

## **Chapter Two**

### **Literature Review**

This chapter presents whole explanation about speaking English comprising of speaking, elements of speaking, teachers' strategies, the strategies used in teaching speaking, review related study and conceptual framework. The first subchapter presents what speaking is. The second subchapter presents elements of speaking. The third subchapter presents definition of teachers' strategy. The fifth subchapter presents the kinds of the strategies used by the teachers in teaching speaking. The seventh subchapter presents other researchers' studies which has related topic with this study. The eighth subchapter presents conceptual framework of this study.

### **Speaking**

Speaking is an articulating word to say something with other people. According to Bashir, Azeem and Dogar (2011), speaking is a kind of productive skill which is more complicated and involves more than pronouncing words. From the definition above, speaking is the way people can speak fluently and produce, receive, and process information directly. Speaking is one of four language skills that contribute on language learning. Brown (2004) argued that speaking is a productive skill. It means speaking is not only about speaking fluently, but also process information and language directly. In addition, Kusmawati (2009) stated that speaking connects with linguistic ability which consists of language structures, language content, and teaching methodology not only in writing,

reading, and listening. Hosni (2004) stated that speaking is actively using language, which is needed to express the meaning of the language.

**Elements of Speaking.** Brown (2001) stated that there are six parts of speaking which is necessary to score when people pronounce the words, namely grammar, vocabulary, comprehension, fluency, pronunciation, and task.

**Grammar.** Grammar is one of speaking parts. Using grammar, the students can achieve the target language. According to Fromking, Robert, Hyams, Collin, Amberber and Cox (2012), grammar is knowledge about units and rules of language, rules of combining sounds into words (phonology), rules of words formation (morphology), rules of combining words into phrases and into phrases sentences (syntax) and rules of assigning meaning (semantics).

**Vocabulary.** Vocabulary is a part of speaking which indicates students have collection of words as the foundation to build languages. Hatch and Brown (1995) stated that vocabulary is a foundation to build language. Vocabulary plays a fundamental role in communication. It is because oral communication need a rich diction in articulating words to deliver their meaning.

**Comprehension.** Understanding the meaning of oral speaking and can answer the question correctly is the students' comprehension skill in speaking. Brown (2001) stated that comprehension is a skill when students can understand the meaning of questions in spoken form and can deliver their responses clearly, repetition or paraphrases. Moreover, students should know what they have said and what kind of questions they should be answering.

**Fluency.** How the students articulate the words clearly is the meaning of fluency. Richard (2008) argued that fluency is the natural ability to speak spontaneously and quickly, smoothly, accurately and clearly, efficiently and comprehensibly with minimum errors that may distract listener from speaker's message. So, the students should know what they want to said and how they should articulate the words clearly to make the audiences understand what the meaning of the words are.

**Pronunciation.** Pronunciation is the way of words are spoken. According to Ur (1996) pronunciation is the sound of language or phonology, stress, and rhythm as well as intonation. People should spoke with correct sound of words to make of sense of words meaning because if people produce the wrong sound it will changing the meaning of the words.

### **Teachers' Strategy**

**Definition of Teachers' Strategy.** Teachers' strategy is a method of leaning process by giving activities for the students to make an effective learning. It is shown by the input giving from the teachers in order to get significant outcomes. Similarly, Armstrong (2013) argues that teacher strategy are dealing with techniques and activities used by the teachers in order to help students in learning the course contents and enhancing learning outcomes. In addition, Jose and Galang (2015) stated that teacher strategy is the way the teachers delivering materials in a good way so that the students can absorb and understand the materials clearly. It is because the teachers' roles are very important in materials understanding. Their clear explanation in delivering the materials is the main point of students can absorb and understand the exposures.

**The strategies used by the teachers in teaching speaking.** According to Kayi (2006), there are many kinds of techniques teaching speaking used by the teachers to encourage the students to using English. The techniques are below:

***Discussion.*** Discussion is a strategy that involves a topic or issue to be discussed together in a group. This strategy aims to make a conclusion, share ideas about a topic, or find solutions in their group discussion (Kayi, 2006). This can be done by dividing students in to pairs or small groups, discussing a topic in the group for at least ten minutes, and letting students explain the result in front of the class. It is in line with Hadfield and Hadtfield (2010) who mentioned that in discussion, students can tell each other about their ideas, feelings, and experiences in greater depth and detail.

***Role-play.*** Role play is a role that is played by some people using manuscript of a story. Nunan (2003) stated that role play allows students to practice speaking target language before they do it in a real environment. Role play is approved to be communicative language learning because students are actively got involved in the conversations (Nunan, 2001). It means that students are not only as passive learners but also active learners because they practice speaking through conversation. Role play is a good strategy to stimulate students to speak foreign language. Students are urged to make improvisation in the conversation. In this context, students are provided an opportunity to be more creative in using language. Harmer (2001) mentioned that students can take the role of completely different characters, for instance, one student plays a role as a tourist, and the other student plays a role as a tour guide. The procedures of role play are as follow: first, teacher divides students into some groups; second,

teacher gives script for every group with different themes; third, the teacher and the students practice dialogue together; lastly, students practice the role in front of the class.

***Drilling.*** One of the techniques that can be used to improve pronunciation is drilling. Thornbury (2005) defined drilling as an activity of imitating and repeating words, phrases, or the whole utterances. There are steps in drilling activity. First, students are asked to repeat what the teacher says accurately and quickly. In this strategy, students are emphasized to do more practice. Senel (2006) mentioned that drilling is useful in teaching pronunciation since it can create correct and accurate pronunciation. Therefore, applying this strategy in English foreign class can make students able to pronounce words accurately. By repeating words or sentences, students automatically memorize the words or the sentence. Therefore, drilling can improve students speaking skill.

***Simulation.*** Simulation is a technique used by the teacher in teaching speaking. Harmer (2001) defined that simulation is an activity where students imitate a real life environment. In simulations, students can bring items to the class to create a real life situation (Kayi, 2006). It is same as Nunan (2003) who mentioned that in simulation, props and documents provide a somewhat realistic environment for language practice. The example activity in simulation is a simulation of applying job vacancy.

***Storytelling.*** Storytelling is a good way to combine instruction and entertainment. As (2016) stated that through storytelling, the teacher can create an atmosphere in which the students can learn English while being entertained. When the teacher tells stories to the students, the teacher communicates with the

students, entertains them, and passes on information. Therefore by using storytelling, students can practice listening and speaking skills in a fun and interactive way. It is expected for shy or slow learners to be active participants to show their ability and get their confidence in communicating using English. This strategy also helps students to express and develop ideas from beginning up to the ending of the story about the characters and the setting the story (Kayi, 2006). Teacher can choose a simple story with only few characters and uncomplicated plot. The students listen to the teachers story and repeat it. This aims to give them an opportunity to improve their speaking ability.

**Presentation.** Oral presentation is a technical way to solve students' problem in speaking. Nadia (2013) stated that presentation is an activity which uses oral expression course to develop students' speaking skill. Nadia also explained the implementation of presentation. The first is that the topic of the presentation can either be given by the teacher or it is freely chosen by students themselves. The students find the information about this topic, and the students give the information to the audience afterward

**Communication Games.** Game is a learning strategy that can be used to develop students language skills. Game is an activity in which the learners play and usually interact with others (Wright, 2006). Leon and 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. In addition, a game can be defined as an enjoyable activity with a set of rules or terms against each other (Webster's New Dictionary, 1994).Based on Amrullah (2015), teaching and learning process can be more interesting by using games

because games are very helpful to energize the students and recharge their spirit in studying. Teacher can use games in warming-up activity such as mentioning some vocabularies that are related with an interesting topic. One of the example of games is guessing game. In the activity of guessing game, the students are divided in to groups. Every representative of the group chooses the picture that is given by the teacher and make simple sentence as a clue, for example if one group choose picture “apple”, so the other group must guess the picture by asking many question like “Is it fruit? Is it small?” then the group that has the picture can only answer “Yes” or “No”.

### **Review of related study**

Many researchers have studied similar topic which is about teachers strategy. There are two review related study will support this study. The two reviewed are follow:

Firstly, The first study was conducted by Anjaniputra (2013). This study is aimed to know the teacher's strategies in teaching speaking to students at secondary level and recognizing students' response towards the strategies by involving an English teacher and a class of 22 students. In collecting the data, classroom observation and interview were conducted to identify the strategies of teaching speaking, and questionnaire was administered to the students to gain the data about their response towards the strategies. The result revealed that the strategies showed that teacher used cooperative activities, role play, creative tasks, and drilling strategies. From the result, the students gave positive respond toward

the strategies that those strategies help them to speak English by filling the questioner base on the information obtain from the teachers.

Secondly, the study was done by Yusup (2015). This study attempted to know the strategies that teachers applied English class to improve students speaking skill. The study also identified students' ability in speaking at Banua Avia Education, Banjarbaru, Kalimantan Selatan. This study involved some English teachers and all of the students at Banua Avia Education. The result of this research revealed that the English teacher used some strategies in teaching process namely, brainstorming, drilling and repetition, and role play to support students' speaking practice.

Thirdly, the study was done by Dicer and Yesilyurt (2013). This study aimed to explore English teachers' strategy of teaching speaking in Turkey. The study was involve seven English teachers in Turkey. The result of this study was revealed that English teachers have strategies who could making the students to speak English such as role-play, simulation, drilling, and storytelling. It could be seen from the students' speaking skill which is obtained improvement.

Those three studies above explained teaching speaking strategies applied in teaching process. Those studies are similar with this study in trying to investigate teaching speaking strategies. However, this study is different from those studies because this study does not only discuss the strategies, but also the problems that the teacher encounters with implementing of the strategies in improving students speaking skill. Moreover, those study are investigated teachers' strategy consist of teaching techniques used by the teachers in teaching



speaking. However, this study will investigate teachers' strategy consisting of method in teaching students' speaking used by the teachers.