CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the review of related literature concerning definition of speaking, the teaching and learning of speaking, the objectives of teaching speaking, factor in teaching and learning process, problem and review of previous study.

A. Definition of Speaking

According to Tanner. R & Green, speaking ability is an activity to produce utterances in oral communication¹. This activity is involving two or more people, in whom the participants are both speakers and hearers, have to reach to what they hear and make them contribution at high speed, so that each participant has an intention or a set of intention that he wants. From the statement above, we can conclude that speaking ability is the way of human beings to express their though and feeling by producing utterances in oral communication with two or more people.

According to Chenfield speaking is the oldest and most universal way for human being to express their thoughts and feeling by producing utterances in oral

¹ Tanner .R. & Green.C*Tasks for teacher education*. (UK. Addisson Wesley Longman.1998). Lt.inhttp://www.teachingenglish.org.uk/think/articles/teaching-speaking-skills-2-overcoming-classroom-problems 18 54

communication with two or more people.² While Herbert states "speaking is a basic human activity trough when communication with language is carried out³. In speaking, people put ideas into words talking about perception, feeling, and intentions they want other people to grasp". It means that by having a speaking skill, people will be able to communicate and interact with others. They could deliver ideas, opinions Feelings and intention to each other. That is what the English teacher wants the students to achieve in the language learning. It is in line with Richards and Rogers that learning a language means learning to communicate⁴. And that is indeed the goal of learning a language. Thus, it is clear that speaking skill is very important in the language learning.

B. The Nature of Speaking

Bailey begins her discussion in speaking by distinguishing speaking skill and the other three skills, listening, reading and writing. She point out that language. Generated by learner (in speech or writing) is referred to as productive. Language directed by learner (in speech or writing) is referred to as productive, language directed at the learner (in reading or listening) is called exceptive another important idea is the channel, which refers to the medium of the message (aural / oral or written) thus, speaking is the productive aural / oral skill it consist

² Chenfield, *Teaching language Art Creatively*(New York.Harcourt.Brace.Javanovich Inc.1978) P.13

³ Herbert, Mound Eve Dark, *Psychology and Language*, (New York.harcourt brace javnovic.1977) P.3

⁴ Richard, Jack, C and Rodgers, Theodore S. Approaches And Method In Language Teaching, (Cambride University Press. 1986) P.67

of producing systematic verbal utterance to convey meaning. Furthermore, she elaborates about the approaches to speaking. She says that for many years, language teaching was seen as helping learners develop linguistics competence. That is, helping student mater the sound, words and grammar pattern of English then in the mid 1970 the nation of linguistic competence. Come to be viewed as a component of the broader idea of communicative competence, in which there are several important models of communicative competence, those are sociolinguistic competence which involves register, appropriate word choice, style sniffing, and politeness strategies, strategic competence. And discourse competence which include both cohesion and coherence.

Furthermore harmer states that the ability to speak fluently presuppose not only knowledge of language features, but also the ability to process information (metal social processing)⁵. In language features, there are four elements necessary for spoken production. Those are connected speech expressive devices, lexis and grammar, and negotiation of meaning, mean while. The mental/ social processing consist of language processing interacting with others, and information processing

⁵ Harmer, Jeremi, How To Teach English: An Introduction To The Practice Of English Language Teaching. (England. Addison-Wesley. Longman 1998) P.1-2

Agustin says that naturally speaking, people learn spoken language first before they learn written version⁶. Cameron in Agustin also suggest that children should speak the language before they written it means that speaking plays an important role in order to communicate with others, especially speaking English because nowadays English is considered as an international language⁷. Therefore, everyone should be able to speak English in order to face the globalization since one of the aims of teaching and learning English in senior high school is "memiliki kesadaran tentang hakikat dan pentingnya bahasa inggris untuk meningkatkan daya saing bangsa dan masyarakat global.⁸

C. The Teaching and Learning of Speaking

According to Chastain Kenneth learning a language is a process that is completed, a functional level is attained in fairly short period of time. In learning foreign language, speaking is very important. The goal of teaching a foreign language there fore, the teacher should make the good activities in the class; in order the student can practice their speaking skill actively. The student seldom to communicate with their teacher or the other students, because they are not confidence with their speaking ability, so they choose to be silent in the class. Commonly, the teacher is difficult to support the student to be active in speaking

⁹ Chastain Kenneth, Developing Second Language Skill(University of Virginia. 1976)P.331

⁶ Agustin Helena I.R. Standart Kompetensi Filosofis – Teoritis Pendidikan Bahasa Inggris (Jakarta. Depdiknas. 2004)

 ⁷ Ibid. 13
 ⁸ Depdiknas, Kurikulum. 2004. Standart Kompetensi Mata Pelajaran Bahasa Inggris Sekolah Menengah Atas Dan Madrasah Aliyah. (Jakarta. Depdiknas)

lesson. Beside that, to make the learner speaks and improve their ability in speaking skill is not easy. And the student do not realize that they will be successful to learn a foreign language if they always do some efforts to study well. According to Rifa suci there are three factors why students prefer to be silent in the speaking class:

- 1. They have nothing to say.
- 2. The teacher may have chosen the topic which is uncongenial to him or about which he has nothing to express whether in native language or in foreign language
- 3. They may be very conscious of their limitation in the foreign language and fell that by expressing themselves open to ridicule.¹⁰

Giving motivation to the student in speaking lesson is essential. Besides that, the students need some techniques to improve their speaking skill in the class, for example discussion, presentation, and so on. According to harmer three elements need to be present in a language class room to help students learn effectively:

 Engage: this is the point in a teaching sequence where teachers try to arouse the student 'student interest. Thus involving their emotions. Activities and materials which frequently engage students include: games (depending on age

¹⁰ Ibid P.5

- type), music, discussions (when handled challengingly), stimulating pictures, dramatic stories, amusing anecdote, etc.
- 2. Study: study activities are those where the students are asked to focus in language (or information) and how it is constructed.
- 3. Activate: this element describes exercises and activities which are designed to get students using language as freely and "communicatively" as they can. 11

D. The Objective of Teaching Speaking

According to Nunan one of the principles of material design is the materials should be clearly linked to the curriculum they serve¹², while the curriculum used in Indonesia was 2004 curriculum. There for, the teaching speaking should refer to 1994 English curriculum which has the instructional objectives are: firstly, students are able to make conversation about every thing in acceptable pronunciation and grammar. Secondary, the students are able to make a short dialogue fluently in acceptable pronunciation and grammar. Thirdly, the student are able to describe simply things, people, place, or chronological events in acceptable pronunciation and grammar and the last, the student are able to simply express their ideas, opinion and feeling in acceptable pronunciation and grammar.

¹¹ Ibid P.354

¹² Nunan, Dafid. Language Teaching Methodology. (Macquerie University, Sidney. 1991) P.

E. Factor in Teaching and Learning Process

The review of factors in teaching learning process consists of the review about teacher and students.

a. Teacher

The teacher has the authority to influence the kind of interaction that goes in the class, each teacher has his own teaching style, but it should be based on teaching principle. Widdoson state that when language teachers select structures and vocabulary for their course they select hose items of usage which they judge to be most effective for teaching the underlying rules of the language system. ¹³

The teachers are responsible for the smooth flowing out of the transferring knowledge in the teaching learning process, and they are required to have a good competence and abilities. Teacher qualification is important to the success of the teaching-learning process, in the sense that it will support their potentials to manage the existing teaching situation they encounter.

According to Rifa Suci there are three abilities to be qualified teacher. First of all, teachers should have ability of decision making, meaning that teacher must have critical thinking and problem solving skill. The second ability the teachers should have is reflection. This means that they must know the teaching

¹³ Widdoson, H.G. Teaching Language As Communication (Oxford.oxford University unknown year) P.2

and the communication skills. The last teacher should have self-knowledge of the subject matter they are teaching and the teaching resources.¹⁴

The entire responsibility for creating the language environment falls on the teacher who is teaching a language that is not used in the community. When teaching the language of the host community to immigrants of foreign students, however, the teacher has much outside help. In either case, environmental features that accelerate language learning can easily be in increase the effectiveness of the language classroom-2

- The good teacher should make their lesson interesting so the students don't fall asleep in them
- 2. The good teacher must love her job. If they enjoy their job that it make the lessons more interesting
- 3. The good teacher must have own personality and don't hide it from the students so that they are not only teacher but person as well- and it comes through the lesson
- 4. The good teacher must have lost of knowledge, not only of their subject
- 5. The good teacher is the entertainer and means that in positive sense, not negative sense.¹⁵

¹⁰ Wulandari, Rifa Suci. The Teaching And Learning Of Speaking At Private English Course In Mahesa Institute Pare – Kediri (Unpublished S1 thesis Surabaya: Universitas Negeri Surabaya)

¹⁵ Harmer, Jeremi, How To Teach English: An Introduction To The Practice Of English Language Teaching. (England. Addison-Wesley. Longman 1998) P.1-2

b. Student

There are number of factor having strong effect in the success or failure in language learning. Harmer says that the teachers and student in these cases had a number of thing on their side: they were highly motivated, they really wanted to learn and they had powerful reason or speaking class at private English course the teacher always correct them mistakes made by student during speaking activities in the excellence way, so the student will be enjoy on speaking lesson 16. This method is considered as good alternative to motivate the student in order they ca be active speaking activities.

F. Problem

A problem is an obstacle which hinders the achievement of a particular goal, objective or purpose. It refers to a situation, condition, or issue that is yet unresolved¹⁷.

The problem reviewed in this chapter is student passiveness in speaking course and the problem of activating student in the class. The solutions of those problems are also presented.

1. Student passiveness Indonesian speaking course

The objective of a speaking course is to make the students able to communicate in daily life by using English. The big problem to reach the

¹⁶ Ibid P.8

¹⁷ Problem in learning.. <u>www.wikipedia.com</u>.Retrieved Wednesday, Oktober, 4 2010, 16.30 am

objective is the student passiveness. According to H. Douglas Brown in beginning through intermediate levels of proficiency, most of the efforts of students in oral production come in the form of conversation, or dialogue. According to Hasanah in Cahyono the student passiveness in the classroom is caused by internal and external factors. The internal factors are lack of motivation, vocabulary, mastery, and hesitation in expressing opinion. The external factors include the role of the teacher as facilitation, teacher method, the number of the student in a class, and the topic that is not attractive 19

The alternative solution to overcome student passiveness suggested by Hasanah in cahyono can be seen below

a. Reinforcement and Reward

The teacher is expected to concern with psychology of teaching is she should give extra attention by giving reinforcement and reward.

b. Conversation Club

Conversation club is aimed to enhance student speaking ability outside classroom. A teacher should be close to the student so mat the student will fed free to participate in conversation. He/she should guide the conversation club.

c. Minimize the number of the student in a class

¹⁸ H.Douglas Brown. Principles Of Language Learning And Teaching (horlow, Longman, 2001) P.269-270

¹⁹ Cahyono,Bambang Yudi,*Pengajaran Bahasa Inggris:Teknik Strategi, Dan Hasil Penelitian.* .(Malang:IKIP Malang) P.2

The number of the student in a class influences student motivation in speaking since most student feels stressed to speak up among me students in a big number.

d. Variation of teacher techniques

Speaking activity that held in a class should be varied. The teacher may ask the student to do a discussion or debate. The teacher should activate the student to ask him question or just telling their opinion.

e. Topic variation

To avoid boredom, they are going to discuss should be varied. A negotiation between the teacher and student is the best way to raise an attractive topic.

f. The right man on the right place

Speaking course should be taught by a teacher who expect in speaking.²⁰

2. The problem of activating student in the class.

A teacher usually wants to create a language-rich classroom where student listens and use English. They want to increase the ability of student to use English well. But teacher often difficult to activities and they choose to a listener only.

²⁰ Cahyono,Bambang Yudi,Pengajaran Bahasa Inggris:Teknik Strategi, Dan Hasil Penelitian. .(Malang:IKIP Malang) P.2

There are many reasons, why the students are being passive in speaking lesson? They are: lack of must create the good condition in the class in order to solve the problem above; the teacher can use some techniques to activate the student in speaking lesson. The teacher must motivate the student to use English, the teacher make sure that English is useful for them to finding job, education, etc. the tea, the teacher must help the student to correct their English by direct or indirect. Besides, to support the student to be active in class, they must create the good interaction in class (include student – student and teacher – student). The good interaction in class can improve the student motivation, their bravery, etc.

Zoltan domyeu and Csizer (1998:215) offered a set often commands for motivating learners. All ten items focused on what the teacher can do stimulate intrinsic motivation:

- a. Set a personal example with your own behavior.
- b. Create a pleasant, relaxed atmosphere in the classroom.
- c. Present the task property.
- d. Develop a good relationship with the learners.
- e. Increase the learner linguistic self- confidence.
- f. Make the language classes interesting.
- g. Promote learner autonomy.
- h. Personalize the learning process.
- i. Increase the learners' goal-orientedness.

j. Familiarize learners with the target language culture.²¹

G. Review of Previous Study

In conducting this study, the writer will also pay attention to the previous study. A study about teaching and learning of speaking has been studied previously by Rifa Suci Wulandari, a graduate from Surabaya state university. The title of her study is the teacher and learning of speaking at private English course (a case study at Mahesa Institute Pare-Kediri) (2008). Further she state about the ability of speaking English has become a need. English is used in many of our life's activities such as in the process in getting knowledge, interacting with global societies, or seeking a job. According to Rifa Suci Wulandari, companies and organization want staff that can speak English well in order to communicate within the international market place. Student who can speak English well may have a greater chance for further education of finding employment and gaining promotion.

The study of Rifa Wulandari stated that according to her observation and discussion in Mahesa institute, she found the teacher techniques in the teacher and learning process are retelling story, reading aloud, listening cassette, small group discussion, and game. The approaches used are used are grammar Translation method, Direct Method, Audio – Lingual method, sad communicative approach. The problem is found by Rifa Suci give the best

²¹ Zoltan domyeu and Csizer. *Teaching English as a Second or Foreign Language*.(www.teachingenglish.org.) Retrieved Sunday 27 October 2010.

solution which according to her opinion can help the student to learn English optimally. There are the teacher improving the teaching techniques and making more attractive materials for teacher speaking.

The instruments used by Rifa Suci to collect the data was observation checklist, note keeping audio tape recording to record the activities that happened in the class room, and interview guide which is used to collect the data based on the research problems, especially the technique used and the problems that are faced By the teacher during the teaching learning process. Even though she does not involve directly, she is the key instrument to collect the data in this study. It is done in order to able to adjust with situation and the conditional at the time of conducing research.²²

And the differences between Rifa Suci thesis and this study is rifa suci find any method in teaching speaking and this research want to find problems faced by teacher and student in teaching learning process of speaking in MA Darul Ulum Waru Sidoarjo.

And the second previous study is by Nur Hayati a graduated from Surabaya State University the title is the implementation of techniques in teaching speaking of the seventh grades of SMPN 1 Gresik based on competence Standard (2008). The research question is what techniques are used by the t of the seventh grades of SMP 1 Gresik implementation of competence student in the

²² Wulandari, Suci rifa. The Teaching And Lerning Of Speaking At Private English Course In Mahesa Institude Pare Kediri. (Surabaya, Unpublised thesis. 2008)

teaching speaking, how the student responses are using the techniques in the implementation of competence student in teacher speaking. Based on the result of Nur Hayati study she found that the teacher has been able to implement Kurikulum Tingkat Satuan Pendidikan based on the competence standard well, it can be seen from the use of furious techniques especially in teaching speaking so that the activities do not run monotonous. And the second she found that the various techniques can motivate the student to learn and they also give a large amount of chances for the student to speak. The student participated almost in the class activities. Moreover, the student can join the class actually enjoyable and they also can drive the lesson well. Those various techniques have got positive. Response from the sand implemented successfully in the class.²³

The differences between this study is Nur Hayati focused on implementation of kurikulum tingkat satuan pendidikan in speaking skill and she find any method by the teacher in teaching learning process based on KTSP. And this research just focused in student and teacher problem in teaching speaking learning.

And the third previews study is by Neneng Hidayah, and the title is the teaching and learning of speaking at private English course new courses (a case student at new course Bangkalan)(2008). The research question is what techniques are used by the teacher in the teaching and learning of speaking

²³ Hayati,Nur. The Implementation Of Techniques In Teaching Speaking Of The Seventh Grades Of SMPN 1 Gresik Based On Competence Standard.(Surabaya. Unpublished Thesis. 2008)

productive class in new course. Based on the result of interview, she faced that the techniques are used by the teacher in the teaching learning process of speaking at new course are story retelling, discussion, memorizing vocabulary, study tour, study comparison and conversation with native speaker²⁴.

The differences between this study is Neneng thesis focus in techniques used by teacher in speaking class and that this research focus in problems faced by teacher and student problems In teaching learning process of speaking

And the fourth preview study is by Lita Justisia Prima Onyka Utomo with the title is the teaching of speaking to the second year students SMU Negeri 2 Probolinggo(2006) graduated from Surabaya State University. And from the result of Lita Study she faced that in the process of teaching and learning speaking implementing oral cycle to the second years student, the teacher applies four phases, of oral cycle those are building knowledge of the field modeling of the text joined construction of the text, and independent construction of the text. Hence, as a matter of fact, the implementation of oral cycle in the teaching and learning process of speaking is not as the same as what the 2004 curriculum suggested, for example:

Term of time allocated for each phase, the teacher only spends 2x45 minutes from 4x45 minutes suggested for each phase, besides the teacher only

²⁴ Hidyah, Neneng. The teaching and learning of speaking at private English course new course() a case study at new course. Bangkalan)(Surabaya Unpublished Thesis 2008)

applies several activities from many activities suggested in the 2004 curriculum to be conducted in every phase.²⁵

The differences Onika thesis with this study is Onika focused in the process of teaching and learning speaking implementing oral cycle to the second years student, the teacher applies four phases, of oral cycle those are building knowledge of the field modeling of the text joined construction of the text, and independent construction of the text. Hence, as a matter of fact, the implementation of oral cycle in the teaching and learning process of speaking is not as the same as what the 2004 curriculum suggested

So the differences this research with previous thesis is this thesis focused on problem were faced by teacher and student, in teaching learning process of speaking. And the previous study is focused on technique to improve speaking skill. And focused on the implementation speaking ability based on the curikulum.

²⁵ Onika, Utomo L s. The Teaching Speaking To The Second Year Students Smu Negeri 2 Probolinggo. (Surabaya Unpublished Thesis. 2006)