CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter contain of speaking, teaching language, technique, technique in teaching speaking, and situation and situational communication.

2.1 Speaking

According to Bailey (2005), “Speaking is such a fundamental human behavior that we do not stop to analyze it unless there is something noticeable about it”. It means speaking is used in every daily activity. It becomes a behavior to speak with other people but every speaker has different accent each other. Then, the listener will analyze what the speaker talks about.

There are some strategies that we usually find in speaking. The common strategies according to Thornbury (2013) are:

a. Circumlocution

Circumlocution is using too much word to describe one word such as “shy” become “red in my head”.

b. Word coinage

Coinage is daily word that is taken from a brand such as Aqua, Honda, Odol, etc.

c. Foreignizing a word

Foreignizing is borrowing words from another language such as Sepur from Sepoor in Holland.

d. Approximation

Approximation is an alternative word such as work table for workbench.
e. Using an all-purpose word, such as *stuff, thing, make, do.*

f. Language switch

Language switching is switch one language to another language.

g. Discourse strategy

Discourse is an understanding of the meaning or the point of the speaking context trough expression, intonation, and many other.

Overall, speaking is human activity to interact with other people. It is used in daily activity. In speaking there are several strategies that are used such as code switching, coinage, foreignazing and so on.

2.2 Teaching Language

Bailey (2005) explained some different approaches that have been used over many years in teaching language. However, there are only three methods that are dominated language teaching in past six years. Those are the methods on how language is taught:

a. The Grammar-translation Method

In this method the learners are taught analyzing the grammar and translating from one language to another. However, this method is not really prepared for speaking English. It emphases more on written text.

b. The Direct Method and Audiolingalism

According to Richard and Rodgers in Bailey (2005), Direct Method emphasizes more speaking in that “new teaching points were introduced orally” rather than writing. This method is also emphasis on speaking and listening.
c. Communicative Language Teaching

Communicative Language Teaching believes that people do not learn language in pieces but by putting them in sentences and make conversation.

According to Brown (2007), there are some principles in teaching speaking skills.

a. Focus on both fluency and accuracy, depending on your objective.

Teacher needs to provide what is the student needs from language-based focus to message-based focus on interaction, meaning, and fluency.

b. Provide intrinsically motivating techniques.

Try to get students interes in study and make them feel like they need to learn and get knowledge to achieving the competence.

c. Encourage the use of authentic language in meaningful contexts.

Use the original language in learning process. Such as in teaching news teacher should use the real news paper not news from the book that has been faked.

d. Provide appropriate feedback and correction.

Students are totally dependent on the teacher for the useful linguistic feedback.

e. Capitalize on the natural link between speaking and listening.

Teaching speaking skills can be integrated with listening skills. Teacher can give the students listening section then the students will repeat it. It will be more enjoyable for the students.

f. Give students opportunities to initiate oral communication.
Let the students free to speak in the class. It can gain from teacher gives a question than the students will answer it.

g. Encourage the development of speaking strategies.

The concept of strategic competence is one that few beginning language students are aware of.

In sum up, teaching language is the way the teacher teaches the learner. There are three methods that is mostly used in teaching language. In teaching speaking there are some principles such as focus on fluency and accuracy.

2.3 Techniques

Technique according to Brown (2007), technique in teaching learning process is the exercise, activities, or task that is used in classroom to reach the lesson objectives. Technique also a specific activity in teaching learning that is consistent with the material.

According to KBBI technique is a way to make, to do which is related with art. It is also a method or something in doing a thing. In this research the technique is situational communication.

Overall techniques is an activity or activities in doing something. In teaching learning process technique can be defined as activities in delivered the material to the learners.

2.4 Techniques in Teaching Speaking

Teaching learning must be taught with interactive and communicative activities. According Thornbury (2013), there are several activities to teach speaking. These are the activities that appropriate with teaching speaking, according to Thornbury (2013).
a. Practiced control

Practiced control is repetitive practice of the language and it will reduce the possibility of mistake.

b. Drilling and chants

Drilling is imitating and repeating words, phrases, and even whole sentence.

c. Writing tasks

Writing task is only become the supporting task for teaching speaking. It works like giving the input first then the students will do the expression. Dictation is one of the activities in writing tasks.

d. Reading aloud

Just like an actor who read aloud while they are practicing the dialogue, reading aloud has beneficial to increase the low level features of talk and pronunciation.

e. Dialogues

Dialogue is well known as the technique in teaching speaking in many years. Example of dialogues are drama, conversation, situational communication, and soon.

f. Communicative tasks

Communicative tasks fulfill two important language learning needs: they prepare learners for real-life language use, and they encourage the automated of language.

Overall, technique in teaching speaking can be implemented in several activities such as drilling, dialogues, communicative task and soon. Dialogues
also have several kinds such as drama, convertion, situational communication and soon.

2.5 Situation and Situational Communication

According to Savignon (2002), situation-based approach not only makes it possible to improve the learning foreign language expression, but it also develops the socialcultural competence that is known as: “an understanding of the social context in which language is used: the roles of the participants, the information they share, and the function of the interaction”

According to Widdowson (1978), communication situation makes the teaching learning looks more natural. For example, the teacher asked “where is Rizki?” than the students replied “He is in toilet”. It will looks more natural than asking “Where is the book?” because the book is already on the table and it looks like it was already prepared the question.

According to Drozdova, et. al. (2015), definition of communication situation can be defined as:

- It is a unit in communication
- In communication situation, it needs verbal expression
- It combines between verbal and nonverbal communication
- Become one of social interactions
- Flexible to apply in communication in real life

Situational communication is a situation that is made to communicate. It is like a role play. Situational communication is only in real situation such as acting like we have a birthday surprise, acting for being a teacher and soon but in role play can be an imaginary subject such as a fairy, dragon, dwarf, and soon.
Situational communication can be divided into two kinds. These are real situation dan imaginary situation. These are the explanation below:

a. Real situation

Real situation refers to commonly daily activity in the classroom such as birthday surprise, coming late, being sick, being late and soon. Real situation can improve foreign language in daily activity. Thus, students can use the expression in daily activity.

b. Imaginary situation

Imaginary situation refers to communication in the different social status. It is like acting different job such as the students make a conversation between doctor and patient, seller and buyer, and soon. Thus, the students can understand the expression of the role that they take.

Overall, situation is part of the language. Language occurs in any situation. Then, situational communication is a part of role plays that is based on the real situation.