

## CHAPTER II

### LITERATURE REVIEW

This chapter presents : (1) concept of speaking, (2) teaching english speaking, (3) types of speaking skills, (4) strategies in teaching speaking, (5) previous related studies

#### **2.1 Concept Of Speaking**

Speaking is verbal communication done by someone with someone else to say something. This is the key to communication between people in everyday life to change information. According to Brown (2001), speaking is an interactive process in constructing meaning that involves the production, reception, and processing of information. Furthermore, Nunan (1995) stated that learning to speak in a second language will be facilitated when learners are actively involved in efforts to communicate. Summers (2003) stated that speaking is saying something that expresses your idea or opinion, or is used when expressing an idea that you think is true. In addition, Valette (1983) stated that at the functional level, speaking makes oneself understood.

Speaking is a language skill or as a means of communication in which a person can express ideas or information to others in a verbal form. This is a complex language skill, because one needs to look for ideas or information and then it is well organized. According to Chaney (1998), speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in various contexts The purpose of teaching speaking is to increase students' oral production. Richards (2005) stated that the purpose of language teaching is to provide students with communicative competence, classroom activities seem to be an important component of language

courses. Therefore, the teacher must consider several aspects in designing and managing such activities that can make students easier to learn. In the process of learning to speak, one must know the aspects or components of speech itself. According to Wipf (1998) there are five speaking skills including pronunciation, fluency, grammar, vocabulary and comprehension. Richards (1985) stated that “Understanding is the stage where one understands the meaning of written or spoken language”. In other words, understanding language as a communication tool when two or more people talk to each other. Students must also have the ability to manipulate structures and use appropriate forms of grammar in communication (Heaton, 2004).

Students should therefore actively participate in the teaching and learning process, especially in speaking. Through speaking, students will be familiar with utterances used. Learning to speak English fluently and accurately is always a grand task in learning a foreign language. It offers advantages for students. Furthermore, Hetrakul (1995) stated that vocabulary is a component in speaking. Pronunciation is also an important aspect of speaking skills. This emphasizes more about how the speaker’s voice is captured by the listener (Richards, Platt & Weber, 1985). Fluency is the ability to speak languages fluently, effectively, and easily.

## **2.2 Teaching English Speaking**

In teaching speaking, appropriate teaching methods and techniques must be applied. Brown (2001) defines that teaching methods as a step-by-step and a set of general class specifications to achieve linguistic goals. Meanwhile, technique is one of a variety of activities, exercises or assignments used in class to achieve teaching and learning objectives. There are many techniques and methods that can be applied in teaching speaking. Students learn English to communicate in English fluently, accurately and precisely in their daily lives.

Speaking is closely related to listening. The interaction between these two skills is shown in conversation. Nunan (2003) stated that there are five principles for teaching speaking. The principle is:

1. Be aware of the difference between a second language learning context and a foreign language: speaking is learned in two board contexts, a foreign language and a second language situation. Learning speaking skills is very challenging for students in the FL context, because they have very few opportunities to use the target language outside the classroom.
2. Give students practice with fluency and accuracy: Accuracy is the extent to which students' speeches match what people say when they use the target language. Fluency is the rate at which speakers use language quickly and confidently, with little doubt or unnatural pauses, false starts, word searches, etc.
3. Provide opportunities for students to talk using group work or pair work, and limit teacher talk: pair work and group work activities can be used to increase the amount of time students can speak in the target language during lessons.
4. Plan speaking tasks that involve negotiation for meaning: involve checking to see if you understand what someone is saying, clarifying your understanding, and confirming that someone has understood your meaning/by asking for clarification, repetition, or explanation during the conversation, students get the people they talk to address it with language at a level that they can learn and understand
5. Design class activities that involve guidance and practice in transactional and interactional speech: interactional conversation communicates with someone for social purposes. Transactional speech involves communication.

### **2.3 Types of Speaking Skill**

Speaking is a productive skill that can be directly an empirically observed. Speaking is one of two productive skills in a language teaching. According to Brown (2004) as a process of building and sharing meaning through the use of verbal or oral form describes six categories of speaking skill area. Those six categories are as follows:

#### **a. Imitative**

This category includes the ability to practice an intonation and focusing on some particular elements of language form. That is just imitating a word, phrase or sentence. The important thing here is focusing on pronunciation. The teacher uses drilling in the teaching learning process. The reason is by using drilling, students get opportunity to listen and to orally repeat some words.

#### **b. Intensive**

This is the students' speaking performance that is practicing some phonological and grammatical aspects of language. It usually places students doing the task in pairs (group work), for example, reading aloud that includes reading paragraph, reading dialogue with partner in turn, reading information from chart, etc.

#### **c. Responsive**

Responsive performance includes interaction and text comprehension but at the somewhat limited level of very short conversation, standard greeting and small talk, simple request and comments. This is a kind of short replies to teacher or student-initiated questions or comments, giving instructions and directions. Those replies are usually sufficient and meaningful.

#### **d. Transactional (dialogue)**

It is carried out for the purpose of conveying or exchanging specific information. For example here is conversation which is done in pair work.

a. Interpersonal (dialogue)

It is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. The forms of interpersonal speaking performance are interview, role play, discussions, conversations and games.

b. Extensive (monologue)

Teacher gives students extended monologues in the form of oral reports, summaries, and story telling and short speeches. Based on the theory above, it can be concluded that there are some points that should be considered in assessing speaking. The students need to know at least the pronunciation, vocabularies, and language functions that they are going to use. When the students have been ready and prepared for the activity, they can use the language appropriately.

## **2.4 Strategies in Teaching Speaking**

Students often think that speaking skills are a product of language learning, but speaking is also an important part of the language learning process. Effective instructors teach students speaking strategies – using minimal responses, recognizing scripts, and using language to talk about language – that they can use to help themselves expand their knowledge of the language and their confidence in using it. According to Harmer (2007) is a language skill where students produce their own language to help students learn to speak so that students can use speaking to learn.

From a communicative purpose, speaking is closely related to listening. The interaction between these two skills is shown in the conversation. Brown (2001) stated that there are seven principles for designing speaking techniques.

- a) Use techniques that cover the spectrum of learner needs, from language based focus on accuracy to message-based on interaction, meaning, and fluency.
- b) Provide intrinsically motivating techniques.

- c) Encourage the use of authentic language in meaningful contexts.
- d) Provide appropriate feedback and correction.
- e) Capitalize on the natural link between speaking and listening.
- f) Give students opportunities to initiate oral communication.
- g) Encourage the development of speaking strategies.

The process of teaching speaking itself can be done in several stages. Scott (1981) mentions three stages to complete the teaching of speaking. The first stage is stating objectives. The teacher must explain what lessons the students will learn. If students understand the learning objectives, learning will be easy to understand. The teacher could tell students the objective of the lesson directly. Giving student clues for brainstorming the objectives is preferable. Another way is using visual aids to attract students' attention and participation.

The next stage is presentation. One thing that should be considered in this stage is the whole language operations that will be given in the lesson are presented in context. It is very important to make language items clear. To contextualize a language item, the teacher can use text, video, recorded or picture in the form of transaction of native speaker and the like.

The last is practice and production. Drilling check will be given to the students in the phase to see if they have understood of what is being learnt through choral repetition of language presented and then move to individual responses. The teacher will direct the students by providing information gap and feedback for students.

A various number of speaking teaching strategies are utilized and used in the classrooms for many circumstances. Among others, the strategies of teaching speaking are discussion, role-play, and drilling. First, Discussion is a strategy that

involves a topic or issue to be discussed together in a group. This strategy aims to make a conclusion, share ideas about a topic, or find solutions in their group discussion (Kayi, 2006). This can be done by dividing students into pairs or small groups, discussing a topic in the group for at least ten minutes, and letting students explain the result in front of the class. It is in line with Hadfield (2000) who mentioned that in discussion, students can tell each other about their ideas, feelings, and experiences in greater depth and detail. Second, Role play is approved to be communicative language learning because students are actively got involved in the conversations (Nunan, 2001). It means that students are not only as passive learners but also active learners because they practice speaking through conversation. Role play is a good strategy to stimulate students to speak foreign language. Students are urged to make improvisation in the conversation. Teach the Dialogs for Role Plays, the teacher needs to teach the vocabulary, sentences, and dialogs necessary for the role play situations. The teacher needs to make sure the students know how to use the vocabulary, sentences, and dialogs prior to doing the role play activities, otherwise, the teacher should allow students to ask how to say the words they want to say. And the last, Drilling Senel (2006) mentioned that drilling is useful in teaching pronunciation since it can create correct and accurate pronunciation. Therefore, applying this strategy in English foreign class can make students able to pronounce words accurately. By repeating words or sentences, students automatically memorize the words or the sentence. Therefore, drilling can improve students speaking skill.

In addition, designing activities for teaching speaking requires some principles to consider. Firstly, speaking activities need to maximize the production of language to provide the best conditions for autonomous language use (Brown,

2001). Secondly, the activities should be performed in situations where students can show interest, understanding, and ask questions or make comments, called interactivity, and include competitive element where students work together to achieve certain purpose.

Thirdly, teachers bear in mind what student needs, from language-based focus on accuracy to message-based focus on interaction, meaning, and fluency to encourage the use of authentic language in meaningful contexts. Richards (2002) states that meaningful contexts for each activity is important to relate new material with what has been learned and experienced by students so that it can be stored in the long-term memory of students. Meanwhile, the functions of speaking including talk as transaction aims to exchange information or goods, and talk as interaction aims to maintain social relationship (Brown and Yule, 1999; Brown, 2001; Bailey, 2005; Thornbury, 2005; Richards, 2008).

## **2.5 Previous Related Studies**

Three studies have been performed by the researchers related to the description of teachers' strategies in teaching speaking in vocational high school. They are as follows: First, Putri Asilestari (2018), "An Analysis on Students' Speaking Skill at The First Grade Of Administration Office Of SMK YPLP PGRI Bangkinang". In that research she found the research the students were not enjoy teaching-learning speaking English. The students could not be produce speak English and misunderstanding about it. The students also felt shy when speak English. It means the students' speaking skill in this class is low.

Second, Army Irhani Asmin (2019), "Teachers' Strategies in Teaching English at Vocational High School in Luwu". This research has found out the teachers even use the same textbooks as general high school where the contents are



frequently inadequate to the vocational students' needs. Teacher argued that they have limited time and lack of understanding on how to design the specific teaching materials for students.

Furthermore, and last Syafriza (2018) with the title "Teacher's Speaking Strategies at Vocational High School". The aim of study is portraying teacher's strategies in teaching speaking to students at vocational high school level and recognizing students' response towards the strategies by involving an English teacher and a class of 38 students. In collecting the data, classroom observation and interview were conducted to identify the strategies of teaching speaking, and questionnaire was administered to the students to gain the data about their response towards the strategies under the umbrella of descriptive research. The result revealed that the strategies used by the teacher were cooperative activities, role-play, creative tasks, and drilling revealed that the strategies used by the teacher were cooperative activities, role-play, creative tasks, and drilling. In the meantime, students' response towards the strategies resulted in positive attitude as they responded that the strategies helped them to speak, as well as concerned oral production of students whose participation was emphasized.