

Chapter Two

Literature Review

This chapter deals with review of some theories and previous studies which are relevant to the topic. There are several contents discussed in this literature review, such as definition of speaking, the purpose of speaking skills, types of speaking, teaching strategy, strategies in teaching speaking skills, and the rules of teachers.

Speaking Skill

In this part, the discussion is divided into six sections, namely definition of speaking, the purpose of speaking skill, types of speaking skill, teaching strategy, strategies in teaching speaking skill, and the role of lectures.

Definition of Speaking. Some expert has proposed the definition of speaking. Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Speaking is also the action of conveying information or expressing one's feelings in speech. According to Kayi (2006), speaking refers to the gap between linguistic expertise and teaching methodology. Speaking is an instrument that the researcher usually uses in daily life in order to inform or give ideas to other people. An idea means that all the things that the researcher needs to talk or share to other by saying and using formal or informal language. When someone speaks to other people, there will be a conversation.

According to Brown (2001), when someone can speak a language, it means that he can carry on a conversation reasonably competently.

From the definition above, it can be concluded that speaking is an instrument that is usually used by students. Students should understand English language and the students can master speaking. Students should be fluent in speaking English languages in order to make other people know what is meant by us.

The Purpose of Speaking Skills. According to Brown (2004), there are two purposes of speaking such as transactional and interpersonal. Transactional is using a language for specific information while interpersonal is using a language for maintaining social relationships.

Types of Speaking Skill. According to Brown (2004), there are five basic types of speaking. First is Imitative. This type of speaking performance is the ability to simply imitate a word or phrase or possibly a sentence. Second is Intensive. This second type of speaking is frequently employed in assessment contexts such as the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrase, lexical, or phonological relationships such as intonation, stress, and rhythm. Third is Responsive. It includes interaction, and test comprehension. Fourth is Interactive. The difference between responsive and interactive speaking is the length and complexity of the interaction, which sometimes includes multiple exchanges and or multiple participants. Fifth is Extensive.

Extensive oral production tasks include speeches, oral presentation, and storytelling, during which the opportunity for oral presentation from listeners is either highly limited or rule out altogether.

From the definition above, the researcher concludes that to master speaking, students should be familiar with the type of speaking so that students can speak appropriately.

Teaching Strategy

There are some useful strategies that are used by teachers in order to make their students speak more and feel more confident. According to Brown (2000), strategies are specific methods of approaching a problem or task, modes operation for achieving a particular end planned designs for controlling and manipulating certain information. Meanwhile, in learning process, a teacher is someone who has many ideas and experiences, they teach in the class and give any information for students. According to Banks (1991), teaching strategies are as ways of presenting instructional materials or conducting instructional activities.

Based on the explanation above, the researcher can conclude that teaching strategies is activities that have a big power to help students improve their speaking skills.

Strategies of Teaching Speaking Skill

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 cooperative activities, role-play, creative tasks, and drilling. According to Newton and Nation (2009), cooperative activities can encourage negotiation of language item. According to Harmer (as cited in Anjaniputra, 2013) role plays are activities where students are asked to pretend to be in various social contexts and various social roles. According to Solcova (as cited in Anjaniputra, 2013) creative tasks resemble real-life tasks asserts that students develop their fluency best, if it involves tasks where all their concentration focuses on producing something, rather than on the language itself. According to Thornbury (as cited in Anjaniputra, 2013) drilling is a strategy to improve pronunciation by imitating and repeating words, phrases, and even whole utterances. According to Thornbury (2005), drilling makes students pay attention to the new materials and emphasize words, phrases, or utterances on students' mind, move new items from working memory to long term memory, provide means of gaining articulatory control over language.

Cooperative Activities. According to Brown (2001), cooperative activities provide the students with contextual and meaningful topics. It is important to relate new material with what has been learned and experienced by students. Hence, the more students are exposed to language item and contextually meaningful activities emphasizing on oral production, the more they are helped to speak English.

In addition, the teacher prompts the students to participate in the activities, and students' speaking is emphasized. Moreover, according to Thornbury (2005), an activity involving competitive element where students work together can increase language productivity. However, According to Brown (2001), people's perception on them could influence their performance. Fortunately, the teacher could anticipate this situation by having students work in group, making dialogues, and rearranging steps of how to make something as teams. According to Nation and Newton (2009), the students deliver their work in front of the class, discuss with other groups and at the end, get feedbacks not only from the lecturer but also from other groups. Besides, constant interruption to students speaking in front of class can cause the loss of speaking fluency.

Role plays and Simulations. In applying role play strategy, the teacher does not focus on certain students. Strategies employed to achieve the ability to write and speak would be different because the goals of each skill are not the same. Furthermore, according to Harmer (2001), the simulation and role-play increase the students' self-confidence because the students are asked to speak with others. Simulations are very similar to role-plays but what makes simulations different than role plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on. Role plays and simulations have many advantages. First, since they are entertaining, they can motivate students.

Second, they can increase self-confidence of timid students, because in role play and simulation activities, they will have a different role and do not have to speak for themselves, which means they do not have to take the same responsibility.

Creative Tasks. According to Solcova (2011), creative tasks assert that students develop their fluency best, if engages in tasks where all their concentration focuses on producing something. Instead of thinking of language, the students focus on making the procedure of making food or drinks, so that the activity is to develop fluency. According to Brown (2001), it is based on a principle that teachers bear in mind what a student needs, from language-based focus on accuracy to message-based focus on interaction, meaning, and fluency.

Drilling. Drilling, simply a fine-tuning for articulation. According to Thornbury (2005), drilling is a strategy to improve pronunciation. Thornbury (2005) asserted, drilling yields several benefits, allowing students to pay attention to the new materials presented by a teacher, emphasizing words, phrases, or utterances on students' mind, moving new items from working memory to long term memory, and providing a means of gaining articulatory control over language.

Discussions. Group discussion is effective for speaking ability in large classrooms. Sometimes, the students are divided by the teacher into group work. According to Ur (1991), this increases the sheer number of learners talk going on in a limited period of time and also lowers the inhibition of learners who are unwilling to speak in front of classroom. The group members can be either assigned by the teacher or the students may determine it by themselves, but groups should be rearranged in

every discussion activity so that students can work with various people and learn to be open to different ideas. Lastly, in class or group discussions, whatever the aim is, the students should always be encouraged to ask questions, paraphrase ideas, express support, check for clarification, and so on.

Brainstorming. Brainstorming encourages students to think creatively (out of the box), encouraging all students to share their ideas, no matter how far “out there” they may seem. On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and students generate ideas quickly and freely. The good characteristic of brainstorming is that the students are not criticized for their ideas so students will be open to sharing new ideas. According to Armstrong (2006), brainstorming is an invaluable process used by writers at all skill levels, regardless of their experience.

Therefore, brainstorming sessions can be a useful strategy to encourage genuine collaboration and interaction in the classroom. Putting together a well-stated problem and careful planning strategies can lead to meaningful idea generation and idea building which can be used in solving problems or addressing specific course-related issues.

Storytelling. Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students’ express ideas,

development, and ending, including the characters and story settings. Students also can tell riddles or jokes. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening. In this way, not only will the teacher address students' speaking ability, but also get the attention of the class.

Stories can bring abstract principles to life by giving them concrete form. We cannot always give students direct experience with psychological concepts, but stories might come close. A story tends to have deeper than a simple example. A story tells about some events - some particular individuals, and something that happens to them. According to Schank (1990), stories should come after surprises, or expectation failures.

From the definition above, the researcher can conclude that the teachers' strategies should be focused, interesting and should capture students' attention. These strategies come into play when the students are unable to express what they want to say because they lack the resources to do so successfully. Either, for the students and English teachers they should create the effective teaching and learning in speaking and achieve the teaching and learning goals.

The Role of Lecturer. In learning process, there are many important factors that can help the learning process run effectively such as environment, teachers and students. In classroom, the teachers have obligation to make the learning process run

effectively. Good learners should understand their own roles in classroom in which they are an important factor in the learning process to involve the students to achieve learning purpose. According to Harmer (2007), there are some roles of teachers that are necessary to be considered.

Firstly, teachers should be a controller. Transmission of knowledge from the teacher to the pupils can inspire if the teacher has knowledge.

Secondly, teachers should be an organizer. Organizing pupils to do various activities, such as give information, how to do the activity, putting in pairs or groups, close things when time stops. It is important to get full advantage of an activity especially getting pupils involved and ready, getting language right and presenting instructions in a logical order. For example, get a pupil go forward to demonstrate the activity with you and tell them how much time they have got and exactly when they should start.

Thirdly, teachers should be an assessor. What pupils expect from their lecturers is indication of whether or not they are getting their English right. As well as receiving feedback and correction and grading pupils in various ways. Pupils should know what teachers are looking for and what success looks like so they can measure themselves. In addition, the feeling of fairness is important. Also, a teacher should be sensitive to the pupil's possible reaction and gives feedback with sensitivity and support.

Fourthly, teachers should be a prompter. If pupils lose the thread of what is going on or they are lost for words, we have to push them forward in a discreet and supportive way. We want to help, but not to take over.

Fifth, teachers should be a participant. The traditional way of teachers being a participant is just standing back from the activity and letting learners get on with it. Teachers later give feedback or correct mistakes. Sometimes we should join in, not as a teacher, but as a participant in our own right. The lack of this role is the teacher can easily dominate the proceedings and sometimes it takes skill and sensitivity to avoid.

Sixth, teachers should be a resource. The teachers should be helpful and available but resist the need to take care of our pupils so they become over trusting on us. Offer guidance to where they can go and look for the information. Help them become more independent in their learning generally. It is okay to say, "I don't know, but I'll tell you tomorrow."

Seventh, teachers should be a tutor. Students can be working with individuals or small groups, as well as combining the roles of prompter and resource. The availability of more personal contact provided by the teacher gives the learners a real chance to feel supported and helped. It is positive for the general class atmosphere. Teachers should see and give guidance to as many groups or individuals as possible.

The last, teachers should be an observer. Observing what the pupils do especially in oral communicative activities to be able to give them useful feedback.

Teachers should not be too intrusive when taking notes on pupils' performance, have supports not only for what they get wrong, but also what they do right.

Observing for success gives the students different feelings of how well they are doing. We need to be able to work and observe simultaneously, listening, watching, and absorbing. Not only in order to give feedback, but also to judge the success of the different materials and activities we take into the lessons, so we can make necessary changes in the future. This represents an important area of teachers' development.

Review of Related Study

Many researchers have used various teaching strategies to improve speaking skill. First, the study by Melendez (2014) entitled "*Teaching Speaking Strategies to Beginners*". This research project was a learning experience to everybody, including the professors and the students. The researcher learned the effect teaching-learning strategies caused in our academic environment. The students' participations were focused on communicating orally through real sets; all students interacted in a friendly atmosphere and helped others to speak. According to Nunan (2013), the results presented here represent the beginning of a proposal to motivate basic or elementary students to work with strategies at the beginning of their learning experience in order to increase motivation, strategy knowledge and positive attitudes.

Secondly, the research entitled "*Lecturers strategies in teaching speaking to students at secondary level*" was done by Anjaniputra (2013). It covered 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. Thus, it is suggested that teachers use strategies of teaching speaking in accordance with students' characteristics and level of proficiency, and provide materials involving students to be active by using various available media for the implementation of teaching speaking. This research tells that the revealed strategies used by the lecturer were cooperative.

Conceptual Framework

It has been explained that in speaking skill principally needs some helpful strategies. This research aims at identifying some English Education Department teachers of Universitas Muhammadiyah of Yogyakarta strategies used and students' perceptions toward teachers' strategies in teaching speaking skill. It emphasizes on strategies that teachers used and students' perception toward some strategies that teachers used.

First, this study attempts to identify some English Education Department teachers of Universitas Muhammadiyah of Yogyakarta strategies in teaching speaking skill because it has closed relation to the way they teach and deliver it to their students. Speaking skill is a challenging skill. The students should understand about what people say and how to speak fluently. Those things are important to be mastered in order to make student has a good speaking skill. Strategies in speaking can be used to help students more confident in speaking, improve their vocabulary, grammar and spelling. Either implementing one strategy or integrating those two strategies

perceived can help lecturers to catch students' weakness and meet students' need in speaking skill.

Second, this study intends at finding out the students' perception toward teachers' strategies in teaching speaking skill. The students' perceptions can show strategies that teachers used in teaching speaking skill in the class after they joined the class. In other words, the researcher focuses on their perception or opinion on teachers' strategies in teaching speaking skill.

Hence, this study focuses on teachers' strategies in teaching speaking skill and the students' understanding toward strategies that are used in speaking skill. Then, this study is also going to find out about the student's perception toward teachers' strategies in teaching speaking skill at English Education Department of UMY.

Figure 1. Conceptual Framework