CHAPTER II

REVIEW OF RELATED LITERATURE

Following the basic information in Chapter I, this chapter will discuss some reviews of related literature. It covers definition of teaching English in senior high school, speaking, speaking activity, component of teaching learning activity, curriculum, and definition of impact. Each section is presented as below:

2.1 Teaching English in Senior High School

Teaching others people especially for young learners could be interesting activity. In this case, we are going to discuss teaching at Senior High School. Teaching at Senior High School becomes a challenging profession when we stand in front of students with different characteristics. According to Ormrod (2009. p. 6) teachers perform various roles each day as a subject expert, counselor, mediator and elevator. In other words, the teachers not only have a duty to teach the student at class but also they have other duties to motivate students to reach good achievement.

According to Silberman (2009, p, 29) students from Senior High School prefer to learn the active activity rather than passive activity, it was researched with the ratio of five to one. In other words, most of students from Senior High School tend to be active in teaching and learning process where the students directly implement the material as their learning experience. A good achievement has a close relation with active learning. In teaching and learning process, the teachers can explain clearly the material to students but it is not guarantee that the students will
receive the material on either. It becomes a different result if the students are able to be active as their experience learning with assessing the idea, solving the problem and implementing the material.

According to Siberman (2009, p. 29) in his book entitled “Active Learning” stated that effective learning can be implemented by discussion and project, presentation, debate, practice throw experience, simulation and case study. It means that there are some strategies in teaching and learning process in order to make the students to be active. The students need to listen, understand, discuss and practice the material by themselves. Getting students to be active in teaching and learning is the important task for teacher. Therefore, teachers should provide the strategies to stimulate the student get success in their study.

In this case, teaching English in Senior High School needs the same way. English teachers are required to teach the material with appropriate strategies to master the English skill. In teaching English, the teachers teach four English skills such as listening, reading, speaking and writing. Each skill has different various strategies in order to make the student gets success in their English study. Furthermore, Harmer (2007, p. 345) stated teachers can help the student to speak fluently in the classroom if the teachers give the appropriate topic and task. It means that the students can be supported by giving appropriate topic and task in order to improve their speaking skill. Teachers should help the students to achieve the goal of speaking. It causes speaking skill is one of the main purposes when the learners learn language.
2.2 Speaking

The students tend to study the four skills in English as the basic ability to master English language. Those four skills are; speaking, listening, reading, and writing. Harmer (2007, p. 265) in his book entitled “The Practical of English Language Teaching” stated that, those four skills are often divided into two types. The first type is receptive skill while the second type is productive skill. Receptive skill contains for reading and listening. In this skill, the students do not need to produce language. They only receive and understand it. Meanwhile, productive skill is the term for speaking and writing. In this case, the students need to produce language by themselves.

According to Nashruddin (2013, p. 53), speaking is a productive skill in which becomes the main purpose of many language learners learning language. It means that speaking skill is the first skill that the learners want to master as the goal of language learning. Many learners who learn English as a foreign language are regarded to have good speaking ability as the measurement of mastering a language. Therefore, speaking can be the main reason why the learners mastering speaking skill.

All of English skill has difficulties in which the learners usually find it in their learning process. In this case, teachers have to know about the difficulties of speaking skill. According to Brown (2000, p. 270) there are 8 difficulties in speaking skill. Those are:

1) Clustering
Fluent speech is phrasal, not word by word. Students can organize their output well. This is called clustering.

2) Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language.

3) Reduced forms

It is special problems in teaching spoken English like constrictions, elisions, reduced vowels, etc.

4) Performance variables

One of the advantages of spoken language is that process of thinking to speak. This process shows certain of number performances the hesitations, pauses, backtracking, and correction.

5) Colloquial Language

The teacher should be pay attention about colloquial language such as words, idioms and phrases. The learners must be asked to practice in producing these forms.

6) Rate delivery

Another characteristic of fluency is rate of delivery. The task of teacher is to help the learners to achieve speed with other attributes of fluency.

7) Stress, rhythm, and intonation

Students need to learn about the important characteristic of English pronunciation like stress, rhythm, and intonation. The stress-timed rhythm of spoken English and its intonation patterns convey important message.

8) Interaction
Interaction is the last case in difficulties of speaking skill; it will convey creativity of conversational negotiation.

Mastering speaking is necessarily to the students, the students are regarded mastering the language when they are able to speak well. According to Kayi (2006), the students who has speaking ability in a second language efficiency and clearly are able to bring success in their school and life. In other words, learning speaking is the crucial task to the students that contributes the impact to their success in school and life. It becomes the main reason of English teachers to teach speaking properly in order to develop students’ speaking ability.

2.2.1 Teaching Speaking

Teaching is a process for guiding students to get the information they need. Teaching is also to help students engage in thinking about concepts they construct in their minds. All of these processes are needed in order to make students think appropriately. Furthermore, Brown (2007, p. 7) stated that teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. Based on the idea above, it can be concluded that teaching is the activities among teacher and student through the process by giving instruction, guiding, facilitating, and setting the condition to make the students think appropriately from something that the learners did not understand it before.

According to Dimyati and Mujion (2009, p. 41), teachers are not allowed to teach carelessly, they should use theories and principles learning in order to teach effectively. It means that teachers need to consider the theories and principles
learning in every teaching activity in order to achieve the goal of teaching. The same way in teaching speaking, teacher should consider the aspects in teaching speaking. Furthermore, Brown (2000, p. 267) stated that teachers need to consider 4 crucial points in teaching speaking. Those are:

1) Conversational discourse
Teaching oral communication in which the students need to demonstrate the speaking ability through interactive communication or discussion with other speaker. The interaction among the speakers can be the standard of successfully language acquisition. The teacher can use some techniques in teaching student conversation; those techniques are topic nomination, maintaining conversation, turn-taking, interruption, and termination.

2) Teaching Pronunciation
Teaching pronunciation is never acquiring an accent of foreign language. The learners need to focus whole language, meaningful contexts, and automaticity of production in details of phonology. The teachers are required to encourage the students to produce sounds in English word appropriately.

3) Accuracy and Fluency
‘Accuracy is achieved to some extent in speaking ability that emphasized on the element phonology, grammar, and discourse from the spoken output’. It means that accuracy is the commonly assessed of verbal production that focus on some elements of phonology, grammar and discourse. Meanwhile, Fluency is probably the best achieved that can be the initial goal of many communicative language by focusing on speech and the interaction on some details of phonology, grammar, or discourse.
4) Affective factors
The teachers need to consider with the student’s problem that can obstruct their learning. The anxiety can be speaking problems that influence students’ performance. The students cannot perform maximally cause of their anxiety. In teaching speaking, the teachers are required to motivate the students who have a problem in reducing their anxiety in classroom.

5) The interaction effect
The interaction effect cannot be separated from the interactive nature of communication. The students not only focus on sounds, words, phrases, and discourse form but also they should communicate with other speaker. The interaction among students can give the influences to their performance in speaking.

Based on the idea above, it can be concluded that teachers need to pay attention in any crucial aspects in teaching speaking in order to teach effectively. In teaching English, every skill has its own the objective in teaching. Those skills are thought completely to support their ability to master English. The teachers are regarded success in teaching process if they can achieve the teaching objective.

2.2.2 Objective Teaching Speaking

According to Brown and Yule (1999, p. 28), the objective teaching speaking is to support the learners communicate effectively. It means that the objective of teaching speaking has substantial purposes that learners are expected to understand the communication in language by themselves. In this case, the teachers need to use the strategies in order to support their speaking ability. They can give the helpful
strategies to make the complex skill in English can be achieved easily by the learners. The strategies provided by the teachers can help the learner who has difficulty in speaking course. Teachers need to diagnose the learners’ problem and give them some practices by helpful strategies. Based on the explanation above, it can be concluded that the objective of teaching speaking is to help the learners are able to speak well as the main goal of teaching and learning speaking by giving the appropriate strategies.

According to Kayi (2006), the objectives in teaching speaking can be specified into 6 points. Those are:

1) The students can produce the English speech sounds and sound patterns appropriately
2) The student can implement the word and sentence stress, intonation patterns and the rhythm of the second language well.
3) The student can select the proper social setting, audience, situation and subject matter with appropriate words.
4) The students can organize the meaningful and logical sequence by their thought.
5) The students can use language as a means of expressing values and judgments.
6) The students can speak fluency and use the language quickly and confidently with few unnatural pauses.

Based on idea above, it can be concluded that there are some objectives in teaching speaking that can be the guideline to achieve the goal of teaching speaking. Teachers are able to focus the goal of teaching and learning speaking effectively. The successfully goal of teaching speaking can be analyzed by measuring the student’s
speaking ability. Therefore, the teachers need to apply the measurement of speaking ability to investigate the student’s achievement.

2.2.3 The Measurement of Speaking Ability

The measurement of speaking ability is necessarily in teaching speaking. The measurement involves making considered about teaching and learning program has been ensured successfully to be effective and sufficient. According to Sari (2008, P.9), there are 5 components that can be specified of measurement in speaking ability. These categorized as follows:

2.2.3.1 Accent

According to Yule (2006, p. 195), Accent is the component of speaking that describe the way of individual speaker pronounces the word in communication from regionally, or socially. It means that the speaker who has different pronunciation can be influenced by regionally or socially.

2.2.3.2 Grammar

According to Yule (2006, p. 74) Grammar is the way of process structuring the phrases and sentences in order to account all grammatical sequences and all ungrammatical sequences in language rules. In other words, grammar is a set of structural rules of English language which deliver meaning includes phrases, sentences and other part of rules in language.
2.2.3.3 **Vocabulary**

According to Katwibun (2013, p. 1), vocabulary has played an important role in students’ communicative which is able to communicate successfully and have positive academic performance. It means that vocabulary has influences toward the communicative when the speaker has good performance in vocabulary. Therefore, vocabulary is being one of important components in measurement speaking.

2.2.3.4 **Fluency**

According Brown (2000, p. 267) ‘Fluency is commonly assessed in verbal production to measure mainly fast and ease on some details of phonology, grammar, or discourse’. It other words, fluency is able to be an initial goal of language teaching which representing the language learners master in speaking.

2.2.3.5 **Comprehension**

According to Febrianto (2013, p. 15) ‘Comprehension is a component of speaking that necessarily the subject to respond the speaking ability properly’. It means that comprehension is a component in speaking that the learners are required to get the evaluation of their ability in speaking.

Furthermore, Scarino & Liddicoat (2009, p. 68) stated ‘The measurement can be the consideration toward what student has learned and understood, how they are learning, and where they are along their personal learning.’ Based on the idea above, it can be concluded that measurement can help the teacher to provide some information to be used as feedback about what the student has learned. It can be same way with measurement in speaking. The teacher can get some information to be used
As feedback to assess student’s outcomes in teaching speaking. In teaching speaking, the teacher requires organize speaking activities in their teaching speaking process. The more the teachers provide a good speaking activities, the more the students get a good achievement. Therefore, providing speaking activities that organize properly is a very important part of second language learning.

2.3 Speaking Activity

Speaking activity has certain variety that English teacher used to teach speaking. Speaking activity in which interested will motivate the students to learn well. This case is addressed to improve their understanding the learning material easily. Speaking activity is representing how teaching and learning process that teacher has been designed.

An English teacher needs to provide the teaching speaking activity efficiency and clearly to help develop their speaking ability. According to Kayi (2006), providing the communicative language teaching and collaborative learning in teaching speaking is the best aim. It means that both of communicative language teaching and collaborative learning has the important role to help student achieves the goal. Communicative language teaching is designed on real life situation where the student has real life communication at the classroom activity. The activities are used at the classroom to make the environment where the students are able to communicate well each other. There are a number of categories in speaking activity that used in the classroom. These categories as follows:
2.3.1 Discussion

The discussion is a variety in speaking activity that has a purpose to stimulate the students to have questions, paraphrase, express the ideas, check clarification, and so on. The learners are needed to discuss any certain topic with others to get conclusion.

2.3.2 Role Play

In role-play activities, the teacher gives some information to the learners as who they are, what they think or feel. It means that the teacher asks the student to play a characteristic until the learners understand who they would be in role playing.

2.3.3 Simulation

In simulation, the learners are thought to imagine the realistic environment. The learners can bring the items to the class to support their performances. For instance, if a student is acting as a singer, she/he brings a microphone to sing and so on.

2.3.4 Information Gap

Information Gap is the speaking activity that has aim to stimulate the learners to solve the problem. In this activity, the student can work in pairs. One of the students will have the information, but the other partner does not have. The learners are asked to complete the information by asking some questions to their partner. These activities are effective because every learner has an opportunity to talk to complete the information they needed.
2.3.5 Brain Storming

In this activity, the learners have to be creative to find a conclusion to solve the specific problem in limited time by gathering a list of ideas spontaneously. The learners will be asked to produce and share their ideas quickly and freely. The learners can work this activity individually or in group.

2.3.6) Story Telling

In this activity, the learners need to make brief summary of story, or they may write their own stories to tell their classmate. Story telling requires the learners to be creative because this activity focuses on expressing the ideas by re-telling their own story.

2.3.7) Reporting

Before coming to class, the learners are asked to read a newspaper or magazine. Then in class they report to their friends what they have found from the resources.

2.3.8) Picture Describing

In this case, the teacher gives learners one picture and asks them to describe what it is. The learners need to share and discuss the picture with their friends. In this part, the activity is emphasized on the student’s creativity and imagination.

2.3.9) Find the difference

The learners work in pairs and each couple has two different pictures. Then, the learners are asked to find the differences or similarities of the pictures. In this
activity, each couple have to discuss and share about what they find in the picture to other group.

2.4 Component of Teaching Learning Activity

The education goal requires a good relation between teacher and student. The teachers need to confront with some components in teaching and learning activity in order to have a good interaction easily. Component of teaching learning activity includes objective, material, evaluation, and techniques. All of them have a relationship each other, as explained as follows:

2.4.1 Objective

According to Dimyati (2009, p. 22), the objective of teaching and learning activity can be seen from two parts, the objective based on teacher, and the objective based on the learners. Teacher has the objective of teaching learning activity to guide them in teaching process, whereas the student has the objective to guide them in learning process.

2.4.2 Material

According to Richards (2001, p. 251), ‘Material is the basic of content in teaching and learning that provide teaching source’ In other words, material as a main component of teaching and learning activity that serves primarily supplement of the teacher’s instruction.
2.4.3 Technique

According to Brown (2000, p. 16), Technique is the component in language program that contains of exercises, activities, or talks used in language classroom in order to realize the lesson objectives. It means, technique can be defined as the guideline for any teaching activity that consist of exercises, activities, and talks in the language classroom for implementing the lesson objective.

2.4.4 Evaluation

According to Scarino & Liddicoat (2009, p. 87) ‘Evaluation is a process that provides teachers to get information about the effectiveness of their teaching to students’ progress’. In other words, evaluation is a process as the first priority in design and practice in order to provide information to be used as feedback by teacher and by their pupils in evaluating the students’ progress.

2.5 Curriculum

According to Muzamiroh (2013, p. 15), curriculum is a number of education planning which are designed for students with instructions from education institution whose has static or dynamic process and competence that should be owned. It means that curriculum is designed to support the teaching and learning process as the guideline in formal education in order to develop teaching and learning program. Therefore, the curriculum should focus on the goal of national education in order to improve the quality in every education level.

Furthermore, According to Dimyati (2009, p.268), educational curriculum needs to change to be better continuously in order to develop the student’s quality. In
other words, the curriculum should transform to be completely perfect that bring good impact to the student’s quality. The newest curriculum that has been designed is 2013 curriculum.

2.5.1 The 2013 English Curriculum

2013 Curriculum is the newest curriculum that is applied by the government for replacing KTSP (Kurikulum Tingkat Satuan Pendidikan). According to Mulyasa (2013, p.7), 2013 Curriculum emphasizes on affective aspect or changes of students’ behavior and competency among attitude, skill, and knowledge impartially. In other words, through strengthening of attitude, skill and knowledge by implementing 2013 curriculum is expected that the student being productive, creative, innovative and affective. Mulyasa (2013, p. 67) in a book entitled “Pengembangan dan Implementasi Kurikulum 2013” stated that, there are six competencies that contain in 2013 Curriculum. These competencies as follow:

a) Knowledge: The awareness in cognitive aspect, for example a teacher knows how to identify learning needs, and how to perform the learning to the learners according to their needs.

b) Understanding: the cognitive and affective are possessed by individual learners. For example, a teacher will implement the learning with a good understanding about characteristics and conditions of learners.

c) Skill: The competencies that should be owned by an individual learner to finish a task or job that assigned to him. For the example, teacher has ability to choose and create teaching media in order to serve the material easily.
d) Value: Value means standard of behaviour that has been believed psychologically. For the example, teacher has standard behaviour in teaching and learning like honesty, openness and democratic.

e) Attitude: The competency which has reaction to a stimulus that comes from outside

f) Interest: is the tendency of a person to perform an act

Every curriculum had designed to make any changes to the students as the outcomes of the curriculum. The 2013 Curriculum focuses to create the student has a good skill and attitude. The teacher needs to know about the standard of competency based on 2013 Curriculum. It can be the guideline for the teacher in teaching and learning process, because every subject should be aiming at the standard of competency.

2.5.2 The Standard of Competency Based on 2013 Curriculum

According Mulyasa (2013, p. 175), the standard of competency based on 2013 Curriculum is to ensure the achievement of the learning does not stop until the knowledge, but must continue to skills and attitude. In other words, the standard of competency based on 2013 Curriculum has a standard that should be possessed by learners in completing education at a particular of educational unit which includes aspects of attitudes, skills, knowledge. There are several groups of standard competencies that have been formulated in 2013 Curriculum. These competencies are categorized into some groups such as spiritual attitude competency, social competency, knowledge competency and skills competency. This basic competency
groups aims to support the core competencies that being the reference to be developed in any event learning.

According Mulyasa (2013, p. 174), the basic competency based on 2013 Curriculum can be divided into 2 parts. Those are:

1) Standard Competency Vertical

This is the classification of standard competency in 2013 Curriculum that has relation content in basic competencies between the previous level and the next level. In other words, the competency vertical is the standard of competency in which the content of basic competency has a relation among the grades of the student. Therefore, the student can learn to the next level completely because they had learned in previous level.

2) Standard Competency Horizontal

The basic competency which has a relation between the content of the subject and the others subject, both of them are able to reinforce in teaching and learning process. It means that the subject can support the other subject in which the basic competency has relation with content. This process can help the student to have a balance the teaching and learning in every subject.

2.6 The Impact of Teaching and Learning

The impact of teaching and learning are focused to students who get teaching and learning process. The students need to have a good impact as their outcomes. Furthermore, Purwanto (2013, p. 102) stated ‘Learning is a process that bring about the occurrence of a change or renewal the behaviour or skill’. It means that the students are expected to be successful in learning process by changing their behaviour
and skill. Based on the idea above, it can be concluded that behaviour and skill can be represented as the outcomes of learning process. The teachers are able to know their learning process successfully by analysing the behaviour and skill of the student. Purwanto (2013) in a book entitled “Psikologi Pendidikan” stated that the impact of learning can be classified into two factors. These factors are individual factor and social factor. Individual factor is factors that can influence learning process derived from the organism itself. Meanwhile, social factor is a factor that can influence learning process from the outside condition such as family, teacher, environment, motivation and teaching media.

2.7 Related Studies

Related to this research, Nurbatra (2005) conducted a study entitled “An Analysis on Teaching Speaking at SMUN 4 Malang”. The objective of the study is focused in analyzed teaching speaking at SMU N Malang. In detail, this study is attempt to investigate; the objective of teaching speaking at, the materials of teaching speaking, the technique used in teaching speaking, the evaluation in teaching speaking, the media used in teaching speaking. The research design of this study was descriptive method because the writer would like to describe, analyze and explain about teaching speaking at SMU N 4 Malang. Meanwhile, the instrument was observation and interview and the subject of this study was the English Teacher who takes the first year class at SMU N 4 Malang.

Another research was conducted by Astuti (2014) entitled “An Analysis of Teaching Speaking Technique used by the teacher at Grade XI Science 6 of SMA N 7
Malang”. The objective of the study is focused on investigated the impacts of current teaching technique on the students’ behaviour in speaking class and to identify the influence of current teaching technique on students’ achievement in Grade XI Science 6 of SMAN 7 Malang. The design of this research is descriptive research design. The data were obtained through observation, interview and document. The target population of the present study is six English Teachers in SMAN 7 Malang and the sample is English Teacher in Grade XI Science 6. The result showed that there are four techniques that were used by the teacher such as information gap, role play, picture description, and talk show.

Following the two studies above, both of the research has a similarities and differences. The similarities can be described by the same topic, both of the researchers used teaching speaking. Meanwhile, the differences are the purposes of the study.

In conclusion, this chapter has highlighted the review of literatures required to conduct a research that covers component of teaching learning activities, teaching English in senior high school, speaking, teaching speaking, objective of teaching speaking, the measurement of speaking ability, speaking activity, component of teaching speaking activity, curriculum, definition of impact, and related research. Following this section, chapter III will review some related procedures used in this present study. Then, chapter III will gear out the part such as research design, research subject, research instrument, data collection and data analysis.