CHAPTER II
REVIEW OF RELATED LITERATURE

In this chapter, the researcher presents the theories that underline the study. The theories cover with the definition, component, characteristic, activity to support speaking ability, English as an extracurricular program, and facilities to support learning process.

2.1 Speaking

According to Richards (2008), mastery of speaking skills in English is a priority for many second language or foreign language learners. Consequently, learners often evaluate their success in language learning based on the effectiveness of their English courses depend on how much they feel they have improved their spoken language proficiency.

Meanwhile Bahadorfar and Omidvar (2014) suggest that speaking is a crucial part of second language learning, it is an art of communications and one of the four skills that must be mastered in learning foreign languages. Good speaking skills are the act of generating words that can be understood by listeners.

In line with Anggani and Hartono (2015), speaking is an important aspect of language learning. By speaking, people can convey information and ideas to maintain the social relationship by communicating with others. In addition, some people often think that the ability to speak a language is the reflection of their mastery of the language.
Based on statements above, it can be concluded that speaking is one of the productive skills in English. It is also an important skill that must be mastered by someone to transfer messages or ideas and understand what people are saying.

2.1.1 Component of Speaking

According to Leong and Ahmadi (2017), English speaking is not an easy task because speakers should know many significant components of speaking. There are five components such as vocabulary, grammar, pronunciation, fluency, and comprehension.

According to Raphael (2015), vocabulary is knowledge about words and word meaning. It means that vocabulary is the first component that must be known by learners because it is related to word and word meaning. Having limited vocabulary is a big obstacle that precludes learners from learning a language. Learners will be more silent in speaking because they do not know what words to say. Therefore, language teachers should process considerable knowledge in how to manage an interesting classroom.

Harmer (2001, p12) states that “grammar is the description of the ways in which words can change their forms and can be combined into sentences in that language”. It indicates that mastering grammar will help learners speak well in English because they will know how to use the tenses and how to arrange the word correctly.

According to Gilakjani (2012), pronunciation is an integral part of foreign language learning since it directly affects learners communicative competence. Learners have to know how to pronounce the word correctly to avoid
misunderstanding in communication. It means that if someone speaks in a bad pronunciation, listener will not get the point of what speaker wants to say.

Fluency in speaking is the aim of many language learners. According to Spratt et al (2005), fluency is a normal speed without hesitation, repetition and with smooth use of connected utterances. It deals with how comfortable learners when they speak and how easily the words come out. When two people make a conversation they can give good responded without difficulty.

Comprehension deals with oral communication refer to the speakers understanding about what they are saying to the listeners in order avoid misunderstanding information. If people can answer or express correctly, it shows that they comprehend or understand well.

2.1.2 Activity to Support Speaking Ability

Nematovna (2016) states that there are eleven activities to promote students speaking ability, namely: story completion, list making, ranking, giving directions, group interview, storytelling, show and tell, debate, problem-solving, and fantasy.

Story completion is very enjoyable speaking activity for which the whole-class students sit in a circle. According to Kayi (2006), teacher starts to read or tell the beginning of an interesting story to the students then after a few sentences, teacher stops narrating. After that each student starts to narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Students can add new characters, events, descriptions and soon.
List making is a good way to review vocabulary. In this activity, teacher chooses a theme and students say all the words they know which relate to the theme then the teacher write down the theme on the blackboard. For example, the theme is “clothing” and students say all the word which related to the word “clothing” like a shirt, boots, hat, dress, blouse, and coat.

Ranking activity is closely related to list making activity. In this activity, the students may rank items on a list they have made. When students have made a long list of clothing words, the teacher can ask some questions related to the words. The level of this activity depends on the difficulty of the words on the list. For example, “Which are the most important clothes to wear in winter?” Or after making a list of countries, “Which countries would you like to visit?” “Where would you go first?” And after making a list of hobbies, “Which of these hobbies are the most fun?”

Giving Directions is a speaking activity that order students to tell others about some situation in the class. Students may also explain how to do things. For example, the teacher may ask “How do you walk to home from school?”, “How do you sew a dress?”, or “How do you play a football?” In this activity, the teacher could also make a game. For example, one student explains orally how to do something and the other student guess what it is.

Group Interview is a speaking activity that gives students a chance to practice their speaking ability. In this activity, teacher invites a guest speaker comes to the classroom or one of the students could pretend to be a famous person to be interviewed. After that, students prepare the question and ask the guest
about the questions. After having a short conversation, every student can present their study in front of the class.

Storytelling is one of the speaking activities that can be employed to increase student’s fluency in speaking ability. Storytelling is a good opportunity for students to practice their speaking in front of an audience that can make them more confident to show their ability. Students can tell stories based on their own experience, jokes and etc. In line with Baldwin and Dudding (2007), storytelling is related to a tale to one or more listeners through voice and gesture. It is not the same as reading a story aloud or reciting a piece from memory or acting out a drama; though it has the same characteristics with these arts. What students need to prepare a storytelling activity is a storyteller, one listener, and a story to be displayed. Storytelling activity brings advantages result to improve the learners speaking ability.

Show and tell activity is an activity used to learn the demonstrative pronouns (this is, that is, these are, and those are). In this activity, teacher orders students to bring something important to them. They show the item to the class then explain why the item is important when they got it and who gave it to them. For example:

Zahira: This is my favorite handkerchief. This is a present for my best friend.

Doni: This is a picture of my dog. I drew it by myself. It is my lovely pet. It is big and clever.

In debate, students have to present idea or their opinion to persuade others. Through this activity, students can learn to think quickly by using English
language and can develop their speaking and listening ability. Students can learn to work in a team and develop their leadership skill. According to Zare and Othman (2015) debate can promote active learning which allows students to participate in the learning process actively. It also helps students to build up their oral communication skills.

Problem solving is an activity that presents a problem to the students and it is needed to be solved. Students work in pairs or as a whole class to solve the problem. Here the students need to solve those problems to get better results in teaching of modal verbs: should, can, could, may, and must. For example:

Teacher: Vino never does his homework. What should his teacher do? What should his parents do?

Teacher: Rani wants to buy a beautiful dress, but she doesn’t have a lot of money. What should she do?

Fantasy is an activity that orders learners to imagine some situation. For example, if the class learning about London or America, ask students to imagine being in America or in London. For example:

Teacher: If you were in London where would you go?

If you could talk to the President, what would you say?

If you met with you fans, what would you do?

If you were rich, what would you buy?

2.1.3 Characteristic of Speaking

Ur (1996, p120) states that there are four characteristics of successful speaking, namely:
1. Learner talks a lot.

As much as possible of the period of time allotted the activity is in fact occupied by learner talk. This may seem obvious, but often most of time is taken up with teacher talk or pauses.

2. Participation is even.

Classroom discussion is not dominated by a minority of talkative participants: all members get a chance to speak and contributions are fairly evenly distributed.

3. High motivation.

Learners are eager to speak: because they are interested in the topic and have something new to say about it or because they want to contribute for achieving a task objective.

4. Language is at an acceptable level.

Learners express themselves in utterances that are relevant and easy to comprehend to each other and an acceptable level of language accuracy.

2.2 English as an Extracurricular Program

The necessity of using English as a foreign language demands people to sooner use it toward the society and as a learners who really need to master a foreign language. English subject in junior high school mostly is thought only in four periods. The rest of the periods are used to teach other subjects especially science subjects. The additional activity outside from the regular class should be done. Some of the schools have established an extracurricular program to provide their students who are concerned about acquiring a better level in English.
According to Yildiz (2015), Extracurricular activity is the key element in language education process that can provide some advantages for learners. There are three advantages of English extracurricular activity. First, it will help students to get confidence. Extracurricular activities will provide learners practice environments, and these practice opportunities will enable students to gain confidence. Students will stand a better chance of displaying their skills and abilities in a confident classroom practice. Second, learners able to display their skills and abilities with ease in a classroom practice because in extracurricular activity can provide students in language learning enjoyable environment. Third, encourage learners to improve their level of English. Extracurricular activities will lead to higher educational success and they will help students to get better grades in the examinations.

2.3 Facilities to Support Learning Process

According to Afework & Asfaw (2014), the primary purpose of teaching and learning process are to bring a significant change in behavior through active participation and critical thinking of the learner. It cannot take place without the availability or proper usage of school. School facilities are included all the equipments are directly used by teachers and students to the activities of a good learning process in class. According to Arikunto (1987), educational facilities in terms of function and the role through learning process can be divided into three types, namely; learning tools, props, and teaching media.

2.3.1 Learning Tool
Learning tool is a thing used directly by teacher and students in the learning process. Kind of learning tools are:

a) Books, books in the library or in the classes as a teacher handbook and student textbooks.

b) Practical tool, contained in laboratories and practical room (sports, arts, etc.).

c) Stationery writing, like blackboards, erasers, chalk, pencil, and so forth.

2.3.2 Props

Props are all things that are used to clarify the lessons that are being presented by the teacher. Props are expected to make the teacher easier to provide understanding for students from concrete actions until abstract action. Props or demonstration in the form of deeds or activities that is done by teacher. For instance, if the teacher explain about how people: blink, look up, wave hand, read, and etc.

2.3.3 Teaching Media

Media are educational facilities in teaching and learning process. The media can be used to stimulate thoughts, feelings, concerns, and abilities of the learners so it can encourage the process of learning. There are three types of media, namely:

1. Audio media (media for hearing)

2. Visual media (media for sight)

3. Audio-visual media (media for hearing and sight)