

CHAPTER II

LITERATURE REVIEW

This chapter presents: (1) concept of speaking, (2) teaching speaking, (3) stages of teaching speaking, (4) young learners, (5) English teacher's strategy in teaching speaking for young learners, (6) problems faced by English teachers in applying strategies to teach speaking, (7) previous related study.

2.1 Concept of Speaking

2.1.1 The Definition of Speaking

Communicating with humans can be done by using verbal language or speaking. Speaking is an interactive process of constructing meaning that includes creating and getting information. All normal human beings all over the world understand and talk in order to carry out each activity in their daily life and to exchange knowledge. Since humans are social beings, they talk because they live in a society that allows them to communicate. It is supported by Fulcher (2003) who states that to convey the intentions and objectives, someone can convey it through speaking. It means speaking is an important skill because it is needed in daily life to express ideas, emotions, and exchange information of someone to others by using verbal language.

Speaking is an essential basic skill in language learning. According to Maxom (2009), speaking is an essential skill in English language teaching, so it must be mastered in school. The students can convey their thoughts, sentiments, and ambitions to others. In addition, the students can learn English more easily in school since they have teachers and peers to converse with.

Based on the previous explanation, speaking is the most important skill in mastering the language. When someone talks to others, they communicate by utilizing language to create their emotions, thoughts, and knowledge. Therefore, the students can learn to speak English easily in school because they have teachers and friends to practice with.

2.1.2 The Purposes of Speaking

Every human being has their purpose when they want to communicate with others, especially when communicating through spoken language. In line, Brown and Yule (1983) found that in every speaking activity, three different purposes can be seen in form and function, and each requires a different teaching approach (as cited in Richards, 2008, p. 21-27). These three purposes consist of:

1. Speaking as Interaction

Speaking as interaction indicates the meaning of conversation and describes an interaction that presents a primarily social function. When someone meets others, they will greet each other, have brief conversations, tell recent experiences, etc., since they want to be kind and comfortable when interacting with others. The center of this function focuses on the speakers and how they want to present themselves to one another.

2. Speaking as Transaction

Speaking as transaction indicates a situation in which the emphasis is on what is said or done. Instead of focusing on the people and how they communicate socially, the central emphasis is on what can be interpreted clearly and as it should be. There are two different kinds of speaking as the

transaction. First, involve situations where the participants focus on what is accomplished, such as asking someone for a way. Second, transaction focus on obtaining goods or services, for example, requesting nourishment in an eatery.

3. Speaking as Performance

Speaking as performance indicates the open talk, for instance, talks that transmit public declaration and lecture. It means that speaking as performance is more about monologue than dialogue, as evidenced by the public announcements and speeches provided above.

2.2 Teaching Speaking

Teaching is a process that conveys knowledge to achieve the learning goals and educates students to have good morals. In teaching activity, the teacher is delivering a message, knowledge, or skill to the student. Brown (2001) states that educating is a way of showing or offering help to a group of people to find ways to do something, contribute instructions, guide in considering something, and provide information.

Stakanova and Tolstikina (2014) argue that teaching English is better when it starts from an early age because (1) it stimulates children's language development and increases the value of early childhood education and elementary education as the foundation of general education; (2) it forms a broad awareness by introducing children foreign cultures; (3) it is easier for children to learn a foreign language at later stages since they have mastered the basic of a foreign language; and (4) it can enhance general educational skills by broadening their

scope in the foreign language acquisition process. It implies that teaching language to young learners has more benefit when they are growing up; besides, they can learn the language effectively.

Speaking English is a crucial part of learning and teaching second language. Whereas teaching speaking has been undervalued for many years, English teachers have tended to teach speaking by repetition of drills or memorization of discourse. However, the modern era demands that teaching speaking should improve students' communicative skills because only in this regard can students acquire and convey how to maintain appropriate social and cultural principles suitable in every communicative condition.

Nunan (2003) states that the English teacher speaking teaches the listener to (1) make the English speech sound and sound pattern, (2) utilize word and sentence stress, intonation systems, and the rhyme of the second language, (3) choose appropriate words and sentences based on the appropriate social setting, audience, situation, and subject matter, (4) set students' ideas in the sense and judgments, (5) utilize the language immediately and confidently with several unnatural pauses, which is known as fluency.

In brief, teaching speaking in second language learning is the same as conveying a second language palpably and productively in order to increase students' achievement in school and the future. Language teachers give particular focus to teach speaking, instead of asking students to memorize something because with great attention, teacher can help students develop speaking skills.

2.3 Stages of Teaching Speaking

Speaking activities are taught in three stages. There are three stages: pre-speaking activities, while-speaking activities, and post-speaking activities.

The Pre-speaking activities is designed to get the students ready for the major speaking activity that follows. It is the recalling of earlier world-knowledge of the participants that is relevant to the speaking context that is called for by schema activation. Questions, pictures, and text can be utilized to achieve these goals. It is also used brainstorming activity as pre-speaking activities. It helps to generate ideas in small groups before the main speaking activity. The primary goal of this activity is to generate as many ideas as possible in a specified amount of time. The ideas are not evaluated until the end of activity time. When learners have a good understanding of the communicative problem and the solutions available to them, their motivation can be increased (Gipps & Stoba, 1993)

The speaking task itself is included in the while-speaking activities. It helps students to practice speaking. As a result of the role-play, problem-solving, socialization, or communication game, the students actually resolve the communicative problem (Graham, 1997).

Post-speaking activities can allow learners to revisit the language and thoughts they used and come up with new methods to improve communication. The post- speaking activities provide learners with feedback on their performance and the conclusion of the lesson. The development of integrated communicative skills is an important aspect of the post-speaking activities (Graham, 1997).

2.4 Young Learners

Young learners are an object that is interesting to discuss. They can work with others and learn anything at any stage as long as the learning material is understandable; they also enjoy playing. Besides, children are very active and intelligent. The concept of young learners has changed over time. In the past, young learners were defined as children aged five to twelve. Nowadays, young learners refer to the learners in pre-school to elementary school or from the age of three to twelve. The age difference is critical in determining the teaching technique, emphasizing language proficiency, and addressing cognitive skills (Imaniah & Nargis, 2017). Harmer (2007) classifies three groups of learners, namely young learners, adolescents, and adults. The facts about young students are as follows:

- a. Young learners react even though they do not understand.
- b. Young learners learn from all around them: they learn indirectly instead of directly.
- c. Young learners know mostly when they see, listen, touch, and mingle instead of from explanations.
- d. Young learners are challenging to deal with abstract concepts.
- e. Young learners generally appear interested in the world and desire to learn a language.
- f. Young learners react when the topic of learning is related to their daily lives because they love to talk about themselves.

- g. Young learners adore finding things, creating or drawing things, using their imagination, moving from one place to another, and completing puzzles.
- h. Young learners have a brief consideration span; they can get bored quickly after 5-10 minutes.
- i. Teachers ought to have a wealthy list of activities to assist young learners in getting information from various sources and plan various activities for a certain period.
- j. Teachers ought to work with students individually or in groups, depending on their needs.
- k. Teachers are more sensitive to students' interests to motivate them.
- l. Young learners need colorful and bright classes with enough room for various activities.

Pinter (2011) classifies young learners into three groups, namely the first group is learners who start pre-school from the age of three, the second group is learners who begin elementary school from the age of five to seven, and the last group is the final age of elementary school from the age of eleven or twelve, though in some countries this occurs between the age of thirteen or fourteen. Thus, based on the explanation above, young learners are divided into three stages. Each stage has its characteristics that teachers can learn to understand the abilities of children at each level.

2.4.1. Characteristics of English Young learners

English teachers must be familiar with their students' general characteristics to effectively communicate with them, particularly elementary school children in grades four through six. Scott and Ytreberg (1993) propose the following common characteristics of young language learners (elementary school students):

- a. Young learners form the fundamental of the concept. They have strong opinions about the way things should be.
- b. Young learners can make the differences between tell the truth and fiction.
- c. Young learners can ask some of the questions every time they want.
- d. Young learners rely on both the spoken word and the physical world to communicate and comprehend the meaning.
- e. Young learners can create a few choices concerning their learning.
- f. Young learners have strong opinions about what they want to do and do not want to do.
- g. Young learners have developed a sense of justice in the classroom and are beginning to challenge the decisions made by the teacher.
- h. Young students can collaborate and learn from the experiences of others.

Additionally, there are characteristics of young language learners (such as elementary school) students that Scott and Ytreberg (1993) state are as follows:

- a. Young learners are aware that laws govern everything in the world.
- b. Young learners are exposed to situations more rapidly than they are exposed to the language.

- c. Young learners utilize language skills long before they are conscious of them.
- d. Young learners' understanding is communicated through the use of their hands, eyes, and ears.
- e. Young learners are very logical, and they will do what their teachers tell them to do initially.
- f. Young learners have a limited ability to pay attention and maintain concentration.
- g. Young learners do not always understand what adult learners are talking about.
- h. Young learners cannot choose what they want to learn.
- i. Young give full attention when they play.
- j. Young learners are excited and optimistic about learning.

It can be inferred from those characteristics that young language learners can learn from all around them, love to play, have an active behavior and more easily absorb lessons with everything that has direct contact with other people.

2.4.2 The Principles of Teaching English Speaking for Young Learners

The principles of teaching English speaking for young learners are different from the principles of teaching speaking for adolescents and adults. According to Bailey (2005), three principles govern the teaching of English speaking to young learners. These include offering a topic for discussion, facilitating student interaction through group or pair work, and modifying physical arrangements to facilitate speaking practice.

2.4.3 The Approaches of Teaching Speaking for Young Learners

Teachers use an approach in teaching activities. An approach is a set of correlative assumptions dealing with the nature of language and the nature of language learning and teaching (Anthony, 1965). The approaches in speaking activities are as follows:

1. Audio Lingual Method (ALM)

The Audio-lingual Method (ALM) can be used to teach young learners to talk, as it is predicated on the assumption that language can be acquired through the development of habits based on language patterns. (Celce-Murcia, 2001, as cited in Linse & Nunan, 2005, p. 52-54). Drill with choral response and conversation are two necessary features of ALM.

Furthermore, the conversation provides the learners with scripts that are grammatically controlled. Therefore, it can be used in a child-friendly role-playing situation. Moreover, the teacher can use puppets to introduce the conversation. It would be highly advantageous for hesitant or shy students who feel more at ease conversing with puppets than with adults (Slattery & Willis, 2003, as cited in Linse & Nunan, 2005, p. 56-57). Besides, the fishbowl technique can introduce young students to cooperating in pairs or small groups. This technique requires teachers to invite one volunteer to participate in the model activity, then show the rest of the class and let the students know what they are expected to do.

2. Communicative Language Teaching (CLT)

CLT is an approach and philosophy that combines classroom-based language learning with the language that students need to communicate outside of the classroom (Nunan, 2005). From the perspective of teaching English to young learners, it is critical to connecting classroom learning to real-world child-centered scenarios in which children interact with language.

CLT with children differs differently from CLT with adults, partly because youngsters frequently enjoy playing the role of an adult or grown-up. In addition, playing a role is essential for young learners because it gives them a chance to rehearse different languages that they can use later in real life. For instance, as a child, you might have imagined yourself as a doctor (Nunan, 2005). Therefore, teachers must have the ability to design classroom activities where students must negotiate meaning, employ communication skills to correct misunderstandings, and work to prevent communication breakdown.

Besides, the teacher can also use games. According to Nunan (2005), games are very suitable for teaching young learners. Games can provide the benefits of both ALM and CLT if they are appropriately designed. Teachers can very easily set up games that force students to repeat the same behaviors and patterns repeatedly. When English usage is a game rule, children are more likely to keep track of how they use the English language while playing the game. Furthermore, talking and

writing box can also be used to learn about childrens' development and interest. By using the talking and writing box, children can personalize the information that they share. Teaching pronunciation and error correction can be used in CLT. Teachers of young learners must spend time correcting behavior and every single error that young learners make.

From the explanation above, it can be concluded that specific approaches in teaching speaking English for young learners that the English teacher can apply: (1) Audio Lingual Method (ALM) and (2) Communicative Language Teaching (CLT).

2.5 English Teacher's Strategy in Teaching Speaking for Young Learners

Teaching strategy is a way or method of an activity to achieve an educational goal. According to MIT (2002), teaching strategies are ways of creating judgments regarding a course, a personal class, or even an entire curriculum that begin with an analysis of the students' characteristics, learning objectives, and instructional preferences of the teachers. Therefore, teachers' strategies in teaching speaking are how teachers deal with learners during the teaching and learning speaking process to accomplish an educational objective.

During learning to speak, there are students whose abilities in understanding teaching material are high. There are students whose abilities in understanding teaching material are standard. And there are also students whose abilities in understanding teaching material are low. Likewise, elementary school, junior high school, and senior high school are the three levels of education. Especially for elementary school, it is included in the young learners category

because Imaniah and Nargis (2017) state that elementary school students range from five to twelve years and are included in the young learners category.

In this case, the teacher is faced with some problems, so the teacher must devise the best strategy for improving students' speaking ability and resolving those problems. To develop students' speaking ability, the teacher must know how to teach students effectively or have a teaching strategy in place (MIT, 2002). Moreover, a teacher's strategy and task selection for teaching speaking should consider not only the program's aims but also students' developmental stages or categories to ensure that learning proceeds smoothly and students can communicate effectively. In this case, the researcher discusses the category of young learners to see if there are any best strategies for teaching young learners. There are some strategies that the English teacher can be applied in teaching speaking English.

1. Discussions

The first is discussions. Kayi (2006) stated that discussion is an effective strategy that can enhance learners' speaking ability. The teacher can divide learners into groups. Each group consists of four to five learners. Then, each group is given a topic to be discussed. In this activity, learners should be constantly motivated to inquire questions, voice opinions, seek clarification, etc. As a result, discussions might encourage students to practice speaking in front of their companions routinely.

2. Role Play

The second is role play. Anggraeni et al. (2020) found that the teachers applied role play to allow children to practice their speaking skills based on the character. The teacher would ask learners to role play with various guidelines, such as allowing students to choose who they want to be, expressing what they are thinking, or asking them to portray a specific character. For example, the teacher could tell the learner that “You are Sinta, you go to the receptionist and tell him what happened last day, and ...” (Harmer, 1984, as cited in Kayi, 2006). In line with Brown (2001), role-playing can be used to complete an objective task with a single person, in pairs, or groups, with each individual assigned a specific role to perform.

3. Simulations

The third is simulations. Kayi (2006) explained that simulations are more complicated when compared to role play. In the simulations, the teacher not only asks learners to choose who they want to be but also asks them to bring kinds of stuff that are related to their choices. For instance, a learner chooses to be a football player, so he should bring a ball, shoes, etc. By using this strategy, learners can be motivated to speak and have confidence when acting out their roles.

4. Information Gap

The fourth is information gap. Learners are expected to work in groups of two. Each student has information that others do not know and

she can only share it with her partner. Moreover, each partner plays an important role since the assignment cannot be completed if the partners do not serve the information the others require. The aim of an information gap operation may be to solve a problem or to gather information. These activities are practical since everyone has the opportunity to talk broadly within the target language (Kayi, 2006).

5. Brainstorming

The fifth is brainstorming. In this strategy, the teacher gives a particular topic to learners. Then, they could create thoughts at a specific time. In this case, the thoughts given should not be criticized because this activity is open to sharing new thoughts (Kayi, 2006). In addition, Anggraeni et al. (2020) found that the teachers used brainstorming strategy in teaching speaking as an introduction. It aims to ensure that learners know what will be taught in class and lose their boredom.

6. Storytelling

The sixth is storytelling. According to Kayi (2006), in a storytelling activity, learners tell a story that has been made by others or made by themselves briefly. The elements in storytelling are beginning, development, and ending, including the characters and setting. This activity can encourage learners' creative thinking, enhance learners' speaking ability and attract the class interest.

7. Interviews

The seventh is interviews. Kayi (2006) stated that the teacher provides the topics and rubrics that the learners can use in their interviews. The learners can figure out what kinds of questions to ask or take by reading the rubrics, but they should set up their interview questions. Then, the learners can present the results in front of the class after conducting interviews. Besides being able to practice speaking skills outside the classroom, interviews also teach them to become socialized.

8. Story Completion

The eighth is story completion. On story completion, the teacher will teach and play at the same time. The roles of this activity are they will make a circle. Then the game begins marked by the teacher telling several sentences about a story then stop, after that every learner continues the story from the last point that the teachers or the previous learner told, and every learner can deliver four to ten sentences that consist of new figures, events, descriptions, etc (Kayi, 2006).

9. Reporting

The ninth is reporting. The teacher has determined the next meeting's topic will be reporting. Then, the teacher explains to the learners that the learners have to read a newspaper or magazine before the lesson begins in the next meeting. When the lesson begins, students report to their friends what they consider the most attractive news or report about their daily lives (Kayi, 2006).

10. Playing Cards

The tenth is playing cards. According to Kayi (2006), the teacher applies for the playing cards by dividing the learners into four students. The teacher prepares a different topic for each card, then each group member chooses one card and makes several open-ended questions about the topic on the card. The learners can ask the other member in the group and answer in complete sentences.

11. Picture Narrating

The eleventh is picture narrating. The teacher presents a series of sequential pictures with a rubric explanation that includes vocabularies or structures that learners need to use while narrating. Then the learners tell a story by narrating the sequential pictures (Kayi, 2006).

12. Picture Describing

The twelfth is picture describing. The teacher can enhance the learners' speaking ability by forming several groups to get a picture. Then, each group will discuss with group members and describe what is in the picture in front of the class (Kayi, 2006). Besides, the students can learn new vocabularies and improve their speaking skills when the teacher uses picture describing strategies (Anggraeni et al., 2020).

13. Find The Difference

The thirteen is to find the difference. The learners are divided into pairs and each couple gets two different pictures, for instance, a picture of a girl sweeping the yard and a picture of a boy mowing the lawn in the

yard. Then, the learners can discuss the differences in the two pictures given (Kayi, 2006).

14. Mind Mapping

The last strategy is mind mapping. According to Suparlan in Buzan (2007), the use of the mind mapping strategy in the teaching and learning process is guided by four principles: the teacher gives a text to the students, the students identify the keywords inside each subtopic, the students create a scheme or concept in the form of a map, and the students explain the relationship between each concept. In addition, according to Phail, the implementation of mind mapping is practical in that it allows the teacher to assess her students' understanding after she has finished a topic (as cited in Buzan, 2007).

Based on those strategies, it can be inferred that there are some strategies involved in the process of teaching speaking skills. Those strategies are applicable and can help teachers develop students' speaking skills and resolve problems that students encounter.

2.6 Problems Faced by English Teachers in Applying Strategies to Teach Speaking

Teachers faced some problems in teaching speaking. According to Ur (1996), teachers commonly face problems are related to individual learners personalities and attitudes to the learning process and learning speaking in particular. The problems faced in speaking activities are as follows:

1. Inhibition

Speaking takes some real-time exposure to an audience. This inhibition is caused by students being ashamed and worried about making mistakes when they attempt to speak because this is a foreign language in the class (Ur, 1996).

2. Nothing to say

Students have some problems because when they attempt to speak, they have to think and speak simultaneously. Therefore, some students get trouble considering anything to talk about. They do not have something to express themselves beyond the unmistakable sense that they should be speaking (Ur, 1996).

3. The low or uneven participation

Ur (1996) stated that in a class with a large number of students, each student has only a few opportunities to speak and only one student dominates the conversation. Therefore, that student becomes the teacher's focus since she talks too much while the others remain silent. In addition, the teachers associated students' low-pitched speech with more behaviour problems than students' high-pitched speech or pitch with normal intelligibility (Overby et al., 2007).

4. Mother-tongue use

According to Ur (1996), the students speak in the same mother tongue in the class. Several reasons are gotten to be the reason why they tend to utilize it. First, it is easier for them to talk by using their mother

tongue. Second, it feels unnatural to talk to each other in a foreign language. In small groups, it will be complicated for them to maintain the language target since they feel comfortable talking by utilizing their mother tongue.

2.7 Solutions Used by Teacher to Overcome Students' Speaking Problems

Teacher has solutions to deal with students who have problems in speaking. Harmer (2001) suggests that teachers might help their students overcome their difficulties in speaking by: 1) providing them with meaningful and engaging material; 2) giving them the freedom to respond to real-world circumstances with their own ideas and perspectives, rather than being limited to studying abstract concepts; 3) giving students several assignments that they can do rather than risking embarrassing them; 4) provoking intellectual activity by assisting students in becoming aware of various ideas and concepts that they can work out on their own with the guidance teacher.

2.8 Previous Related Study

The first related study was conducted by Anjaniputra (2013) who investigated "Teacher's Strategies in Teaching Speaking to Students at the Secondary Level". The result of this study indicated that there were some strategies in teaching speaking that could be applied in the classroom. The strategies applied by the English teacher were cooperative activities, role-play, creative tasks, and drilling. Subsequently, students had positive reactions such as helping and making them start speaking. The similarity between the previous study and the present study is that both studies tried to find out teacher's strategies

in teaching speaking. Meanwhile, the difference is where research is done at the school level. The previous study is conducted at the secondary school level, while the present study is conducted at the elementary school level.

The second related study was conducted by Nasution (2020) by the title “Mind Mapping to Improve Students’ Speaking Skill”. The result of this research indicated that students were more active in following the lesson, most students were not embarrassed to express their opinions, and students were less noisy, allowing them to focus more on the lesson and actively follow the teacher's instruction. The similarity between previous research and this research is that both studies discuss the strategy in teaching speaking, namely the mind mapping strategy. While the differences are first, previous research only discussed mind mapping strategies, while this research discussed more than one strategy teacher used when teaching speaking. Second, the previous study is conducted at the vocational school, while the present study is conducted at the elementary school level.

The third previous study is taken by Anggraeni et al. (2020) entitled “Teachers' Strategies in Teaching Speaking Skills at SMAN 1 Palopo”. The writer examined two English teachers in SMAN 1 Palopo. The findings from this research indicated that teacher 1 used discussion, role-play, brainstorming, writing, conversation, blogging, picture description, and learning assignment. While teacher 2 used conversation, modeling, role-play, brainstorming, writing, questioning, reading, explaining, and playing ice hockey. The similarity between the previous study and the present study is that both studies tried to find out

teacher's strategies in teaching speaking. Meanwhile, the difference is the participants. The previous study took 2 teachers of senior high school level, while the present study took only 1 teacher of elementary school level.

The fourth related study was conducted by Arodjiah (2020) by the title "The Strategies Used by English Teachers in Teaching Speaking (A Descriptive Study at SMP Negeri 23 Surakarta in Academic Year 2020/2021)". The findings from this research indicated that English teachers of SMP Negeri 23 Surakarta implemented various plans, methods, approaches or a series of activities designed to achieve educational or teaching goals, and in the problems faced by the English teachers of SMP Negeri 23 Surakarta in applying strategies to teach speaking, as stated by Ur's theory (1996) that described the problem faced in teaching speaking strategy (problems faced by the English teacher) they were: inhibition, nothing to say, low or uneven participation, and mother-tongue use. The similarities between the previous study and the present study are both studies tried to identify English teacher strategies in teaching speaking and the problems faced by the English teachers in applying strategies to teach speaking. Meanwhile, the difference is the problems faced by the English teacher when teaching speaking. In the previous study, the problems encountered by English teachers when teaching speaking were inhibition, nothing to say, low or uneven participation, and mother-tongue use, whereas, in the current study, the problems encountered by an English teacher in grade 5 SDIT Azizah Palembang were inhibition and low or uneven participation.