CHAPTER II
Review of Related Literature

Operational Definition

So that not happen different meaning in problem of research, so need given definition operational as follows:

A. TEACHING ENGLISH

English is considered as difficult subject such students don’t use it to communicate in their daily life. The teacher have to find a good solution in order to motivate the students and try to tech the effectiveness of teaching and learning activities; according to Richard and Renonay give state that are some of characters of affective teaching such as Follow:\footnote{Richard - Reno nay, methodology in language teaching an anthologies of current practice(new York : Cambridge university prass,2002).21}:

1. The instruction is guided by the preplanned curriculum
2. There strong expectation for students learning
3. The situation is clear and an focused
4. The student are carefully oriented to the lesson
5. The teacher replay when the students do not understands
6. Class time considered for learning

Teaching English has many variations that include the four skills of English: like speaking, reading, writing, listening. after that, researcher will discuss about teaching Speaking, speaking and some aspect of it.
B. SPEAKING

To express tough a loud using the voice or talk, It is also uttering words and sentences to express the idea or opinion so give information to others speakers.

According to zoltan doryei, there are three types of strategy to make the class is very interesting and enjoyable.

1. The teacher is able to break the monotony of their learning.
2. The teacher is able to make the task more interesting
3. The teacher is able to increase involvements of the students.

According to researcher the teacher not only tech them but also they have to purpose which it is to improve students’ activities which have intrinsic interest for the students. The teacher can not only explain or bring the students in the groups to speak, motivate to speak,. They must be aroused in some way, In selecting activities.

So, the teacher remembers the purpose to make the students be able to communicate with others to understand what others speak in broadest sense.Speaking English is the main goal of many learners. Their personalities play a large role in determining how quickly and how correctly they will accomplish this goal. Those who are risk-takers unafraid of making mistakes 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 ability. It's a matter of quantity vs quality, and neither approach is wrong.

However, if the aim of speaking is communication and that does not require perfect English, then it makes sense to encourage quantity in your classroom. Break the silence and get students communicating with whatever English they can use, correct or not and selectively address errors that block communication.

Speaking lessons often tie in pronunciation and grammar (discussed elsewhere in this guide), which are necessary for effective oral communication. Or a grammar or speaking lesson may incorporate a speaking activity. Either way, your students will need some preparation before the speaking task. This includes introducing the topic and providing a model of the speech they are to produce. A model may not apply to discussion-type activities, in which case students will need clear and specific instructions about the task to be accomplished. Then the students will practice with the actual speaking activity.

These activities may include imitating (repeating), answering verbal cues, interactive conversation or an oral presentation and make new sentence. Most speaking activities inherently practice listening skills as well, such as when one student is given a simple drawing and sits behind another student,
facing away. The first must give instructions to the second to reproduce the drawing. The second student asks questions to clarify unclear instructions, and neither can look at each other's page during the activity. Information gaps are also commonly used for speaking.

Many language learners regard speaking ability as the measure of knowing a language. These learners define fluency as the ability to converse with others, much more than the ability to read, write, or comprehend oral language. They regard speaking as the most important skill they can acquire, and they assess their progress in terms of their accomplishments in spoken Communication.

Language learners need to recognize that speaking involves three areas of knowledge: Mechanics (pronunciation, grammar, and vocabulary): Using the right words in the right Order with the correct pronunciation Functions (transaction and interaction): Knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (Interaction/relationship building) Social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants): Understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.

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 situations. They help their students develop the ability to produce, logically connected sentences that are appropriate to specific contexts, and to do so using acceptable (that is, comprehensible) pronunciation.

C. Speaking skill

Learners need to know how speakers differ from one another and how particular circumstances call for different forms of speech. They can learn how speaking styles affect listeners. Thus, the rate at which they speak, the volume and the precision of pronunciation may differ substantially from one situation to another. It is useful for students to know that speech should differ informality, such as when speaking to a judge, a teacher, a parent or a playmate. They may also benefit from learning about the differences among various dialects. The subjects in the curriculum and examples from the media may provide occasions for different forms of speech. Oral presentations can be derived from poems, stories, newspaper and magazine articles, as well as scientific reports. Dramatic acting and watching skits and plays may provide the richest opportunity to see how character and circumstance affect speech.

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2 Trudy Wallace-Winifred, E stariha. Teaching speaking, listening and writing, p. 20.
D. Speaking Practice

Students improve their formal speech when teachers provide insights on how to organize their ideas for presentation. Students can give better speeches when they can organize their presentation in a variety of different ways, including sequentially, chronologically and thematically. They need practice in organizing their speech around problems and Solutions, causes and results, and similarities and differences, after deciding about the best means of organization, the capacities speech with another student or with the whole class. Teachers can also help students adapt their speeches and informal talks so as to correspond to the intended audience, the information to be communicated, and the circumstances of the occasion at which they will speak. The teachers can illustrate\(^3\).

How well-known speakers have adapted their presentations in ways to suit these different circumstances. Teachers can enable learners to present ideas to individual peers, peer groups and entire classes of students. They can learn to speak on a subject of their own choosing or on teacher assigned topics. Preparing for debates and participating in them help students to see both sides of various issues. Students also benefit from interviewing others and from participation in dramatic presentations. Students may enjoy speaking about their personal experiences. When given this opportunity, they can

\(^3\) Ibid., p. 10.
benefit from instruction in the elements of good story-telling. Both teachers and students can provide suggestions for Students’ speeches. In constructively criticizing others, learners can learn to apply criteria for good speech and employ tactful social skills. In doing so, they can increase and improve their own speaking skills. Students can also learn speaking and social skills by suggesting possible improvements to one another’s practice speeches. Positive experiences in speaking can lead to greater skills and confidence in speaking in front of larger groups.

E. **Teaching speaking**

There have been so many way and theories fun to help teachers’ development students’ capability in using the language. various kinds of speaking activities, one of them is practice together , that it usually is favorable to the students, hopefully, can be applied in the class, the researcher is expect to giant fresh in sign in to nature of class room communication and learn, how to create the material that will engage the students in meaningful face to face interaction. In addition, harmer give states that the speaking class has five kinds its can be applied in the speaking class, like: information –gap

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4 David, *cross practice hand books of language teaching* (UK: all interactin language teaching) 292.
activities, favorite object, survey, photographic competence, and portraits interview$^5$:

1. information –gap activities

is were two speaker have bits different information, and they can complete the whole picture by the share that information –because they have different information , there is gap between them, for example: describe and draw( one of popular information –gap activity, )

2. favorite object-survey

An activities in which students asked to talk about their favorite objects( thing like meatballs, Milk, black car, white colors and Act ) they think the faro rite object in the term of, when they got them, why they got them, why they like them, why they do them, what can do with them, and why its is importance to them.

3. Survey

it can be used get students interviewing each others, for example: they can design a questions about people who was sleeping in their bed , by the questioner, how many hours you normally sleep or how many hours you be sound asleep and act.

4. photographic competence

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In this activity the students divided in the general groups, the teachers explain to them that they go to be judger of photographic competence. So the teacher brings four or five kind of the pictures, for example: picture of mom with criteria that they going to make their choice, they have to choice the winning of photographic by using criteria that they divided.

And the finally the group have to repot back on their choice, an say why they have chosen or whey they divided to choose it.

5. portraits interview

in this activities the students put in the four or five group, each group get copy from the teacher, they should make questions based on the picture in the sentences or phrase are in writing.

Finally, students from each group came to the front of the class and practice or presentation by the same way but different characters.
In the teaching speaking class is very difficult to make the students actively because the students are rare try to say something in the class or the other place, penny Ur state as fellow⁶:

a) In habitation. unlike speaking listening writing activities.

b) speaking required same degree of real time exposure to audience, learner are habitation about trying to say something in foreign language in the classroom: worrying making mistakes, fearful of criticism or losing face or simply shy of the intention that their speech attract.

c) Nothing to say. even if they not in habited, you often hear learner complaint that they cannot think of anything to say, they have no motivate to express themselves beyond the guilty feeling that they should speaking.

d) Low or uneven participation. only one students or two students can participant and can talk at the time, if he or she is to be hear, in large groups that meant each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate while other speak very little or not of all.

⁶ Penny Ur, ”A couse in languge teaching : practice and theory” ,op. cit).121-122
e) Mother–tongue use in class were all or number of learner share mother-tongue. They may tend to use it because it is very easier, it fell unnatural to speak to another in foreign language, and because they felt less “exposed” if they are speaking their mother-tongue, if there are talking in the small group it be quiet difficult to get some class-participatory the lass disciplined or motivated ones to keep to the target language Wang quoted by rahmawati suggested of some teaching in English speech presentation and oral practice in English class the are:

activating language habits by being exposed to woolly English presentation in class, in learning as foreign language, it is very important to use the language completely in the presentation for beginners, they have to adjust to any language environment with the aid of the teachers facial expression and gustier, this activities will be useful to enquire the language.

a) Creating level atmosphere for communicative activities, if the atmosphere in the class in alive, the students in the class will be active in using the language, to achieve this; the teacher has to devote a small proportion of class, time to simulate. The students in

communicative activities, for example, the teacher can ask them about their life or their experience.

b) presenting the new material in communicative context rather than in isolated simple sentence, the presenting the material(right time, useful for students in learning a language, therefore, presenting should not only contain the meaning of the context but also they use the language in the social context.

c) Providing the wider of communicative by drawing upon learning imagination and store the knowledge, learning across talking is better than passively memorizing phonology semantic and syntax.

F. The importance of teaching speaking

English as an international language is very essential for everyone over there past twenty year, one of major reason that students have been enrolling language class. Is to require the ability to communicate with people different linguistic background, Fulcher give statement that “speaking is verbal to use in language to communicate with others, the focus of it skill just to increase the students ability to communicate in the target language.”

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8 Varett, *modern language testing*,( England : Harcourt brace jovonovich.inc), cet.ke1.jelid 1,hal.120.

and Joyce in kurniasary say that “in daily life speaking has many different reason, some these reason are to do by Human ‘desire to relate to each others as people, while other have to do with exchanging information or seeking practical out come\textsuperscript{10}

G. The principle of teaching speaking

According to brown states that designing of teaching speaking has several principles that are used, they are:

Using the technique that covers the spectrum of learner needs, it is importance to apply interactive activities that do not focus on the grammatical pointiest tips only , and the teacher should not make the students bed bored with the lifeless activities and repetition drill.Providing intrinsically motivating technique. The teacher should help the student to see how to a certain kinds of activities will benefit for them.

1. Encouraging the students use the authentic language and meaning full context. It is very useful for students to learning something adopted with their real words.

2. Providing a proponents feedback and correction. It is very importance to give corrections that are a proponent as feedback.

\textsuperscript{10} Vila kurniasari , “ students strategies” http://books.google.co.id/books . acessed on mart 23, 2011.
3. Capitalizing on the natural language between speaking and listening. The integrate between speaking listening activities is very importance, so that activities will reinforce each others.

4. Giving students importunities to initiate communicate and their teacher asks question, give direction and provide information and situation the students as to control the student’s conversation.

5. Encouraging the developments of speaking strategies. The developing can be done by using strategies, as asking clarification, asking someone to repeat something, getting some intention and etc.

H. Teaching speaking strategies

According to Rachmawati sates that teaching speaking strategies has four steps, there are:

1. cultivating language hobby by bring expose to wholly English presentation in the class, in learning as foreign language for bargainer, they have to adjust to know language completely in the presence. For this activities will be useful to acquire the language.

2. Creating lively atmosphere communicative activities in the atmosphere in the speaking class is the students will be more active in using the language, to achieve this; the teacher has to devote a small proportion of class time to stimulate the students in
communication activities, for the teachers ask about something to tray the students in communication.

3. Presenting new motional in communication context rather in solution simple sentence. The presentation in the right time or in the right context is useful for the students in learning a language. Therefore presentation on show not only on the context language context but also the use of language in the source context.

4. Providing a wider range of communicative by drawing. Upon the learner, imagination and store of knowledge, learning through talk is better than passing memorizing phonology, semantic and syntax.

I. The objective of teaching speaking at junior high school.

There are two competences that must be achieved by the students of junior high school. They are standard competence and communicative competence, the standard competence expect to the students to be communicated in speaking and written language by using appropriate language fluently and accurately in transactional and instructional or monolog discourse in the form of narrative descriptive and recount.¹¹

¹¹ Depdiknas, *panduan pengembangan silabus mata pelajaran bahasa inggris*, (sekolah menengah pertama), 19.
J. Traditional approaches

Traditional approaches to language teaching give priority to the speaking skill as base of language proficiency, there were on the belief that speaking could be learned by the students through direct instruction or through the methodology that much use repetitive practice presentation production and drilling, the approach to the speaking was deductive one, the students are practiced of the dialogue by the comment rules, then give the other time to present using its by the rules, it meant that the language learning meant building up of large repertoire of sentence and the comment speech pattern, learning to produce the accuracy and quickly in the appropriate situation,

K. The 3p Approach to Language Teaching

What is the "speaking" approach to language teaching? If your classroom is full of students that memorize vocabulary and grammar rules through repetition and rote learning, and are corrected for even the smallest mistake whilst speaking or writing English, then you are a champion of the structural teaching approach. No doubt your students are learning a lot of English, but how effective and how enjoyable is this process?

An approach to language teaching has been developed which attempts to overcome the weaknesses of the "structural approach” which incidentally is
the kind of teaching methodology that tends to prevail in Asian public schools. The new approach is based on viewing language as a combination of:

1. Linguistic Structures

2. Situational Settings

3. Communicative Acts

This is known as the "communicative approach" to language teaching. Communication is not simply a matter of what is said but where it is said, by whom, when and why it is said. In short, this is basically the "communicative function" or "purpose" of language.

At the opposite extreme from the speaking approach, and with at least as many flaws is the purely "conversational" approach, where it is assumed that exposure to lots of conversation from a native English speaker will produce a high level of aptitude in the students. Whereas the structural approach promotes accuracy and tends to inhibit communicative confidence, the conversational approach tends to create communicative confidence in combination with many entrenched. Being keen to communicate and yet not being able to do so properly is almost as risky as knowing what to say but not having the confidence or practice to use it,
The 3p (practice presentation production) approach to Language Teaching is the most common modern methodology employed by professional schools around the world. It is a strong feature of the renowned CELTA certification and other TEFL qualifications offered especially in the United Kingdom. Such as Claire Fenton stated followed.

"Claire Fenton said The school has a long history of teacher training. Indeed, it was one of the very first organizations to offer training for English language teachers in the UK. The RSA (Royal Society of Arts) TEFL certificate, now called the Cambridge Certificate in English Language Teaching to Adults (CELTa), was first introduced into the USA by St Giles College in San Francisco. We continue to raise standards in the language teaching profession through the St Giles Educational Trust - a registered charity".12

While this approach is generally geared toward adult learners or students, most of the principles involved are also essential to lessons for children. It is very important to understand what practice presentation productions really are, and how they work in combination to create effective communicative language learning.

To explain the process in brief, the beginning of a lesson involves the introduction of the new language in a conceptual way in combination with some kind of real (or at least "realistic feeling") situation. When this is understood, the students are provided with a linguistic "model" to apply to the

concept they have recognized. With this "model" in mind, the students practice the new language by means of various "controlled" activities. After sufficient practice, the students move into some kind of "productive" activity, where a situation calls for the language to be used naturally without correction or control. In general, for communicative language learning to be most effective, the three stages need to occur and they must flow easily from one stage to the next.

L. PRACTICE

The Practice stage is the best known to students irrespective of their training. However, it is a stage that is often "over-done" or used ineffectively, either because Presentation was poor (or lacking altogether) or it is not seen and used as a natural step toward Production. It is the important first stage to communicative language training,

It is important that practice activities are appropriate to the language being learned and the level and competence of the students. Essentially Practice is the testing procedure for accuracy, and the frequency procedure for familiarity with the language. It is also a remedial stage. A good way to summarize effective Practice is to see it as repetition leading to competence and accuracy in terms of Phonology and Syntax. Practice activities need to be clear and understandable - they should also be directed toward promoting a considerable degree of
confidence. In general, a carefully laid out practice activity that looks "attractive" to the eye will generate the others students' motivation. They need to be challenged, but they should also feel that the activity is "within their reach". Making a smooth transition from Presentation to Practice usually involves moving the students from the Individual Drill stage into Pair Work (chain pair-work, closed pair-work and open pair-work). Communicative practice then leads the way toward Production.\footnote{Douglass brown, *principles of English learning and teaching*, Cambridge University press. 2002.40}

M. **PRESENTATION**

Presentation involves the building of a situation requiring natural and logical use of the new language. When the "situation" is recognized and understood by the other students, they will then start instinctively building a conceptual understanding of the meaning behind the new language, and why it will be relevant and useful to them. When the situation surrounding the new language and the conceptual meaning of it has been achieved, the new language should be introduced by means of a linguistic "model". It is this model that the students will go on to practice and hopefully achieve naturally without help during a productive activity.

For obvious reasons, it is naturally easier to "present" new language to ESL students (who are learning English as a Second Language in an English
speaking environment) than it is to EFL (English as a Foreign Language) students, who hear little or no English outside of the classroom. EFL teachers in particular need to work hard to build "realistic" feeling situations requiring the new language. If the "situation" appears totally unreal or even farcical to the students, so too will the language they are learning.

An important aspect of introducing the situation requiring and concept underlying new language is to build them up using whatever English the students have already learned or have some access to. At lower levels, pictures and body language are typical ways of presenting new language. As students progress, dialogues and text can also be used.

There are a variety of ways in which new language items may be presented but most Presentations should have at least some of the following features: meaningful, memorable and realistic examples; logical connection; context; clear models; sufficient meaningful repetition; "staging" and "fixing"; briefness and recycling.
N. PRODUCTION

The Production Stage is the most important stage of communicative language teaching. Successful Production is a clear indication that the language learners have made the transition from "students" of the key language to "users" of the language.

Generally, Production involves creating a situation requiring the language that was introduced in the Presentation Stage. That situation should result in the students "producing" more personalized language. Production is highly dependent on the Practice Stage, because if students do not have confidence in the language then they will naturally be hesitant to independently use it. One of the most important things to remember is that Production activities should not tell students what to say. Whereas in Practice the students had most or all of the information required, during Production they don't have the information and must think. Ideally it is challenging in that it is representative of "real life" situations. Creating and engaging in "Productive" classroom activities can require a certain level of cognitive ability. Production activities for students in particular need to be carefully thought out and prepared. Some good examples of effective Production activities include situational role-plays, debates, discussions, problem-solving, narratives, descriptions, quizzes and games.