

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter presents the review of related literature for this research. It consists of the definition of speaking, teaching speaking, socio-affective strategy, descriptive, and previous study.

#### A. Speaking

##### a) Definition of Speaking

Speaking is the active use of language to indicate meanings simply so different people could reveal in them. The eye to specific facts of language is needed to speak in a foreign language in order to share understandings with different human beings (Lynna Cameron: 2001). From speaking we are capable of delivering and receiving some facts more actually than through writing text. Bailey K. M. and Nunan D. (2005) said that speaking itself is interpreted as an interactive device of constructing this means that that includes production, receiving and cultivating facts. So, through speaking we will get the same information from the message delivered.

Martin. H (2009) states that speaking is the movement of conveying facts or expressing one's mind and feelings in spoken languages, the interest of delivering speeches or teachers, public speaking and conveying this means that as though in phrases. Speaking activity is not only one activity but consists of some activities. When we communicate, we need to pay attention to the phrases we are able to use, vocabulary, pronunciation, and additionally grammar. As stated

Cunningham (1999) speaking calls for that learner no longer best recognize heat produce particular elements of language which include grammar, pronunciation or vocabulary, moreover, they recognize while, why and in what techniques to produce language. Definition speaking based on Hornby (2007) is speaking described as to talk or communicate to a person about something. In speaking and listening we will be predisposed to be getting something achieved, exploring thoughts, strolling out some element of the area, or genuinely being together. Primarily based on the reason for talking above, the researcher concludes that speaking is an activity to deliver a few messages or information.

#### b) Component of Speaking

Harmer (1991) said there are two components of speaking, pronunciation and vocabulary. First, pronunciation strongly impacts language. The important matters in pronunciation is not whether or not a valid word can be produced effectively in isolation, but how properly it is formed within the phonological context in which it takes place inside the intention of language. Then, in gaining knowledge of a second language, the learner exactly needed to have many terms. The richer phrases that learners have make it easier to understand what their associate of verbal exchange says. Vocabulary is all the phrases mentioned to someone or used in a particular book, subject and so on.

#### c) Speaking Ability

Harmer (1992) described speaking as an interactive way of constructing which consists of producing, receiving and processing facts

orally using the organ of speech. The functionality to talk fluently presupposes not only facts of language abilities however moreover the potential to procedure statistics and languages without delay. One more issue that need to be remembered is that the maximum efficient conversation in a foreign language is not typically the individual that is extremely good at manipulating the systems but the one who is maximum professional at processing the complete state of affairs associated with him and his hearer, speaking account of that statistics is already shared amongst them (Littlewood: 2002)

#### d) Speaking Skill

Speaking is the functionality of people to make use of the language everyday (Hornby: 1987). Speaking is an interactive method of constructing which means that that includes producing, receiving and processing facts (Burns and Joyce: 1997). Nunan (1998) states that learning the artwork of speaking is-the single most important element of mastering a second or foreign language, and achievement is measured in phrases of the ability to perform a communique inside the language.

### **B. Teaching Speaking**

Martin. B (2010) states that one of the fundamental issues in teaching English language to put together the student that allows you to use the language. How this education is carried out and how the education is a success, relies upon on how we as teachers understand our goals. For example, it is clear that with a purpose to have the ability to talk English, it is essential to understand a sure grammar and vocabulary. A part of a

language direction is consequently typically committed to this goal. But there are other things concerned in speaking, and it is important to recognize what that is probably, so that they too may be covered in our teaching. For example, to check whether or not the student can speak, it is crucial to get them to virtually say something. To try this, they should act on knowledge of grammar and vocabulary.

Through giving the student 'speaking practice' and 'oral tests' we recognize that there may be a difference between know-how about a language and ability in the usage of it. The difference among knowledge and ability is important in the teaching of speaking. The way language is organized in speech is generally one of a kind from the form it takes in writing. The language can be the identical one, however the length and shape of its sentences has a tendency to be special. And the reason is basically to do with the time constraints under which the language is produced. We are calling those constraints 'processing situations', and they have an effect on the speaker: which will get the message out, to arrange language and talk meanings in a distinct way from if the student had been writing. Once in a while this facilitates the student to provide a message and get it right, and from time to time it additionally helps the listener (Martin: 2010).

According to Martin B. (2010) one of the constraints is time pressure, oral language lets in confined time for figuring out what to mention, determining how to mention it, pronouncing it, and checking that the student's fundamental intentions are being found out. Considering

repayment, we are concerned with the manner the student reveals themselves repeating in diverse methods what they have got already stated. The truth that the student reveals themselves 'feeling out what they are going to say' as they say it induces numerous kinds of errors. As a result, it is pretty common for students to locate themselves correcting or enhancing what they have already stated. In a sense what they are doing is compensating for the problems which stand up out of the time pressure. And time stress also increases pressure on memory. Which will ensure obvious information; students therefore use a lot of repetitions and rephrasing.

Erik (2014) said that during our teaching practice, we have improvement focused on differentiation, response to intervention (RTI), bully proofing, and the use of technology. Teaching speaking is a rethinking what we do and redefining our expectancies of students. That is taking approximately something us all "type of" deal with and making our preparation extra purposeful, directed, and specific.

The common core's requirements and recommend methods to help students meet those standards. They are wider ranging than the phrases listening and talking propose, and, again, they would have wide value despite the fact that there has been no such thing because of the requirements motion. While some teachers may be masters at fostering the focused, requirements-primarily-based capabilities of collaborative discussion, proof-primarily-based argumentation, legitimate reasoning, and so on, teaching this content offers new challenges. For them, the

researcher provides activities associated with every ability, focused on a selection of grade degrees. (Erik: 2014)

There is a longtime connection among discussions and educational achievement. In one study, putting a 10-minute dialogue of a story during a ninety-minute language arts magnificence had a big effect on students' performance, improving their grasp of the tale's simple information, of the characters' feelings and motives, and of the story's typical meaning (Fall, Webb, & Chudowsky, 1997). When students discuss, they are much more likely to maintain the information and be able to retrieve it later (Hammond & Nessel, 2011). Discussions also enhance intellectual agility and assist increase competencies of synthesis and integration (Brookfield & Preskill, 1999). All of the benefits of discussion are more advantageous when the discussion members are professional speakers and listeners.

Teaching speaking might be a very big part of foreign language. The capability to speak in foreign language and getting to know one contributes to the student's achievement in school and real life. There are three fundamental reasons why it is essential. It is an amazing concept to give students a talking mission, which provokes them to apply it. There are exercise sessions, feedback and engagement. The exercise session is getting students to have loose dialogue and gives them opportunity to practice discussions outside the classroom. A next remark is speaking tasks where students seeking to use all the language, they understand provide comments for each teacher and students. Then engagement is proper speaking activities and must be motivating. If all the students are

taking elements in reality and if the teacher has set up the activity nicely and may then deliver sympathetic and useful remarks, they will gain high-quality pride from it (Jeremy: 1998).

### **C. Socio-affective Strategy**

#### **a) Definition of Socio-Affective Strategy**

Socio-Affective is the mental and physical activities that language learners consciously select to regulate their emotions and interactions with other human beings all through their language learning procedure (Kahraman, 2013). According to O'Malley and Chamot (1990) define that Socio-Affective techniques as strategies that help learners adjust and manage emotions, motivations, and attitudes toward learning, in addition to assist learners, examine through contact and interaction with others.

Brown (1993) gives an explanation for the Socio-Affective strategy it could be said that they are associated with social-mediating activity and transacting with different. Socio-Affective strategy is one among active strategy to enhance self-confidence in speaking. On this approach, the students have to play an active position in a group. Socio-Affective method is activities to reduce anxiety, adjust emotions. Socio-Affective strategies divided into sub strategies: first is asking question and second one is cooperation.

#### **b) Types of Socio-Affective Strategy**

Based on Brown (2007), the socio-affective strategy is divided into two strategies: asking questions and cooperation.

Asking questions about the learners may additionally include asking questions for rationalization to the teacher or native speakers, asking a teacher or other local speaker for repetition, paraphrase, explanation, or examples. While learners have difficulty saying phrases or want to understand the great pronunciation, they may ask their teacher to copy the pronunciation so they can repeat what the teacher says. Paraphrasing is used to rewrite a brief selection consisting of sentences, a series of sentences, or paragraphs. A paraphrase is normally as long as the original textual content if you need to convey its complete meaning.

Then, in the language of cooperation, learners can also use the cooperative method to do their work within the class and get feedback and extra information from other learners. The learners use cooperative learning to gain knowledge of the manner to enhance racial relations among them. In this method, the inexperienced persons ought to be in proportion to their institution mates in order for the institution to achieve its common purpose.

#### c) The Component of Socio-Affective Strategy in Teaching Speaking

In Oxford (1990) there are three components within the social area. The components are asked, cooperation, and empathy. Besides, there also are three components inside the affective domain. The components are relaxation, motivation, and confidence. Those components are basically used in teaching speaking that target to involve learning conducive to interaction with others.



In components of social approach are many activities that may be carried out through the students which include asking question to get verification, asking for clarification of a complicated point, asking for help in doing a language task and speaking with local-speaking communication partner. Besides, social techniques deal with the people surrounding the learner and the surroundings as nicely who lead to increase interaction with the goal language. There are 3 components within the social area. Social strategies are activities which provide them opportunities to be exposed to and exercise their knowledge.

Affective elements discuss with the emotions, feelings, and attitudes that people deliver to the studying enjoy and the role these play in motivation. Affective elements are emotional elements which have an impact on students in gaining knowledge of. They are able to have a bad or nice affective factor. Bad affective elements are known as affective filters which can make a contribution the terrible influence of the learner's attitude to English, to the lecturer, to other learners in the group and to learner herself. It points out that affective elements are the essential and interdependent elements of human mind functioning because have an effect on has a bearing at the way information is encoded within the mind that can be regulated thru using the affective techniques aspect; 'lowering anxiety, encouraging oneself and monitoring one's emotions' (Oxford: 1990).

#### d) Teaching Speaking using Socio-Affective Strategy

On the way to helping students understand the strength of the socio-affective method and enhance their achievement, the teacher can constantly carry out the approach research and combine the socio-affective method into class. (Chamot & O'Malley, 1994).

The teacher must prepare the class before implementing the strategy with the students. After greeting and checking the students' attendance, the teacher gives motivation to the students about the importance of speaking skills in English lessons to increase their enthusiasm for learning English. Giving motivation is a form of affective strategy.

In the first section after the class is ready, the teacher explains the material about the narrative theme used in the implementation of the socio-affective strategy. The teacher explains the definition, kinds of narrative, structure, purpose, and language features of narrative. The next section is where the teacher starts to apply the strategy in the class. The teacher explains the activities of the socio-affective strategy that will be implemented in the narrative theme. In this phase, it is important for the teacher to provide each strategy with a particular clarification and help the students understand a way to use it in a given situation (Chamot, 1999).

The activities of socio-affective strategy are: first, the teacher divides students into 6 groups; then, the teacher gives instructions to the students to work on the assignment that has been given, namely, writing

one example of a narrative text with a mythical theme that is around them; students are asked to ask about things they do not understand to their group mates first; this is a form of cooperation, which is one of the activities in socio-affective strategy. Next, in questioning for clarification, students are allowed to ask the teacher for clarification on the answers they get from friends. After finishing their writing, students are asked to come to the front of the class in groups to tell the story they have made. Each student in a group must get a share of the storytelling. The teacher asks for feedback between students, asking for opinions on the performance of friends who have come forward. Next, the teacher gives students opportunities to ask for clarification of a confusing point or for help with a language task.

After completing the above activities, the teacher gives feedback to the students, who together summarize the material that has been learned that day. In the final phase, the purpose of language mastering techniques is to guide students to become better speaking learners (Chamot, 1999). It is expected that students can make use of the socio-affective approach each time they speak English, even without the supervision of the teacher.

#### **D. Narrative**

Grace and Sudarwati (2007) state that narrative contains a social function to amuse, entertain, and deal with actual or vicarious involvement in several ways. Within the narrative content, the readers are welcomed into the journey of a story to engage them. There are many sorts of stories

that can be utilized in narrative text, such as people's encounters, a few emergency occasions, and the legend or myth within society.

Narrative may be a story with complication or risky occasions and it tries to discover the resolutions to unravel the issues. An imperative part of narrative is the narrative mode, the set of strategies used to communicate the story through a prepare narration. The reason of narrative is to delight or to entertain the reader with a story. Daniel (1993) expressed that narrative may be a form of improvement story. It has authentic characteristic based on the situation. The critical things within the narrative are chronological of occasions and issue. The issue may be a characteristic of narrative content. It makes the narrative content is diverse in other content. For case in narrative the author should emerge an issue that the most character should face it and solve it.

Djatkika and Wulandari (2013) said there are three generic structures of narrative content. They are orientation, complication, and resolution. Orientation is part of the opening story. It is exceptionally critical to create a curious story to create the reader's interest in being examined. It ought to clarify the background of the story, such as setting the temperament by characterizing the setting, time, most characters, the relationship between the characters, and other data to provide the reader with a starting point. Complication is the main body of the story. This part incorporates an occasion that leads the characters into a complication when the ordinary occasions are disturbed by a few forms of conflict. There may be more than one complication, and this serves to disappoint

the characters in their attempts to realize what they wish. This also builds pressure and expectations for the reader. The final resolution this part contains the resolution of the character's issues and strife. There are three possible resolutions. To begin with, the story will be finished with an upbeat ending. Moments later, the story will be finished by pitiful finishing. In the final, the author allows the reader to figure out the conclusion of the story.

Narrative content includes particular language features. Grace and Sudarwati (2007) said the critical features of narrative content are the focus on particular and, as a rule, individualized members, the utilization of material processes, the utilization of social and mental forms, the utilization of transient conjunctions and temporal circumstances, and the utilization of the past tense.

Djarmika and Wulandari (2013) expressed that narrative content is appropriate to be instructed to students since the narrative content has moral esteem for the characters of the story. It makes students also learn almost moral esteem, which can be a lesson in their lives.

## **E. Previous Studies**

Thesis entitled *The Implementation of Socio-Affective Strategy to Improve Students' Self-Confidence in Speaking Skill*, written by Nahdalena this thesis uses classroom action research. The subject of this thesis was a grade X MIA 2 student in SMA 9 Makassar. This thesis has two cycles to examine the significance and progress of the implementation of socio-affective strategies. The finding of this thesis in cycle 1 in the

grammar aspect was 2,4, then in cycle 2 it improved to 2,6. The pronunciation aspect was 2,8 in cycle 1, and in cycle 2, it was 3,2. Last, the vocabulary aspect in cycle 1 was 3, 1, then improved in cycle 2 to 3, 4.

Thesis arranged by Aswati; the title is *The Implementation of Socio-Affective Strategies to Improve Students' Self-Confidence in Classroom Speaking Activities*. The thesis uses classroom action research for the research design. The thesis analyzes students' self-confidence in speaking class before the implementation of socio-affective strategies, the implementation of socio-affective strategies, and how is the improvement of students' self-confidence in speaking class before and after the implementation of socio-affective strategies? The students of VIII A grade was the subject of this thesis. This thesis was done in two cycles, and the data was collected by the questioner. The findings showed that the improvement in students' answers per statement increased by 27%.

Another relevant study is a journal titled *The Implementation of Socio-Affective Strategies in Improving Indonesian Junior Secondary School Students' Speaking Ability*, written by Nurwandi, Chairil Anwar K., and Sultan Baa. This journal uses a pre-experimental research design to assess the improvement of the students' English-speaking ability, and a questionnaire was used to find out the students' perceptions of socio-affective strategies in an English-speaking classroom, which is different from this research. The subjects of this journal were seven-grade students at MTsN Gowa. The results of this journal show that there was a significant improvement in students' English-speaking ability by

implementing socio-affective strategies with the seventh-grade students of MTsN Gowa, and the result of questionnaire analysis showed that the students had positive responses and believed that socio-affective strategies had benefited their interest and behavior toward language learning and improved their English-speaking ability.