

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

Based on the discussion in Chapter I, in this chapter the author describes some theories related to speaking ability, action-learning strategies, and conceptual frameworks.

1. The theory of English skills for Senior High School

Speaking have been proposed by the language. Speak comes from the word “Speak”. According to the Oxford Dictionary, “to speak” means to say something; speak, use language, make statements, express ideas, feelings, etc. Speaking is the use of verbal language to communicate with others. Additionally, Hughes explains that speaking is interactive and achieves practical goals through interactive discourse with speakers of other languages. Martin (1995: 254).

Speaking is an effective listening and speaking skill. It involves the systematic production of verbal utterances to convey meaning. Teaching speaking is sometimes considered a simple process. Business language schools around the world hire untrained people to teach conversation.

Although speaking is natural, speaking in another language is not easy. David Nunan (2003; 1). According to Chaney (1998: 13), speaking is the process of constructing and sharing meaning through the use of verbal and non-contextual contexts. Speech is often approached similarly in language teaching. This topic is sometimes considered fully covered because it is closely related to the teaching of everything else. Paradoxically, although many learners think that the ability to communicate effectively through speech is their top priority when speaking is the main focus of the course, this can sometimes lead to dissatisfaction heart. Some learners don't understand the purpose of doing something in class that they could easily do while drinking coffee, and teachers can feel a sense of guilt because they have not taught something with a clear learning outcome that can be held up as justification for the lesson.

As we can see, people talk to each other for many reasons. One of the main uses of language is to establish and maintain social relationships. We say “hello” to people when we meet them, making small talk about the weather, work, sports, and

family relationships. As part of this social use of language, we also try to entertain ourselves by making jokes and telling anecdotes and stories. We can also share views and opinions on a variety of topics. When we chat with friends, there is no agenda as to what we should discuss. Participants in the chat can discuss a variety of topics. Peter (2007: 159).

Harmer (2001: 284) defines speaking ability as the ability to speak fluently, which requires not only knowledge of language features but also the ability to process information and language “on the spot.” It requires the ability to cooperate in managing turns of speech and nonverbal language. This happens in real-life situations and requires little time for detailed planning. Therefore, fluency is necessary to achieve the goal of the conversation.

Cameron (2001: 41) argues that it is important to organize speech so that the interlocutor understands what the speaker is saying. Speaking is very important for language learners because speaking is the first form of communication. They are expected to be able to speak English

accurately, fluently, and acceptably in everyday life.

Tarigan (2015: 16) believes that the main purpose of speaking is to communicate, so we must convey thoughts and feelings effectively and the speaker must understand the meaning to convey so that others can understand what they are saying. speak.¹⁵ This means that everyone in the world can speak because speaking is an activity that we do all the time to communicate with others and build good relationships in society.

From the above explanations, the researcher concludes that speaking is a process of conveying and sharing ideas and emotions through words. Speaking involves certain skills such as vocabulary, pronunciation, accuracy, and fluency. Students must master all of these elements. Speaking, especially in a foreign language, is a very necessary activity for all ages of learners because through this activity everyone can understand what the other person is saying who is also using a foreign language.

2. Students Speaking Achievement

Students use speaking skills when they want to express their ideas but have problems due to a

lack of knowledge of the language elements used for communication. Students try to overcome this lack of knowledge by finding ways around the problem. The term "speaking ability" here refers to the ability to use grammar and discourse to communicate effectively in a specific context and for a specific purpose. Speaking skills within these goals: the ability to understand English, the ability to address all topics and speak at a normal speed, the ability to answer questions that require short and detailed answers, and the ability to listen to English passages over and over again. The ability to read and then apply the material orally, such as having a simple conversation or giving a short lecture on any topic.

Based on this explanation, speaking performance can be summarized as consisting of the appropriate acquisition of language in social interactions. The diversity of interactions here includes not only oral communication, but also paralinguistic elements of language, such as pronunciation, vocabulary, accuracy, and the language proficiency of middle school students. Students need to learn how to use their knowledge

of English in everyday conversations to become able to speak fluently.

3. The Function of Speaking Skills

Mastering English speaking skills is a top priority for many languages and foreign language learners. Some linguistic experts have attempted to classify the functions of speech in human interaction. According to Brown and Yule, speech has three functions. “Three-part version of the Brown and Yule framework”: discussions as interactions: discussions as transactions: discussions as performances. Each of these speaking activities is quite different in form and function and requires different teaching methods.

a. Talk as interaction

Speaking as an interaction refers to an interaction that primarily serves a social function. When people meet, they exchange greetings, have small talk and small talk, and talk about recent experiences. That's because you want to be friendly and create a fun social zone with others. The focus is on the speaker and how they want to present themselves to each other.

b. Talk as performance

Speaking as performance refers to public speaking; they are words that convey information before an audience, such as announcements and public speeches. Speech as a performance tends to take the form of a monologue rather than a dialogue, often follows a recognizable format, and is closer to written language than to conversational language.

c. Speaking as a transaction.

Speaking as transaction refers to a situation where the focus is on the message about what is said or achieved to make people understand clearly and accurately.

4. Classroom Speaking Activities

a. Acting from a Script

We can ask our students to act out scenes from plays and/or their coursebooks, sometimes filming the results. Students will often act out dialogues they have written themselves. This frequently involves them coming out to the front of the class.

b. Communication Games

Games that are designed to provoke communication between students frequently

depend on an information gap so that one student has to talk to a partner to solve a puzzle, draw a picture (describe and draw), put things in the right order (describe and arrange), or find similarities and differences between pictures

c. Discussion

Some discussions just happen in the middle of lessons; they are unprepared for by the teacher, but, if encouraged, can provide some of the most enjoyable and productive speaking in language classes. Their success will depend upon our ability to prompt and encourage and, perhaps, to change our attitude to errors and mistakes from one minute to the next. Pre-planned discussions, on the other hand, depend for their success upon the way we ask students to approach the task at hand.

d. Prepared Talks

A popular kind of activity is the prepared talk where students make a presentation on a topic of their own choice. Such talks are not designed for informal spontaneous conversation; because they are prepared, they are more 'writing-like' than this. However, if possible, students should speak from notes rather than from a script. Prepared

talks represent a defined and useful speaking genre, and if properly organized, can be extremely interesting for both speaker and listener. Just as in the process of writing the development of the talk, from original ideas to finished work, will be of vital importance.

e. Questionnaires

Questionnaires are useful because, by being pre-planned, they ensure that both the questioner and respondent have something to say to each other. Depending upon how tightly designed they are, they may well encourage the natural use of certain repetitive language patterns and thus be situated in the middle of our communication continuum. Students can design questionnaires on any appropriate topic. As they do so the teacher can act as a resource, helping them in the design process. The results obtained from questionnaires can then form the basis for written work, discussions, or prepared talks.

f. Simulation and Role-Play

Many students derive great benefits from simulation and role-play. Students 'stimulate' a real-life encounter (such as a business meeting, an encounter in an airplane cabin, or an

interview) as if they were doing so in the real world, either as themselves in that meeting or airplane or taking on the role of a character different from themselves or with thoughts and feelings they do not necessarily share. Simulation and role-play can be used to encourage general oral fluency or to train students for specific situations especially where they are studying ESP.

5. Definition of Action Learning Strategy

Developed by Bea Carson the action learning is a dynamic process where a team meets regularly to help individual members address real issues through a highly structured, facilitated team process of reflection and action. Peer accountability and visibility of plan execution are powerful motivators that get results for the individual team members and meaningful experiential learning for all. Joel Barker once said “A Vision without Action is merely a dream. Action without Vision just passes the time. Vision with Action can change the world.” Action learning is a tool that brings vision and action together, helping propel people and their organizations to the next level in terms of

production, development, recruiting, and even retention organization). According to Revans, Action learning is a team-based, workplace activity that brings together people with a common problem or project to work out solutions or achieve project outcomes. The action learning group or set provides support and encouragement to try out new ways of doing things and new ways of thinking about things.

Developed by Reg Revans as a staff development activity for managers in industry, it attempts to overcome resistance to new learning and the tendency to stay with the familiar methods and avoid taking personal and professional risks. Action learning provides participants with opportunities to pool their knowledge and skills, share learning tasks, review and reflect on their learning, question each others' views and ideas, and learn how to work productively in a team. The process of action learning helps participants learn how to learn by dealing with real problems in the workplace. The strengths of action learning that members of one set were experiencing related to the team building process: "expressing and

resolving our feelings about the process"; learning to handle criticism; "being equal and being valued for our input"; "getting feedback from others and bouncing ideas off people extends the learning and helps to make changes". Facilitation skills were recognized as a critical factor in promoting open communication and handling conflict. Several staff mentioned the time taken by action learning as a weakness of the process. One insightful comment from a member of a well-informed set was that "availability of time could be an issue to people who didn't understand what action learning is all about."

So the conclusion is Action learning is a process that requires members of an organization to work together to solve problems through action and reflection. It has the potential to become a multi-purpose organizational activity depending on the extent to which it is integrated into the organization's systems and made central to the organizational culture. Action learning processes promote reflection, mentoring, and collaboration and cast employers into the role of

continuous learners who are capable of both investigating and improving work practices.

6. The Components of Action Learning Program

Developed by Professor Reg Revans in England in the middle of the 20th century, action learning was slow to be understood and applied until Jack Welch began using it at General Electric. Over the past 20 years, various approaches to action learning have appeared, but the model that has gained widespread acceptance is the Marquardt Model, which incorporates the successful elements of both European and American forms of action learning. This model contains six interactive and interdependent components that build upon and reinforce one another.

a. A problem (project, challenge, opportunity, issue, or task)

Action learning centers around a problem, project, challenge, issue, or task, the resolution of which is of high importance to an individual, team, and/or organization. The problem should be significant, and urgent and be the responsibility of the team to solve. It should also provide an opportunity for the group to generate

learning opportunities, build knowledge, and develop individual, team, and organizational skills. Groups may focus on a single problem of the organization or multiple problems introduced by individual group members.

b. An action learning group or team

The core entity in action learning is the action learning group (also called a set or team). Ideally, the group is composed of four to eight individuals who examine an organizational problem that has no easily identifiable solution. The group should have a diversity of backgrounds and experiences to acquire various perspectives and to encourage fresh viewpoints. Depending upon the action learning problem, groups may be volunteers or appointees, maybe from various functions or departments, may include individuals from other organizations or professions, and may involve suppliers as well as customers.

c. A process that emphasizes insightful questioning and reflective listening

Action learning emphasizes questions and reflection above statements and opinions. By focusing on the right questions rather than the

right answers, action learning focuses on what one does not know as well as on what one does know. Action learning tackles problems through a process of first asking questions to clarify the exact nature of the problem, reflecting and identifying possible solutions, and only then taking action. The focus is on questions since great solutions are contained within the seeds of great questions. Questions build group dialogue and cohesiveness, generate innovative and systems thinking, and enhance learning results.

d. Taking action on the problem

Action learning requires that the group be able to take action on the problem it is working on. Members of the action learning group must have the power to take action themselves or be assured that their recommendations will be implemented (barring any significant change in the environment or the group's obvious lack of essential information). If the group only makes recommendations, it loses its energy, creativity, and commitment. There is no real meaningful or practical learning until action is taken and reflected upon; for one is never sure an idea or plan will be effective until it has been

implemented. Action enhances learning because it provides a basis and anchor for the critical dimension of reflection. The action of action learning begins with taking steps to reframe the problem and determining the goal, and only then determining strategies and taking action.

e. A commitment to learning

Solving an organizational problem provides immediate, short-term benefits to the company. The greater, longer-term, multiplier benefit, however, is the learning gained by each group member as well as the group as a whole and how those learnings are applied on a systems-wide basis throughout the organization. Thus, the learning that occurs in action learning has greater value strategically for the organization than the immediate tactical advantage of early problem correction. Accordingly, action learning places equal emphasis on the learning and development of individuals and the team as it does on the solving of problems; for the smarter the group becomes, the quicker and better the quality of its decision-making and action-taking.

F. An action learning coach

Coaching is necessary for the group to focus on the important (i.e., the learnings) as well as the urgent (resolving the problem). The action learning coach helps the team members reflect both on what they are learning and how they are solving problems. Through a series of questions, the coach enables group members to reflect on how they listen, how they may have reframed the problem, how they give each other feedback, how they are planning and working, and what assumptions may be shaping their beliefs and actions. The learning coach also helps the team focus on what they are achieving, what they are finding difficult, what processes they are employing, and the implications of these processes. The coaching role may be rotated among members of the group or maybe a person assigned to that role throughout the group's existence.

7. The Steps of Action Learning Strategy

1. Clarify the objective of the action learning group. Presentation of the problem or the task to the group. A group may handle one or many problems.
2. Group formation. The group can consist of volunteers or appointed people,

and can work on a single organizational problem or each other's departments' problems. Convene a cross-section of people with a complementary mix of skills and expertise to participate in the action learning group. Compare: Belbin Team Roles. Action learning groups may meet for one time or several times. Depending on the complexity of the problem and the time available for its resolution.

3. Analyze the issue and identify actions for resolving them.
4. The problem owner presents the problem briefly to the group. He can remain involved as a member of the group, or withdraw, and await the group's recommendations.
5. Reframe the problem. After a series of questions, the group, often with the guidance of the action learning consultant, will reach a consensus on the most critical problem the group should work on. The group should establish the crux of the problem, which might differ from the original presenting problem.
6. Determine goals. Once the key problem or issue has been identified, the group seeks consensus

for the goal. The achievement of the goal would solve the restated problem for the long term with positive rather than negative consequences on the individual, team, or organization.

7. Develop action strategies. Much of the time and energy of the group will be spent on identifying, and pilot-testing, possible action strategies. Like the preceding stages of action learning, strategies are developed via reflective inquiry and dialogue.

8. Take action. Between action learning sessions, the group as a whole and individual members collect information they identify the support status, and they implement the strategies developed and agreed to by the group.

9. Repeat the cycle of action and learning until the problem is resolved or new directions are determined.

10. Capturing learning. Throughout and at any point during the sessions, the action-learning consultant may intervene.

8. The Advantages of Action Learning Strategy

1. Centred on learners
2. Emphasis on finding knowledge not accepting knowledge

3. Great fun
4. Empower all learner's senses and potential
5. Use varied methods
6. Using multiple media
7. Tailored to existing knowledge

9. The Disadvantages of Action Learning Strategy

1. Learners have difficulty orienting their thoughts, when not accompanied by educators.
2. The discussion was impressed in all directions or not focused.

10. The example of Action learning strategy

1. Practice testing
2. Distributed practice
3. Interleaved practice
4. Elaborative interrogation
5. Self-explanation
6. Rereading
7. Highlighting
8. Summarisation

B. Previous Study

This study deals with the improvement of students' speaking skills in English lessons with an action learning strategy in second grade of Senior High School This study was conducted by using

classroom action research. The subject of the research was class second Senior High School which consisted of 50 students. Data collected through the observation performed a test on student speaking skills in the form of an oral test. The improvement also can be seen in the percentage of the students speaking achievement. In the initial test, only 14,2% (five students) got category skills. In the post-test in cycle I and cycle II 45,71% (sixteen students) and 88,57% (thirty-one students) got category skill. It means there was an improvement about 74,37. It can be concluded that there was a significant effect of moving toward better by using an action learning strategy to improve students' speaking skills. Nadia Ananda (2017).

The second research about speaking was done by Nasidah Lubis (2015) which was “The Effect of Socio Drama Method in Teaching Speaking”. This research explained the application of socio drama method in teaching speaking, a study at the VII grade of SMP N 1 Penyabungan Barat. Her population of study is 25 students. The result of the hypothesis test shows that $t_o = 2.10$ and the t_t degree significance 5% 2,02. It meant that the

alternative hypothesis was accepted and the null hypothesis was rejected. There was a significant effect of socio socio-drama method in teaching speaking.

Third Researcher A classroom action research which had done by Dyah Nindya Yuanita is “Improving Students’ Speaking Skill by Using Role Play (An Action Research at the Tenth Year of SMA N 1 Gemolong in Academic Year 2012-2013)”. Based on data analysis the mean score of students on the first cycle is 73 average score, and the mean score of the students on the second cycle is 90 which is qualified average to good. They get a 28 score improvement. It means that the action hypothesis the using role play to improve students’ speaking ability in class is proved.

C. Conceptual Framework

In this Era of Globalization, the English Language is important for our lives. It is the second most spoken language in the world. Globalization made the use of the English language wider. The ability to speak and write English property has been one essential benchmark skill in the professional world. Learning English in Senior High Schools is important given other than

us a preparation for the globalization process but the provision of Junior High School students to continue higher education level of the established English teaching as a lesson that must be controlled by students.

English is a foreign language in our country, it has become an international language. English has been integrated into secondary school for a long time. The English language is exerting an even stronger influence in the modern world and has become an international language. There are also advantages of introducing a foreign language for young learners. It is also important for students to learn English early.

One of the ways to communicate with other people is by speaking. As stated in the previous chapter, speaking is important for language learners because speaking is the first form of communication. They are expected to be able to speak English accurately, fluently, and acceptably in daily life. However, as mentioned in the previous chapter, second grade students of SMAN 6 BENTENG faced several problems related to their speaking ability. They are afraid of making mistakes, of being laughed at by their friends, and

having a lack of confidence in their abilities. The students also think that learning English is not interesting, this is because the method or strategy that is used less attack students' learning has focused on the teachers and the listener. Therefore, the researcher wanted to overcome the problems by using the Action Learning strategy in the speaking class. Action Learning strategy is one way that can be used to improve students speaking skills. Action learning is presented in an interesting way which can stimulate students to develop ideas of thinking and speaking skills by doing conversation activities. The Action Learning strategy was chosen because it was fun and interesting. It could be applied in the practice and production phases. The students would get more opportunities to explore their speaking ability. They had to speak with their friends in pairs using role cards and expressions. This activity provides natural drilling for them and helps them to improve their fluency. They also got the opportunity to practice speaking in a meaningful way so it would help them to improve their communicative competence. Besides, this strategy also could motivate them to be more engaged

during the teaching and learning process so all of them get the same opportunity to practice speaking. This strategy is expected to be able to overcome the problems and give positive changes.

