

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. Speaking**

##### **1. Definition of Speaking**

In speaking skill, the writer writes one of the basic language skills that has important role rather than other skills due to its significant and its use for communication. So that, the writer will explain about the nature of speaking itself in order that gives the obvious information about what speaking is. In the point of view of Jones (1989: 14), speaking is a form of communication, so it is important what you say is conveyed in the most effective way. How you say something can be as important as what you say in getting meaning across. Based on Chaney (1998: 3) speaking is a part of building and sharing the meaning of communication by the people verbal or non-verbal symbols.

While Tarigan (1985: 26) says that speaking is the ability of someone to express the ideas and feels. Speaking is a system of human being signs for the purpose of the ideas. Bygate (1997: viii) says that speaking is a skill which deserves attention every bit as much as literary skills, in both first and second language. It is the skill which the students are frequently judged. It is also the vehicle par excellent of social solidarity, of social ranking, of professional advancement and of business. It indicates that as one of the language skills, speaking should get the attention from teachers and learners because it plays the important role in our society.

Meanwhile, Donough and Shaw (2003: 134) state there are some reasons for speaking involved expressing ideas and opinions: expressing a wish or a desire to do something; negotiating and/ or solving a particular problem; or establishing and maintaining social relationships and friendships. Besides, fluency, accuracy, and confidence are important goal in speaking.

Therefore, as a language skill, speaking becomes an important component to master by the students as the main tool of verbal communication because it is a way to express ideas and opinions directly what we have in our minds.

Based on the previous definitions above, it can be synthesized that speaking is the process of using the urge of speech to pronounce vocal symbols in order to share the information, knowledge, idea, and opinion to other person. Moreover, speaking cannot be dissociated from listening aspect, because speaking involves speaker and listener.

## **2. Element of Speaking**

Speaking is a complex skill requiring the simultaneous use of a number of different abilities, which often develop at the different rates. Based on Heaton (1990: 70-71) either four of five components are generally recognized in analyzing the speech process:

- a. Pronunciation (including the segmental features- vowels and consonants and the stress and intonation patterns).

The students need to be able pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech to be able speak English fluently. The speaker must be able to articulate the words, and create the physical sounds that carry meaning. At the level of word pronunciation, second language learners regularly have problems distinguishing between sounds in the new language that do not exist in languages they already know.

b. Grammar

Grammar is the students ability to manipulated structure to distinguish appropriate grammatical from inappropriate ones. In other hands, Harmer (2003: 12) also says that Grammar is the description of the way in which words can change their forms and can be combined into sentences in the language. Therefore, grammar is very important in speaking because if the speaker does not mastering grammar structure, he cannot speak English well.

c. Vocabulary

As we know, vocabulary is a basic element in language. Vocabulary is single words, set phrases, variable phrases, phrasal verbs, and idioms. It is clear that limited vocabulary mastery makes conversation virtually impossible.

d. Fluency

In simple terms, fluency is the ability to talk freely without too much stopping or hesitating. Fluency can be thought of as 'the ability to keep going when speaking spontaneously'. When speaking fluently students should be able

to get the message across with whatever resources and abilities they have got, regardless of grammatical and other mistakes.

e. Comprehension

Comprehension is defined as the ability to understand something by a reasonable comprehension of the subject or as the knowledge of what a situation is really like.

Brown (2007: 254-255) says that there are four oral communication skills, these are;

a. Pronunciation

It is one aspect of speaking skill that should be mastered by the students. Pronunciation is ways used by the students. It is same with phonology that refers to the component of grammar, element and principles that determine how pattern of sounds in language.

b. Diction

Diction means the appropriate choice of vocabularies in the conversation. Without having a sufficient vocabulary, someone cannot communicate effectively and express their ideas.

c. Grammar

Grammar is obvious that in order to be able to speak foreign language, it is necessary to know a certain amount of grammar and vocabulary grammar is a concern with how to arrange the correct sentences in conversation.

d. Fluency and accuracy

It can be defined as the ability to speak fluently and accurately suited with professional necessity.

e. Comprehension

Comprehension is basic knowledge to understand the meaning of speech. Comprehension refers to the understanding of language including comprehending what the speaker says.

While Erfiani (2017) says that there are three important things to measure the speaking ability of students, as follows:

1. Accuracy of Grammar

Accuracy in grammar is an important thing because it is an ability to use the correct grammar and the right vocabulary. Using the accuracy of grammar it is to make oneself understand the meaning of ideas or opinions of the speaker.

2. Pronunciation

It is prominence by means of stress or intonation given to a syllable. So pronunciation refers to the way in which someone sounds out a word.

3. Vocabulary

Vocabulary is the collection of the words by someone. It is as a set of words that individual speakers of language might use.

In this case, elements of speaking are very important to build someone's speaking ability. This component of speaking by the expert issue above is one of the requirements to speak English, if these elements are fulfilled so it can make the people easy to speak everywhere because of these important so that it is one of the problems for learners in speaking.

## **B. Teaching Strategies**

### **1. Definition**

The teachers should have many ways to teach English. Based on Brown (2007 : 8) teaching defined as showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand.. Then the teachers need the methods, technique or strategies to get the students success in learning process. Based on Suwardi (2007: 61) Method is the way that used to reach purpose effectually and efficiency. In other hand, Hasibuddin and Moedjiono (2002: 3) states that method is tool that can be a part of tool and way to implement of strategy. Method is operational step from strategies being selected to reach the purpose of study.

Then, technique is the ways in which a person undertakes to implement a method. For example, what should be done to make the lecture or teacher method effective and efficient? Thus before a teacher should consider the condition and situation. Al Khazin (2010) states that technique is a procedure or skill for completing a specific task. If the classroom is becoming distracted a teacher may use the technique to use a quick physical activity to distract their distraction and get them all to do the same thing at the same time.

Accoding to Gagne (in Wassid and Sunendar, 2008: 3) Strategy is someone ability to think, solve the problem and get decision. It means that strategy is way to solve the problem by analyze the situation and condition.

Beside that the teacher should have a critical thinking to get the goal and make the learning and teaching process easier to be learnt.

Based on the definition above, the difference between method, technique and strategy are that strategy is the general activity in teaching and learning process then method is how to implementation of strategy and the technique is the specific way to reach/ implementation of the method.

So, teaching strategies is a complex educational behavior of teacher in using methods, techniques, tools, discipline and communication in order to achieve goal and/or objective.

## **2. Kind of Teaching Strategies**

Every teacher has teaching strategies. There are many kinds of teaching strategies. Janelle (2018) writes on his articles about top five teaching strategies.

### **a. Cooperative learning**

Cooperative learning gives students the opportunity to work with others and see different point of view.

### **b. Inquiry- based instruction**

This learning implies involving students in the learning process so they will have a deeper understanding of what they are learning. Inquiry- based learning strategies are used to engage students to learn by asking questions, investigating, exploring, and reporting what they see.

c. Differentiated instruction- learning stations

This strategy allows the teacher to engage each student by accommodating to their specific learning style. One helpful strategy to differentiate instruction is learning stations. Learning stations can easily be designed to enable students with diverse learning needs. Teachers can set up each station where students will be able to complete the same task, but at the level and style that is specifically designed for them.

d. Graphic organizer

Graphic organizers are a simple and effective tool to help students brainstorm and organize their thoughts and ideas in a visual presentation. Simple, but they help the students organize information so it is easier for them to comprehend.

e. Utilizing technology in the classroom

Integrating technology into the classroom a great way to empower students to stay connected in this technological era. Technology-rich lessons have been found to keep students motivated and engaged longer. For example is creates web-based lessons, multimedia presentation like video, animation, or some type of graphic.

Based on Cashin (1990: 60-61) there are kinds of teaching strategies to help the students in learning English, these are;

a. Case method

Providing an opportunity for learners to apply what they learn in the classroom to real-life experiences has proven to be an effective way of both



disseminating and integrating knowledge. The case method is an instructional strategy that engages learners in active discussion about issues and problem in practical application.

b. Discussion

There are many ways to stimulate the students' discussion. For example, the class begins a lesson with a whole group discussion to refresh students' memories. This strategy can also be used to help focus large and small group discussions.

c. Active learning

Many studies show that learning is enhanced when the learners become actively involved in the learning process. Active learning as learning environments that allow the students talk and listen, read, write, and reflect as they approach course content through problem-solving exercises, informal small groups, simulations, case studies, role playing and other activities.

d. Cooperative learning

Cooperative learning is a systematic pedagogical strategy that encourages small groups of students to work together for achievement of a common goal.

Those are kinds of teaching strategies that can be used by the teacher to help the teacher in teaching process.

### 3. Teaching Speaking

Based on Haskew and Lendon (in Sutopo, 2009: 9) that the meanings of teaching are:

- a. Teaching is an action to increase the potentials learners
- b. Teaching is an action to point learning toward desire to accomplishment by learners
- c. Teaching is an action to make knowledge create sense
- d. Teaching is to present the learner a live opportunity to learn
- e. Teaching is an action to enhance the people that is learning

Therefore, the meanings of teaching speaking by Kayi (2016) are:

- a. Produce the English speech sounds and sound patterns.
- b. Use word and sentence stress, intonation patterns and the rhythm of the second language.
- c. Select appropriate words and subject matter
- d. Organize their thoughts in a meaningful and logical sequence.
- e. Use language as a means of expressing values and judgments
- f. Use the language quickly and confidently with few unnatural pauses, which called as fluency.

Nunan (2003: 48) says that teaching speaking is a simple process in learning of commercial language school around the world, which hires person with knows n language other than ours.

In those meanings of teaching speaking above, the conclusion of teaching speaking is the process of teacher to teach the leaners in words produced by stress intonation rhythm to make a meaningful conversation to share the ideas and opinions. So, the teacher must pay attention of some important aspects include producing sentences, intonation, rhythm and stress.

Those sound productions must be meaningful because it must be produced logically from thoughts.

### **C. Problems Faced by Teachers in Teaching Speaking**

Aleksandrak (2011) says that the commonly problems observed in the language classroom are related to personalities and attitudes students to the learning process and learning speaking in particular, as defines:

1. Inhibition, fear of making mistakes, losing face, criticism or shyness
2. Nothing to say, learners have problems with finding motives to speak, formulating opinions or relevant comments
3. Low or uneven participation, this case often caused by the tendency of some learners to dominate in the group
4. Mother tongue use, particularly common in less disciplined or less motivated classes, so the learners easily to express themselves in their native language

Based on Harmer (2003: 251-253) the problems in teaching productive skills are:

1. The students have different of language skills/ level.
2. The student difficulties in make productive skill as their habit.
3. The students are not interested in language, so the learners assume that the productive task can become very frustrated when the learners just do not have the words or grammar, because they need to express themselves.

4. The students are not interested in topic or genre. When the students with language limitations are asked to work in topic that do not interested them, perhaps in unfamiliar genres, and without necessary information, then language production activities suffer.

While Gan (2012) the result of his journal that the speaking problems in second language are:

1. Inadequate vocabulary, lack of vocabulary is a one of inhibit the learners and teacher, in teaching and learning process.
2. Grammar as stumbling block, this caused when someone speak fast, they are fail to observe the rule and sometimes they switch unconsciously from past tense to present tense.
3. Imperfectly learned pronunciation and intonation. Some of students afraid to speak in classroom because of this case.
4. Inadequate opportunities to speak English in class. Different language level of the students make them

Those are some problems that faced by the teachers in teaching speaking. The teacher should have solution to solve the problem and reach the goal of teaching in speaking