CHAPTER II

REVIEW OF RELATED TO LITERATURE

This chapter presents the review of related literature which based on relevant theories. This chapter focused on students’ perspectives about learning English, teaching techniques of speaking, and definition of Native English speaking teacher.

2.1 Students’ perspective about learning English

The students’ perspective on learning English was discussed by Şahin, Seçer, and Erişen (2016) under the title “Perception of ‘English’ and Motivation in Learning English”. This study was collected using a qualitative design. Based on the result, the students had some positive and negative perspective about learning English. The students felt enjoy when learned English because they could learn and adapt to a new speaking style in the modern era. Moreover, they felt relaxed and happy because they could express themselves by practicing their English. In contrast, when the students forced themselves to learn English, they would never enjoy it. Besides, some students stated that the teacher approach toward the students also could influence the atmosphere of the class. Thus, the students’ interest also depended on the teaching approach in the class. The students claimed that the class atmosphere became alive if the teacher applied suitable media for teaching them. Thus, an interesting method is needed to attract students’ motivation. Besides, the students also felt shy in the speaking class sometimes because they were afraid to create a mistake or say wrong
pronunciation. Thus, the researcher concludes that mastering English needs effort and be open minded.

2.2 Students’ perspective about speaking skills

The students’ perspectives about speaking skill were discussed by Mukminin, Noprival, Masbirorotni, Sutarno, Arif, and Maimunah (2015) under the title “EFL Speaking Anxiety among Senior High School Students and Policy Recommendations”. This research used the qualitative approach. Based on the finding result, some participants talked about their anxiety in the speaking class. Some participants argued that they had difficulties how to arrange the word, less vocabulary, and how to pronounce the word. Mostly, they confessed that they had less vocabulary and grammar knowledge. Therefore, it could lead them to be anxious or hesitant to speak English. Thus, the researcher concludes that mastering speaking skill need consider many aspects. The students should master the grammar, vocabulary, and pronunciation at the same time.

2.3 Students’ perspective about technique of teaching speaking

The students’ perspective on teaching techniques that used in speaking class were discussed by Abdullah (2016) under the title “Group Work Activities For Improving Speaking Skills”. In this study, the students gave their perspectives toward group work teaching technique. Based on the result, the students gave positive response toward this teaching technique. They argued this teaching technique made them enjoy and motivated in the speaking class because it gave them new experiences of learning English. This teaching technique also made the class atmosphere alive and the students felt free to share their opinion. Moreover,
this teaching technique also made the students accustomed to respect their teacher and their friends. Thus, the researcher can conclude that if the teacher applied the group work activity in the speaking class, it made them enjoying the class.

2.4 Students’ perspective about teaching speaking by native speakers

Students’ perspective on teaching speaking by the native teacher were discussed by Ma (2012) under the title “Advantages and Disadvantages of Native- and Nonnative-English-speaking Teachers: Student Perceptions in Hong Kong”. This study used qualitative design and interview as the instrument. Based on the result, learning speaking with the Native teacher had advantages and disadvantages. Based on the students’ perspectives, when they learned with the native teacher, the students would keep practicing their speaking. It was because the native teacher would never be understood students’ meaning in their local language. The students also could learn English with the simple course because the native teacher would not focus on the students’ grammar. Besides, the students also will be accustomed to listening different accent and correct pronunciation of English speaker. The native teacher also would organize more activities which were not only following the textbook. Thus, the students felt relax when learning English. In contrast, learning English with the native teacher also had disadvantages. The students felt difficult to understand the native teacher’s explanation because they spoke too fast. Moreover, the students also felt anxiety sometimes because a relationship between the native teacher and the students could not develop quickly.
2.5 Teaching techniques of speaking

Güneş, Dilek, Çelikoğlu, and Demir (2011) cite that teaching technique is the strategy of the teacher to achieve the teaching purpose effectively and efficiently. Thus, every teacher in the world should have teaching techniques to reach the goal effectively or maybe efficiently. There are many teaching techniques of speaking, those are:

2.5.1 Discussion

Kayi (2006) explains that discussion can attract the students to speak up because the selected topic can stimulate some debate. In this activity, the teacher usually will separate the students into some groups. Then, the teacher will give some problems which need to be solved. Therefore, every student in the group will explain their opinion and take a conclusion as the solution. The students usually will discuss the best way to solve the case with their detail supporting ideas. Thus, the students will be accustomed to delivering their opinion even though only just saying disagree or agree. Moreover, the students also can learn how to express their idea in a polite way to make the discussion activity becoming conducive and efficient. In the last section, the teacher usually will ask the students to present their solution. Then, the group with the best solution will be the winner there. Thus, the students also will realize that they will be a winner if they are working hard. On the other hand, they will be a loser if they are doing nothing. This activity also has a purpose that increasing critical thinking of the students, the confidences, the politeness, and group working skill.
2.5.2 Role play

Mcsharry and Jones (2000) argue that role play is an interaction which coordinated in combination or by themselves and the children who join this activity. This activity has a purpose to enhance the intellectual rigor of the students when they move from play to games to simulations. In this activity, the teacher usually provides a story. Moreover, the teacher also will ask the students to act like someone else. For example, some students in the class will be doctors and some other students will be medical patients. Thus, this activity will attract students attention more because the students will feel in someone else position and will learn something by practicing it directly. This activity will enhance students' interest. Moreover, this activity will make vocabularies of the students increasing.

2.5.3 Simulations

Simulation activity is a bit similar to roleplay activity, but this activity is elaborate. Kayi (2006) explains that the teacher usually will select a topic to be played in the class. Moreover, the teacher will design the classroom and ask the students to bring some items. For example, when the material is about a restaurant, the students should bring restaurant's items. Then, the teacher will separate them into some groups. For example, the teacher will ask the students to be waiters (5 persons), cashier (2 persons), and guests (10 students). In this activity, the students will have different responsibilities. Therefore, this activity will make the students get new experiences and confidence.
2.5.4 Brainstorming

Kayi (2006) explains that brainstorming is the activity which has a topic. Therefore, the teacher will separate the students into some groups. In this activity, the students only need to share their idea freely and quickly in a limited time. Besides, the good thing about this activity is that the student will feel free to share new ideas.

2.5.5 Storytelling

Storytelling is the activity which the teacher will ask the students to create their own stories or summarize the story. Then, they should present their story in front of the class. Kayi (2006) argues that this activity will make the students confident and accustomed to public speaking. Moreover, it will help the students to understand part of telling the story because they learn by practicing it, such as: expressing the beginning story, development of the story, and the ending of the story.

2.5.6 Interviews

This activity will have some topics. Thus, the students will interview their friend or someone else to get the pieces of information. Besides, the students also need to create their questions sheet and ask their interview partner. Kayi (2006) argues that using an interview can make the students' speaking become improve. Furthermore, the students can know how to socialize with other. After interviewing someone else, the students usually should present the interview result in front of their friends.
2.5.7 Story Completion

Story completion is an enjoyable activity. Kayi (2006) states that the students will make sit in a circle with their teacher in this activity. Then, the teacher will tell a short story, but after a few sentences, the teacher will stop narrating. Then, the students will continue the story with five to ten sentences. Moreover, the students also can add some characters, descriptions, events, and others.

2.5.8 Reporting

Kayi, (2006) argues this activity will increase the students' speaking skill, writing skill, and memorize skill. This activity also can be delivered by using speaking performance or writing section. Usually, before doing reporting, the teacher will ask the student to read a newspaper or watch the news. Then, the teacher will ask the students to tell the information which they got. Moreover, the students also can present their daily lives before class.

2.5.9 Picture Describing

Kayi (2006) states that the teacher will provide some pictures which will be described by the students later. Then, the teacher will separate the students into some groups and give several pictures. Furthermore, the students will discuss several things of those pictures. After knowing the result, the students will describe it in front of the class. This activity will develop the imagination and the creativity of the students. Moreover, their public speaking skill also will be increased.
2.5.10 Find the Difference

Kayi (2006) explains that the teacher will give two different pictures to the students and ask the students to do work in pairs in this activity. Then, the students will discuss the differences and the similarities between the pictures. Then, they will explain their finding in front of the class.

2.6 Definition of Native English Speaking Teacher (NEST)

A NEST is an abbreviation for Native English Speaking Teacher. There are many books and journals talk about this abbreviation, especially about who is the native speaker itself. Mahboob (2004) argues that the ideal NEST is someone who has achieved a fair degree of proficiency student’s native language. Brown and Kachru (2006) argues that there are three circles of English users: inner, outer, and expanding circles.

2.6.1 The inner circles

People who came from the USA, Australia, New Zealand, and British considered as the inner cycle or native speakers of English. Furthermore, every people who used the English language as their first language, it included in inner circles.

2.6.2 The outer circles

On the other hand, the outer circles are the post-colonial countries in which the English language also play important role in specific ranges: the education, the governance, and the popular culture. However, the English language in outer circles is not the mother tongue. The outer circles’ countries are India, Pakistan, the Philippines, Singapore and many others.
2.6.3 The expanding circles

The expanding circles are the countries in which the English language does not have special administrative status, but it is still avowed. Moreover, people in these countries also learning the English language in general. The expanding circles' countries are China, Denmark, Indonesia, Iran, Japan, etc.

Thus, the researcher concludes that NEST is the teacher who comes from English speaking countries, such as: America, British, Australia, and others. They also used the English language as their first language. Moreover, NEST also achieved a fair degree of proficiency in the student’s native language.