CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the review of related literature of the teaching speaking methods used by lecturer of University of Muhammadiyah Malang at the fourth semester students of English Language Education Department year 2018/2019 that concerns with the nature of speaking, teaching speaking, kinds of method in teaching speaking, and speaking skill.

1.1 The Nature of Speaking

There are many definitions of speaking that have been proposed by some experts in language learning. Fulcher (2002) states that speaking is the verbal use of language to communicate with other people. By speaking, someone can deliver the message to others, ask and answer the question, and many other activities. Brown (2001) cites that when someone can speak a language it means that he can carry on a conversation reasonably. In addition, he states that the benchmark of successful acquisition of language is almost always the demonstration of an ability to accomplish pragmatic goals through an interactive discourse with other language speakers.

Richards and Renandya (2002) state that effective oral communication requires the ability to use the language appropriately in social interactions that involves not only verbal communication but also paralinguistic elements of speech such as pitch, stress, and intonation. Moreover, nonlinguistic elements such as gestures, body language, and
expressions are needed in conveying messages directly without any accompanying speech. Brown (2007) found that social contact in interactive language functions is a key importance and in which it is not what you say that counts but how you say it what you convey with body language, gestures, eye contact, physical distance and other nonverbal messages.

From some definitions above it can be concluded that speaking is an essential part in a human life. Speaking is always related to communication. Speaking itself can be stated as the skill to use the language accurately to express meanings in order to transfer or to get knowledge and information from other people in the whole life situation.

1.1.1 Components of Speaking

Speaking is also one of the language arts that is most frequently used by people all over the world. The art of speaking is very complex. It requires the simultaneous use of the abilities number which often develop at different rates. According to Syakur (2007), there are at least five components of speaking skill, they are:

1. Pronunciation

Pronunciation is the way for students to produce clearer language when they are speaking. It means that the student can communicate effectively when they have good pronunciation and intonation even though they have limited vocabulary and grammar. Pronunciation refers to the traditional or customary utterance of words. From that statement can be
concluded that pronunciation is the way for students to produce the utterance words clearly when they are speaking (Kline, 2001). English pronunciation does not amount to mastery of a list of sounds or isolated words. Instead, it amounts to learning and practicing the specifically English way of making a speaker’s thoughts easy to follow (Gilbert, 2008).

Fraser (2001) states that pronunciation includes all those aspects of speech which make for an easily intelligible flow of speech, including segmental articulation, rhythm, intonation and phrasing, and more peripherally even gesture, body language and eye contact. Based on the statement above can be concluded that Pronunciation includes many aspects that include articulation, rhythm, intonation and phrasing, and more peripherally even gesture, body language and eye contact.

2. Grammar

Grammar is needed for the students to arrange correct sentences in conversation both in written and oral forms. Grammar is defined as a systematic way of accounting for and predicting an ideal speaker’s or hearer’s knowledge of the language. This is done by a set of rules or principles that can be used to generate all well formed or grammatical utterances in the language (Purpura, 2004). Moreover, the other definition of grammar stated by Greenbaum and Nelson (2002) argue that Grammar refers to the set of rules that allow us to combine words in our language into larger units.
The grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language (Harmer, 2001). Thus, from the statements above can be concluded that the function of grammar is to arrange the correct meaning of sentences based on the context. In addition, it is used to avoid misunderstanding in each communicator.

Moreover, Nelson (2001) states that grammar is the study of how words combine to form sentences. Thus from statement above can be concluded that grammar is a rule that is needed for the students to combine correct sentences in conversation both in written and oral forms. Grammar refers to the fundamental principles and structure of the language, including clear and correct sentence construction and the proper forms of words (Batko, 2004).

3. Vocabulary

Vocabulary is essential for successful second language use because without an extensive vocabulary, we will be unable to use the structure and function we may have learnt for comprehensible communicative. It can be said that one key the success in communicative, which is the power of words.

Vocabulary means the appropriate diction or the most important thing in a language especially in speaking. Furthermore, knowing many vocabularies will be easier to express our ideas, feeling and thoughts both
in oral or written form. In spoken language, the vocabulary tends to be familiar (Turk, 2003). It means that in spoken language or speaking, the vocabulary used must be very familiar, and it is used in everyday conversation in order to understand the spoken discourse. Vocabulary is a basic building block of language learning. Students need to know words, their meanings, how they are spelt and how they are pronounced. Thus, when teaching vocabulary, the teachers have to make sure that they explain the meaning as well as the spelling and pronunciation. Vocabulary is the knowledge of meanings of words. What complicates this definition is the fact that words come in at least two forms: oral and written.

Oral vocabulary is the set of words for which we know the meanings when we speak or read orally. Written vocabulary consists of those words for which the meaning is known when we write or read silently. These are important distinctions because the set of words that beginning readers know are mainly oral representations. As they learn to read, written vocabulary comes to play an increasingly larger role in literacy than does the oral vocabulary (Hiebert and Kamil, 2005).

Moreover, Richards and Schmidt (2002) found that vocabulary is a set of lexemes including single words, compound words and idioms.

4. Fluency

Fluency is defined as the ability to speak communicatively, fluently and accurately. Fluency usually refers to express oral language freely
without interruption. In teaching and learning process, if the teacher wants to check students’ fluency, the teacher allows students to express themselves freely without interruption. The aim is to help students speak fluently. The teacher does not correct immediately whereas the idea being that too much correction interferes with the flow of conversation (Pollard, 2008).

5. Comprehension

Comprehension is an ability to perceive and process stretches of discourse, to formulate representations the meaning of sentences. Comprehension of a second language is more difficult to study since it is not; directly observable and must be inferred from overt verbal and nonverbal responses, by artificial instruments, or by the intuition of the teacher or researcher. Comprehension refers to the fact that participants fully understand the nature of the research project, even when procedures are complicated and entail risks (Cohen et al., 2005).

Therefore, in speaking can be concluded that the comprehension refers to the speakers’ understanding about what are they saying to the listeners in order avoid misunderstanding information; in addition, its function is to make the listeners easily to catch the information from the speaker.

1.1.2 Functions of Speaking

Numerous attempts have been made to classify the functions of speaking in human interaction. Richards (2008) distinguishes three
functions of speaking which are different in terms of the form, function, and teaching approaches. The functions of speaking are talk as interaction, talk as transaction, and talk as performance.

1) Talk as Interaction

Talk as interaction refers to conversation and describes interaction that serves a primarily social function. Brown (2004) uses a different term to refer to talk as interaction. He uses the term of interpersonal exchange.

The main features of talk as interaction can be quoted as follows (Richards, 2008):

   a. Has a primarily social function
   b. Reflects role relationships
   c. Reflects speaker’s identity
   d. May be formal or casual
   e. Uses conversational conventions
   f. Reflects degrees of politeness
   g. Employs many generic words
   h. Uses conversational register
   i. Is jointly constructed

Richards also promotes some skills involved in using talk as interaction. They are opening and closing conversations, choosing topics, making a small talk, joking, recounting personal incidents and experiences, turn taking, using adjacency pairs, interrupting, reacting to
others, and using an appropriate style of speaking (Richards, 2008). These ideas are supported by Brown (2004) saying that interpersonal exchanges can become pragmatically complex with the need to speak in a casual register and use colloquial language, ellipsis, slang, humor, and other sociolinguistic conventions. Talking with some friends in a party and chatting with companions during the coffee break are the examples of talk as interaction.

2) Talk as Transaction

Talk as a transaction refers to situations where the focus is on what is said or done. The message and making oneself understood is the central focus rather than the participants and how they interact socially with each other (Richards, 2008). Meanwhile, to refer to the same thing, Brown (2004) uses another term, transactional language. He promotes that the purpose of transactional language is to exchange specific information. Classroom group activity and buying things in a shop are the examples of transactional language. To see the differences between talk as interaction and transaction, it is important to see the main features of talk as transaction.

Talk as transaction has a primarily information focus. It focuses on the message not the participant. There may be frequent questions, repetitions, comprehension checks, negotiation and digression. While the speakers are talking to get some information or obtaining goods or services, they employ a range of skills such as explaining a need or intention; asking
questions, clarifications, opinions; making suggestions and etc (Richards, 2008).

3) Talk as Performance

The last type of speaking functions is talk as performance. It refers to public speaking to share the information. Audiences are the part of this talk. It tends to be written language than conversational language since it has recognizable format which is like monolog rather than dialog. Classroom presentations, public announcements, and speeches are kinds of examples of talk as performances. Some skills are involved in public speaking such as using an appropriate format, presenting information in an appropriate sequence, maintaining audience engagement, using an appropriate opening and closing, and creating an effect on the audience (Richards, 2008) Another distinction of speaking has been made by Brown and Yule in Nunan (1989) who consider the development of speaking skills into two parts that are dialogue and monologue.

Besides, Thornbury (2005) proposes four language features in speaking. They are interactive, non interactive, planned and unplanned. Multy-party speeches like casual conversation between friends or between children and their parents is interactive speaking or dialogue. Monologues such as news reporting on a television, and voice-mail message are non interactive speaking. Public speeches and business presentations are typically planned. On the other hand, chatting with friends at the classroom and conversation at the shop are kinds of unplanned speaking.
2.2 Teaching Speaking

In a recent study, Brown (2000) argues “teaching is the process of guiding and facilitating learning, enabling the learner to learn, and setting the condition for learning”. In other words, teaching is the activities to conduct students in the learning process, construct the conditions for effective learning and allowing the interaction between lecturer and students.

Teaching speaking is not easy, because English is not a native language in Indonesia. Basically people have many difficulties to learn it. It is caused that their environments do not speak English. People only speak in English when the time of lesson. It means that the opportunity to practice is not enough. So, here we need to try several strategies for teaching speaking that can be used to help language learners gain practice in speaking in target language (Nunan, 2003).

To make it clearer, Nunan (2003) proposes at least four principles for teaching speaking. Below are the description:

1. Giving students practice with both fluency and accuracy.

Accuracy is the ability to speak or write without making any grammatical, vocabulary, punctuations and other errors. Fluency is the smoothness of flow with which sounds, syllables, word, and phrases are joined to other when speaking. Teacher must provide students with
fluency-building practice and realize that making mistakes is a natural part of learning a new language.

2. Providing opportunities for students to talk by using group work or pair work, and limiting teacher talk.

   It is important for us as language teachers to be aware of how much we are talking in class so we do not take up all the time the students could be talking. Pair work and group work activities can be used to increase the time of students’ speaking practice and to limit the teacher to talk.

3. Planning speaking tasks that involve negotiation for meaning.

   Learners make progress by communicating in the target language because interaction necessarily involves trying to understand and make teacher understood. This process is called negotiating for meaning. It involves checking to see if you have understood what someone has said, clarifying your understanding, and confirming that someone has understood your meaning.

4. Designing classroom activities that involve guidance and practice in both transactional and interpersonal speaking.

   When we talk with someone outside the classroom, we usually do so for interactional or transactional purposes. Interpersonal speech is communicating with someone for social purposes. Transactional speech involves communicating to get something done, including the exchange of goods or services.
Based on explanation before, a good teacher takes an important role. The teacher has to know how to teach speaking easily and to make the students interest to join speaking activities.

Kayi (2006) adds, there are several activities to promote teaching speaking:

1. Discussions

   After a content-based lesson, a discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Before the discussion, it is essential that the purpose of the discussion activity is set by the teacher. In this way, the discussion points are relevant to this purpose, so that students do not spend their time chatting with each other about irrelevant things. For example, students can become involved in agree/disagree discussions. In this type of discussions, the teacher can form groups of students, preferably 4 or 5 in each group, and provide controversial sentences like “people learn best when they read vs. people learn best when they travel”. Then each group works on their topic for a given time period, and presents their opinions to the class. It is essential that the speaking should be equally divided among group members. At the end, the class decides on the winning group who defended the idea in the best way. This activity fosters critical thinking and quick decision making, and students learn how to express and justify themselves in polite ways while disagreeing
with the others. For efficient group discussions, it is always better not to form large groups, because quiet students may avoid contributing in large groups. The group members can be either assigned by the teacher or the students may determine it by themselves, but groups should be rearranged in every discussion activity so that students can work with various people and learn to be open to different ideas. Lastly, in class or group discussions, whatever the aim is, the students should always be encouraged to ask questions, paraphrase ideas, express support, check for clarification, and so on.

2. Role Play

One other way of getting students to speak is role-playing. Role-play minimally involves (a) giving a role to one or more members of a group and (b) assigning an objective or purpose that participants must accomplish. He suggest that role-play can conducted with a single person, in pairs or in groups, with each person assigned a role to accomplish an objective (Brown, 2001).

3. Simulations

Simulations are very similar to role-plays but what makes simulations different than role plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on. Role plays and simulations have many
advantages. First, since they are entertaining, they motivate the students. Second, they increase the self-confidence of hesitant students, because in role play and simulation activities, they will have a different role and do not have to speak for themselves, which means they do not have to take the same responsibility.

4. Information Gap

In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need. These activities are effective because everybody has the opportunity to talk extensively in the target language.

5. Brainstorming

On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristics of brainstorming is that the students are not criticized for their ideas so students will be open to sharing new ideas.
6. Storytelling

Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have. Students also can tell riddles or jokes. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening. In this way, not only will the teacher address students’ speaking ability, but also get the attention of the class.

7. Interviews

Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions. Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized. After interviews, each student can present his or her study to the class. Moreover, students can interview each other and "introduce" his or her partner to the class.
8. Story Completion

This is a very enjoyable, whole-class, free-speaking activity for which students sit in a circle. For this activity, a teacher starts to tell a story, but after a few sentences he or she stops narrating. Then, 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 so on.

9. Reporting

Before coming to class, students are asked to read a newspaper or magazine and, in class, they report to their friends what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class.

10. Playing Cards

In this game, students should form groups of four. Each suit will represent a topic. For instance:

Diamonds: Earning money

Hearts: Love and relationships

Spades: An unforgettable memory

Clubs: Best teacher
Each student in a group will choose a card. Then, each student will write 4-5 questions about that topic to ask the other people in the group. For example:

If the topic "Diamonds: Earning Money" is selected, here are some possible questions:

Is money important in your life? Why?

What is the easiest way of earning money?

What do you think about lottery? Etc.

However, the teacher should state at the very beginning of the activity that students are not allowed to prepare yes-no questions, because by saying yes or no students get little practice in spoken language production. Rather, students ask open-ended questions to each other so that they reply in complete sentences.

11. Picture Narrating

This activity is based on several sequential pictures. Students are asked to tell the story taking place in the sequential pictures by paying attention to the criteria provided by the teacher as a rubric. Rubrics can include the vocabulary or structures they need to use while narrating.

12. Picture Describing

Another way to make use of pictures in a speaking activity is to give students just one picture and having them describe what it is in the picture.
For this activity students can form groups and each group is given a different picture. Students discuss the picture with their groups, then a spokesperson for each group describes the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking skills.

13. Find the Difference

For this activity students can work in pairs and each couple is given two different pictures, for example, picture of boys playing football and another picture of girls playing tennis. Students in pairs discuss the similarities and/or differences in the pictures.

2.3 Kinds of Method in Teaching Speaking

Brown (2004) states that principles for teaching speaking skill, they are; 1) Focusing on fluency and accuracy which considering the learning objective; 2) Preparing intrinsically techniques to motivate the students in learning; 3) Authenticating language use in an appropriate contexts; 4) Providing appropriate feedback and correction; 5) Capitalizing on the natural link between speaking and listening; 6) Giving students opportunities to communicate in learning process as much as possible, and 7) Encouraging them to develop their speaking strategy and style. A variety of teaching speaking methods has been applied by the lecturers. Some methods specifying on teaching general communication skills and emphasizing on the ability to express idea meaningfully and it can be
understood by the interlocutor than to grammatical accuracy or perfect pronunciation. Others lecturers emphasis on accurate grammar and pronunciation from the very beginning or set out to teach the basic grammar in the first phase of learning a language. Those methods are more explicitly described in Pollard’s book (2008), they are:

1. Grammar Translation Method

This method focuses on studying written texts and translating them into the students’ home language. It also emphasizes on learning grammar than to give attention to the pronunciation and spoken language. The major strategies implemented in GTM class are; translating a literary passage, reading comprehensive questions, finding the antonyms/synonyms of the words, cognates, deductive application of rules, filling in the blanks, memorizing vocabulary, and arranging words in simple sentences and compositions.

2. Audio-lingual Method

This method derived from of behaviorist paradigm which focuses on providing a stimulus to the students’ respond; the correct of student response will be praised in order to strengthen the correct of language use and of course to reinforce discipline in learning. This method minimizes the explanations of grammar and emphasizes on repetition. Some basic strategies of this method can be found in some activities such as;
memorizing the dialogue, peer dialog practicing, backward Build-up (Expansion) Drill, and Repetition Drill.

3 Communicative Approach

This method is based on the theory of language acquisition that pointed out to the language use rather than the study of grammar. It emphasizes on creating situations where the students have more opportunities to say something, just like as children do in their childhood. The strategies used in this method are; authentic material, scrambled sentence, language games, picture strip story, and role play.

According to Firiady (2019), While trying to accomplish that communication goal, communicative approach or communicate language teaching (CLT) is featured. CLT proposes the goal of informative ability is accomplished through the principles of communication, task-based and seriousness. According to (Desai, 2015), there are some principles of CLT. Below are the explanation:

1. The main focus is to make the learners able to understand the intention and expression of the writers and speakers

2. Communicative functions are more important rather than linguistic structures

3. The target language is used in the classroom

4. Appropriate use of language is emphasized rather than accuracy
5. Language should be taught by integrating all language skills and not by only one skill

6. Language cannot be learnt through rote memorization and isolation

7. The major focus is to make the learner able to communicate in the target language

8. It provides the opportunities to communicate in the target language. It encourages teacher-student and student-student interaction

9. It provides the learners not only about what to say but also about how to say

10. Teacher should create situations which help to promote communication and how language should be used in social context

11. Language teaching techniques should be designed in such way that it encourages the learners to use the target language

12. Students should be given opportunities to listen to language as it is used in authentic communication.

4  PPP (Presentation, Practice, and Production)

This method might be similar to the audio-lingual through the use of pictures and focused learning. It can also be implemented through presentation and demonstration. The practice involves students using the target language in a controlled way. This might be implemented through drills, controlled
written and speaking activities, and repetition. Production involves the students use the target language in the sentences.

5 Task-based Learning

In this method, the lecturer prepares a task for students to do individually or in a group on a subject or a topic that has not been studied yet in the classroom or the topic has been studied previously to strength their comprehension on the topic.

6 ESA (Engage-Study-Activate)

Engage refers to the getting the students’ attention or interest and involving them in learning. The study involves focusing on a language point. It could be grammar, vocabulary, pronunciation or how a written text is organized. Activating refers to having students use the language in a reality context that is as close to real life as possible.

7 Lexical Approach

This method derived from the principle that grammar and vocabulary cannot be strictly separated as is often the case in traditional teaching methods. A further notion is that language is made up of lexical items using grammar to support them rather than being made up of grammatical structures incorporating lexis. In brief, a lecturer must comprehend some teaching methods to implement in their class in order to reach the objective of
learning to speak as the goal of oral interaction competency and to help students become functional in English or to use it spontaneously, naturally and effectively in day to day class life.

2.4 Teaching Speaking at Fourth-Semester

From the course syllabus speaking fourth there are several basic competencies in the fourth-semester speaking class, namely: students are expected to be able to agree and to disagree, students are expected to be able to brainstorm the opinions, students are expected to be able to have discussions, students are expected to be able to deliver speech, and students are expected to be able to workshop/ conference. Each of them has indicators and sub-competencies, for basic competencies students are expected to be able to agree and to disagree there are several indicators:

a. Able to use the English expression of agreement and disagreement
b. Able to provide acceptable reasons to back up their agreement or disagreement
c. Able to deliver the agreement and disagreement effectively
d. Able to use effective gesture, body language and movement when delivering the information

Students are expected to be able to brainstorm the opinions:

a. Able to deliver opinion on a particular issue/ topic
b. Able to extract necessary opinions/information
c. Able to sequence some points of the opinions
d. Able to use effective gesture, body language and movement when delivering the information

Students are expected to be able to have discussions:

a. Able to use the English expressions for discussion (What if………)

b. Able to deliver the opinions effectively to the audience

c. Able to provide acceptable reasons to back up their opinions

Students are expected to be able to deliver speech:

a. Able to attract the audience

b. Able to deliver speech in sequence manner

c. Able to provide interesting thought provoking details or facts.

d. Able to use effective gesture, body language, facial expressions and movement

Students are expected to be able to workshop/ conference:

a. Able to demonstrate presentation skill (see Speaking 3)

b. Able to present the paper in English

c. Able to use time effectively

d. Able to answer the audience question effectively.