CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter the researcher discusses about: 1) teaching speaking, 2) techniques for teaching speaking, and 3) problems and solution of teaching speaking.

2.1 Teaching Speaking

Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information (Febriyanti, 2011:2). Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking by having students repeat sentences and recite memorized textbooks dialogue (Nunan, 2003:49).

According to Kayi (2007), what is meant by "teaching speaking" is to teach EFL learners to:

1) produce the English speech sounds and sound patterns;

2) use word and sentence stress, intonation patterns and the rhythm of the second language;

3) select appropriate words and sentences 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 a means of expressing values and judgments; and
6) use the language quickly and confidently with few unnatural pauses, which is called as fluency. (Nunan, 2003)

In the communicative model of language teaching, instructors help their students develop this body of knowledge by providing authentic practice that prepares students for real-life communication. They help their students develop their ability to produce grammatically correct, logically connected sentence that are appropriate to specific contexts, and to do so using acceptable pronunciation.

In teaching speaking, according to Harmer (1998: 87-88), there are three basic reasons why it is a good idea to give students speaking tasks which provoke them to use all and any language at their command.

a. Rehearsal

A rehearsal strategy uses repeated practice of information to learn it. Specific information will attempt students to memorize the information by repeating it over and over. The repeated practice will get student more familiar to the information. Getting student to have a free discussion gives them a chance to rehearse having discussions the classroom. Having them take part in a role-play at an airport check-in desk allows them to rehearse such a real-life event in the safety of the classroom.

This is not the same as practice in which more detailed study takes place; instead it is a way for students to get the feel of what communicating in foreign language really feels like.
b. Feedback

Student feedback is a rich and valuable source of information in teaching and learning process. Speaking task where students are trying to use all and any language they know provides feedback for both teacher and students. Teacher can see how well their class is doing and what language problems they are having (that is a good reason for boomerang lessons); students can also see how easy they find a particular kind of speaking and what they need to do improve. Speaking activities can give them enormous confidence and with sensitive teacher guidance can encourage them into further study.

c. Engagement

Good speaking activities can and should be highly motivating. If all the students are participating fully-and if the teacher has set up activity properly and can give sympathetic and useful feedback-they will get tremendous satisfaction from it. Many speaking tasks (role-playing, discussion, problem-solving etc) are intrinsically enjoyable in themselves.

2.2 Techniques for Teaching Speaking

To help students develop communicative efficiency in speaking, instructors can use balanced activities approach that combines language input, structured output, and communicative output.

According to Kayi (2007), there are some techniques of teaching speaking that can be applied in classroom settings, namely:
1) Discussions

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. 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 ways of getting students to speak is role-playing. Students pretend they are in various social contexts and have a variety of social roles. In role-play activities, the teacher give information to the learners such as who they are and what they think or feel.

3) Information Gap

In this activity, students are supposed to be working in pairs. One students 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 their partner do not provide the information the other need. These activities are effective because everybody has the opportunity to talk extensively in the target.
4) Story Telling

Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmate. 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. In this way, not only will the teacher address students’ speaking ability, but also get the attention of the class.

5) 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.

6) 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 teachers as a rubric. Rubrics can include the vocabulary or structures they need to use while narrating.
7) Picture Describing

Another way to make use 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.

2.3 Problems in Teaching Speaking

In order to know more clearly about the problems in learning and teaching speaking that students and teacher often more meet, we should concern some problems with speaking activities. These are inhibition, lack of topical knowledge, low participation, and mother-tongue use (Tuan & Mai, 2015).

1) Inhibition
The first problem that the students often encounter is inhibition. When students try to say things in a foreign language in the classroom they are often inhibited. It is related to their self-confidence. They are worried about making mistakes, fearful of criticism or losing face. Furthermore, they are shy of the attention that their speech attracts.

2) Lack of Topical Knowledge
Learners often complain that they cannot think of anything to say and they have no motivation to express themselves. This case may occur because the teacher had chosen a topic which is not suitable for students. It is difficult for many students to respond when the teachers ask them to say something in a foreign language because
they might have little ideas about what to say, which vocabulary to use, or how to use the grammar correctly (Baker & Westrup as cited in Tuan & Mai, 2015).

3) Low Participation

Another problem in speaking class is that participation is low or uneven. In a large group, each student will have very little talking time because only one participant can talk at a time so that the others can hear him/her. There is a tendency of some learners to dominate while others speak very little or not at all.

4) Mother tongue

Finally, when all or a number of learners share the same mother-tongue, they tend to use it because it is easier for them. When the students are asked to have a discussion about a topic that they are incapable of, if they want to say anything about the topic, they will use their own language. Furthermore, using mother tongue to communicate is more natural thing ting to do.

2.4 Solution of Problems in Teaching Speaking

According to Ur (2009), there are five solutions that teacher can do to help the students to solve the problems.

1) Use group work

2) Base the activity on easy language

3) Make a careful choice of topic and task to stimulate interest

4) Give some instruction or training in discussion skills

5) Keep students speaking the target language

Furthermore, Morrow (2009) also stated that teachers might wish to supplements their idea to overcome the problems.
1) The teacher should be ready with appropriate, authentic and suitable topics. Easier topics would be suitable for weak students while difficult topics would be appropriate for upper-intermediate and advanced learners.

2) Timing is everything. Teacher should know when and where to stop an oral session if any amendments needed. Too many correction will block students’ interest in ESL activities and may switch off their mood.

3) The teachers must always remind the students on the importance of the target skill from time to time so that the students will take the activities seriously.

Always converse with the second language learners in the target language which is English and not in their mother tongue language.