CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter covers the review of related literature related to the terms and theory used in this present study. It contains the explanation about Speaking, teaching speaking, purposes of speaking, characteristic of successful speaking activity, problem in teaching speaking, teaching method, and English for specific purposes (ESP). Each points are explained in detail below.

2.1 Speaking

Speaking is categorized as one of the skills out of four in learning English which are reading, listening speaking and writing. Fulcher (2003:23) stated the definition of Speaking as a verbal use of the language in communication between people. In brief, speaking is actually refers to an interaction between two or more participant in exchanging ideas to achieve communication. Speaking not only deals with interaction about different subjects between different people. Moreover, speaking also become as the reflection of people about their own culture and their identity.

In speaking, there is a term called a Speaker in which refers to the people who know the language and in any language, speaking is the most frequent skill used among all language skills because people communicate through speaking the most except for those who have disability in speaking. Rivers (1981) argued that compare to writing and reading, in communication, speaking is used twice as much as both of skills. Generally in speaking, it involves two terms, speaker and listener in which speaker is the one who transmitted information and listener is the
one who received and comprehend them. Every speaker is instantaneously become as listener and every listener at least have potential to be a speaker according to the situation (Oprandy, 1994:153).

2.2 Purposes of Speaking

According to Richards (1990), there are two purposes of speaking, interactional and transactional. Interactional center in the use of speaking on social relation, such as chatting, small conversation, and making jokes. Furthermore, Nunan (1991) explains interactional conversations are unpredictable and interchangeable with the participants are freely to take turn to speak and give any responds. Meanwhile, in transactional, the interaction is focused in communicating information in which the interaction is usually has outcome. Generally, the use of language contexts in transactional are limited and predictable. Nunan (1991) adds that in transactional, the use of language in speaking is shaped according to the people involved in the communication in order to transfer the meaning of message or information successfully. Thornbury (2005) states its purposes in terms of genres. In here, the genre distinguishes into two types, transactional and interpersonal. In transactional, speaking mainly used in conveying information in exchanging goods or services. Meanwhile, speaking in which the purpose is to maintain a good relationship between one another is categorized as interpersonal. Harmer (2007:343) characterizes the purpose based on the event, interactive and non-interactive. It is explained that interactive purpose happened when we buy a newspaper, magazine, or book in news kiosk or news stand whereas non-interactive happened when we are leaving a message in cell phone or answer phone. There are also planned and unplanned speaking
purposes. Harmer (2007:343) also states that speech and lecturer are the example of speaking that is planned, while speaking that is unplanned usually happen spontaneously, for example when someone bumps into another person on the street.

All of these speaking purposes actually have the same meaning. Despite the differences in terms and title of its purpose, it can be concluded that the speaking has several purposes according to the use of speaking itself. However, Harmer (2007) adds that those distinguished are not absolute. Sometimes, speaking that is categorized into interpersonal purposes can also be categorized into transactional purpose. For example, in job interview. Sometimes, job interview is also used to maintain good interpersonal relations, even though it is actually planned (transactional) when the interviewees plan the things that they are going to say and the interviewers plan the questions for the interview. In brief, it can be said that the purposes of speaking are actually interchangeable according to the situation and the event where the speaking activity takes place, and the intention for what the speaking is used.

2.3 Teaching Speaking

In order to be able to speak or communicate verbally, someone must have the right knowledge of how to speak in the right way. To support the need, teaching speaking holds crucial part because teaching speaking means teaching people about how to speak properly and accurately in communicating with other people to transfer an idea so it will be received clearly to avoid miscommunication. Nunan (2003) explains that teaching speaking means to teach
students especially English for Foreign language students to do the following criteria:

1. Produce the English speech sounds and sound patterns
2. Use word and sentence stress, intonation patterns and the rhythm of the second language
3. Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter
4. Organize their thoughts in a meaningful and logical sequence
5. Use language as a means of expressing values and judgments
6. Use the language quickly and confidently with few unnatural pauses, which is called as fluency

In Nunan’s (2015), it explains that there are several principles in teaching speaking which are:

1. **Aware with the Difference of SL and FL Learning Contexts**

   Nunan (2015:54) explains that it is should be outline that second language (SL) situations and foreign language (FL) situations are absolutely different from one another. In SL situations, the target language is actually the main language of communication and often the official language of the country itself. While in FL situations, the language is taught and learned, but it is not widely used among the community. It is crucial to understand these concepts because the chance of using the target language outside the classroom is different from one concept with another. In FL context, the chance to use the target language outside the classroom is very limited. Conversely, in SL context, the chance to use language outside is
limitless because it is widely used and the target language can be used among people around in order to improve the skill. However, it is up to us whether we want to use this opportunity or not. This principle implied that teacher needs to know how, when, and why the students use the language outside the classroom and when teaching speaking, teacher needs to understand the two contexts.

2. **Give Students Practice with Both Fluency and Accuracy.**

   Nunan (2015:55) states that accuracy stands for the acceptable in terms of grammar, clear pronunciation, and appropriate choice of vocabulary used in students’ speech. As for fluency, it is the term in which the students are able to speak with minor mistake or false starts, hesitation, and at an acceptable speed of speech. It is important for teacher to correct the errors in pronunciation, choice of vocabulary, and use of grammar by giving feedback after the students finish their speech or correcting them while their still speaking to achieve the accuracy. It is also necessary to encourage the students to speak without hesitation as long as their speech is comprehensible and they are able to deliver what they want to say to the listener. They do not have to worry much about the accuracy in order to achieve the fluency in speaking.

3. **Give Chances to Students to Talk in Group or Pair Work**

   In this principle, Nunan (2015:55) states that it is necessary to give more opportunities for students to speak and limit the teacher’s talking time. The more students speaking in the classroom, the more time they will get to practice their speaking skill. Group work or pair work are effective to increase students’ talking time. In group or pair work, the students will have the opportunity to take part in a true conversation, at the same time they can also practice their social skill. Bailey
(2005:52) mentions that activity like role-play can be best choice for group and pair work.

4. **Plan Speaking Tasks that Involve Negotiation on Meaning**

Nunan (2015:56) states that negotiation is the act of speaker to clarify misunderstandings in speaking or to clarify the potential misunderstanding. Usually, it is happened automatically that the speaker do not even notice doing it. It is actually considerable to be important in the process of language acquisition, because second language speakers are forced to correct and modify their speech so it will be comprehensible and understandable.

5. **Consider The Transactional and Interactional Speaking.**

Nunan (2015:56) states that teacher needs to consider the purposes of speaking in designing classroom activity. They need to consider the transactional and interactional use of speaking so the students will understand both of the purpose. Those purposes are dominating our daily language and it is necessary to involve those in teaching.

Teaching speaking skill plays an important role among in language learning, because in learning language learning, speaking is the most important skill of all skills and students’ achievement in language learning can be measure through their speaking.

In Brown (1994:37), it is stated that teaching speaking should be in high priority following these reasons:

1. It is complicated skill that embraces all the components of ‘communicative competence’.
2. Language learning is highly dependent on speaking and listening (i.e. speaking to teachers, to peers, to oneself, etc.)

3. Real communication requires attending to messages and reacting to them appropriately.

4. Teaching speaking gives learners a high level self-confidence, motivation for learning, and an appropriate training for real-life tasks.

5. A lot of speaking takes place in real life; this lends credence to the belief that teaching this skill is not just a fad, but it is necessity.

6. Teaching speaking provides learners with the opportunity to grow as effective world citizens, able to transmit, share and compare ideas, information and cultural patterns of different speakers.

2.4 Characteristics of a successful speaking activity

Ur (1996:120) states the several characteristics of a successful speaking activity as follows:

1. Learners talk a lot

2. Participation is even

3. Motivation is high

4. Language is of an acceptable level

Based on the Ur ‘s (1996:120) points above, it can be concluded that students are expected to speak up any in expressing their idea into words, asking something, or giving respond as a form of speaking development, because they are the participant in learning. The classroom activity is not only dominated by the talkative students but also other students in the class. All the students get the same
chance to give their contribution about the topic in the class to make them actively speaking throughout the classroom activity. To make the students actively talking and interested to participate in the activity, teacher needs to motivate the students by giving interesting topics to discuss in the activity. With this, students will be motivated to speak because of their interest in the topic. However, being active in the class does not always show that the speaking activity is success. Even though the students are actively talking, if language used is unstructured and meaningless, all the speaking activity will become useless. Thus, the language used by the students must be acceptable and easy to comprehend by all the students.

2.5 Teaching Method

Teaching method is one of the popular terms in teaching and learning. The reason is because the interest of students to learn can be influenced through method. Harmer (2007) defines teaching method as the practical realization of an approach and in method, the decisions about type of activities, roles of teacher and learners, the kinds of material which will be helpful in designing syllabus. Richard and Rogers (2001) define that teaching method is the section in which teachers put their theory or approach into real practice and they decide the particular skills, the content, and how the content will be taught.

Based on the explanation above, teaching method is the part where teachers apply their theory about teaching and learning into real practice in achieving the objectives of learning. Teachers must prepare a certain skill and content to be presented in the classroom so the students will be interested in learning.
There are various kinds of teaching method in teaching and learning area, and the development of teaching methods has been done for years to search the best teaching method that suitable to use in language teaching. Nunan (2015) mentions three most influential teaching methods that inspires many teaching methods until now.

1. Grammar-Translation Method (GTM)

Harmer (2015) explains that this method encourage students to learn language based on the rule of the grammar as it inspires the naming of the method. In the classroom activity, students are given the explanation about each points of grammar using their own language (mother tongue). Then, teacher give the example in sentences related to each points of grammar and students are asked to translate the sentences from the target language into their first language or vice versa. There are some points concerning this method. First, language is only treated at the level of sentence only, with minimum study about longer texts. Second, there is only a little consideration towards the speaking part, and third, the most important thing is all about the accuracy. Nunan (2015) also states that students who had been exposed with grammar-translation method in learning language are totally understand about the target language, but they could not use it in communication caused by the lack of exposure with the spoken language.

2. Audiolingualism

Richards (2001) in Nunan’s (2015) describes this method as the most popular method among all. He points out that audiolingualism is supported by a theory of language and a theory of behaviorism with the quote as follows:
In the United States, in the 1960’s, language teaching was under the sway of a powerful method – the *Audiolinguai Method*. Stern (1974: 63) describes the period from 1958 to 1966 as the “Golden Age of Audiolingualism.” This drew on the work of American Structural Linguistics, which provided the basis for grammatical syllabus and a teaching approach that drew heavily on the theory of behaviorism. Language learning was thought to depend on habits that could be established by repetition. The linguist Bloomfield (1942:12) had earlier stated a principle that became a core tenet of audiolingualism: “Teaching techniques made of repetition of dialogues and pattern practice as a basis for automatization followed by exercises that involved transferring learned patterns to new situations.  

*(Richards,2001:25 – 26)*

Audiolingualism relied on various forms of drilling technique. Harmer (2015) stated that Audiolinguaiismdepended heavily on drilling process to form good habits towards the language students, and in these drills, substitution was built to make the students learning continuously and the possibilities of making mistakes will be shield. This method also focused on the accuracy and the chance of placing language in real life context is low.

### 3. Communicative Language Teaching (CLT)

Nunan (2015) describes CLT to be less than a method but more to be an approach to language, not so much as a system of rules but more to be as a tool in communication. Nunan (2004, 2014) also states that CLT is actually the realization of task-based language teaching. Duff (2014:15) also describes CLT as
an approach to language teaching that emphasizes the language learning by learning the language at first place, particularly to aim the purpose of communicating with others. In Harmer’s book (2007), Wilkins (1976) explains that instead of concentrating on grammar, CLT is concern on what communicative functions people conducted with language. It concerns about the spoken function as much as written grammar. In CLT, students are taught to negotiate meaning, agree or disagree about one topic, at the same time CLT teacher also making sure that the students understand about the use of grammar. Allwright (1979:170) in Harmer’s (2007) said that:

… If the language teacher’s management activities are directed exclusively at involving the learners in solving communication problems in the target language, then language learning will take care of itself…

(Allwright 1979:70)

From the quote, it is believed that the best way to learn language by using the language itself and if communication is the goal in language learning, then communicating while learning is the best way to do. Willis (1997:7) in Harmer’s (2007) explains that despite a lot of mistake you make in learning language, you have to learn the language as free as possible to learn to speak it. Students need chance to say anything that they have in mind, what they feel to experiment with the language they have heard or seen in related environments without the feeling of hesitation and treat.

Activities in CLT usually involve the students with plenty of exposure towards the language and plenty of chances to use it directly (Nunan, 2015). It
involves students in real communication and also meaning focused communicative tasks so that ‘language will take care of itself’. The successful of learning through communicative tasks is important as the accuracy of the language use. This makes role-play and simulation become popular in CLT because the students are doing real communication in classroom. Ladousse (1987) explained that role play is an activity in which the students practice their language through activities that involves imagination to become individual variation. Richards (1986:76) explained that the classroom activities in CLT are usually focused on completing tasks that are mediated through the language that involves negotiation and sharing towards the information. Littlewood (1981) in Richards (1986:76) distinguished the classroom activities in CLT into functional communication activities and social interaction activities. In functional communication activities, it involved students in tasks such as comparing sets of pictures and point out the differences and similarities, working out a sequence of events in a set of pictures, discovering missing features in map or picture; one learner giving instructions on how to draw a picture or shape, or how to complete a map by following the directions and solving problem by sharing some clues. In functional communicative activities, the activities usually included conversations and discussions, dialogues and role play, simulations, skits, improvisations, and debate.

In searching for the best teaching method, Richards (2001:26) in Nunan’s (2015) criticized this act by states that in the late 1950’s, foreign language teachers were falsely led to believe that there is a method to solve the language teaching and learning problem.
2.6 English for Specific Purposes (ESP)

In defining English for Specific Purposes, there are various definitions can be found in various sources. In accordance with the notion of Hutchinson et al, (1987:19), “ESP can be defined as an approach to language teaching in which all decisions as to content and method as based on the learner’s reason for learning.” In here, Hutchinson revealed that ESP actually is an approach in language teaching not a method or technique.

The notion from Hutchinson is actually a conclusion from an extended version of ESP definition from Dudley-Evans (1998) who stated that ESP definition can be seen from two terms which are Absolute characteristics and Variable characteristics.

Absolute Characteristics:

1. ESP is defined to meet the specific needs of learners
2. ESP makes use of one underlying methodology and activities of discipline it serves
3. ESP is centered on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse and genre

Variable Characteristics:

1. ESP may be related to designed for specific disciplines
2. ESP may use, in specific teaching situations, a different methodology from that of General English
3. ESP is likely to be designed for adult learners, either a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level.

4. ESP is generally designed for intermediate or advanced students.

5. Most ESP courses assume some basic knowledge of the language systems.

From Dudley-Evans extended definition, it can be pointed out that ESP is a learning in which the students learnt English in general not in specific idea like linguistics issues and the material is designed to meet the needs of learners based on their learning context. ESP is actually designed for adult learners; however, it is not necessary to specify the learners by their age group or level of ability. To be put in a simply way, ESP can be defined as a “simple” teaching approach similar to the definition from Hutchinson previously.

The extended definition of ESP from Dudley-Evans is an improvement version of ESP definition from Strevens (1988) who also stated that ESP definition is taken from two perspectives which are absolute characteristics and two variables characteristics. The differences are in the absolute characteristics of Strevens’ version, ESP is designed in contrast with General English where in Dudley-Evans’ version, this point is deleted. Dudley-Evans’ version also includes more points in variable characteristics whereas Strevens only mentioned two variables characteristic. In those two variables, Strevens stated that ESP may be classified into specific language skills for example speaking, reading, listening and writing and not taught based on any pre-ordained method, but it is not a necessary things to do.