CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, some literatures related to the study are reviewed as a means to help clarify the study. The reviews consist of:

A. Speaking

No one denies the importance of speaking because speaking is very important in someone's life, by speaking he will be able to interaction as a social part. Speaking describes the speaker's personality. People use their speech to make an image of themselves to others. When people hear someone speak, they pay attention to what the speaker sounds like almost automatically. Based on what they hear, they make some judgements about the speaker's personality, attitudes, and region.

1. Language Proficiency

Language proficiency is the most important thing in learning language. It is to measure the ability of students' language. Hughes states that testing processes are founded on test criteria. Whether carried out via an external observer, an interactive examiner, or self-assessment test, performance is held up against a set of beliefs about 'better' or 'worse' or 'more effective' or 'weaker' language use. Crucial in this area therefore is state of knowledge

(and beliefs or preconceptions) about speech and how this relates to a fundamental question in assessing speaking.[16]

Galagher's statement as cited by Gow and Kember that students often studying in their home countries, especially developing countries and former colonies, are taught in other languages than their native language.[17] In countries with several linguistic groups, an official second language may be used for communication between different groups. In other countries with a dominant native language, a second language may be used for higher education or business communication. If the non-native language is not in common usage it is best termed a foreign language.

2. The Nature of Speaking

Throughout history, speaking has become the realization to express the thought and idea directly because speaking is the productive skill in the oral mode. As Brown statement that speaking is a productive skill that can be directly and empirically observed.[18]

Nunan says there are two reasons why speaking harder than listening, reading, and writing. The first one is because speaking happens in real time. In the conversation, people speak spontaneously and the listener will be waiting

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[16] Rebecca Hughes, *Teaching and Researching Speaking*, (Great Britain: Longman, Pearson Education Limited, 2002) p. 76.

[17] Lyn Gow, David Kember and Rosalia Chow, *The Effects of English Language Ability on Approaches to Learning. Hong Kong Polytechnic* (Singapore: Regional English Language Centre Journal Reprinted with permission from SEAMEO Regional Language Centre, 1991). This article was first published in RELC Journal, p.1.

[18] H. Douglas Brown, *Language Assessment Principles and Classroom Practices*, (New York: Longman, Pearson Education, 2004) p.140.

for them to speak right then. It is impossible for the listener waiting for a long time so that the speaker has think as fast as possible. The other one is when people speak, they can not revise and edit the conversation like people do when they are writing.[19] Hughes clarificates the aspects of spoken productions i.e. dynamic, oral/ aural, transient, unplanned, and context dependent.[20] Speaking productions above emphasizes that speaking is an effort to use language freely, being able to speak which puts more emphasis on interaction, communication and understanding each other.

The speaking component in a language class should encourage acquisition of communication in and out the classroom. Those components will be used as measurements description in order to check the correctness in terms of non-using the score. The success of learning English can be seen and measured from their performance in speaking and how well they present their English in communication.

3. **Speaking Ability**

According to Bailey, conversation is one of the most basic and pervasive of human interaction conversations are unscripted.[21] It involves two or more people. In a conversation the topic can change and the individuals take turn. By definition, conversation are interactive: although one speaker is more talk

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[19] David Nunan, *Practical English Language Teaching*, (New York: McGraw-Hill Companies, Inc., 2003) p.48.

[20] Rebecca Hughes, *Teaching and Researching Speaking*, (Great Britain: Longman, Pearson Education Limited, 2002) p. 10.

[21] M. Kathleen Bailey, *Practical English Language Teaching: Speaking*, (Singapore: McGraw-Hill Companies, Inc., 2005) p.42

active than others, in a conversation, two or more individuals communicate. Bailey states that there are some strategies for getting help when they do not understand what someone says is by asking for clarification and confirm their understanding.[22]

It is impossible to be able speak English without practice it. However, speaking ability is not easy, it has something to do with the mental factor of the students such as their mood, motivation and readiness. If the learner does not have speaking skill, does not understand the English words that saying by the speaker and does not acknowledge the language, they cannot grasp meaning of the speaker's mean. In that condition, they cannot be said success in learning English, because they did not have a meaningful interaction of English conversation.

B. Teaching Speaking

For students, learn to speak English is also more difficult than other skills since they never practice English in real situation. Most of students prefer to just listen whatever the teachers say and students do not have any effort to speak English in the class.

The goal of teaching speaking today is to improve students' communicative skills, because only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

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[22] M. Kathleen Bailey, *Practical English Language Teaching: Speaking.* (Singapore: McGraw-Hill Companies, Inc., 2005) p.43

In speaking class, the teachers play an important role because they are the key of success to help the students having good English proficiency.

The other goal of teaching speaking skill is communicative efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation.[23]

1. The Principles for Designing Speaking Technique

In designing speaking techniques the teacher can apply some principles. Brown states that techniques should have the following principles:

a. Use techniques that cover the spectrum of learner needs. From language-based focus on accuracy to message-based focus on interaction, meaning, and fluency. It is important to apply interactive activities that do not focus on grammatical pointers or pronunciation tips only. And the teacher should not make the students get bored with lifeless activities and repetition drills.

b. Provide intrinsically motivating techniques. It will help them to see how the activity will benefit them.

c. Encouraging the use of authentic language in meaningful contexts. The teacher succumbs to the temptation to do, say, disconnected little

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[23] NCLRC, Goals *and Technique for Teaching Speaking*, (Washington, DC: The National Capital Language Resource Center, Washington, DC 2003, 2004.

grammar exercise where the teacher goes around the room calling one by one to pick the right answer. It takes energy and creativity to devise authentic contexts and meaningful interaction, but with the help of a storehouse of teacher resource material, it can be done.

d. Provide appropriate feedback and correction. It is important to the teachers to take advantage of their knowledge of English to inject the kinds of corrective feedback that are appropriate for the moment.

e. Capitalize on the natural link between speaking and listening. When the teacher focuses on speaking goals, listening goals may naturally coincide, and also the two skills can reinforce each other.

f. Give students opportunities to initiate oral communication. The teacher asks questions, gives directions, and provides information and controls the students' conversation.

g. Encourage the development of speaking strategies. The developing can be done by giving strategies such as asking for clarification, asking someone to repeat something, getting some attentions, etc.[24]

2. The Technique in Teaching Speaking

Most of the classroom speaking activities are in the communicative situations. So, an important role for teachers who are aiming to improve their students' ability to speak effectively may be to find ways to provide support

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[24] H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy, Second Edition*, (New York: Longman, 2001) p.275.

for learners with various kinds of learning styles so that they can learn in the ways which suit them best. In this case, all students are expected to talk English actively however their mother tongue is not English. By practicing it, they try to negotiate meaning. Therefore, teachers should support them to speak English confidently, especially in SBI class.

There are various techniques can be used in teaching learning activity include textbook, video, computer, and many others. But, the teachers have to consider several things. Secondly, it should be able to encourage the students become active involved with the learning. Next, it should cover sufficient material so that it can be learn by all of students that have different ability. And the last, it should be able to monitor the students' progress in teaching learning process.

In teaching English especially for speaking skill, teachers have to find the best techniques for their students. There are various techniques given for language teaching. One of categories is adapted from Crooker & Chaudron in Brown. It is based on taxonomy of language-teaching techniques. They are:

a. Controlled techniques such as: warm up, reading aloud, drill, question-answer (display), meaningful drill, etc.

b. Semi-controlled techniques such as: brain storming, story telling, question-answer (referential), information transfer, etc.

c. Free techniques such as: role play, games, report, problem solving, drama, interview, discussion, etc.[25]

C. Teaching Idioms

Idiom is a phrase that is commonly understood in a given culture or subculture to have a meaning different from its literal meaning. According to Burke, the majority of teachers feel that introducing students with slang and idioms, as same with introduce the vulgarities words.[26] In here, teachers do not need to introduce the vulgarities words, but teachers do have a responsibility to introduce the non-native speaker with this type of language.

Furthermore, teachers should not overwhelm their students by introducing too many idiomatic expressions. Kenzie states that ideally only two idioms in a day should be introduced.[27] Zyzik suggests for teachers who decide to devote attention in classroom. Teacher may creating separate lessons in order to teach the "useful" of idioms. It means teachers can teache and explain idioms deeply and comprehension because idiom lessons will likely be limited in two ways i.e., the time spent on them (perhaps only 15-20 minutes) and the naturalness of the language used to contextualize the idiom.

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[25] H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy. Second Edition*, (New York: Longman, 2001) p.133.

[26] David Burke, *Without Idiom and Slang. Students are In The Dark!!*, (ESL Magazine September/October 1998) p.5.

[27] Robert McKenzie, *Idioms in Learning ESL*, www.learningenglish.com , 2010

1. **The Essence of Idiom**

Dixson defines that idiom is an expression which has a meaning different from that of the individual meaning of teach of its component parts.[28] Idiom is heritage which are taken from long experience and the wise of people including someone's intelligence. Idiom can be characterized according to the following natures:

a. The meaning is not complete derivable from the sum of the parts.

b. They are generally rigid or fixed in structure.

c. Although a literal meaning of the phrase is possible, it is less frequent.[29]

Idiom is the specific forms of reflected in the constructions of idioms which are always stable, in the sense that, despite their uniqueness because idiom is a number of words which the words taken together, often odd, illogical or even grammatically incorrect. It is also supported by Curry that idiom cannot be taken in their literal meaning because they have a meaning different from that of the literal statement.[30] The specific meaning and function of idioms are reflected in the relationship of meaning among the aspects of idioms which are interrelated and strengthened one another, and the meanings are determained by the objectives of speaking.

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[28] Robert J. Dixson, *Essential Idioms in English*, (New York: Prentice Hall Regents, 1994) p.ii
[29] Eve Zyzik. *Teaching and Learning Idioms: The Big Picture*, (University of California, Santa Cruz: was published in CLEAR (Center for Language Education and Research) Volume 13, Fall 2009)
[30] Dean Curry, Illustrated American Idioms, (Washington, DC: English Language Programs Division, Bureau of Educational and Cultural Affairs, 1988) p.iii.

2. The Category of Idiom

According to Seidl and McMordie as cited by Warta Warga, idiom is categorized based on its form and situations in use. The following explanation explains idiom categorized by its form:

a. Form of idioms, there are two forms of idioms, consist of:

1) Short idiom, example: shut down, means close, all right, means correct, blue moon, means seldom, and etc.

2) Long idiom, example: let bygones be bygones, means forget past difference, keep something under one's hat, means keep secret, behind the eight ball, means unlucky, and etc.

In addition, Zyzik states in her article that caution against considering idioms as simply the "colorful" side of language or "amusing" expressions that we use exclusively in colloquial settings. While this is a common perception if we wonder when idioms used in situation of conversation, it is innaccurate. Although idioms are indeed more common in informal discourse, there are hundreds of idioms used in academic settings as well.[31]

The used of idiom is depend in the selection and and determination of the situations. Sometimes we do not know when its used, idioms can be used where they come from, their form, their meaning, if and how can vary them.

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[31] Eve Zyzik. *Teaching and Learning Idioms: The Big Picture*, (University of California, Santa Cruz: was published in CLEAR (Center for Language Education and Research) Volume 13, Fall 2009)

We shall now look at the reason for difficulties which foreign learners experience when they try to use idioms.

When we do not know the person we are speaking to very well or the occasion is public, we choose word much more carefully. It would be wrong to choose an informal expression in some rather formal situation and bad manners to choose a slang expressions. This means that we can express the same information or idea in more than one way using a different level. According to Seidl and McMordie as cited by Warta Warga:

b. Idiom in Situations in Use

    1)   In a formal situation

        Formal idioms usually used in the academic situation which is needed a polite language.

        Example: by virtue of, means something is true, as good as gold, means very well behaved, etc.

    2)   In an informal situation

        Informal idiom do not mean as an impolite language. Almost of informal idioms are used in everyday spoken English and in personal letters. This can only be learnt by careful listening to native speaker or careful reading of English texts which contain idioms.

        Example: motor-mouth, means talk a lot, no problem, means easily, etc.

3. The Concepts to Teach Idiom

There is no pedagogy exclusive to teach idiom. As his experience in recent years as teacher, Burke designes the effective way to teach idiom which it does not need extra time. This way is divided into two steps, the first is called Presentation and the second step is continued with "Real Speak". The further explanation as follows:

a. Presentation

1) First, teacher begin with a natural dialogue that contains no more than twelve idioms. According to students, any more than that is simply too many.

2) Next, based on the context of each phrase, teacher allows students to guess what each idiom means. For example: "*It really ticks me off when you lie.*" Teacher asks students to guess what that the other person is lying?" Then students will erupt in a big "*No! The speaker is angry!*"

3) To make sure students really know with the meaning, teacher is suggested to go around the classroom and have each students use the idiom have used in Presentation, for example idiom "*No, it ticks me off!*" as they respond to teacher's questions such as "*Do you like it when people borrow money from you?*" or "*Do you like it when your brother or your sister borrows your clothes without permission?*" etc.

b. "Real Speak"

1) Actually, teachers and students absolutely love going back through the conversations using common reductions. Learning idioms without this step leaves the students at a loss when they hear native English speakers.

2) After idioms are presented, understood and practiced with reductions. A variety of reinforcement activities can make the meaning stick. Whole class activities as well as pair work can be successful for reinforce a lesson.

4. **The Common Techniques to Teach Idiom**

Teacher can use the variety of techniques to teach idiom. But according to Zyzik, the first and important thing is idiom can be taught using its principled way, rote memorization or blind guessing. Besides it, teacher can use the common strategies below to teach idiom:

a. Discussing and Analyzing

b. Guessing from Context

c. Using Literal Meaning

d. Using Picture[32]

According to Zyzik, guessing from context is the most successful strategies. Furthermore, teacher can use the other way, may the potential way

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[32] Eve Zyzik, *Teaching and Learning Idioms: The Big Picture.* (University of California, Santa Cruz: was published in CLEAR (Center for Language Education and Research) Volume 13, Fall 2009)

to teach idiom. The potentially useful approach to teach idiom is based on their underlying themes or literal origins. For example, Boers et. al in Zyzik, outline a teaching idiom method based on problem-solving tasks in which students are made aware of the origin of figurative idioms. For example, idioms *"to be waiting in the wings"* derives from literal context of actors in waiting in the wings of the theater before appearing on stage. The writer conclude that this approach is all idioms pertaining to a particular source domain (e.g. food and cooking) would be grouped together.

D. Memorization

Memorization is important for language learning. Thompson in Li points out that, "......it is difficult to think of any educational goal for which the ability to retain information is unimportant. Human memory is crucial to the concept of learning...".[33]

Methods of memorizing have been the subject of much discussion over the years. Memorisation also refers to strategies which focus on the storage and retrieval of language, therefore some of the strategies, such as drill and repetition, used for practice are the same as memorisation strategies.

1. The Nature of Memorization

Memorization is a method of learning that allows an individual to recall information. The spacing effect shows that an individual is more likely to remember a list of items when rehearsal is spaced over an extended period of

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[33] Xiuping Li, *An Analysis Of Chinese EFL Learners' Beliefs About The Role Of Rote Learning In Vocabulary Learning Strategies.* (University of Sunderland, 2004) p.43.

time. Ausubel in Brown states that rote learning as a process acquiring material as "discrete and relatively isolated entities as the process that are relatable to cognitive structure only in an arbitrary and verbatim fashion, not permitting the establishment of (meaningful) relationship.[34] On the other hand, meaningful learning may be described as a process of relating and anchoring new material to relevan cognitive structure.

In education, we know cramming which is intensive memorization in a short period of time. Memorizing is different with cramming. Cramming, also known as mugging is the practice of working intensively to absorb large volumes of informational material in short amounts of time. It is often done by students in preparation for upcoming exams. Cramming is often discouraged by educators because the hurried coverage of material tends to result in poor long-term retention of material.

2. Memorization in Learning EFL

Observation that memorization seems to be one of the learning methods that helps EFL (English as Foreign Language) students learn and use the English language, provided that memorization is used appropriately to help learners to internalise what they have learned to apply in actual communication.

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[34] H. Douglas Brown, *Prinsip Pembelajaran dan Pengajaran Bahasa, Edisi Kelima*, (Jakarta: Copyright 2007 oleh Pearson Education, Inc., 2008) p.97

Memorization is applied in many diverse areas of study. As Stevick statement in Gray that memorization generally is the extent of current ESL/EFL works.[35] When memorization is addressed by language teachers, it rather superficially used for the learning of vocabulary only (most of us have had the experience of using some type of acronym when we were students).[36]

It is well documented that English learners use memorization in different ways, ranging from learning to copying with assignments or exercises. Good memorization seems to play a significant role for students in learning English. Duong opines in his study that it is ideal for students to memorize as they may be able to internalize what they have learned, and end up by saying the learned expressions naturally.[37]

In her study in 2003, Oanh concludes about memorizing to learning strategy for EFL learners in New Zealand. It seems obvious from the findings here that because memorization is considered part and parcel of students' learning habits, teachers and students have to face the fact that memorization will not be eliminated and should not be denied either. Teachers and students should look for the best ways to use memorization as a strategy to help improve the effectiveness of students learning EFL.[38]

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[35] Ronald Gray, *Mnemonics in the ESL/EFL Classroom*, (Korea: Taejon University, 2008)
[36] Ibid. p.1
[37] T.H.O. Duong. *Teaching and Learning Oral Presentation for Learning of English in Uuniversities in Vietnam and New Zealand: A comparative study*, (New Zealand: Unpublished doctoral dissertation, Victoria University of Wellington, 2003)
[38] Duong T.H.O. *Memorization and EFL Students' Strategies at University Level in Vietnam*, (TESL-Electronic Journal, 2009)

E. *Memorizing Idioms* Technique in Teaching Speaking

Like it or not, teachers must teaching idioms, especially in international class. Students are introduced idiom by teacher and use it on their daily communication. In fact, sometimes idiom is often used in the TOEFL materials.

In this case, the teacher might teach two things at once, i.e. teaching speaking and teaching idiom. Teacher can use the basic principles of teaching idioms, namely rote learning/ memorization. As mentioned by Dixson, that idiom is an expression that has a meaning which different from that of the individual meaning of teach of its component parts.[39] Thus, students easy to memorize and understand its meaning. Sometimes idiomatic expressions sometimes gives a funny expression that makes students interested to learn it. Even, teacher can combine the basic principle to teach idiom with common strategies to teach idiom.

Teachers are allowed to select and determine the appropriate techniques for students. This also creates fluency to the students indirectly if teachers were using materials during the lesson. Teachers can insert the materials at the beginning and end of lessons, and during the teaching and learning activities take place. Memorization is the most practical way to teach idioms, because this technique needs less time. Generally, teachers who apply the specific technique for their students use technique outside the curriculum.

Both of memorizing and speaking are mental process. Students can talk with easy use set of idioms words that have been memorized. As McKenzie statement that

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[39] Robert J. Dixson, *Essential Idioms in English*. (New York: Prentice Hall Regents. 1994) p.ii

idiom is important for students who are learning English as a second language (ESL) to attempt to substitute literal phrases with idioms because it will help foster rote-learning and analytical skills in both written and spoken English.[40] Hopefully, students can speak naturally, without fear of stammering, confused for stringing the words, or the fear of wrong.

F. Previous Study

The previous related studies were done by Nadiya Lathifa, "*Using Idiom To Improve Students' Speaking*" and N.L. Sitaresmi, "*The Implementation of Show and Tell Technique to Teach Speaking.*"

In Nadiya's study, she offers the use of idioms as an effective way to teach speaking. Idiom is used to break the students' barriers in speaking, which are difficult to express their thought caused by poor vocabulary. The subject were the students of senior high school. She used quantitatively and the data collection techniques for her research were the students' scores and checklist. The findings showed that most students got satisficatory result from the quiz that has made by the researcher.

Sitaresmi found a teaching speaking technique by a teacher to stimulate oral conversation, that is called *Show and Tell*. This research was in SDN Pakis VIII Surabaya for 5A grade. In her study, she used descriptive qualitative. Observation checklist, field note, questionnaire, and daily assessments were used as the instruments of the study. In collecting the data, she observed the class activity directly.

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[40] Robert McKenzie, *Idioms in Learning ESL*, www.learningenglish.com, 2010

The result of the observation showed that implementation of *show and tell* technique enabled the students to speak English. They could make their anxiety reduced in class. It could be said that show and tell technique was successfully conducted based in the active participation of the students and their good responses.

What differences in this study, the researcher study about the idiom that were given by teacher in teaching speaking and also the implementation of *memorizing idioms* in teaching speaking that given by her every English lesson meeting. The subject of the study is students in junior high school. The instrument are used in this research are questionnnaire, interview, document study guidance, and also observation checklist. This research not only describes and explains the implementation of *memorizing idioms* technique at classroom, but also describes students' responses toward *memorizing idioms* technique.