

CHAPTER II

LITERATURE REVIEW

A. Speaking Skill

1. Definition of Speaking Skill

Speaking means that some people have language skills that involve themselves or more people in speaking who use language to interact. According to Penny, speaking is a constructing meaning that involves producing, receiving and processing information. Often students measure their ability to learn a foreign language in their own way by how much they master the speaking skills that they feel have improved.

Speaking is the first mode that children get in language; this is proven by the real situation which is where talking is the biggest involvement in their daily lives. Speaking is one form of communication that involves people's oral interactions; this is the ability of people to perform oral instruments or word of mouth in communicating with others.

According to David Crystal, (2016) said that Speaking English as the most important skill because English has a strong position to communicate as an international language. Speaking is a productive skill or skill, and it also involves the use of speech organs to express meaning to others. Hence why teaching speaking

skills, activities should encourage students to actively speak in the target language.

Speaking is one of the skills that must be mastered by students in learning English. Certain professionals have provided some definitions and viewpoints on speaking. To begin Cameron defines speaking as "the active use of language to express meanings in a way that others may understand." She goes on to say that speaking in a foreign language necessitates paying close attention to the finer points of the language in order to communicate with others. A speaker must choose the most relevant words and use proper grammar to transmit information clearly and exactly, as well as organize the conversation so that the audience understands it (Cameron, 2001:40).

Gilian Brown and George Yule assert that speaking is the primary means of communication for comprehending and expressing thoughts, ideas, and feelings. Thus, speaking is a method of communication that is employed to convey ideas, thoughts, or sentiments in order to acquire knowledge and information. Speaking involves some language abilities; these include pronunciation, listening, grammar, and improved vocabulary as a way of efficient communication. In this situation, students must work hard in class to develop

their speaking abilities so they can communicate in English. ahead of the class. In education, students must be able to use speaking skills so they can introduce themselves to others, they can dialogue with friends, and they can speeches in front of the class.

Speaking, like writing, is a useful talent. It entails utilizing speech to convey meaning to others (Spratt, et.al, 2005: 34). Speaking, on the other hand, differs from writing in some ways. According to Brown presents a list of criteria that distinguish written language from spoken language in (Weigle, 2002). Permanence, production time, distance, orthography, complexity, formality, and vocabulary are the characteristics (Brown, 1994).

Speaking is transient and must be processed in the moment, whereas written language is permanent and may be read and reread at any time. Next, presenters must prepare, construct, and deliver their ideas in a matter of seconds, but writers must plan, review, and modify their thoughts over a longer period of time. Both speakers and listeners must be present at all times during the activity in order to communicate. Speakers, unlike writers, do not require much information to enhance a message because they use a variety of tactics such as emphasis, intonation, pitch, loudness, pausing, and so on.

Speakers' clauses are typically shorter than writers' due to the complexity of clauses. According to Louma, emphasizes that one key distinction between speaking and writing is that speakers do not frequently speak in sentences. Speech, on the other hand, can be thought of as a collection of idea units, which are small words and clauses connected by and, or, but, or that, or simply pronounced next to one other with a brief gap in between. The usage of formality is the next characteristic to consider. Writing is more formal than speaking because of the social and cultural functions to which it is commonly put. When speaking, the formality is usually determined by the circumstances and the audiences with whom the speakers communicate. The last point is that written text vocabulary contains a greater range of words than oral text vocabulary (Louma, 2004:12).

According to Brown, also claims that speaking has other features that can make oral performance easy or challenging in specific instances. Clustering, redundancy, reduced forms, performance variables, colloquial language, rate of delivery, stress, rhythm, and intonation, and interaction are the factors to consider (Brown, 2000:270-271).

The first is clustering, which indicates fluent speech is phrasal rather than word by word. Speakers can

organize their output both cognitively and physically by clustering or connecting some sounds. The second is that the speakers have the opportunity to clarify meaning through redundancy in language. The next is the usage of reduced forms, which means that instead of speaking in a scholarly manner, speakers tend to utilize contractions, elisions, and reduced vowels, among other things. One of the benefits of spoken language is that it allows speakers to express a certain amount of performance hesitations, stops, backtracking, and corrections since they are thinking as they speak.

Learners can be taught how to employ performance variables such as pausing and hesitating. One of the qualities of spoken language is colloquial language, which requires learners to be familiar with words, idioms, and phrases, as well as practice generating these forms. The tempo of delivery is another important aspect of fluency. Teachers should assist students in achieving an acceptable speed as well as other fluency characteristics. The stress-timed rhythm of spoken English and its intonation patterns transmit vital messages, therefore stress, rhythm, and intonation are the most important characteristics of English pronunciation. Interaction is the final step. Learning to make waves of language without interlocutors will take away a

component of speaking skills, such as conversational negotiation originality.

2. **The Role of Speaking**

Teachers play an important impact in the success of pupils' speaking abilities. Before beginning the teaching process, he or she should ask the pupil to say a word with proper pronunciation. It will continue to produce their should regardless of whether it is correct or not in the future. After that, he or she encourages the pupil to make certain sounds, repeat them, and imitate them. Finally, pupils are expected to improve their speaking abilities. At this time, teachers are meant to encourage pupils to practice speaking in the target language rather than correcting their speech.

According to Jeremy Harmer, a teacher has three tasks to play in getting a pupil to speak fluently:

Promoter students occasionally lose their ability to think of what to say or lose the fluency that the teacher expects of them in other ways. However, the teacher may be able to assist them, and the activity will advance as a result of the teacher's distinct suggestions. In addition, the teacher should provide students with motivation so that they can become effective public speakers.

When asking students to produce language, participant teachers should be good animators. This can

sometimes be accomplished by clearly and actively establishing activities. The teacher, on the other hand, may like to participate in the debate. This allows for covert prompting, the introduction of new material to aid activity, the maintenance of student involvement, and the general maintenance of a creative environment.

The question of how to deliver feedback on speaking ability is addressed by carefully evaluating the feedback source. Teachers should not only correct students, but also offer suggestions and approaches to them. Teachers' duties are critical in ensuring that speaking classes operate smoothly and that they have a role in students' speaking success.

2. Type of Speaking Skill

Type of Speaking According to Brown there are five types of speaking, those are;

a. Imitative

This is the ability to mimic a word, phrase, or even a complete statement. While this is a strictly phonetic level of oral output, the criterion performance may incorporate a number of prosodic, lexical, and grammatical features of language.

b. Intensive

The production of short stretches of oral language aimed to indicate proficiency in a restricted band of

grammatical, phrasal, lexical, or phonological links is the second form of speaking utilized in assessment contexts (such as prosodic elements-intonation, stress, rhythm, juncture). Directed response tasks, reading aloud, sentence and dialogue completion, restricted picture-cued tasks including simple sequences, and translation up to the simple sentence level are examples of demanding tasks.

c. Responsive

Interaction and comprehension tests are included in responsive assessment activities, although they are confined to short discussions, conventional greetings and small talk, simple requests and comments, and other.

d. Interactive

The duration and complexity of the conversation, which may encompass many exchanges or multiple participants, is the distinction between responsive and interactive speaking. Transactional language, which is used to share specific information, and interpersonal interactions, which are used to sustain social relationships, are two types of interaction.

e. Extensive

Speeches, oral production, and narrative are examples of extensive oral production tasks in which the opportunity for speaking contact with listeners is either

severely constrained (possibly to nonverbal answers) or completely eliminated.

3. The Characteristic of Speaking

The characteristic of good speaking activities according Harmer, there are three characters those are:

Language handling A skilled speaker can mentally digest a language and hone their speech in settings like local discourse. The ability to interact with others means that the speaker can understand what has been said as well as how the other speaker has departed.

A good speaker on-the-spot must also be an effective communicator. She or he has the capacity to distinguish information from other people. In addition to Murray and Christon. Describe some traits of effective speaking activities, such as the learner talking a lot, participating in the event, having great motivation, and having language at an acceptable level. The following provides an explanation for each trait.

Learner talk as much as feasible during the time allotted to the activity is actually occupied by learner talk. This may go unnoticed, yet most of the time is eaten up by professors talking or pauses.

Participant is an event in which a majority of active talking participants do not dominate the classroom debate. It implies that all pupils are given an opportunity

to speak, and their contributions are quite significant. Students are more likely to speak up if they are engaged in the issue and have something new to say about it.

4. Component of Speaking

According to Harmer, speaking is a complex skills because at least is it concerned with components of grammar, vocabulary, pronunciation, fluency, and comprehension. Speaking has some important components, they are:

a. Grammar

Grammar is a set of rules which describe how we use a language. The aim of grammar is also to learn the correct way to gain expertise in language in oral written forms. Therefore, grammar is needed for students to arrange a correct sentence in conversation.

b. Vocabulary

The other component which is important is vocabulary. Vocabulary means the appropriate diction which is used is communication. Without having a sufficient vocabulary, one cannot communicate effectively or express his/her ideas in both oral and written forms.

b. Pronunciation

Pronunciation is the ways for students to produce clearer language when they speak. It deals with the

phonological process that refers to the components of a grammar made up of the elements and principles that determine how sounds vary and patterns in a language. There are two features of pronunciation; phonemes and supra segmental features. A speaker who constantly mispronounces a range of phonemes can be extremely difficult for a speaker from another language community to understand.

c. Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aims of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and “ums” or “ers”. These signs indicate that the speaker does not have to spend a lot of time searching for the language in needed to express the message.

d. Comprehension

Comprehension also is the one components of speaking. Comprehension is the mind, act power of understanding exercise aimed in improving is testing ones.

There are five component of speaking that must be paid attention by the students if they want to speak well. They are grammar, vocabulary, pronunciation, fluency and comprehension, (Harmer, 2007; 343).

B. EFL Teachers Strategies

1. Definition of EFL teachers strategies

According to Celik, states successful teaching and learning depends on establishing close relationships with learners and creating conditions to facilitate understanding. And a strategies teacher is the person who provides these opportunities (Celik, 2017). English Foreign Language (EFL) teachers have a important role in delivering linguistics learning, especially English (Putri, 2017).

English Foreign Language (EFL) teachers have an important role in delivering linguistics learning, especially English (Putri, 2017). In Indonesia, English is not used in everyday life and is only learned at certain places and times. EFL learning mostly takes place in the context of the school in the classroom, so the teacher becomes the centre of attention of students in learning. The strategies teachers always strive for professional development as they constantly aim for students development (Serin, 2017).

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English Foreign Language (EFL) teachers have an important role in delivering linguistic learning, especially English. In Indonesia, English is not used in everyday life and is only learned at certain places and times. EFL learning mostly takes place in the context of the school in the classroom, so the teacher becomes the center of attention of students in learning.

Strategy is a pattern of learning activities that is selected and used by the teachers contextually, in accordance with the characteristics of students, school conditions, the surrounding environment and specific learning objectives related to learning strategies and learning objectives, in order to obtain effective and efficient learning activity steps. Learning strategies consist of methods and techniques (procedures) that will guarantee that students will actually achieve the learning objectives.

Teachers need teaching strategies to encourage students to be excited about listening to them. Teachers performance is influence by the level intelligence and language fluency. This motivated the teacher to improve his motivates the teacher to improve his achievement. As a result to the above, it can be concluded that an EFL fan teacher must have a very good command of English. EFL teachers are teachers who have received a qualification to

teach English from a teacher education institution, and whose training has been recognized by the award of an appropriate teaching certificate, as well as by a decision to be formally appointed to teach English as a foreign language. Language at school with his teaching certificate.

EFL teachers strategy that teach and create an affective environment and increase student learning potential and achievement, especially in learning English. Strategy leads to creativity, therefore, teachers with strategies have the ability to think and generate new ideas in as easy way. Teachers who have a committed and dedicated strategy for better schools and educational attainment is a result of teacher commitment and dedication.

According to (Pham, 2022) the three main qualities of a good language teachers as being principled and knowledgeable, skilled and professional need and develop the profession for the improvement of the quality of students and education, the strategies teachers as dedicated to their work and instill a sense of wonder in their students. “Any profession’s strength is determined by its level of devotion, and teaching is no exception”. The strategies and commitment of instructors to the development of students potential and achievement is

commonly acknowledged as a distinguishing feature of teachers. In their study, found a link between instructor strategies and student achievement.

According to Nabilah, the aims of the research were to find out teacher's strategies in teaching speaking and explore the implementation of speaking techniques applied. She found that the teachers applied five techniques namely discussion, role play, brainstorming, reporting, and games. And according to (Hakim, 2017), was to provide a description of English teachers in Indonesia who are experienced in teaching speaking related to the challenges and strategies in teaching and learning process for students with introverted characteristics. He found that the teachers are advised to apply the discussion, role play, storytelling, and interview (Nabilah, 2019).

2. The Procedure of Teaching Speaking Skills

In organizing the class and making the process a series of learning activities, they are some basic procedures for teaching speaking skills as productive skills (Hamer, 2015):

The first lead-in. in the lead-in stage, the teacher can get the students interested in the subject. If we are going to play a role in the topic, the teacher can ask students what they know about a particular subject. For

example, suppose the teachers ask what experiences they have had with shopping. In this case, students will think about the types of conversation that usually occur when shopping or in situations where the topics has been determined.

Second, the teachers explain what the students will do when give an assignment. The teacher may be required to illustrate the actions to be completed at this point. If students are given an assignment in pairs, the teacher can demonstrate how the activity works in teams so that everyone understand how the task is completed. Students can also be asked to repeat the work instructions that the teachers has demonstrated. Teachers also ensure that students are entitled to all the information required to accomplish their tasks.

The third is monitoring. After students have started to work an assignment, the teacher can keep up the great work. It could entail strolling around the classroom, listening to students work, ad helping them where necessary. The last is feedback and follow up. The teacher can provide feedback on the task after it has been finished. Teachers can respond not only to the language used by students but also to the content of what they say. Teachers will emphasize the good parts of what they have accomplished rather than focusing on their failures.

3. The Types of Strategies in teaching speaking skills

In the speaking learning process, several procedures can be done. Therefore, several strategies can be used to achieve the learning objective in the speaking learning procedures. Harmer mentioned several types of teaching strategies in speaking class (Harmer, 2015):

1. Acting from Scripts

a. Play Script

A play script is an exercise in which students work on a play or play script and must take a course of action as if it were a genuine performance. Therefore, the teacher should assist students in reading the script as if the teacher were a theater director so that students can focus on the appropriate stress, intonation, and speed. Drama, according to Harmer, helps kids create self-confidence, contextualize language, develop empathy for the characters of others, and involve them in good problem-solving, in addition to the benefits for pronunciation and language use in general.

b. Dialogues

Students participate in this activity by playing out textbook dialogues, dialogues they write themselves, or other scripts. In this area, the teacher must create a conducive learning environment in the

classroom. Even the teacher can instruct pupils to modify the tone of the dialogue (whispering, yelling, joyously, miserably, etc.) to make it more enjoyable. Before pupils are required to perform their dialogue, teachers should allow them time to practice it. As a result, the teacher's involvement is critical in creating a positive atmosphere in the classroom by not allowing the shyest students to be the first participants; instead, the instructor should allow time for pupils to practice their dialogue first.

2. Communication Games

a. Information gap games

Students are supposed to work in pairs for this activity. One student will have information that the other partner does not, and the two students will communicate it. Information gap activities can be used to solve a problem or collect data. In addition, each partner has a critical role because the task cannot be done unless the partners offer the knowledge that the others require. Because everyone has the opportunity to speak extensively in the target language, these activities are practical. For example, in order to solve a puzzle, draw a picture (describe and draw), organize objects in the appropriate order (describe and arrange),

or notice similarities and differences between photos, one student must converse with a partner.

b. Television and radio games

Learning can be helped by games adapted from radio and television. These activities frequently produce well-run activities. To create varied activities in teaching spoken English, the teacher can use games from the TV or radio in the classroom.

3. Discussion

a. Buzz groups (brainstorming)

Buzz groups can help students think about more significant, formal assignments like prepared lectures or debates. It's suitable for a wide range of talks. For example, a teacher might ask students to guess the content of a reading material or to discuss their reactions when they've finished reading it. We might ask them to talk about what should be included in a newscast or have a quick chat about the appropriate music for a wedding

b. Formal debates

Students prepare arguments for or against various propositions in a formal debate. Students need time to plan their opinions, frequently in groups, in order to have successful debates. The teacher can

divide the students into groups and then provide each group with a link to a different website. Allowing students to practice their speeches in groups before public speaking is a good idea. They will be able to acquire a sense of what they will say as a result of this.

4. Prepared Talks and Presentations

Prepared talk, in which a student gives a presentation on their chosen topic, is a form of essential activity. Teachers should provide time for students to prepare oral presentations so that they can benefit from them. Teachers should encourage students to record and copy their presentation's first draft so they can revise it before giving it. The teacher should provide time for students to discuss with us and with each other the types of media that are appropriate for them to use (audio, video, PowerPoint, etc.). When students are listening to their peers' presentations, the teacher may ensure that they are paying attention for their personal benefit and to help the presenter. Active listening, as well as active speaking, should be a part of each presentation. Students should receive feedback from both students and teachers in order to assess what they have done and, if feasible, replicate it elsewhere. As a result, they're better at it

5. Questionnaires

Questionnaires are helpful because they ensure that both the questioner and the respondent have something to say to each other by planning ahead of time. They may encourage the natural repetition of particular linguistic patterns, depending on how tightly they are built. Students may create a questionnaire on any subject they choose. When they do, the teacher can help students with the design process by engaging them as a resource. The questionnaire's answers can subsequently be utilized as the foundation for prepared articles, conversations, or speeches.

C. Theoretical framework

In this research, the researcher will conduct a process that is expected to give the development of the teachers teaching strategy in speaking that will increase the students ability and knowledge: Those steps are formulated as follow

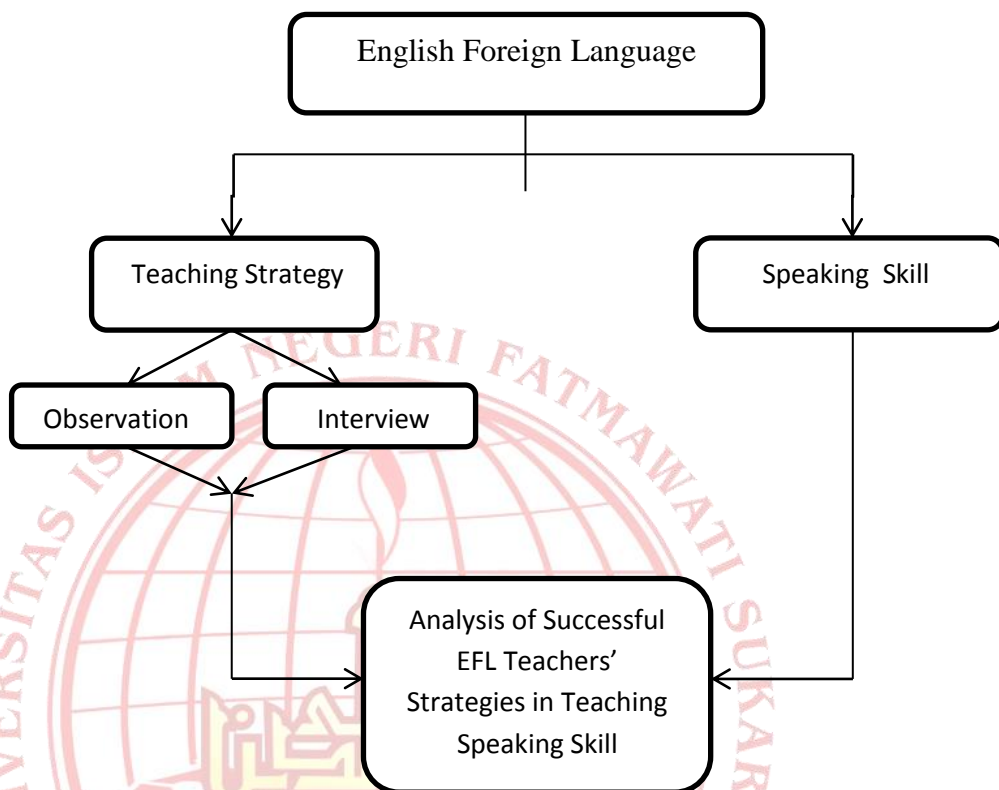


Figure 2.1 Teacher teaching strategy development chart

The formulation shows that the researcher focused on investigating teachers strategies in teaching speaking and also student speaking ability by collecting data such as observation to see the real condition of the teaching and learning process in the classroom. Interviewing the teachers to find information about the teachers strategies in teaching speaking. According to Banks, 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 (Banks, 1991).

Speaking skill is an important component of any English mastery. Students are instructed to study English to practice pronunciation and make sounds according to pronunciation, which is regulated in the made their respective schools. So speaking skills are needed in learning even in terms of daily activities. According to Torky (2006) stated that speaking is explained as a series of actions in the build up of the significance which implicate of production, accepting, and the process of getting information.

D. Previous Studies

First study that the relevant with the research which has done by Faisal Razi & Asnawi Muslem from state University Syiah Kuala of Banda Aceh, Indonesia (2021) with the title “Teacher’s Strategies In Teaching Speaking Skills To Junior High School Students” based this researchers aim to describe the kind of strategies as well as the obstacles. This research used the observation sheet and interview guide as the instruments. The subject of this research were two English teachers who teach the junior high school students at SMP Inshafudiin Banda Aceh. The data were collected by observing and interview the teachers. Then, the procedure of data

analysis for this research involved data condensation, data display and drawing the conclusion. The result of the first research question of this research described that there are five strategies used by the teachers in teaching speaking skills, namely role play, drilling, games, picture describing, and storytelling.

The similarity of the research with the research that the researchers will do is that the method used is descriptive qualitative method. However, what distinguishes the research above is the result of questions from researchers who collect data through class discussions and interview with a teachers. While the research conducted by researchers using observation checklists.

Second study that the relevant which has done by Tella Amy Novera Afan Zuri from state Batanghari University, Jambi (2019). With the title “English Teacher Strategies in Teaching Speaking at SLBN Prof. Sri Soedewi Masjchun Sofwan, SH Jambi”. This study is aimed to know what are the strategies that are used by the teacher in teaching speaking ability at SLBN Prof. Sri Soedewi Masjchun Sofwan, SH Jambi. This instrument of this research for collecting data was interview, which data will be obtained from semi-structured interviews and applied open-ended question. The techniques of analyzing data are reduction the data, data analysis, presenting the data and making conclusion. Based on the interview, the

researcher found students was interested to speaking English learning but they need to be taught with various and effective strategy of teaching.

This study is relevant to the research that the researcher will be conduct teacher strategy has an influence on students achievement. There is a strong correlations between strategies teachers and students learning success.

Third study that from journal that the relevant which has done by Nurbaktiah et all from state University of Bengkulu, Indonesia (2021). With the title “An Analysis of Teacher’s Strategies IN Teaching Speaking”. The objectives of the research were to find out the strategies used by teachers in teaching speaking at SMP 5 Bengkulu City and to describe how the teachers implement the strategies in the teaching process. This research was descriptive qualitative. The subject were two English teachers who taught at tenth grade. The data were collected by using field notes and video documentation and were analyzed by using four procedures by Miles and Huberman namely data reduction, displaying data, and conclusion. The result showed that teacher 1 used seven strategies from twelve speaking strategies and teacher 2 used eight speaking strategies.

This study is very relevant to the research that the researcher will conduct teacher strategies has an influence on

student achievement. There is a strong correlation between successful EFL teacher and student learning success.

The similarity of the research with the research that the researcher will conduct is the aim of teaching with the strategies, and using observation and interview methods. But what distinguishes the above research is the place class level, research will examine at the MAN and eleventh grade.

This research will also be conducted by researcher to research EFL teachers who are strategies about teaching English speaking skills. Researcher will focus on how EFL teachers strategies implement their competencies and what are the obstacles in teaching English speaking skills at MAN 2 Bengkulu City.

