CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter discusses a review of related literature related to the study. It contains Speaking, technique of teaching and technique of teaching speaking will be explained below:

2.1 Speaking

One of the important skills in language learning is speaking. It makes language learners communicate not only expressing viewpoint but also giving responses (Richard, 2008). Nowadays, speaking becomes one of the important skills that must be mastered by people as speaking is a tool to communicate with others in the world. That is why learners must learn to speak a language.

In language skills, four basic language skills have to be noticed. Those are speaking, listening, writing and reading. Among those skills, speaking is the most important in daily life since it ways to communicate with one another (Darcy, Ewert, and Lidster, 2001; Derwing, Munro and Wiebe, 1998; Morley, 1991; Praton, 1971 as cited in Gurler, 2015). In our daily life, speaking is mostly used than other skills since we usually use it to have a conversation with other people. We can have good communication with others when we can understand each other language. Therefore, speaking is one of the skills that have to be learned and taught.

2.2 Technique of Teaching

A technique is implementational that which actually takes place in a classroom Fauziati (2009, as cited in Setyani, 2016). The teacher’s technique
when teaching has an important thing in the classroom because a good technique that teacher uses can make a good classroom atmosphere. In other words, the students can enjoy the lesson that the teacher teaches in the class.

According to Millrood (2015), technique teaching is “the step by step process to smoothly implement the technique overcoming cognitive difficulties in learners towards the most effective achievement of learning objectives”. The way of teachers teaching a lesson has to make the students interested in. It can make the students do not feel bored during the lesson in the classroom. Therefore, the objective of the study can be achieved.

2.3 Technique of Teaching Speaking

Brown (1995, as cited in Prasetyani, 2017) states that technique refers to any of a wide variety of exercise, the activity that the teacher used in the language classroom to achieve the objective of a lesson. The teacher should make an interesting activity in that class for it will make the students enjoy to speak in the classroom naturally. According to Nunan (2015), there are some techniques that the teacher can use to promote speaking, as below:

2.3.1 Pair and Group Work

Pair and group work push the students to be active in every conversation rather than memorized dialogue or regurgitating textbook that is provided by the teacher.

2.3.2 Role play

Another tool that can be used by the teacher is role-playing. Here, the students pretend to be someone else.
2.3.3 Simulation

The teacher gives the students current news or direct situation and asks every student to give their opinion. For example, sharing in a small group.

2.3.4 Practicing Speaking Out of The Class

The learners try to practice speaking English with native speakers outside of the classroom. It challenges the learner to use and speak English directly.

According to Underhill (1987), there are twenty techniques which can be used for teaching speaking.

1. Discussion/Conversation

One another active to talk, sharing ideas or experiences and discuss a topic.

2. Oral report

An oral presentation is prepared and given by the students for about 5 up to 10 and he refers to notes.

3. Learner-learner joint discussion/decision making

The teacher is tested the students together, without the participation of an interviewer. They have to defend and direct discussion on this own. The duty usually is taken information from written documents and coming to a decision or consensus about a certain question through group decision.

4. Role-play

The students pretends to be someone else in a particular situation.
5. Interview

Interview is a conversation between two people or more. It is a direct between students and interviewer.

6. Learner-learner description and re-creation

One learner describes a design or construction of model building materials to another learner who has to reconstruct the model from the description alone without seeing the original.

7. From-filling

The interviewer and the students work together to fill a form. Usually, the questions about the students’ personal details or professional situation.

8. Making an appropriate response

A number of short is given to the students. Unrelated situations that might happen in everyday life.

9. Question and answer

This typically consists of a series of disconnected questions that are graded in order of increasing difficulty, starting with short simple questions.

10. Reading a blank dialogue

The students get a blank dialogue. He has to fulfill the missing lines and has a little time to read it.

11. Using a picture or picture story

The teacher gives the students a picture. Then, the teacher asks the students to describe it. The students are allowed to speak freely by the teacher.
12. **Giving instruction/description/explanation**

   The teacher asks the students to describe an object. Something that is described is factual.

13. **Precis or re-tell story or text from an aural stimulus**

   The students hear the part of the story on a recorder tape. Then, he is asked to re-tell the part or to summarize it.

14. **Re-telling a story from written stimulus**

   The learner read the passage or series of short passages to himself and is asked to re-tell each one in his own words immediately afterward.

15. **Reading aloud**

   This technique requires the learner to read aloud to the interviewer, passage of either text or part of a dialogue in which the interviewer or another learner read the other part.

16. **Translating or interpreting**

   Both the interviewer and the learner have in front of them a native language text with the learner is familiar. The interviewer chooses a short passage or series of passages, from the text and asks the learner to translate it into a foreign language.

17. **Sentence completion from aural or written stimulus**

   The interviewer asks the learner to read the sentences, one at a time and suggests a possible way of completing each one.
18. Sentence correction

A sentence is presented by the students, in writing or orally, that contains an error. The task is to identify the error, i.e. say what is wrong and correct it.

19. Sentence transformation

Sentences are manipulated by the students to demonstrate knowledge of specific language structures. He is given a stimulus sentence, usually in writing, and is asked to transform it into a different grammatical pattern.

20. Sentence repetition

The learner hears a series of sentences or utterances and repeats them as accurately as he can. The interviewer may read out the sentences or they may record, which makes this a suitable technique for use in the language laboratory.

2.4 Global English Course

Global English Course, Pare Kediri is one of the non-formal educations that can be chosen for the students to learn English. It is one of famous courses at Pare Kediri. Global English course becomes one of the best courses in teaching and learning English. The purpose of the course is to help students understand and master English well. Some courses are pre-speaking, speaking, speaking for IELTS, public speaking, grammar for speaking, job interview, vocabulary in use, vocabulary for IELTS, vocabulary for TOEFL, pronunciation, fun listening, listening, listening for IELTS, listening for TOEFL, grammar for writing, grammar for TOEFL, grammar for IELTS, writing, writing for IELTS, fun reading, reading, reading for IELTS, reading for TOEFL, TOEFL and IELTS.