CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the review of related literature. It contains with the theoretical understanding as the references of this study. The references that will be discussed are teaching and learning process, speaking, teaching speaking, and direct method.

2.1. Teaching and learning process

Brown (2007) states that teaching as guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. In other words teaching is guiding students in the learning process, creating situation for effective learning, and allowing the contact between the teachers and students.

Therefore teaching and learning process is the center of educational process, because educational process involves a process in conditions of transferring some knowledge from the teachers to the students. So teacher plays a central role in teaching and learning activities.

According to Harmer (2001), there are several roles of a teacher:

2.1.1 Controller

When teachers act as controllers they are in charge of the class and of the activity taking place in a way that is substantially different from a situation where students are working on their own in groups. Controllers take the roll, tell the student things, organize drills, read aloud, and in various other ways exemplify the qualities of teacher-fronted classroom.
2.1.2 Organizer

One of the most important roles that teachers have to perform is that organizing students to do various activities. This often involves giving the student information, telling them how they are going to do the activities, putting them into pairs or groups, and finally closing things down when it is time to stop.

2.1.3 Assessor

One of the things that student expect from their teacher is an indication of whether or not they are getting their English right. This is where we have to act as an assessor, offering feedback and correction and grading student in various ways.

2.1.4 Prompter

Sometimes, when students are involves in a role play activities, for example they lose the thread of what going is on, or they are ‘lost for words’ (i.e. they must still have the thread but be unable to proceed productively for lack of vocabulary). They may not be quite sure how to proceed. What should teachers do in these circumstances? Hold back and let them work things out for themselves or instead ‘nudge’ them forward in a discreet and supportive way? If we opt for the latter, we are adopting some kind of a ‘prompting’ role.

2.1.5 Participant

The traditional picture of teachers during students discussion, role-play, or group decision-marking activities, is of people who ‘stand back’ from the activity, letting the learners get on with it and only intervening latter to offer feedback and/ correct mistake. However, there are also times when we might want to join in an activity not as a teacher, but also as a participant in our own right.
2.1.6 Resource

In some activities it is inappropriate for us to take on any of the roles we have suggested so far. Suppose that the students are involved in a piece of group writing, or that they are involved in preparation for a presentation they are to make to the class. In such situation having the teacher take part, or try to control them, or even turn up to prompt them might be entirely unwelcome. However, the students may still have need of their teacher as a resource.

2.1.7 Tutor

When students are working on longer project, such as a piece of writing or preparation for a talk or debate, we can act as a tutor, working with individual or small groups, pointing them in directions they have not yet thought of taking. In such situation we are combining the role of prompter and resource, acting as a tutor.

2.1.8 Observer

The teacher will want to observe what students do (especially in oral communicative activities) so that we can give them useful group and individual feedback.

All in all, a good teacher has to pay attention to those roles in teaching and learning process. The teacher must be understood when become a controller, organizer, assessor, prompter, participant, tutor, and observer to make the learning process more efficient.

2.2. Speaking

Speaking is one of four skills in learning a foreign language as a spoken productive skill. It is important to be mastered in order to realize the
communicative goal in EFL. According to Harmer (2001), some people think that if they want speak fluently in English they need to be able to pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech. According to Bailey (2005), speaking is a process of interaction where speakers intend to build meaning through producing, receiving and processing information. From those theories, it can be concluded that speaking skills is related to communication. Speaking is a skill to use a language appropriately to express some idea, opinions, or feelings order to give or get information and knowledge from other people who do communication.

2.3. Teaching Speaking

Teaching is a central part of second language learning and teaching. According to Thornbury (2005), speaking is a speech production that becomes a part of our daily activities. Most of speaking activities are in the form of face-to-face. Therefore speaking involves interaction with the other.

Speaking is about how to get interaction with the other. The skill to speak English contributes to the success of a student in a school even in every time of life after graduating from school. Therefore speaking is a really valuable practical knowledge that should have more attention from teacher to deliver the knowledge to the students.

Despite its importance, teaching speaking has been undervalued while the strategy still monotonous such as English language teachers teaches speaking just as a repetition of drills or memorization of dialogues.

According Nunan (2003), some formulations what is meant by teaching speaking are:
1). Produce the English speech sounds and sound patterns.

2). Use word and sentence stress, intonation, patterns, and the rhythm of the sound language.

3). Select appropriate words and sentence according to the proper social setting, audience, situation and subject matter.

4). Organize their thoughts in a meaningful and logical sequence.

5). Use language as means of expressing values and judgments.

6). Use the language quickly and confidently with few unnatural pauses, which are called fluently.

Teaching speaking is not as easy as we assume, that is because teachers need to find solution to solve the students difficulties in speaking. The teacher might find so many characters of the students in the classroom. Those are the students who are very passive and require a long time to get the point of learning English, the student who are risk-takers and unafraid of building mistake will generally be more talkative, but with many errors that could become hard to break habits. Conservative, shy students may take a long time to speak confidently, but when they do their English often contains fewer errors and they will be proud of their English skill.

In teaching speaking should be taught in attractive and communicative. There are many types of classroom activities. Harmer (2001) stated that there are six classroom speaking activities. They are acting from a script, communication games, discussion, prepare talks, questionnaires, simulation, and role play. These activities can be used as the way to measure how far the students can speak, say and express their feeling in English.
2.4 Direct Method

As a teacher the thing that that must be prepared before conducting the class beside lesson plan is method. According to Richard and Rodgers (2001), method is overall plan for the orderly of language material, no part of which contradicts and all of which is based upon, the selected approach, and approach is axiomatic, a method is a procedural. Accordingly, the method is one of the important aspects in the learning process.

There are several methods to teach speaking. One of the methods is called direct method. According to Richard and Rodgers (2001), direct method is a natural method, that is because the teacher can teach the foreign language without translation or the use of the learner’s native tongue if meaning was convey directly through demonstration and action or because language is taught directly and naturally to the students. Direct method require the teacher to speak with a native-like fluency. That means the success of this method depends on the competence of the teacher.

According to Richard and Rodgers (2001), the procedure and principles of direct method are:

1. Classroom instruction was conducted exclusively in target language.
2. Only everyday vocabulary and sentence were taught.
3. Oral communication skills were built up in a carefully graded progression organized around question-and-answer exchange between teachers and students in small, intensive classes.
4. Grammar was taught inductively.
5. New teaching points were introduced orally.
6. Concrete vocabulary was taught through demonstration, objects, and picture, where as abstract vocabulary was taught by association of ideas.

7. Both speech and listening comprehension were taught; and

8. Correct pronunciation and grammar were emphasized.

Direct method takes many forms. Teachers can give explanation or present the lesson by using PowerPoint or whiteboard while delivering the lesson in which the class will be structured as well as between teacher and students can interact each other (Westwood, 2008). Teaching and learning process by using a direct method can be implemented with large groups or many people, or small groups with the number of four or five people, or one-to-one guidance (Westwood, 2008).

In using direct teaching method, teachers should require some competencies that cover:

1. Planning methods and lessons to be taught (such as using audio-visual equipment)

2. Time management

3. Delivering lessons in an interesting and motivating way

4. Explaining and communicating clearly

5. Knowing when and how to explain key points in more detailed

6. Using appropriate questioning to focus student’s attention, stimulate their thinking, and check their understanding

7. Concerning with questions raised by students

8. Evaluating student’s learning and participation

9. Giving feedback to students.
The effectiveness of direct teaching method is influenced by many factors including accuracy, appeal and teacher’s motivation, the way how material is organized and presented, time duration, the amount of participation the students engage in, how well the content is connected to the student's prior knowledge and experience, and interest.