CHAPTER II

REVIEW OF RELATED LITERATURE

In the second chapter, the researcher presents various theories related to the focus of research. It explains teaching, speaking skills, non-native speaker teachers, and also the teaching strategies in speaking skills.

2.1 Teaching

Teaching is the process of delivering specific information between teacher and student to help someone learn something new. Not only providing knowledge, but the teacher must also ensure that the knowledge provided can be helpful. It is related to Hossain's (2015) statement that Teaching is not merely a means of passing on knowledge; it is also designed to effect behavioral change. As a result, teachers must ensure that their students acquire knowledge that will benefit them in the long term.

In English classroom teaching instruction, Varied English skills (speaking, reading, writing, and listening) require different teaching strategies employed to teach students English (Hossain, 2015). Thus, the teacher's teaching strategy has an impact on the achievement of teaching success. The teacher must choose appropriate teaching techniques and strategies to create effective and interesting learning activities in the classroom so that the knowledge given by the teacher can be well received by students. Teaching can be applied to all levels of speaking ability. For example, to teach students how to communicate effectively, they are taught "conversational routines" that help them improve their conversation management abilities and hence their discourse competence. (Foster, 2001 and Adams, 2003:349) in (Abd et al., 2006).

The objective of teaching speaking skills is to increase one's conversational efficiency., where messages can be delivered and received clearly in a short period. Learners should be able to communicate effectively, making the best use of their present skill. They should make every effort to avoid message misunderstanding caused by improper pronunciation, grammar, or vocabulary, and to adhere to the social and cultural conventions that govern each communication setting. (Hossain, 2015). So with communicative efficiency, this learning process is intended to catch what has been communicated by the teacher without confused feeling or misunderstandings arise between them.

2.2 Speaking Skill

Speaking is a way for humans to communicate with other. Therefore, speaking becomes one of the important aspects in language. It is related to Suparman (2017) statement that Speaking is a vital part of English. "Speaking" refers to the spoken transmission of language. To communicate, humans use a variety of physical organs, including the lungs, vocal tract, voice chords, tongue, teeth, and lips. (Hossain, 2015). Additionally, he stated that speaking is the most productive skill in the oral method. As with the other abilities, it is more difficult than it appears and entails more than simply speaking words. Hossain (2015) added that speaking can be formal or informal.

a. Informal speaking

Informal speaking is often reserved for family, friends, professionals, and acquaintances. It is much easier to recognize because it is used in everyday conversation when talking casually. The informal language is

also more diverse even now it has been modified into "slang" language, which is used a lot by young children to communicate with their peers.

b. Formal speaking

Formal speaking occurs in a formal situation such as business or academic situations. It is also usually used when someone is in a conversation with someone older, has a higher position, and when meeting new people.

Some experts have contributed significantly to the definition of speaking. According to Chastain (1998) quoted on (Hossain, 2015), Speaking is a skill that can be used for a lot of different things. It has many parts, like grammar, strategy, sociolinguistics, and discourse. He also said that speaking is more than just making the right sounds, choosing the right words or making sure that the constructions are correct. It is not only about making sounds or selecting the right words when speaking but also about how the components are involved in speaking.

There are four skills that are learned in language learning. as Abd et al (2006) statement that speaking is one of them (speaking, reading, writing, and listening). It is a tool to teach students to communicate in the right way, either to express opinions or even convey information. The purpose of teaching English speaking is to prepare students to communicate in meaningful and relevant ways in English, much as they would in real life. (Munawar, 2015). Abd et al (2006) also added that, speaking is defined as being able to speak orally, coherently and quickly in a given context for both transactional and interactional purposes, using correct pronunciation,

grammar, vocabulary, and the pragmatic and discourse rules of the spoken language.

2.3 Non-native Teacher

Non-native teachers, It refers to a teacher who works in an EFL environment and speaks the same native language as his or her students, Medgyes (In Maharjan, 2018) said that Non-native English teachers are those whose original language is not English. Meanwhile, it is different from the definition of native speaker. According to Merriam Webster in Tsuchiya, n.d.(2016), said that the most prevalent definition of a native speaker is "someone who has spoken a particular language since he was a child or has learnt to speak the language in which he was born". Therefore, Lee (as cited in Alviaderi Novia, 2018) explained that Non-native speaker teachers – with their multilingualism, where they can interact with the students in English and also in students' mother tongue (L1) – bring several privileges which can facilitate the students in their learning English as their foreign language. That means non-native teachers can make meaningful contributions to improve English skills.

Phillipson (1992) cited in Murtiana (2011, p. 5) claims that Non-native teachers may be more qualified than native teachers because they have been through the difficult process of acquiring English, have an understanding of their students' linguistic and cultural needs, are aware of the difficulties and distinctions between L1 and L2, and have first-hand experience using L2.Medgyes (2006) in (Alviaderi Novia, 2018) The six assets of non-native teachers were proposed. These assets include the following:

1. Non-native teachers serve as role models for effective learners.

2. Non-native teachers can more effectively teach learning processes.

3. Non-native teachers can educate students about the English language.

4. Non-native teachers are better at anticipating their students' challenges.

5. Non-native teachers are more receptive to the issues and needs of their students.

6. There are certain advantages for non-native teachers who use the same mother tongue as their students.

2.4 Teaching Strategies

While students believe that the ability to speak a language is a necessary component of language learning, speaking is also an integral part of the process. Hossain (2015) said that "A good strategies to begin teaching foreign languages is to base speaking on some simple, helpful words and sentences, such as greetings, simple inquiries and replies, or easy-to-remember personal descriptions. These can be worked on through repeated drills. Through repetition exercises, teachers can vary the speed, the student assigned to repeat, the content of the sentence, and the manner in which the substitution is selected." It is means speaking by putting words in the form of simple phrases or sentences is very helpful for teachers in teaching foreign languages. It can also be performed continuously and repeatedly so that it becomes accustomed.

Most of the teacher's teaching methods were lecturing then it caused boredom in the classroom (Arifuddin, Arifuddin; Sujana, 2018). To make learning more effective and enjoyable, a teacher must use strategies and

approaches to teach in the classroom to ensure that students feel comfortable while learning. A Several strategies are employed in the teaching of speaking, including cooperative activities such as role-playing, creative projects, and drilling. (Anjaniputra, 2013) in (Gani & Samad, 2019).

1. Role Play/ Simulation

Using role-playing techniques in the classroom is a great way to practice speaking. This statement is in accordance with Nunan (2003) that The role play technique is an effective way to practice speaking in a relatively safe classroom atmosphere. Additionally, role play is any speaking activity in which an individual assumes another person's identity and must involve themselves in an imaginative situation. (Budden, 2006as cited in Gani & Samad, 2019). To put it in another words, the researcher makes a note that in this technique people Pretend to be another individual who is involved in a specific situation.

Kusnierek (2015) identified that the use of the role-play method has several advantages such as making students more confident and fluent in speaking as if they will be practicing it in social environments without being intimidated or nervous. It means that this method will give students the opportunity to practice pronunciation, practice speaking boldly, practice listening of the other person's speech with enjoying a pleasant atmosphere and without feeling burdened. In addition by playing this role, students can enrich their vocabulary in English, make it a useful rehearsal. Ladousse (1987) encouraged students to adapt to different situations, promote students' creative thinking, and allow students to pretend to be someone else.

The role-play method has various advantages, but it also has a negative, according to Thornburry (2005)b some pupils have difficulty performing in front of others. Like shy or introverted individuals, they will perceive role-playing as a hard approach to do. Hence they will need to prepare well to overcome their fear (Kusnierek, 2015).

2. **Creative Tasks**

Creative tasks resemble real-life tasks. In creative task, students develop their fluency effectively when they are engaged in tasks that require them to focus on their all attention in producing something rather than on the language itself (Syafrizal & Rohmawati, 2017). As a result of everyone's creativeness, inventions will arise because creativity and innovation have a very important role. positive things appear in creative tasks with an improved mood. As stated by Bujaz (2015) that creative tasks are a regularly utilized strategy for improving mood. He also emphasized that the findings of his research showed that creative tasks increased self-expression and good emotions. To summarize, many students responded positively to the freedom of self-expression afforded by creative assignments, and their emotional well-being improved.

3. **Drilling**

Drilling is a way to make sure the pronunciation of a language word is the same and to make it easier to speak (the ability to introduce language quickly and easily) (Houston, 2013). Harmer (2007) also points that Drilling is a way to get students to show and practice their ability to use a specific language item in a controlled way.Furthermore, Budden (2013) states that

Drills are a type of school activity used to practice new language. It entails teachers demonstrating a word or a sentence for students to repeat. According to Thornbury (2005), Using drills can help students pay attention to new materials from teachers, emphasize words, phrases, or utterances that are on students' minds, move new items from working memory to long-term memory, and help students learn how to control their language. (Gani & Samad, 2019).

Based on teori from Hossain (2015) said that Effective instructors teach students speaking methods - responding minimally, identifying scripts, and using language to discuss language - that they can use to help themselves develop students' mastery of the language and confidence in using it. Instructors assist students in developing their speaking abilities so that they can use speaking to learn.

1. Using a minimal response: In every group, and particularly in mixed-ability classrooms, there are kids who lack the confidence to speak and would prefer to remain quiet and listen.

2. Recognize scripts: Invitations, greetings, compliments, and other functions all follow script patterns as a result of social and cultural norms.

3. Using language to discuss language: Often, students encounter situations in which they are confused by their discussion partner.