

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter presents explanations about chunking method, novice teachers, speaking fluency, teachers' voices, and qualitative research.

#### 2.1 CHUNKING METHOD

The theory of chunking was proposed by Miller in the year of 1956. However, several experts already defined chunking as a process of performing information naturally by dividing them into shorter information items (Valentine, 2014). Continuously, Gobet et al. (2012) added that Chunking is meaningful unit of information built from smaller pieces of information. Besides, according to Michael (2014) chunking strategy refers to the hierarchical approach of noncognitive, cognitive, social activity in language process. As a whole, Monica (2022) explained that chunking is the process by which we try to understand something complex by breaking it down and working on smaller units ("chunks"). For example, in learning a new language, we study phrases, grammar, vocabulary, etc.

Furthermore, chunking strategy can also be called as the use of lexical chunk. According to Altenberg (1998), around 80% of language elements are ranges of lexical chunks rather than distinct expressions, which are the bare minimum for function recollection, input, and return of the necessary context. As a result, if EFL students can grasp a large number of lexical pieces, thinking about the meanings and roles of speech may be beneficial. Continuously, Wary (2002) defined lexical chunk as an uninterrupted or continuous successions of words or other components that is, or seems to be, inserting: that is, saved and recovered entirely from primary

memory of the use, instead of subjected to language grammar production or evaluation. Hence, Thornbury (2017) pointed out that lexical chunks are generated by meanings, not structural rules that are mastered all at once mechanically during language development.

In particular, from those above statements it can be concluded that Chunking is a process of performing information naturally by dividing it into shorter items. It is also known as the use of lexical chunk, which is an uninterrupted or continuous succession of words or other components saved and recovered from primary memory. It is beneficial for EFL students to understand the meanings and roles of speech.

#### 1.1.1 Advantages and Disadvantages of Teaching Chunking Method

##### a. Advantages of Teaching Chunking Method

According to Zafarghandi et al. (2017), some of the advantages of using a chunking method in a classroom exercise are:

- It can help pupils understand what information is being sent to them by using proper pauses, tone, power, speed of speech, and chunk words delivered by speakers.
- It can help pupils improve their English fluency. Increase creative thinking skills to assist pupils in organizing and creating speaking products.

##### b. Disadvantages of Teaching Chunking Method

There are some considerable disadvantages of chunking. The major drawback is the limited capacity of our memory. It might be impossible to

remember language by means of chunks, since there are much more chunks than their components. It follows that “[if] chunks are learned as unanalyzed units [...] the parts of unit are not available for creative combination with others” (Nation 2001:320). Concerning collocations, even though a second language learner is able to use the expression never count your chickens until they're hatched, he or she might not be able to use the word hatch in a different context.

## **2.2 NOVICE TEACHERS**

A novice English teacher is typically defined as an educator in their first one to three years of professional teaching, having recently completed their pre-service training (Ingersoll & Strong, 2011). While processing foundational knowledge of language acquisition theories and general pedagogical principles, their practical experience in applying these theories to real classroom contexts remains limited (Kagan, 1992). Unlike veteran teachers who have developed extensive repertoires of strategies and intuitive responses to classroom situations, novice English teachers are often in a phase of intensive skill acquisition and strategy development. They are actively learning to translate curriculum guidelines into engaging lessons, manage dynamic classroom interactions, and address the unique errors and fluency issues that arise in second language acquisition.

### **2.2.1 Specific Challenges Faced by Novice English Teachers**

Beyond general teaching challenges, novice English teachers frequently encounter difficulties unique to the ELT context:

1. Adapting Theoretical Knowledge to Practical Application

While pre-service programs introduce various ELT methodologies (e.g., Communicative Language Teaching, Task-Based Learning), novice teachers often struggle with their practical implementation. They may find it challenging to adapt textbook theories to the specific proficiency levels, learning styles, and cultural backgrounds of their students (Richards, 1996). For instance, designing authentic communicative tasks that genuinely promote fluency rather than just accuracy can be a significant hurdle.

## 2. Classroom Management in Language Classroom

Managing a classroom where students are encouraged to speak, interact, and potentially make errors requires specialized classroom management skills. Novice English teacher may find it difficult to balance student participation with maintaining order, address disruptive behaviour without stifling communication, or manage large classes effectively during speaking activities (Nunan, 1995; Nindhila et al., 2023).

## 3. Developing Students' Speaking Fluency

Fostering speaking fluency is a common goal in ELT, yet it presents unique pedagogical challenges for new teachers. Novice may struggle with:

- a. Providing effective scaffolding: Knowing how much support to give without over-helping or under-helping.
- b. Error correction strategies: Deciding when and how to correct errors to promote fluency rather than inhibit it (brown, 2007).

Over-correction, for instance, can lead to student reluctance to speak.

- c. Creating opportunities for authentic communication: Moving beyond repetitive drills to activities to encourage spontaneous and meaningful interaction (Bygate, 2001).
- d. Assessing speaking fluency: Objectively evaluating students' speaking performance beyond just grammatical accuracy.

#### 4. Limited repertoire of Pedagogical Strategies

Novice teachers often has a smaller toolkit of teaching strategies compared to their experienced counterparts (Dreyfus & Dreyfus, 1980, as cited in Berliner, 2004). This can make it difficult for them to respond flexibly to unexpected classroom dynamics or to effectively address diverse learning needs, especially when focusing on a specific skill like speaking fluency. They may default to more familiar, teacher-fronted approaches rather than learner-centered ones that promote oral production.

#### 5. Managing Affective Factors

Students' anxiety, fear of making mistakes, and lack of confidence can significantly impede speaking fluency (Horwitz et al., 1986).

Novice English teachers must learn to create a psychologically safe classroom environment where students feel comfortable taking risks and expressing themselves, a skill often develops with experience.

## 2.2.2 The Need for Investigating Novice Teachers' Pedagogical Choices

Given these specific challenges, it becomes critical to understand how novice English teachers approach the teaching of speaking fluency. Their perspective, successes, and difficulties in implementing particular methods, such as chunking method, offer valuable insights into their professional development needs and the practicalities of language instruction in real-world settings. Research focusing on their "voices" provides a rich, ground-level understanding that complements theoretical discussions on language pedagogy.

## 2.3 SPEAKING FLUENCY

Speaking fluency or as Mohammadi & Enayati (2018) defined as the ability to speak quickly and easily in English language, is the most frequent objectives for students who wish to learn to communicate through speaking or those who want to arm themselves with a good knowledge of speaking skill for academic and nonacademic purposes. In term of fluency there are plenty discussion of it. Hartmann and Stork (1976) defined it as the issue of automaticity and normal conversational speed. However, fluent native speakers use language effortlessly and this increases their speed; Hartmann and Stork defined fluency regarding this fact and neglected the point that there might be some fast speakers who are not considered fluent.

Meanwhile, McCarthy (2005) states "speed is not everything, at least not constantly rapid talks; some parts of the conversation may be uttered rapidly, but it may often be desirable to slow down in crucial parts of one`s message".

### 2.3.1 Speaking Fluency Indicators

Furthermore, Fillmore, Kempler, and Wang (1979) defined fluency as the ability to talk coherently at length without pause about a broad range of contexts and also the ability to be creative in language use. Yet, fluency included three structural characteristics rate of speech, continuity and articulation facility (Salmani, 2008). He pointed out that everyone has filled and unfilled pauses in their speech; filled pauses occur for a variety of reasons, including misperception, needing time to think, gaining listeners' attention, emphasizing a point, or expressing disagreement. As a result, having reasonable pauses in speech does not imply that the person is not fluent.

In the IELTS speaking test, fluency is defined as a combination of speed of speech, length of the answer, and pausing correctly (Cloe, 2011). So as this category, McCarthy (2005) suggested three significant aspects of fluent conversation which include speakers as the central criteria, formulaic chunks that increase speech rate and conversational flow, and scaffolding which refers to the idea of confluence. He also stated that chunks by their nature are retrieved whole, they are not created new each time, they are part of that automaticity that enables effortless accuracy. Moreover, according to many research (Pawley and Syder, 1983; Nattinger and De Carico, 1992; and Wood, 2001) that had been conducted before due to the relationship between lexical bundles and linguistic production fluency, lexical bundles, and formulaic language units help second language learners to increase their speech speed by building sentences and increasing the length of their speech.

From those definitions above, fluency in speaking English can be defined as the ability to speak coherently, and with appropriate speed and pausing, in a way that allows for smooth communication in a variety of contexts. Fluency is not just about speaking quickly but also includes the ability to use formulaic language and chunks of speech that aid in fluid conversation.

## **2.4 TEACHERS' VOICES**

The concept of "teachers' voices" in educational research signifies a methodological and epistemological shift towards acknowledging and prioritizing the lived experiences, perceptions, beliefs, and practices of educators themselves. Rather than solely relying on external observations or quantitative measures of teacher effectiveness, approaches that center teachers' voices offer rich, nuanced insights into the complexities of teaching and learning from an insider's perspective (Hargreaves & Fullan, 1992; Gitlin & Russell, 2005). This qualitative paradigm recognizes teachers not merely as implementers of curriculum or policy, but as active agents, decision-makers, and knowledge producers within their unique classroom contexts.

### **2.4.1 The Significance of Eliciting Teachers' Voices**

Eliciting and analyzing teachers' voices holds significant value in several aspects of educational inquiry:

#### **1. Illuminating Pedagogical Realities**

Teachers' accounts provide direct windows into the daily challenges, successes, and dilemmas encountered in the classroom that might otherwise remain hidden (Clandinin & Connelly, 2000). For instance, understanding how teachers perceive the effectiveness of a specific

method, like chunking, offers insights into its practical feasibility and challenges in implementation, which may differ from theoretical assumptions.

## 2. Understanding Beliefs and Practices

Teachers' voices are invaluable for exploring the intricate relationship between their personal beliefs, pedagogical theories, and actual classroom practices (Pajares, 1992). Their beliefs about language acquisition, speaking fluency, or the utility of a particular technique directly influence their instructional decisions. By giving them a voice, researchers can uncover the "why" behind their instructional choices.

## 3. Contextualizing Research Findings

Educational practices are deeply embedded within specific school cultures, student demographics, and socio-economic realities. Teachers' narratives provide essential contextual details that help researchers and policymakers understand why certain approaches succeed or fail in particular settings (Zeichner & Liston, 1996). This is particularly relevant for your study, as the experiences of novice English teachers in an Indonesian context will be unique.

## 4. Identifying Professional Development Needs

By articulating their challenges, confusions, and areas of uncertainty, teachers' voices can directly inform the design of more relevant and effective professional development programs. This bottomup approach ensures that support initiatives genuinely address

the practical needs and concerns of educators (Darling-Hammond, 2006).

#### 5. Empowering Teachers as Professionals

The act of soliciting and valuing teachers' perspectives can be empowering, fostering a sense of professionalism and ownership over their practice. It shifts the perception of teachers from passive recipients of policy to active contributors to educational knowledge and reform (Cochran-Smith & Lytle, 1993).

#### 2.4.2 Relevance to Novice English Teachers and Speaking Fluency

Novice teachers are at a formative stage, actively constructing their pedagogical identities and developing their practical skills. Their initial experiences with specific methods like chunking are crucial for shaping their future teaching approaches.

##### 1. Unpacking Implementation Challenges

Eliciting their voices will reveal the specific practical difficulties novice teachers face when trying to apply the chunking method in their classrooms. These might include issues with lesson planning, adapting materials, managing student responses, or assessing the impact on fluency.

##### 2. Understanding Perceived Effectiveness

Their narratives will shed light on how novice teachers perceive the chunking method's effectiveness for improving speaking fluency from their firsthand experience, rather than just theoretical understanding.

##### 3. Revealing Adaptation Strategies

Novice teachers often develop innovative, albeit sometimes informal, strategies to overcome challenges. Their voices can highlight these adaptations and the reasoning behind them, offering practical insights for other educators.

#### 4. Informing Induction and Mentoring Programs

The challenges articulated by novice English teachers regarding teaching speaking fluency and using specific methods can directly inform induction and mentoring programs, ensuring that new teachers receive targeted support in these critical areas.

In essence, by giving voice to novice English teachers, this study will contribute valuable empirical data to the existing literature on both teacher development and language pedagogy. It moves beyond a prescriptive understanding of teaching methods to capture the dynamic, lived experiences of those who are at the frontline of implementing them.

### 2.5 QUALITATIVE RESEARCH

Educational research often seeks to explore complex phenomena, understand human experiences, and gain in-depth insights into specific contexts. In this pursuit, qualitative study emerges as a powerful and appropriate methodological paradigm. Unlike quantitative research, which primarily focuses on measuring variables and testing hypotheses through numerical data, qualitative research aims to explore phenomena in their natural settings, emphasizing rich descriptions, interpretations, and understanding of meaning from the participants' perspectives (Creswell & Poth, 2018; Denzin & Lincoln, 2011).

### 2.5.1 Characteristics of Qualitative Research

Qualitative research is characterized by several key features that distinguish it from quantitative approaches:

#### 1. Naturalistic Setting

Qualitative researchers typically conduct studies in the real-world environments where participants experience the phenomenon of interest (e.g., classrooms, schools). This allows for a more authentic capture of behaviors and perceptions.

#### 2. Researcher as Key Instrument

The researcher themselves is often the primary data collection instrument, engaging directly with participants through interviews, observations, or document analysis. This direct engagement allows for flexibility and deeper probing.

#### 3. Multiple Method

Qualitative studies often employ multiple data collection methods (e.g., interviews, observations, field notes, documents) to achieve triangulation, thereby enhancing the trustworthiness and credibility of the findings (Patton, 2015).

#### 4. Inductive Data Analysis

Data analysis in qualitative research typically moves from specific observations or detailed descriptions to broader themes, patterns, and categories. Researchers build general conclusions from particular instances rather than testing pre-determined hypotheses.

#### 5. Emergent Design

The research design in qualitative studies can be flexible and adaptive, allowing the researcher to modify questions or data collection strategies as new insights emerge during the research process.

#### 6. Rich, Thick Description

The outcome of qualitative research is often detailed narratives, direct quotations, and descriptive accounts that provide a comprehensive and nuanced understanding of the phenomenon under study, allowing readers to grasp the context fully (Geertz, 1973).

#### 7. Focus on Meaning and Interpretation

The core aim is to understand the meanings participants ascribe to their experiences, actions, and beliefs, delving into why things happen as they do, rather than just what happens.

For this study, titled "Novice English Teachers' Voices on the Use of Chunking Method for Student's Speaking Fluency," a qualitative approach is indispensable. To understand the subjective experiences, practical challenges, and perceived effectiveness of the chunking method from the perspective of novice English teachers, it is essential to delve into their lived realities. Through qualitative data collection methods, such as semi-structured interviews, this study aims to capture the richness and depth of their "voices," providing nuanced insights that quantitative data alone cannot offer. This approach allows for a comprehensive exploration of the 'how' and 'why' behind their pedagogical decisions and the contextual factors influencing their use of the chunking method in promoting student speaking fluency.