CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher will present some literature that supports the research. Literature is needed to give theoretical explanation. There are some related literature that will be discusses in this chapter; Definition of Speaking, Teaching Speaking, Teaching Technique, and Modeled Talk Technique.

2.1 Definition of Speaking

Speaking is one of the ways to communicate the ideas and thought orally between the listener and the speaker. Speaking also means to express the feeling, ideas, opinion or give the information to others. To enable the students to communicate, we need to apply language in real communication. According to Tarigan (2008), speaking is the ability to articulate sounds or words to express and convey thoughts, ideas, and feelings.

Since childhood, people are accustomed to express the ideas through communication that is built by means of language contact. Hughes (2006:144) states that speaking is the first mode in which children acquire language, it is part of the daily involvement of most people with language activities, and it is the prime motor of language change. In other words, speaking is a thing used in daily activity which is expected to make both listener and speaker understand each other.

Speaking itself also has a relation that is important to our daily life. In practice, speaking is done to convey a particular purpose. According to Chaney (1998), speaking is the process of creating and sharing meaning through symbols,
verbal or non-verbal, in various contexts. In conclusion, in daily life, speaking can be very useful to establish a specific conversation or discussion.

2.1.1 Components of Speaking

To achieve the goal of speaking, students should always practice speaking English. In practicing the language, students can use several ways in learning speaking properly. Besides, students should pay attention to several important components in speech. According to Syakur, (1987:5, cited in Mora, 2010) there are at least five components of speaking skill: comprehension, grammar, vocabulary, pronunciation, and fluency.

1. Grammar

It is needed for students to arrange a correct sentences in conversation. It is explained by Harmer (1991) that without a knowledge of grammar, either conscious and subconscious, people would not be able to string words together in any meaningful way, and the relationships between them would be impenetrable. It means, without knowledge of grammar students would not be able to speak correctly.

2. Vocabulary

According to Richards (2002:255), vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. Vocabulary can affect to another student’ ability in English. By drilling the vocabulary in learning processs, students can remember the words and the meaning.
3. Pronunciation

Pronunciation is a way the speaker to pronounce a word by mouth. In pronouncing the word in a sentence, students must pay attention to the intonation, tone, and also rhythm patterns in English. It is supported by a statement of Low and Schaetzel (2009) that teachers may not be able to identify the patterns of or reasons for learners' pronunciation problems or have a systematic way to teach the sound, stress, intonation, and rhythm patterns of English.

4. Fluency

Fluency is one aspect that is owned by a speaker in speech. In this case the speaker is able to communicate without hesitation or wavering in determining the interval and the time to continue the speech. It is necessary to make the interaction can be understood.

In short, when the student try to be good in speaking English, they should learn more about the components of speaking. To speak English fluently, students have to study hard in memorizing the vocabulary. Moreover, students also have to use correct grammar and make a good pronunciation which can be understood by the listener.

2.2 Teaching Speaking

Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues (Kayi, 2006). In addition, speaking is one of the important skills to deliver the material. The teacher should pay more attention in terms of conveying the material so that it can be delivered
quickly. It needs good innovation in teaching and learning activity in the classroom.

Bazo (2002) explains that in order for any speaking activity to be successful, students need to understand that there is a real reason for asking a question. Giving the material in speaking class, teacher should make learning process running well. Once the activity begins, teacher should make the children to speak as much English as possible without interfering to correct the mistakes that they will probably make. Teacher should try to treat errors casually by praising the utterance and simply repeating it correctly without necessarily highlighting the errors. And finally, teacher always offer praise for effort regardless of the accuracy of the English produced. Since speaking is quite important for communication, students require different innovation and efficient in teaching speaking.

2.2.1 The Way to Teach Speaking

In regards to resolve the problem in the classroom, teacher has a lot of different ways. Speaking English in class is rather difficult to be applied by students. In this case, the teacher can solve the problem by looking for activities that makes the students feel in an environment that is conducive to speak English. According to Bazo (2002), in primary schools, there are two main types of speaking activities:

1. First type, songs, chants, and poems, encourages students to imitate the model they hear on the cassette. This helps students to master the sounds, rhythms, and intonation of the English language through simple reproduction.
2. Second, the games and pair work activities that involve interaction can build students' skills in speaking. Skills students can be built with the interaction in real activity using a specific language. Besides the many opportunities created talk can make students active.

Many innovations and media used in teaching learning can help teacher conveying the material easily. Funny activity also assist the teacher to enhance the students’ curiosity.

### 2.2.2 The Activities to Promote Speaking

Since speaking is an important skill, teachers must be able to consider good activity that is going to be applied in the class. The activity should make students keen to practice speaking English both in the classroom and outside the classroom. To obtain maximum results, an interesting activity is necessary to promote speaking English. According to Kayi (2006), there are some activities to promote speaking to the students:

a. Discussion

A discussion can be held for various reasons. The teacher ask the student to discuss about material and finish it together by sharing the ideas and finding solutions by each group. It possible that students could be active to speak in that event. In this way, the students can use the time to practice their speaking in good activity.

b. Role Play

In Role Play activity, the students will simulate the material in real life situations. The students can pretend to act with a different personality to their own. For example, the students will pretend to be a teacher. In this situation the
students have to act as if they were the pretended character and use their English based on the situation.

c. Simulations

Simulation are very similar to role-plays however, simulation are more elaborate. In simulation activity the students could bring many properties to increase their self-confidence and their creativity to practice in front of class. In order to make students are motivated, Simulation activity could make the atmosphere in class feel enjoyable.

d. Information Gap

Students are supposed to be working in pairs to solve problems. The students should work together because each partner plays has an important role to get the proper information and to send the informations. One of students will have the information in which other partner does not then the partners will share their information. In Information Gap activity, the intention is to let the students use their linguistics and communicative resource to obtain the information.

e. Storytelling

Students are be able to summarize briefly summarize a tale or story which they got from somebody beforehand and students may create their own stories such as riddles or jokes. Story telling fosters creative thinking. To make the participants interpret and exchange ideas about the meaning and the important aspects of the story. Students also can develope their ability in determining the plot of story.
To raise awareness of students in speaking English, it can be carried out through the exchange of ideas. Besides, students feel comfortable atmosphere. Sharing knowledge activities can make student feel confident to speak.

2.3 Teaching Technique

According to Brown (2000), teaching is conducted by showing or helping someone to learn how to do something, give instruction, to guide in the study of something, to provide with knowledge for comprehension purpose. In helping students, a teacher should know the proper teaching techniques. Being a good teacher is not just about the ability to control the rhythm of learning, but also how it can make students feel comfortable when studying with him or her.

Technique is a specific action refers to any of a wide variety of exercises, teaching or devices used to be applied in the classroom in realizing the goal of learning (Brown, 2000). In applying the teaching technique in the classroom, teachers must make the teaching and learning process in a fun atmosphere and make students keen to stay active in speaking. Furthermore, teachers have important role in teaching activity to attract the students in learning process. In short, in the implementation of teaching in the classroom, teachers must make the lesson as well as possible. Teachers also have to consider, sort out, and make the necessary arrangements to be implemented in the teaching process.

2.3.1 Technique in Teaching Speaking

In teaching speaking, teachers must create something new to make students active in speaking class. There are many kinds of teaching technique that can be used by teachers to help them in teaching speaking. Here are some techniques which can be implemented in speaking class.
1. Acting from a script

Students can be asked to act out scenes from plays in the classroom and sometimes make a video recording during performance. It will encourage students to frequently perform in front of the class. The teacher has to give students time to rehearse the dialogues before they are asked to perform. When all students are practicing, the teacher can give attention to their intonation, stress, and speed. By giving students the practice before their final performance, acting out is both learning and a language producing activity (Harmer, 2007:271).

2. Jigsaw

Jigsaw is one of cooperative learning technique which suggests students to be more active and responsible for each other in comprehending the material to get the achievement maximally (Slavin, 2005). The application of jigsaw was first used by Eliot Aronson in 1978 to improve the collaboration of students that includes two different actions of small groups. This technique allows the students to actively participate in learning process.

3. Small Group Discussion

Brown (2000:178) states that small group discussion is a group of students working corporately for achieving certain goals. Students gathered to form a group. Then, students are encouraged to engage in conversation with other members of the group. Students also work in groups; this allows students to exchange their opinions which will make it easier for them to accomplish a given task. By discussing the tasks in a group, it can affect student to speak.


2.4 Modeled Talk Technique

Modeled talk is the use of gestures, visual, and demonstrations as explanations are made. Gestures and modeling provide examples for learners to follow and lower their anxiety since they know exactly what to do because they have seen the directions or content modeled. According to Herrell and Jordan (2004), modeled talk is the use of gestures, visuals and demonstrations to accompany explanations by the teacher. This technique can improve students’ comprehension about the topic the teacher explains. It is because when teacher use this technique, she or he not just tell about the direction that students will follow. Furthermore, the students can see directly the gestures or visual of the teacher.

By planning and practices in learning as habituation, modeled Talk Technique is expected to inspire students to understand and use expressions that have been learnt in everyday life. In this strategy, the error at the beginning of habituation is still acceptable. However, in the next step, the teacher need to help and train students to correct the mistakes students to be able to speak better.

Herrel and Jordan (2004) also explain that there are some concepts in using modeled talk in the class. First, the teacher convey the material by using gestures, visuals, demonstrations to accompany explanations, and clue to give the directions. Second is enhancing student comprehension which will guide the students to create an idea in their imagination. Third is using prompts to show not only about the direction but also give the meaning of the story or clue. Lastly, teacher is lowering English language learners’ anxiety while students follow directions in the class.
From these explanations, it can be concluded that the Modeled Talk technique emphasizes the efforts of teachers to make sure students understand the learning in English speaking. Teachers also encourage students to talk easily and to have many opportunities to interact verbally in various contexts of daily activity through verbal explanations and demonstrations. Modeled Talk Technique allows the active participation of students in learning activities through understanding of the vocabulary, fluency and understanding of the concept.

2.4.1 The Procedure of Modeled Talk Technique

To enable the students achieve the competence of speaking skill, the teacher should use an appropriate technique. According to Herrel and Jordan (2004), here are the steps of modeled talk Technique:

a. The teacher identifies and gathers the materials.
b. The teacher practices the material using modeled talk technique.
c. The teacher designs a visual of directions.
d. The teacher reviews the steps to be taken after delivering Modeled Talk.
e. The teacher uses the visuals as a reminder and to reinforce the instruction.

The role of teacher in the learning process is very important. It is because activities implemented by teacher will affect the success of teaching and learning process. The teacher should be able to arrange interesting activities to keep students focused on learning. In short, teachers should make the procedure properly in order to make students are able to provide maximum result.

2.4.2 The Advantages of Modeled Talk Technique

There are some advantages of Modeled Talk Technique mentioned by Herrell (2004). They are explained as follows:
a. Whole class interaction. An activity that spends time to interaction or discussion will make the student active.

b. Procedure for learning centers. Student will get the motivation to speak bravely in front of the class and get the idea to tell something sequentially.

c. The students will have a good memory to speak with new vocabulary or pronunciation.

d. By having the teacher organize their thought process in the steps to Modeled Talk, the student can see how to organize their own thoughts.

In short, the use of Modeled Talk Technique in teaching speaking can make students get more interaction in the classroom. Modeled Talk Technique also invites students to a lot of discussion in determining the topic; this can make students spend more time on actual personal communication.

2.4.3 Disadvantages of Modeled Talk Technique

The previous study in MTs An – Najihah Babussalam, Prasetyawan (2016, declares that there are some disadvantages of using Modeled Talk Technique in teaching speaking as follows:

a. Many properties are needed to improve students’ understanding about the material. The teacher should prepare the compatibility between the material and media which is used in Modeled Talk Technique.

b. The teacher needs long time to take the student’ preparation and also the evaluation. When the teacher begins to practice Modeled Talk Technique in the class, teacher needs more time to explain the material clearly and evaluate the students group by group.
c. When the students are not focused, the possibility of misunderstanding will appear. When teacher explained the materials in front of class, the students have to listen and watch carefully or they will lost the point that should be written.

2.4.4 Designing Visual Aids of Modeled Talk Technique

Design a standard visual will be used regularly if the lesson or directions require that the students follow a sequences of instructions. It will helps the students become accustomed in looking for the visual support and in remembering the sequences of the material. As Herrell (2004) suggests, here the props and visuals to support the students in remembering the sequences of the materials:

<table>
<thead>
<tr>
<th>Props</th>
<th>Visual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Any textbooks to be used</td>
<td>Numbers charts showing sequence to followed</td>
</tr>
<tr>
<td>Scissors, tape, rules, pencils, colouring, notebooks, that will be needed</td>
<td>Diagrams showing a recap of direction given</td>
</tr>
<tr>
<td>Realia whenever vocabulary will be new</td>
<td>Standard illustrations for scissors (for direction to cut), crayon (for direction to color, pencil (for any direction to write, computer (when it is to be used), for direction to measure, paint brush (to direction to brush))</td>
</tr>
<tr>
<td>Word cards for any new vocabulary to be written</td>
<td></td>
</tr>
<tr>
<td>Maps, Globes, manipulatives, examples of products to be made</td>
<td></td>
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<tr>
<td>---------------------------------------------------------------</td>
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</table>

In short in applying the modeled Talk Technique teacher must be creative in motivating the students to study. Modeled Talk Technique also gives teachers opportunities to convey the material through an enjoyable learning model. Visual property used will help student easier to remember vocabulary and pronunciation are studied. It allows teachers to help students to speak confidently in front of the class.