CHAPTER II

REVIEW OF LITERATURE

This chapter reviews the related literature pertaining to speaking English, teaching speaking relevant theories and previous research findings on English speaking. The explanation of each topic is explained below.

2.1 Definition of Speaking

Kayi (2006) states that speaking is an important part of teaching and learning the language. For many years, teaching speaking that focuses on memorization the words and the lecturers have continuous to teach speaking only a repetition of drills or memorization of dialogues. Nowadays, the world needs the aim of teaching speaking should improve students’ communicative skills because students can express themselves and discover ways to observe the social and cultural guidelines appropriate in every statement circumstance.

According to Cameron (2001), speaking is a process of sharing ideas with the other orally and producing the words using language to relay meanings that other people can make sense of them. Speaking skill is the capacity to deliver meaning properly. Speaking is a talent which deserves attention every bit as much as literary competencies, in both first and second language. To most of the people, gaining knowledge of the speaking skill is the single most important aspect of learning a second or foreign language, and
success is measured in terms of the capacity to carry out a conversation within the language.

Speaking is a part of daily lifestyles, person produces tens thousands of words in a day, although some people, like auctioneers or politicians—may, produce even more than that. Speaking has been viewed as the most challenging skills. When endeavoring to speak, students need gathering their thoughts and encode those thoughts in the vocabulary and syntactic structures of the target language.

In addressing this issue, McDonough (2003) stated speaking is a difficult process to disassociate from listening. Speaking is a large part in the overall competence while we should point out at this part that in the early years of communicative language teaching was taken by a large as a oral production with the other three skills behind.

According to Fulchel (2003), speaking is verbal use of language to communicate with the others people. Speaking skill is also the skill to express concepts in acceptable spoken English form. Speaking English is an interaction between speakers and listeners. Speaking is also one of the necessary skills that students have to acquire in learning English.

Based on McDonough (2003), speaking is expressing opinions, expressing a wish or desire to do something, negotiating, and solving problems to achieve a particular end. Speaking is a important part of second language learning and
teaching. In spite of its importance for many years, teaching speaking has been devalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of discussions. Nevertheless, today's world needs that the aim of teaching speaking have to increase students' communicative skills, because only in that way, students can express themselves and learn how to track the social and cultural rules appropriate in every communicative circumstance. Therefore, recent pedagogical research on teaching students conversation has provided some parameters for developing objectives and techniques.

2.2 Definition of Teaching Speaking

According to Hornby (2011, as cited in Mora, 2010) Teaching is giving instruction to the student and give the student knowledge and skill, while speaking is to produce the voice from the human thought. When doing teaching activity the lecturer is transferring knowledge and skill to the student, also occur interactive process between lecturer and students. We can conclude that teaching means interactive process to help the students where is process is planned to give the students knowledge or skill. Thornbury (2005), speaking as interactive requires the ability to cooperate in the management of speaking turns and as such to be established and accomplished independently of the grammar curriculum. Therefore, teaching speaking is giving instruction to the students to communicate their thought cooperate with the grammar curriculum.
In teaching speaking, the lecturer should have certain techniques which are needed to increase the students’ interest in speaking class. The teacher should have to build certain ways to increase a student’s ability in speaking. As a result of the teaching speaking, the students can speak English fluently with appropriate of vocabularies, precise pronunciation and a correct grammar.

2.3 Techniques of Teaching Speaking

Brown (2010) defines related technique as specific activity implemented in the classroom related with a method and an approach. In order to increase the student ability in speaking, the lecturer should use appropriate technique in teaching speaking. Before we have an appropriate technique of speaking, we must know what the goal of teaching speaking skill. The goal can communicate fluently and clearly.

In order to help the students improving their fluency and accuracy in speaking, the student can use a balance activities which combines language input, structure output and communicative output.
2.3.1 Kinds of Techniques in Teaching Speaking

There are several techniques in teaching speaking (Kayi:2006), they are:

1. Discussion

This technique can be thought for numerous reasons. The students could come to a assumption, share thoughts about and experience, or find solutions in their discussions group. The goal of this technique is to discuss related points and the activity set by the lecturer.

2. Role – Play

Role-play pretended the student in several social backgrounds and has a variation of social characters.

3. Simulations

Simulation is a similar technique with role-playing. The difference is in simulation the student must bring an item to the class to produce a realistic setting, for example, the students act like a judge/public prosecutor, and they bring a hammer.

4. Information Gap

It requires the students to work in pairs. One of the students will have the information and other partner will share their information. Moreover it serves several purposes such as, solving a problem and collecting information. Every partner plays an significant role because
the assignment cannot be completed if the partners do not deliver the material the others need.

5. Brainstorming

In this activity, the students can create ideas in a short time, and the students are not evaluated for their thinking, the students will be easy to share fresh thoughts.

6. Storytelling

In this section, the students can concisely summarize a story from their classmates that they ever heard before, or they create their own story based on their experience and speak up in front of the class. Storytelling leads to innovative thoughtful, it also can improve the students express their thoughts to their classmates, in the format of beginning, climax, and ending of the story.

7. Interviews

The students can conduct conversations on selected issues with other people. It is a great idea that the lecturer provides a rubric to the students, so that they may know what type of questions they may ask, but the students would organize their own interview questions.

8. Story Completion

This activity is comfortable and free to speak in which students be seated in a circle, in this activity the lecturer begins telling a story, but after a few sentences the lecturer stops it. Then, every student starts to
tell from the previous. Every student is made-up to add five to ten sentences. The student can improve new things, actions, and so on.

9. Reporting

In reporting activity, the students are requested to read a magazine or newspaper at that moment they report to their friends as the important summary. The students likewise talk about their experiences which to their friends before the class begins.

10. Picture Describing

In this speaking activity, the students get one picture and describe the picture. This activity will be working in groups and describing with different picture each group and tell in front of their classmate. This course forces the inspiration and imagination of the students as good as their public speaking skills.

11. Find the difference

The students be work in couple and each couple gets two different pictures. For instance, a picture of girls playing basketball and one more picture of boys playing badminton. The students confer the similarities and the differences about the picture.

2.4 English for Specific Purposes (ESP)

English Spesific Purpose (ESP) talk about to language that focuses on the specific communicative need and practices of specific social groups. It is an concentrated program that developed based on students’ learning
need in English in their own disciplines. The teaching program of English for Specific Purposes (ESP) means to give basic skills in English in order to be able to read and understand the materials, scientific journal and articles that is written in English appropriate with their discipline, and to have basic communication skill spoken or written.

According to Qowim (2016) stated that English for Specific English Purposes is an concentrated lecturing English program that has to be followed by the students in the first and second semester. This program has 12 credits, these credits are not included in regular subjects. It means ESP is a English for specific course in some department in University of Muhammadiyah Malang and ESP has 12 credits include speaking, listening, reading and writing.