make a distinction between speakers, planned talks such as lectures and broadcast speeches and unplanned talks when both speakers are spontaneous.

3. Indicators of Speaking

According to Brown (2004), there are five indicators in speaking skill, they are grammar, vocabulary, pronunciation, fluency, and comprehension.

First is grammar : having a deep understanding of grammar knowledge will help someone in speaking English because the learner will know how to

arrange words in sentences, what tense to use, how to use the right pronunciation. In other words, grammar is an important role for mastering spoken language.

Second is vocabulary : having a deep knowledge of vocabulary is the first step to speak English if the learner does not master vocabulary, the learner cannot pronounce what the purpose is.

Third is pronunciation : pronunciation is a very important factor in speaking if the learner does not pronounce it correctly it can affect the meaning of the word.

Fourth is fluently : In speaking, the learner must be able to speak fluently because listeners are able to respond to what people are saying.

Fifth is comprehension : in speaking, comprehension is needed, otherwise there will be misunderstandings between the speaker and the listener so that communication cannot run properly.

B. Teaching Strategies

1. Definition of Teaching Strategies

Teaching strategies are methods designed to help students learn desired course content and develop attainable goals for the future. Teaching strategies identify different learning methods available so that appropriate strategies can be developed to address the identified target groups. Teaching strategies include the principles and methods teachers use to enable students to learn. These strategies are determined partly by the subject matter being taught and partly by the nature of the learner. For a particular teaching method to be appropriate and effective, it must be related to the characteristics of the learner and the kind of learning it is designed to produce.

The structure, system, methods, techniques, procedure, and procedures that a teacher employs during instruction are referred to as teaching strategies. Teachers utilize these strategies to aid in students' learning. According to Brown (2007), strategies is about specific methods to approach a problem or task, modes of operation to achieve certain goals, planned designs to control and manipulate certain information.

According to Charnot (2005) in Brown (2007), strategy is quite broad as a procedure that facilitates a learning task. Strategy is most often conscious and goal driven. The teaching strategy consists of the principles and methods used for teaching. The goals of teaching strategies are to facilitate learning, to motivate learners, to engage them in learning, and to help them focus. This statement defines strategy as instruction that has principles and methods that not only facilitate learning but also motivate, involve, and assist learners. Motivation is very important for learners because it is one of establishment for the successful of education.

2. Characteristics of Teaching Strategies

According to Lonescu & Radu (2001) in Juni (2014), teaching strategies suggest a way in which a teaching situation can be approached. It is important to underscore their essential characteristics:

First, they have a normative character without the rigidity of rules, they are a training component of dynamic situations, characterized by internal flexibility and elasticity. The general teaching approach outlined by the educational strategy can be adapted and adapted to training events and conditions. The

strategy largely carries the imprint of the trainer's teaching style, creativity, and personality.

Second, they have structuring and modeling functions to relate to the learning situations in which learners are placed and to trigger their psychological learning mechanisms.

Third, the components of the strategy (methods, means and forms of work organization) form a system, build relationships between them, even interrelationships and interdependencies. The teaching strategy can be decomposed into a series of operations, steps, specific implementation rules for different teaching sequences so that each decision indicates a transition to the next sequence by making use of the information obtained in the previous step.

Fourth, they do not identify with the chosen methodological system or basic teaching method because the teaching strategy aims at the entire training process, not a single training sequence.

Fifth, they have a probabilistic meaning, namely that a certain teaching strategy, even if determined scientifically and in accordance with the psychological resources of the participants, cannot guarantee the success of the training process because there are many variables that can intervene in the process.

Sixth, they engage students in specific learning situations and rationalize and adapt training content to their personalities, and

Seventh, they build the best framework possible for interaction with the other training process elements.

3. The Important of Teaching strategies

According to Weegner (2013), in education systems, learners are expected to possess an increased degree of autonomy and show initiative in learning processes, inspecting learning materials and understanding contents. An efficient growth of knowledge inside and outside of school is only possible if students have skills which initiate, guide and control the search for information and later on its processing and storage. In learning and teaching research those techniques are called learning strategies. One of the elements that must be included in learning activities is teaching or technique since an efficient method is required to meet learning objectives and attempts to mold students' skills. As tools and means of achieving learning objectives, teaching strategies play a crucial role in the learning process.

C. Teaching Strategies in Speaking

Teaching speaking is not easy, because English is not the native language in Indonesia. Basically, people go through a lot of trouble learning it. It has occurred because their environment did not to speak English. To achieve big specific goals, it is necessary to implement several activities in the classroom.

Based on Thornburry (2015) theory, the strategies that can be used by the teacher to encourage the second language learners to speaking as follows:

1. Drilling

Drilling strategy is activities of imitating and repeating full words, phrases or utterances. As a result, after having students listen to a discussion, the teacher can pick out certain words or phrases and have them repeat them. The repeating effect definitely makes it stand out even more. Drilling strategies can also help

students learn the correct pronunciation of words. Drilling strategies can provide students with new material that they do not know in their memory. In addition, in this strategy, students can store new memories that have not been previously recorded into long-term memory, for example, when someone quickly memorizes their phone number and pin code because they repeat it several times. Thornbury, (2007). Example : Students imitate a word and then memorize it. then, the student returned to say the words again. According from Richards and Rodgers (1986), the procedure in using drilling strategy as follows:

First is, the teacher mentions a word in front of the class.

Second is, the teacher asks the students to repeat the word in chorus.

Third is, randomly, the teacher selects the students to repeat the word individually.

Fourth is, pronunciation, intonation, and fluency are all noticed by the teacher.

Fifth is, the teacher gives feedback

2. Dialogues

Given that language is inherently dialogical in its use and that grammatical structures can be incorporated into dialogue with some creativity, it is not surprising that practicing dialogue has a long history in language teaching. Dialogue exercises also provide a useful shift in focus from teacher led classroom interactions. Even in large fixed furnished classes, organizing pair work is not an insurmountable management challenge. Example : Students pair up with their friends, the teacher asks them to practice the dialogue on the topic that has been given.

By employing this strategy, the teacher helps students correctly enunciate a number of words and expressions that are connected to specific circumstances that are covered in class. In using dialogues strategy teacher guides the students how to pronounce some words and expressions related to certain situation discussed in the classroom. Thornburry (2015). According to Molinsky and Bliss (1986) in Cokordo (2021), the procedures of teaching guided dialogues are as follow:

First is, provide the initial dialogues model

Second is, give encouragement to students

Third is, present it in front of the class

Fourth is, pair students to practice the exercises using expressions

Fifth is, conclusion

3. Presentation

A learner will definitely speak in real life, having experience speaking in front of their peers is a good preparation for speaking in real life learners. Thornburry (2015) Presentation strategy are used by teachers to practice students speaking skills in front of a large audience, and also to practice students speaking skills in real life. Example: the teacher asked students to present about a topic then another student will ask it. According to Royani, et al (2023) the steps in using presentation strategy as follows:

First is, determination of the topic of the problem

Second is, discussion of the problem

Third is, presentation

Fourth is, guiding students in presentations

Fifth is, discussion and conclusion

4. Drama, Role-play, and Simulation

In speaking activities that involve elements of drama or role play where students will use their imagination to portray a role that will be played. In addition, role playing activities can be a springboard in learning languages for real life. So role playing will help students express a dialogue when playing their roles. Example: The teacher gives a start on a topic to students then asks students to make appropriate scripts and play roles based on the scripts they make.

Role play strategy gives great benefit for students as they can simulate real-life encounters such as a conversation in a hotel foyer, a shop, and a restaurant as if they were doing so in the real world. In this strategy can help students improve oral fluency or can train students in certain situations. When students play their role they will know the situation that is happening, the teacher must provide detailed information about the background that is happening so that the lesson goes well. Furthermore, students will use their creativity in role playing with the appropriate objectives that have been given by the teacher (Harmer, 2001). According to Shaftel (1967) in Hasan (2017) put forward the role playing stage which can be used as a guide in learning:

First is, warm the atmosphere and motivate students.

Second is, selecting participants or roles.

Third is, arrange the stages of the role.

Fouth is, prepare observers.

Fifth is, role playing.

Sixth is, discussion and evaluation.

Seventh is, share experiences and draw conclusions.

5. Discussion

The good discussions in class are those that arise spontaneously in English speaking classes, whether that be from students' personal experiences they report in class or from texts or topics in textbooks that spark debate. It is important for teachers to be able to raise situations where discussions and debates can be shaped in a more formal way for teaching English speaking. Discussion activity in teaching speaking can make students interact with each other and offer opportunities for all participants to convey their ideas. Harmer (2001). Example : The teacher divides students into several groups and then gives students a topic to discuss then the teacher asks students to make conclusions in the discussion and present it in front of the class. Christiani (2014) state the steps in using the group discussion are:

First is, the teacher poses a problem to be discussed

Second is, form a discussion group

Third is, discussion

Fourth is, reporting the results of the discussion

Fifth is, reviews and explanations

Ellis and Sinclair (Tarigan, 2009) also said about the model application in learning speaking. Those are:

First the model of the strategy used is to find practice opportunities and lead or direct an imaginary mental conversation.

Second, risk taking is what it is used for is to use the hesitation technique to take the time to spend some time thinking in practice conversations and sticking with one's own vocabulary.

Third, organized in use is managing material resources and time. While the strategies taught for speaking activities are:

First is substitution: This strategy technique, paraphrasing and movement synonyms are used in communicating meaning.

Second is cooperation: This technique uses group study tactics to finish the assignment.

Third is self-evaluation: In this technique used to check the ability of successful communication.

Furthermore, Nunan (2003) purposed at least four principles for teaching speaking. There are:

First giving students experience speaking clearly and accurately. Teachers must give students exercises that build fluency and recognize that making mistakes is a natural part of learning. Accuracy is the ability to speak or write without making grammar, vocabulary, punctuation and others.

Second provide opportunities to students so that they can speak using group work or in pairs and limit the teacher's talk. It is important for language teachers to be aware of how much we talk in class. So we don't take up all of the students' time to talk. Pair work and group work activities can be used to increase student speaking practice time and to limit teacher talk.

Third arrange speaking engagements that need meaning based negotiation. Because engagement requires attempting to comprehend and make the instructor understand, learners advance while speaking in the target language. This process is called negotiation for meaning. This entails making sure that

someone has received your message as well as confirming that you have comprehended what has been said.

Fourth creating classroom activities that require direction and instruction in interpersonal and transactional communication. Outside of class, we often communicate with others for interactional or transactional purpose. Interpersonal speech is terlibat secara sosial dalam percakapan dengan seseorang. Communication is necessary for transactional speech, including trading in commodities and services.

D. Previous Studies

The researcher need to review previous studies on the same topic so they can find out the similarities and differences between the previous studies and this research. The researcher used three previous study in this research.

The first was conducted by (Indriyani Amir, 2022). Entitled Teachers' Strategies in Teaching Speaking at SMK Negeri 1 Kota Ternate. The objective of this research was to determine the teacher's strategies used in teaching speaking. This research took place at SMK Negeri 1 Kota Ternate. This research used a qualitative descriptive method to describe the teacher's strategy in teaching speaking. The subjects in this research were 3 English Teachers at SMK Negeri 1 Kota Ternate in classes X and XI, 2 teachers from class X, and 1 teacher from class XI. The data were collected by classroom observation, interview, and documentation. The result of this research showed that every teacher used a strategy in teaching speaking according to the teaching material, classroom environment, and student needs. The strategies that are often used by teachers at SMK Negeri 1 Kota Ternate are live listening, task repetition, presentation and

talks, discussion, and conversations and chats. While the strategies that are rarely used are recording and transcripts, noticing-gap-activity, drilling and chanting, writing tasks, and debates and for the unused strategy are stories, jokes, anecdotes, drama, role-play, and simulation, and speaking outside class.

The second research conducted by (Zuri, Tella A. N. A. 2020). The title is English Teacher Strategies in Teaching Speaking at SLBN Prof. Sri Soedewi Masjchun Sofwan, SH Jambi. This purpose from the research is to know what are the strategies that are used by the teacher in teaching speaking ability at SLBN Prof. Sri Soedewi Masjchun Sofwan, SH Jambi. Descriptive qualitative was used in this research. In this research using two teacher as the subject that teach students of SLBN Prof. Sri Soedewi Masjchun Sofwan, SH Jambi. The research instrument for collecting data is interviews, where data will be obtained from semi-structured interviews and using open questions. In analyzing this data the techniques are used is reduction the data, data analysis, presenting the data and making conclusion. The conclusion from this study is the teacher's strategy in teaching in the classroom. Based on the interviews there are several effective strategies used by teachers. These strategies are cooperative activities, role playing, strategy simulations, discussions, brainstorming, drilling, and storytelling. Among the strategies that have been implemented by teachers to teach students to speak, role playing and simulation strategies are the best and most effective strategies because role playing and simulation strategies are considered successful in teaching speaking to students.

The last previous study is conducted by (Cicilia, R. S. 2020). The study entitled Teachers' Strategies in Teaching Speaking English at SMAN 15 Padang.

The purpose of this study is the teacher's strategy in teaching speaking English. The subjects of this research were three teachers of SMA Negeri 15 Padang who taught English as an elective subject. This research is descriptive research with quantitative. The instrument of this research is interview. The research used interview. In collecting the data researcher using observation and interview to identify teaching and learning process in speaking. The findings shows that the strategies used by the teacher were discussion, simulation, and communication games. By using the strategies students more active in learning. Creating learner's be more positive thinking and increasing the learner's motivation. Among the three of teacher's strategies, almost all of the students like the communication game as the strategy in teaching speaking, because they regard communication game can improve their speaking ability, built their motivation to speak, and make the teaching and learning process become more fun.

Based on the result of three previous studies above, the researcher stated of researcher's Indriyani (2022) examined three English teacher in her study, researcher's Zuri, Tella A.N.A. (2020) examined two English teacher in her study, and researcher's Cicilia (2020) examined three English teacher, whereas in this research takes one teacher as the participant at SMKN 2 Kota Kediri. It can be concluded the difference between this research and the previous study is from the number of the participant of the teachers examined.