CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of the review of related literature which includes definition of speaking, objective of learning speaking, speaking learning activities, problems in learning speaking, and solving problems in learning speaking.

2.1 Definition of Speaking

According to Chaney in Kayi (2006), “Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts”. In speaking, there is a process of making and delivering someone’s intention to another as well as making sure that information is understood and accepted by the receiver. Since speaking is one of keys in English communication, it encourages the people to know the way how they can create the goal of communication and deliver it to the others through verbal or nonverbal communication in a type of daily communication.

2.2 Speaking Learning Activities

Activities of learning speaking are meant to develop learners’ ability to express themselves through speech. It is important to think of many activities in order to involve their ability in speaking, because without expression in many activities, their ability in speaking will be doubted. Students who are learning to speak are suggested to be able to speak in front of audience and among their friends.
According to Ur (1996:131), there are several activities that can be used in learning speaking, such as group discussion, dialogue, role play, speech in front of the audience, and debate.

2.2.1 Group discussion

Students are divided into several groups to discuss any interesting topics, every small group may consist of five to ten students. It is done in order to give a greater chance to the students to speak and to express their ideas about the topic.

2.2.2 Dialogue

This is a traditional language learning technique that has gone somewhat out of fashion in recent years. The students are taught a brief dialogue and they might learn by heart. They perform it privately in pairs or publicly in front of their friends. Learner can be asked to perform the dialogue in different topics such as their relationship in their family, culture and other ideas.

2.2.3 Role Play

In this activity, participants are given a situation, problem or task. It is done in groups or pairs. The participants are given the opportunity to give their opinion about solving a problem that is chosen from cards.
2.2.4 Speech in front of the audience

The activity is rather hard to be done by the students. In this case, students should be able to make a paper to be presented in front of the audience, and they present one of the topics with their idea.

2.2.5 Debate

In this activity, students are divided into two groups; the lecturer will give one topic to be debated. They will be free to express their opinion related to the topic. At the end of it, the lecturer might like to put the issues to vote or make conclusion about the topic that has been already debated.

Based on the theory above, it is clear that learning speaking needs some activities to improve the students’ skills in speaking. They need the appropriate activities based on their level because students of the second language need the process. They need effort to use English as native speakers do in their daily conversation. It needs long exercise to master it.

2.3 The Problems of Learning Speaking

In learning speaking, students often get problem to talk. Ur (1996:121), stated that there are four possible problems faced by the students in learning speaking, they are:
1. Inhibition

According to Ur, speaking activities often give stage fright to the students when they are speaks to an audience which stares on him. They may also be worried about making mistakes, being criticized or losing face in front of the rest of the class (1996:121).

2. Nothing to say

Another common problem is that students sometimes think they have nothing to say on a particular topic. In reality, they may be bored or feel that the topic is unrelated to anything they know. If this is the case, they will have no motivation to speak other than the fact that they know they should be participating in the speaking activity. Students often lack confidence in their speaking ability and feel they have insufficient language skills to express exactly what they want to say (Ur, 1996:121).

3. The low participation

Ur (1996:121) states in larger group, there is just one student which active to speak and left the other a little bit time to speak. The problem is exacerbated by the tendency of some students who try to dominate the class, so the other cannot speak a lot or just silence.

4. Mother tongue use

Moreover, Ur (1996:121) states that in classes where all, or a number of, the learners share the same mother tongue, they may tend to use it because it is easier or it fells unnatural to speak to one another in foreign language and because they feel less exposed if they are speaking their mother tongue. If they
are talking in small groups, it can be quite difficult to get some classes particularly less disciplined or motivated ones to keep to the target language.

2.4 Solving the Problems

2.4.1 Solution from the Students

In order to overcome each of the problems described above, according to Cahyono, in Athena (2004:84-90), there are 11 strategies in learning speaking, those are:

1. Find the appropriate way in Learning English

   Cahyono in Athena (2004:84-90) states that the learners should find the appropriate way to learn English, because if the learners know what he/she wants, he/she can improve or progress his study. If the way is found by them, the learners should keep this strategy and ignore other strategies. The learners should not be afraid to be persistent in using their strategy although it is different from what the lecturer suggests. For example, if the learners want to increase their ability in pronunciation, they can drill by themselves, although there is no emphasizing in the class.

2. Make a note the way to learn

   The learners try to make note or schedule to organize the vocabulary grammar and pronunciation. This way is effective and this is no one of the ways to get successfully in learning English. It can be conducted start from study a new vocabulary in every day. (Cahyono in Athena, 2004:84-90)
3. Creative

Cahyono in Athena (2004:84-90) states that in this term, learners should drill themselves creatively. Example: learners try to apply what they have learned. Besides, the learners can make experiment to apply a new ways in using new vocabulary.

4. Create speak opportunity

According to Cahyono in Athena, in learning English as second language the learners should be active. Learners should be able to create a situation to express or apply what they have learned. The active learners can more success than the passive learners, because they are not only depending on the lecturers do. Because of that, this quite significant to make disappear shy and disgust sense by making/joining with a certain situation where English can be applied directly. This situation can be done by doing the work class in English. Making communication and interaction to the lecturer and another learners by using English, and trying to listen English language from TV, record, movie, broad news, or western song (2004:84-90).

5. Try to face unclear

Moreover, Cahyono in Athena (2004:84-90) states in learning English, learners often find unclear situation. This occurs because of the learners cannot understand about the strange words in the sentences, paragraph, or in conversation. The learners who are confused with the unclear situation prefer to be hopeless and separated for English environment. This doesn’t efficient,
because the learners should be able to solve this by dictionary, try to overcome
the situation and don’t be frustrated.

6. Use donkey bridge

Furthermore, Cahyono in Athena (2004:84-90) states it is the way the
learners connect possible words which related to the information given. For
example: collecting the words that begin with same letter (who, where…etc),
joining the words with physic (color, shape…etc), relating the words with
the function (furniture that can be categorized to sit; sleep…etc), organizing
the words based on the grammatical (adjective, verb …etc). So, the learners
can memorize of words and use words related the situation or context.

7. Learn from mistake

According to Cahyono in Athena (2004:84-90), learning is a process, as
learners realize that mistakes are a process of this study. Learners can take
evaluation from these mistakes. For speaking it is better if learners don’t focus
on grammar because it can obstruct the fluency.

8. User your language knowledge

Cahyono in Athena (2004:84-90) states that the learners can use their
second language if they don’t know about the meaning then applied it in English
with phrase or words.
9. Use the context

Meanwhile, Cahyono, in Athena (2004:84-90) states that meaning of a words/phrase is clarified by a certain sentences/social situation. The learners connecting words or phrase by clue of the speakers. The learners try to get the point of message, so the learners can understand what the speakers said.

10. Study of a part as an unity

In English language, there are phrase that cannot be clarified word by word, it means idiom. In this term, the learners should be able to study about the proverb, poem, a part of song, and so on (Cahyono in Athena, 2004:84-90).

11. Study the regular speeches

Afterward, Cahyono in Athena (2004:84-90) states students can drill themselves to identify English language for example: how to begin communication, to say agree/disagree, to response something, and other speeches.

2.4.2 Solution from the Lecturer

According to Ur (2009:121) states that the lecture might wish to supplement their ideas with follows steps:

1. Using group work

Group work increases the sheer amount of learner talk going on in a limited period of time and also lowers inhibition of learners who are
unwilling to speak in front of the full class. It is true that ‘group work’ means the lecturer cannot supervise all learner speech, so that not all utterance will be correct, and learners may occasionally slip into their native language.

2. Giving the activity easy language

   In general, the level of language needed for a discussion should be lower than that used in recalled and produced by the participants, so that they can speak fluently with the minimum of hesitation.

3. Making a careful choice of topic and task to stimulate interest

   Topic-based ask participations to talk about a (controversial) subject, the main objective being clearly the discussion process itself, while task-based asked them actually to perform something, where the discussion process is means to an end.

4. Giving some instruction or training in discussion skills

   If the task is based on group discussion then include instructions about participation when introducing it. For example: tell learners to make sure that everyone in that group contributes to the discussion, appoint a chair person to teach group who will regulate participation.

5. Keeping students to speak

   The best way to keep students speaking is remanding them and modeling the language used by the lecturer, there is no substitute for nagging.