Chapter Two

Literature Review

This chapter discusses the relevant theories to support the research. The discussed points are speaking skill, teaching strategies, teachers' strategies in teaching speaking and the difficulties faced by students.

Speaking Skill

First of all, this part discusess speaking skill. There are two presented points regarding to speaking skill in this part. They are speaking definition and elements of speaking. The discussion is involving some experts' statements. Then, the researcher makes the conclusion of those theories. The further discussion is explained below as the following:

Speaking definition. Speaking is one of four skills in any verbal language. Boonkit (2010) defined speaking as one of four skills to build up an effective communication, specifically when speaker is not using mother tongue. Speaking in term of English foreign language learner is purposed to bridge people communicate as certain needs. Speaking is considered as tool to make effective communication as the best way to have communication is by oral communication. As mentioned by Harmer (2001) that speaking as a communication tool that should be uttered effectively. The purpose of people communicate is to convey the message. Therefore, building up effective communication is so necessary to avoid message not delivered well. Kushartini (2005) also mentioned that speaking is voices spoken to other

speaker. It means that people are called having involvement in communication if they have other people or speaker to communicate with. In conclusion, based those speaking definitions above, speaking can be defined as set of voices used for communication purposes.

Elements of speaking. Speaking is used as a main tool in communication. It indicates that speaking holds important roles building up a communication even to have effective communication indeed. There are some components or elements to create good and effective speaking. Boonkit (2010) mentioned that fluency is effected by pronunciation, vocabulary, and collocation that are determining the effective speaking. Harmer (2001) mentioned seven aspects determining success of speaking:

Language processing. This language process occurs inside speaker's head which should be put into coherent order before uttering and conveying it in authentic meaning. This process involves the retrieval of words and phrases from memory and is assembled in syntactically and propositionally meaning. Conducting speaking activities frequently can develop habit of students in language processing.

Interacting with others. Speaking usually involves interaction with one or more participants. This activity also needs to deal with good listening as it assists to build up effective communication which participants should be able to understand each other and know the right moments to have turns to speak.

(on-the-spot) information processing. While listening, speakers should be able to process the information at the moment they get it. In addition, Harmer (2001) also mentioned other aspects called language feature to create effective communication as speaking stands for. Here is the following:

Connected speech. To build up effective English speaker, it is necessary to be influent not only in producing the individual English phonemes but also in 'connected speech'. It can be made by modifying (assimilation), omitting (elision), or adding (linking r).

Expressive devices. Native English speakers usually modify certain parts of saying in particular pitch and stress, change volume and speed, and involve non-verbal language to show their feeling.

Lexis and grammar. It is a need for the learners to have variety of phrase for different function such as agree and disagree, expressing surprise, or shock. Students can learn many phrases in particular speaking real-life context such as job interview. It is so important to have lexical phrase to make just spontaneous speech.

Negotiation language. Effective speaking is useful for negotiatory language and to show structure of what we are saying.

All the explanation above mentions that speaking is a vital tool to have communication. It bridges people interact verbally and enables them to understand each other. However, there are some speaking elements that should be considered by speaker to make effective communication.

Teaching Strategies

The second discussion of this literature review is related to teaching strategies. The definition of teaching strategies is presented first. Then it is followed by kinds of speaking teaching strategies that are adapted from Harmer (2001) and Thornbury

(2005). The possible challenges in doing teachers' teaching strategies are also discussed. The further discussion is mentioned below as the following:

Definition. Teaching strategy is important aspect in teaching as an aid in delivering the knowledge. Teacher usually has teaching activity to support the class in case to give understanding of the knowledge for students, and here is the important of teaching strategy to provide students activities in their learning. Franzoni & Assar (2009) defined teaching strategies as element to assist teacher giving understanding of knowledge to student. Teaching strategy bridges both teacher and students to interact together achieving class' goal and improve students' ability of what they are learning. Furthermore, Brown (2010) asserted teaching strategy as thoughtful plan. In implementing teaching strategy, teacher surely has a plan how to run the class and what should be prepared. It definitely helps teacher to conduct and control class in better way than having no plan. In short, teacher should have strategy called teaching strategies in running the class. Strategy enables teacher to know of what should be done and take a control of the class.

Kinds of speaking teaching strategy. As mentioned above, teaching strategy has important role to run teaching activity. In fact, teaching strategy has developed time to time. There is a lot of speaking teaching strategies that can be adapted or used by teacher as support. Several teaching strategies commonly used in educational field according to Harmer (2001) and Thornbury (2005) discussed below as the following:

The first is according to Harmer (2001) mentioned that there are several strategies to teach speaking such as role-play, discussion, communicative games, and

simulation. In this part, it discusses the definition and activity of those strategies. Some theories of other experts are also discussed to support the strategies from Harmer to enrich the discussion.

Role play. Role play is an activity where students are pretending being different person as role they play. According to Qing (2011) role play is defined as activity regarding real-life situation with social activities. Role play is known as an activity that enables students to interact with other and practice their knowledge by playing certain real-life situation. It is good to rehearse reproductive skill such speaking. Kusnierek (2015) stated that role play is good tool to encourge students doing interaction inside classroom as teacher provides students a chance to practice their theoritical knowledge. Bharathy (2013) mentioned that role play assists students to rehearse speaking skill and adapt in unexpected situation in real-life. For example, when they are assigned to play the roles of butcher or tour guides. It can give them interesting and fun experiences and can introduce students to new social context. Role play also enables students to stimulate their creativity in performance and encourage each other for being confident. Furthermore, Harmer (2001) mentioned role-play can be used to motivate and rehearse students' communicative fluency in certain situation in learning ESP.

Group-discussion. Group-discussion is known as strategy commonly used in teaching and learning activity. It is evidently effective to invite students to be active sharing idea inside their thought as it encourages students to speak up as a tool of interaction in discussion. Schmuck (2001) defined group-discussion as group of people sharing their ideas to solve the problem of discussing topic. In line with this,

Amy (2007) also defined group discussion as a group of some students' number where they work together to overcome particular given issue by sharing ideas. Furthermore, group discussion has various types. Two types of group-discussion commonly used for class activity are buzz group and brainstorming (Rahardja, 2002). In buzz group, students are given a chance to discuss a certain topic with time limitation to finish the discussion. Afterward, the group is invited to speak in public sharing their ideas. It can reduce the stress level of that eventual whole-class performance as it is prepared (Harmer, 2001). On the other hand, brainstorming is done to help students gaining a bit input in the beginning before moving to further discussion.

Conducting group-discussion can also give some advantages as mentioned by Harmer (2001) that group-discussion benefits especially for students to enhance the amount of talking for each student, encouraging cooperation and negotiation, and as rehearsal to increase students' problem-solving. Looking at its advantages, group-discussion is not only rehearsing students' speaking skill as they are demanded to interact with others in the group but also it can train students' cooperation and confidence.

Communicative games. Communicative game is an activity usually used by teacher to cover and deliver the speaking content in enjoyable way. Rixon (1981) defined games as activity where teachers and students enjoy doing it. Leon & Cely (2010) asserted definition of game as an activity involving skill and knowledge or opportunity which each person follows the rules and attempts to win against the other. Going further, Hadfield (1990) stated that communicative game emphasizes on

communication aspect rather than the language correctness. Furthermore, applying communicative game has benefits in case students' speaking skill. Communicative game is not only addressed to encourage students to speak practicing their knowledge by facilitating enjoyable activity. It can also be functioned to teach students real-life language. It is mentioned by Littlewood (1994) that communicative game gives student an opportunity to feel the need the real-life language function to communicate with other. One of communicative games example according to Harmer (2001) was Fishbowl. Two students speak any topic they like. Then, at a pre-arranged signal students reach the fishbowl and take pieces of many paper of phrases, sentences, and questions that they have written before, and arrange it into conversation.

Simulation. Simulation is an activity imitating certain real-world environment. Kayi (2003) defined simulation as an activity outside classroom with purpose to show students how English can be useful in certain situation. It is same as Nurviana, Nadrum, & Mukrim (2013) that mentioned whether simulation enrichs students' communicative skill as the language use in simulation is representing certain reality in their life by creating the imitative environment. From definitions above, it can be said that simulation facilitates students to recognize and practice particular real-life languages use based on the situation they play. It can also enable students to interact with others in verbal and non-verbal languages, so it can encourage them as they are given a chance to perform based their creativity to play the role.

In addition, according to Thornbury (2005) teaching strategies to teach students' speaking skill are drilling, presentation, discussion, and role-play.

Drilling. Drilling is activity emphasizing in repeating. According to Thronbury (2005) that drilling is an activity imitating and repeating words, phrases, or whole utterances which it functions to make students focused on the material, so they can move it from short term to long term memory. Drilling can help students that still have problem in producing as it emphasizes in articulation control. One of drilling activity is called milling activities. This activity needs students to walk around the class asking some questions to other students in order to find what teacher instructs to find. For example, teacher instructs students to find someone who loves noodles in the class. Then, students ask other students with questions to accomplish.

Presentation. Every student is ever given a chance to do presentation and talk in front of the class. Wilson & Brooks (2014) defined presentation as an activity providing students opportunity to interact in English with other students. In presentation, students are asked to present discussing a certain content in front of their classmates. Al-Qubtan & Al-Issa (2010) also defined oral presentation as an activity that gives students to use language creatively, purposefully, and interactively in the EFl classroom. It demands students to keep talking and facilitates them for sharing ideas. Thornbury (2005) stated that oral presentation helps students to enhance their English language ability. Going further, conducting presentation inside classroom benefits for speaking activity inside classroom. Girard, Pinar, & Trapp (2011) said that oral presentation helps students to improve their communication skill and boosting students interest to learn as it facilitates them interact with other students. Thornbury (2005) stated that oral presentation has authentic way of

rehearsing English compared with simple speaking drills. It is necessary because poor

speaking drills usually have no relation with real-life language use.

    Discussion. Realized or not, classroom activities always involves a

discussion. Thornbury (2005) stated that the best discussion is when it happens

spontaneously because of something personal of students or the learning topic even

raising a debate. However, it is very important for teacher to facilitate students a

chance to have more formal discussion to make it effective. It can be happened by

conducting an activity. According to Thornbury (2005) that one of common

discussion activity is discussion cards. This activity involves some students in a

group where they are given certain topics written in papers. Then, they need to

discuss those all of topic with their friends by sharing idea regarding the discussed

topic.

    Simulation. In simulation, students play themselves in a simulated situation.

Thornbury (2005) asserted that simulation gives students a chance to rehearse their

skills by playing in simulated situation. The example of simulation's activities is

simulating the joint planning and presentation of business plan. In addition,

simulation provides students an environment to practice their communication skill.

    Based on those two theories above, there are some teaching strategies used for

speaking. They are role-play, discussion, group-discussion, communicative games,

presentation, drilling, and simulation. These strategies are good to rehearse students'

speaking as it gives students a chance to do interaction with classmates and practice

their communication skill.

Possible Challenges in Applying Teaching Strategies

One of teaching strategy purposes is to help teacher to run the class and facilitate students with good learning. However, teaching strategies are not meant helping students in whole, whereas some challenges still come to students even in doing those teaching strategies. The common challenges are anxiety, lack of self-confidence, shyness, and scared of making mistakes.

Anxiety. Anxiety is negative emotion where the sufferers are scared of something that even has not happened. This behavior leads them to be defending to avoid possible bad things inside their thought that it is not sure happened in real-life. This emotion is also encountered by most students in their learning. According to Wrench, Gorham, and Virginia (2009) that many students are not desired of learning when they feel anxious, fearful, apprehensive, or scared. This situation will influence students' performance badly such as breaking students' focus on learning and having no encouragement.

Lack of self-confidence. This becomes one of bothering barriers for students in learning. It happens to students especially when they are trying to speak their view or idea in the class. This issue makes students to prefer keeping up their view and showing less or no contribution in the class as they tend to be quite. They feel doubt of their thought or ability. Kurtus (2001) asserted that EFL learners encounter issue in believing their skill to speak English as they have no confidence to themselves.

Shyness. Shyness is nature of human. However, uncontrollable shyness can be problem regarding self-improvement especially in learning. Harmer (2001)

mentioned that shyness is the most barrier faced by English as foreign language learners as they usually feel uncomfortable in the middle of situation where they have to speak in front of other student and teacher. Shyness limits students to interact and participate in teaching and learning activity, whereas it is necessary to improve their theoretical knowledge and ability.

Scared of making mistakes. Fear of making mistakes is a usual sense as learner. In English language learning, the things that students afraid of can be grammar and pronunciation mistakes. It holds them back to speak or participate in the class as they are worried to make a mistake. Ur (2000) asserted that students are inhibited by being afraid of trying to say something in foreign language in the class, worry to make mistakes, fear of losing face, and shy of getting attention. Scared of making mistakes is surely not good thing for the students because it influences their improvement of their learning.

Lack of vocabulary. As one of language components, vocabulary mastery is very important for students. Having poor vocabulary surely influences students' performance especially oral activities. As mentioned by Cortazzi and Jin (1996) asserted that poor vocabulary makes students becoming silent listener rather than active participants in oral classroom.

Review of Related Studies

In this part, the reseacher attempts to discuss some related research that were ever done as support regarding students' perception on the applied teaching strategy to teach students' speaking skill.

This research is done by Lestari (2016) with title "What teaching strategies motivate learners to speak?" This research was conducted in Universitas Muhammadiyah Yogyakarta involving 30 students with same level of English proficiency from two different majors which are 14 students of Agriculture Deparment and 16 students of International Relation Department. This research aimed to discover students' view on teaching strategies that motivate them to speak English. This research employed quantitative method with 5-point Likert scale questionnaires as instrument and student is interviewed. This research revealed that problem-solving, simulation, lecture, role-play, and direct contact showed strong criterion with mean 3.00-3.99 and brainstorming, demonstration, games, large group-discussion, and one-to-one teaching showed very strong criterion with mean 4.00-5.00. It was cancluded that those 10 strategies can motivate students to rehearse and enhance students' speaking skill.

This research is done by Adipranata (2009) with title "Students' perception on the use of role-play technique in speaking class in the English Education Study Program of Sanata Dharma University". This research involved 51 students in first semester batch 2007/2008 that belonged to speaking class A and E. This research attempted to investigate the perception of students on the use of role-play technique in speaking class specifically role-play implementation and students' perception on the use role-play. In this research, survey study was employed with observation, interview, and questionnaire as the instrument. This research discovered two findings. The first was regarding to role-play implementation reporting that the implementation

was good. Role-play is based on situation which students familiar with, so it encourages them to speak naturally and enhancing their creativity. The second finding was about students' perception on the use of role-play which this research reported that students have positive perception on it as it can improve their speaking skill. In conclusion, based on the research above, it is asserted that role-play can improve students' speaking skill and they also have positive perception toward the use of role-play.

This research was conducted by Billik (2008) with title "Students' perception of the role on group-discussion in interpersonal speaking class". This research involved 20 participants that joined in speaking class at English Department of Satya Wacana Christian University. This research purposed to find out of what students' perception ofthe role-play on group-discussion in interpersonal speaking class. Qualitative method was employed in this research by conducting interview to the subject. Furthermore, this research reported that group-discussion was effective to give students opportunity in rehearsing their speaking skill as well as helping them to face challanges they face in speaking class. In short, condcuting group-discussion can be assistance for students to improve and face challanges regarding speaking skill.

This research was from Nadia (2003) with title "The use of oral presentation in enhancing speaking skill in the English language classroom". This research was conducted to 5 oral presentation teachers and 40 students in the second year at English Department of Biskra University. This research was addressed to find out the role of oral presentation to improve students' speaking skill. In addition, in case to

gain the data questionnaire and interview were done. The questionnaire was for respondent as students and interview for teachers. This research revealed that students have positive belief of benefit and usefulness of oral presentation in case to improve their speaking skill. In conclusion, based on this research the researcher concludes that oral presentation evidently can improve students' speaking skill.

This research was done by Fabio (2014) with title "Drama technique to enhance speaking skill and motivation in the EFL secondary classroom". This research was done at Spanish High School. This research purposed to know how drama can enhance students' speaking skill. This research involved students in the second year which were divided into two groups as control and researched groups. Going further, this research used quantitative method and experimental as the research design. In doing the experiment, the researched group was given pre-questionnaire to measure their speaking level. The researched group was also followed learner-centered syllabus of drama activities otherwise the control group just followed their daily routine. This research found that drama gave positive effect to students' motivation and speaking skill. It was known by the improvement of researched group which was better than control group as they got different outcomes. In short, the researcher may say that drama can be a good strategy regarding speaking skill teaching.

Those 4 researchs above discuss about teaching strategies to help and improve students' speaking skill. It is same as what this research is trying to do. Even though those studies only focus discussing on one teaching strategy regarding students'

speaking skill improvement otherwise this research attempts to discuss and cover more than one strategies, those researchs are so helpful as reference and consideration to conduct this researchs. Moreover, those researchs report positive result regarding teaching strategy and students' speaking skill improvement, and some studies discuss students' perceptions as well. As reported by research of Adipratana (2009) that students had positive perception of the use of role-play to enhance their speaking skill, and research of Billik (2008) mentioned that students have good perception of group discussion as it helps them to reduce problems encountering them is speaking. It strengthens the researchers' belief to do this research as it is successfully done before by other researchers.

Conceptual Framework

This research purposes to find out students' perception on teaching strategies applied by English Education Department of Universitas Muhammadiyah Yogyakarta teachers in teaching speaking. It specifically focuses on applied speaking teaching strategies and the difficulties that students find in doing those teaching strategies.

First of all, this research attempts to find out applied speaking teaching strategies. Based on the literature above, there are several teaching strategies used to teach speaking of students. The first strategy is called role play. Harmer (2001, p.274) stated that "Role play can be used to encourage general oral fluency, or to train students for specific situations especially where they are studying ESP". The second strategy is group-discussion as reported by Rivi (2014) that group discussion can improve students' speaking skill better. The third is presentation. Wilson & Brooks

(2014) said that presentation as an activity where students are given opportunity to communicate with other. The fourth staretegy is games. Leon & Cely (2010) asserted definition of game as an activity involving skill and knowledge or opportunity which each person follows the rules and attempts to win against the other. The last strategy is drama. Aldavero (2008) said that drama can promote students' socialization, critical thought, and enhancing communication skill. In short, those strategies are common strategies used by teacher to teach speaking skill.

Then, this research is also investigating students' difficulties in doing those speaking teaching strategies applied by teachers. First of all, in doing role play, beside regarding confidence and anxiety, the common difficulties that students face are unproductive performance and inantentive audience. Bharaty (2013) stated that two diffuculties encountered by students in doing role play are unproductive performance because of embrassing or awkward moments and lack of audiences' attention to performing group. Different from this, fear of making mistakes in utterances is considered as problem by students in group-discussion. As mentioned by Davis and Pearse (2000) asserted that students usually do not like speaking in front of group-discussion as they are scared of making mistakes or errors in utterance. Another difficulty encountered by students in group-discussion is dealing with silent students that usually have less contribution in the group. Freeman & Greenacre (2011) that there must be dominating and less contributing individual in discussion. Furthermore, in presentation, inantentive and disrecpectful audience are the main problems for students. Wilson & Brooks (2014) asserted in presentation students as presenter sometimes feel inantentive and disrespectful as the audience does not listen

to their presentation. In addition, eventhough game is known as the most interesting activity for students. Game can promote problem such as emberrassing students due to lack of knowledge when they are playing game to learn certain topic. In line with this, Rotter (2004) said that the possible issue of games is students may be emberassed of their lack of knowledge and choose to walk out to avoid potentially embarrassing situation that can decrease their motivation. The last difficulty is regarding simulation which this difficulty is addressed for shy students because they are not accustomed being expressive as simulation requires. Farooq (2013) that simulation is like socio-drama or sort of gaming, which reduces seriousness of learning

Students' perception on teaching strategies applied by English Education Department of Universitas Muhammadiyah Yogyakarta lecturers in teaching speaking

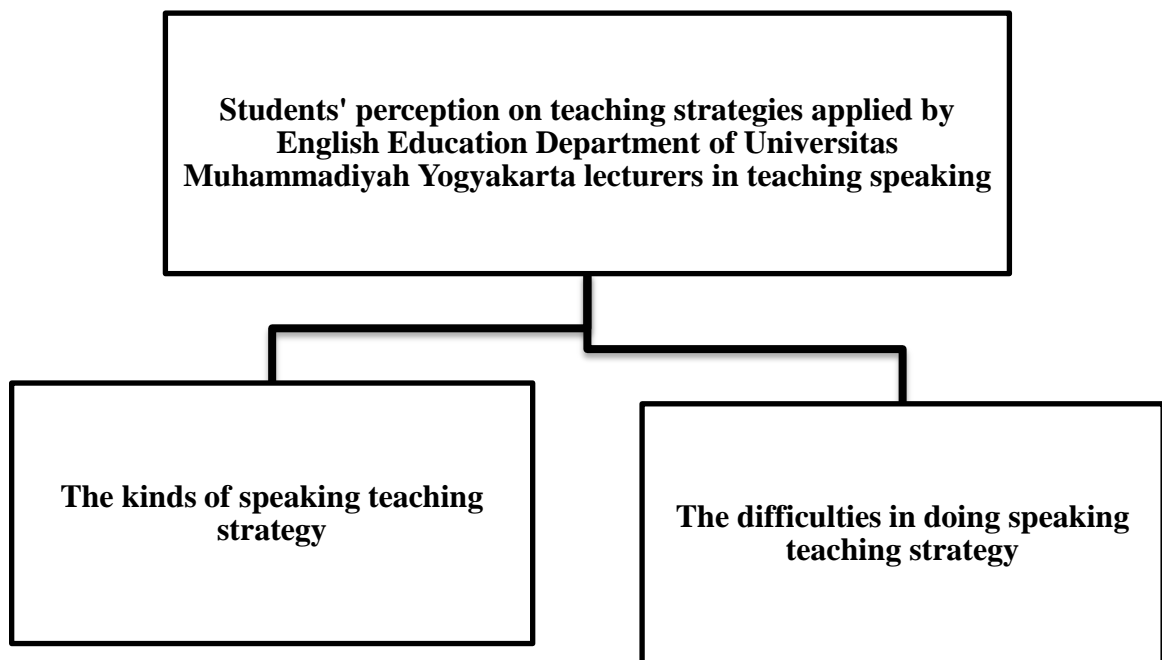**The kinds of speaking teaching strategy**

The difficulties in doing speaking teaching strategy

Figure 1. Conceptual Framework