CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Literature

1. Speaking

a. Definition of Speaking

Speaking is the process of building and sharing meaning through the use of verbal and nonverbal symbols, in a variety of contexts.[12] In traditional method, "speaking" usually meant repeating after the teacher, memorizing a dialog, or responding to drills.[13] Every word which is arranged to be a sentence that has meaning and can be understood by other people in a conversation can also be meant as speaking.

Nawshin quotes on his thesis of Brown's statement "speaking is an interactive process of constructing meaning that involves producing, receiving and processing information".[14] Students should understand when, why and in what ways they produce language, not only know how to produce specific points such as grammar, pronunciation, or vocabulary.

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[12] http://iteslj.org/Techniques/Kayi-TeachingSpeaking.html access at 9.50 AM 7th april 2014
[13] Jack C. Richard, *Teaching Listening and Speaking From Theory and Practice,* (Cambridge University Press, 2008). p2
[14] Nawshin, p9

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b. The Importance of speaking

Every learner needs good speaking skill to communicate with foreigners, because the priority for many second-language or foreign language learners is to master speaking skill in English.[15] Many language learners regard speaking ability as the measure of knowing a language.

There are two things which are very important in mastering speaking skill, accuracy and fluency.[16] Accuracy means how to use language in the correct sentence in term of grammar, vocabulary and pronunciation. Then, fluency is the speakers' capability when using the language quickly, spontaneously and confidently.

Besides fluency and accuracy, there are three areas of knowledge that students need to recognize according to Stoval:[17]

1) Mechanics (Pronunciation, grammar, and vocabulary)

Using the right words in the right order with the correct pronunciation.

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[15] Jack C.Richard, p19

[16] Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy,* (Longman: 2000).p.286

[17] http://www.nclrc.org/essentials/speaking/spindex.htm access at 10.21 AM 15th April 2014

2) Functions (transaction and interaction)

Knowing when clarify of message is essential (transaction/ information exchange) and when precise understanding is not required (interaction/relationship building).

3) Social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants)

Understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.

c. Types of Speaking

According to Brown there are two types of speaking; they are monologue and dialogue. Monologue is divided into two; those are planned monologue and unplanned monologue. Planned monologue is monologue which has been prepared before speaking, for example speeches and other prewritten material. Then, unplanned monologue is monologue without any preparation, such as impromptu lectures and telling stories in conversation. Dialogue is a conversation that involves two or more speakers. It can be divided into interpersonal (social relationship) and transactional (factual information).

Type of speaking activities is also explained on Kayi's journal. Those activities can be held in the classroom, monologue or dialogue activities. The activities are like discussion, role play, simulations, information gap, brainstorming, storytelling, interviews, story completion and reporting.[18] Some of those activities can be taught to the students during the speaking class.

2. Teaching Speaking

According to Kayriye Kayi, teaching speaking has meaning to train the students to:

a. Produce English speech sounds and patterns

b. Use word and sentence stress, intonation patterns, and the rhythm of the sound language

c. Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter

d. Organize thoughts in a meaningful and logical sequence

e. Expressing values and judgements

f. Using the language quickly and confidently with few unnatural pauses (fluency)

Teacher helps students to improve their skill in speaking by teaching grammar. Logically, when they are able to produce sentence

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[18] http://iteslj.org/Techniques/Kayi-TeachingSpeaking.html access at 9.50 AM 7th april 2014

correctly, they will have a good speaking skill. According to Nunan, there are some principles for teaching speaking, those are:[19]

    a. Be aware of the differences between second language and foreign language learning contexts

Teacher should determine which student who learns the target language as a foreign language context or a second language context.

    b. Give students practice both fluency and accuracy

Learners must be given opportunities to improve their fluency as well as accuracy at the beginning and intermediate level of studies.

    c. Use group work or pair work

Teacher should give enough opportunities students to speak in class. Let the students increase their speaking skill by combining them in group work or pair work.

    d. Plan speaking task

Learners are suggested to make progress by communicating in the target language.

    e. Design classroom activities that involve guidance and practice in both transactional and interactional speaking

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[19] David Nunan, *Practical English Language Teaching,* (New York: 1991).p.54

Transactional speaking is communicating to get something done, whereas interactional speaking is communicating with someone for social purposes.

a. Steps of learning speaking

Teachers should know the stages that learners face during learning speaking skills. These are the stages that Mariam Bashir, Muhammad Azeem and Dr. Ashiq Hussain published in 2011: [20]

Stage I: Pre-production

This stage is called silent period, because the learners only listen what the teacher says. They may have some vocabularies in their mind but they feel difficult to say something. Teachers should know that the learners can hardly understand, unless teachers talks about something they know well.

Stage II: Early production

At this stage, learners try to speak some words or may be short sentences that have been memorized although the sentences sometimes are not good ones. They listen more to their talkative classmates to make their speaking structured.

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[20] Mariam Bashir et al, Factor Effecting Students' English Speaking Skill,*British Journal of Arts and Social Sciences* (British Journal Publishing, 2011) Vol.2, p36-37

Stage III: Speech emergence

Learners have good vocabulary and use simple phrase and sentence to communicate with other in this stage. They can ask a simple question, which may be grammatically correct or wrong. They are able to read and understand easy stories.

Stage IV: Intermediate fluency

At the stage of intermediate fluency, the learners can use more sentences correctly in speaking and writing to express and share their opinion. They are able to ask question to clarify what they are learning in class.

Stage V: Advance Fluency

Students at this level will be near-native in their ability to perform in content area learning. Students need continuous support from classroom reading, writing and speaking.

After knowing the stages of the students' level, teachers will teach students efficiently.

b. Speaking Activities

On Jeremy Harmer's book, there are some speaking activities according to the level of the students, they are:[21]

Information Gaps (elementary/intermediate)

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[21] Jeremy Harmer, *How to Teach English,* (Pearson: 1998)p.88

It is one of speaking activity where two speakers have different parts of information making up a whole. Because they have different information, there is a 'gap' between them.

'Describe and Draw' is one popular information-gap activity. Student in this activity has a picture but he or she is not allowed to show the picture to his or her partner. The partner has to draw what the picture by guessing instruction and description from student who is holding the picture, and the partner may ask some question.

Surveys (elementary)

One way of provoking conversation and opinion exchange is to get students to conduct questionnaires and surveys. The activity will be more useful if the students plan their questionnaires themselves. Encouraging students to get up and walking around talking to other classmates has many advantages. In this activity, students can use and design surveys and questionnaires about any topic.

Discussion (intermediate/upper intermediate)

People need time to arrange their thoughts before discussion. It is one of the things that should be remembered by teachers. Many experiences discussion sessions are less successful because teachers forget about it. Therefore, preparation before starting discussion is much recommended.

Role-Play (upper intermediate/advance)

Role-play is an activity where students are asked to be different people in different situation. The students decide who is who in each group and the teacher gives cards with the instruction to the individuals, they should read the instruction without showing to anyone else.

James Scrivener lists the activities that lead to fluency and confidence in speaking:[22]

1) Learners repeat sentences the teacher says

2) Learners chat with the teacher at the start of the lesson

3) Learners look at a list of hints and tips for making business presentations

4) Learners listen to a recording and practice repeating words with the same difficult vowel sound

5) Learners work in pair and discuss some topic

6) Learners listen to and study a recording of a social conversation

7) Learners prepare a monologue about their hobbies and then give a five-minute speech to the whole class

8) Learners learn by heart a list of useful chunks of language they can use in conversation

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[22] James Scrivener, *Learning Teaching second edition,* (Macmillan)p.148

From those activities above, the main focus on encouraging fluency is the fifth. Discussion is the best way to learn speaking, but not all teachers can apply this activity in the lesson because some problems occur during discussion. Therefore, James gives tips to make a good discussion going:[23]

a) Frame the discussion well

Give a brief explanation about topic; it could be a picture or a text that students will know what they are going to discuss.

b) Time to prepare

Students will need some quite time before start discussing to look for vocabularies they need in their dictionaries..

c) Do not interrupt the flow

Teacher should keep an eye on students, in order to know which student want to speak. Invite him or her to start speaking by gesture or by natural comment

d) Specific problems are more productive than general issues

Give students some articles about general topic to discuss.

e) Role cards

Try to make students become someone else by giving role cards. Because they often speak easier than being their own character

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[23] Ibid.p.150

f) Buzz groups

Make small groups contains four or five students. Then, ask students to summarize the discussion. The result of summarizing will be shared with whole class

c. More speaking suggestions

In the Harmer's book by the title "How to Teach English" second edition, Harmer gives more speaking activities besides those have been explained above. Those are;[24]

1) Telling Stories

Give students time to tell other people stories or anecdote. Students can also retell story about what they see on the picture that are given by teacher. Students need to be able to tell the stories in English.

2) Favorite Objects

Ask students to talk about their favorite objects in the group. They exchange stories about their favorite objects. Then tell the class about the most interesting favorite object they discussed.

3) Meeting and Greeting

Students give a small talk when they meet other students in class and introduce themselves.

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[24] Jeremy Harmer, *How to Teach English second edition,* (Pearson: 2007).p129

4) Famous people

Let students think of five famous people. They would describe about the famous people they think.

5) Students presentations

Each student gives a presentation about topic that is given. He or she is given time to gather the information and structure it accordingly.

3. Problems of speaking

In learning speaking, there must be problems that will be encountered by the students. Here are the problems which are experienced by Ur in her book "*A Course in Language Teaching*":[25]

a. Inhibition

Inhibition occurs because of students less of interesting in reading, writing and listening activities. Lack of those abilities makes the students fell worry about making mistakes, fearful of being criticized and shy of the attention when they speak English with others.

b. Nothing to say

Students in this problem sometime have no idea to say. They are difficult to express the information in their mind.

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[25] Penny U, *A Course in Language Teaching (Practice and Theory),* (Cambridge University Press: 1996).p. 121

c. Low or uneven participation

Only one participant can talk in a large group and others member can only talk very little or not at all because of domination of some learners.

d. Mother-tongue use

Learners talk one another using the same mother tongue because that is easier than using a foreign language. It occurs because of the less of discipline or motivation to keep talking in foreign language.

In this research, the researcher chooses the theory of Penny Ur in designing research instrument which is applied to collect data from students of English Teacher Education Department.

B. Previous Studies

There are some researches previously held by some researchers related to this study. Here are some previous studies which have similar sub skill in students' speaking problems;

The first is a research by Yuyun Eka Andraini under the title *"Teacher and Student Problems in Teaching Learning Process of Speaking in MA Darul Ulum Waru Sidoarjo"*. In her study, she takes the teacher and the students of MA Darul Ulum as the subject of her study. She found out that the teacher of MA Darul Ulum faced some problems, such as; the passiveness of students in speaking class,

students use their mother tongue frequently, students are afraid of uttering their opinion, and too many students are in class. The problems faced by students on her study are; limited vocabulary, less understanding in grammatical structure, confused to choose the appropriate tenses, and pronounce incorrectly.

Yuyun's study and the researcher's study has similarity in finding the students' speaking problems, but her study also focuses on teacher problems in teaching speaking. The researcher study only focuses on students' speaking problems. On her study, she gives only the problems without the strategies to overcome those problems. She talks about two problems in speaking that actually those can be only a problem, such as problems in tenses and grammar. Those two problems can be included in problem in grammar, because tenses include grammar factor.[26]

The second is *"A Study of Students' Problem in Daily English Speaking Activity at SMA Pomosda Tanjung Anom Nganjuk"* written by Yun Arita. Arita's study has relationship with this study in discussing about students' speaking problem. She also researches about how to overcome the students' speaking problem. Her study

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[26] Yuyun Eka Andriani, " *Teacher and students problems in teaching learning process in speaking in MA DarulUlumSidoarjo"* (state institute of Islamic studies Sunan Ampel Surabaya : unpublished thesis, 2011)

explains the common speaking problems without explaining specific problems in learning speaking skill.

She mentions some problems faced by the students in the result of her study, those are; students feel difficult to make sentence correctly, students are very hard to remember vocabularies. She explains about the causes why those problems occur, such as; the students only have a few vocabularies and use those vocabularies rarely. Students feel shy when pronounce incorrectly. The way to overcome the students' problem on her study is to do more exercise for the students and practice speaking with their partner (teacher and other students).[27]

The third is a thesis from Jamilah *"Contributing Factor to the Inability in speaking of first and second graders of Ma'arif Senior High School 4 Driyorejo"*. She concludes that the causes of the inability in speaking of first and second graders during English lesson are; lack of motivation, lack of vocabulary, lack of confidence, lack of grammar understanding, environment and lack of teacher's role and teacher's technique.

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[27]Yun Arita, *"A Study of Students' Problem in Daily English Speaking Activity at SMA PomosdaTanjunganomNganjuk "(*University Muhammadiyah Malang: unpublished thesis, 2008)

The similarity between Jamila's study and the researcher's study is focusing on the inability in speaking (problems in speaking). The differences of those two studies are the instrument she uses to collect the data is just questionnaire, in researcher's study also uses observation and interview guide to collect the data.[28]

The fourth, a thesis by the title *"An Analysis of Students' Speaking Problems at English Teacher Education Department, State Institute of Islamic Studies, Sunan Ampel Surabaya"* written by Aida Fitria. In her thesis, she explains very detail the problems which are faced by the fifth semester students. She does interview and questionnaire to collect the data from sample of the research. She distributes questionnaire to 25% of total the fifth semester students to collect data. She does the interview not only to the students, but also to the lecturers about the problems that students face.[29]

The researcher and Aida research the same problem, but the methods to collect the data are different. In this research, the researcher does not only use interview and questionnaire but also does an observation in the speaking class of each semester before doing interview and distributing questionnaire. The researcher also use

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[28] Jamilah, *Contributing Factors to the Inability in Speaking of First and Secong Grades of Maarif Senior High School 4 Driyorejo During the English Lesson,* unpublished thesis (Surabaya: library of state Islamic institute (IAIN SunanAmpel), 2009)

[29] Aida Fitria, "*An Analysis of Students' Speaking Problems at English Education Department, State Institute of Islamic Studies, Sunan Ampel Surabaya"* Unpublished thesis (Surabaya: library of Islamic State University Sunan Amppel Surabaya, 2009)

different sample of the research, so that the researcher can find a variety of problems which will be faced by the students of each semester.

The fifth, a thesis from Hanunah by the title *"Students' Strategies in Overcoming Speaking Problems in Speaking Class of Second Semester at English Teacher Education Department of Tarbiyah Faculty IAIN Sunan Ampel Surabaya"*. In this thesis, she takes the second semester as the subject of her research. She chooses the second semester because they have taken speaking 1 subject, and they are considered to have some problems in speaking. She uses a structure or closed form questionnaire which contains of the questions and alternative answer to them. After distributing questionnaire, the researcher observes the students when they fill the questionnaire, in case they find difficulty or unclear questions. She analyzes the data by identifying the answer of the questionnaire and then getting the percentage of each item questionnaire.[30]

Hanunah's thesis and the researcher's have similarity on how to collect the data by using questionnaire and observation. But in her thesis, the observation is done during the students filling the questionnaire. The observation is only to help the students who get

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[30] Hanunah, *"Students' Strategies in Overcoming Speaking problems in Speaking Class of second semester at English Department of Tarbiyah Faculty IAIN Sunan Ampel Surabaya"* Unpublished thesis (Surabaya: library of Islamic State University Sunan Amppel Surabaya, 2009)

troubled in answering the questionnaire. It is different way to do the observation like the researcher's way. The researcher observes the students to know what students problems during speaking class, then makes suitable questions for the questionnaire according to the observation.