

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Relevance Theories

2.1.1 The Nature of speaking

Speaking is one of language skill which is very important to be mastered by students in order to be good communicator. Speaking is the verbal use of language to communicate with others. People speak in order to express their idea, their feeling or respond to the other's talk. When the others can understand what has been talked, it means that the speaker get the meaning across.

Cameron (2001) mentions that “speaking is the active use of language to express meaning, so that other people can make sense of them to speak in the foreign language in order to share understanding with other people requires attention to precise details of the language”. A speaker needs to find the most appropriate words and the correct grammar to convey meaning accurately and precisely and also need to organize the discourse, so that a listener will understand.

According to Chaney (1998), speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in variety of contexts. Speaking is important in language learning and teaching. For many years, students repeated the drills and memorized the dialogs but today, they should learn how to express themselves. They should learn to follow social and cultural rules in any situation. They learn to speak in different communicative circumstances. Moreover, it involves the speaker to use speech express meanings

to the other people (Spratt, Pulverness, and William, 2005). Some people think that if they want to be able to speak fluently in English, they need to be able to pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech. However, speaking is more than it. Actually, speakers of English have to be able to speak in different genres and situation (Harmer, 2007).

Tarigan (1990 : 3-4) defines that speaking is a language skill that is developed in child life, which is preceded by listening skill, and at that period speaking skill is learned. It means that speaking is the basic language. The process of speaking skill has happened or preceded by listening skill. Increasing listening skill is very beneficial for speaking ability. The goal of teaching speaking skills is to communicate efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest.

Penny Ur (1991:201) says that Characteristics of a successful speaking activity:

1. Learner talk a lot. As much as possible of the period of time allotted the activity is in fact occupied by learner talk. This may seem obvious, but often most time is taken up with teacher talk or pauses.
2. Participation is even. Classroom discussion is not dominated by a minority of talkative participants: all get a chance to speak, and contributions are fairly evenly distributed.

3. Motivation is high. Learner are eager to speak: because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task objective.
4. Language is of an acceptable level. Learners express themselves in utterances that are relevant, easily comprehensible to each other and of an acceptable level of language accuracy.

Speaking is one of important aspects that should be mastered by the students in learning language. Through speaking, the students can express their idea, feeling, and opinion by producing sounds or utterances. It makes them able to communicate and interact with the society by using the language. According to Bygate (2001:16), speaking is physically situated face to face interaction: usually speakers can see each other and so can refer to the physical context and use a number of physical signals to indicate, for instance, attention to the interaction, their intention to contribute and their attitude towards what is being said. Then, Bailey (2003:48) says that speaking is a process of producing verbal utterance which is done to deliver meaning. It can be concluded that speaking is a process in sharing idea and opinion in oral language which is situated face to face interaction for making communication in the society.

Speaking can be categorized into some types. Brown (2004:141) explains some basic types of speaking. (1) Imitative, the ability to imitate a word or phrase or possibly a sentence. During this activity, a number of prosodic, lexical, and grammatical properties of language will be included in the criterion performance. (2) Intensive, the production of short stretches of oral language designed to

demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationship. (3) responsive, it includes interaction and test comprehension but at the somewhat limited level of very short conversation, standard greetings and small talk, simple requests and comments and the like. (4) Interactive, interaction can take the two forms of transactional language, which has the purpose of exchanging specific information or interpersonal changes, which have the purpose of maintaining social relationship. (5) Extensive, extensive oral production task includes speeches, oral presentations and storytelling, during which the opportunity for oral interaction from listener is either highly limited or ruled out altogether.

In mastering speaking skill, there are some components that should be considered by the students. The components influence the way they speak by using the language. According to Cohen (1994:266), there are some important components in speaking skill. (1) fluency; smooth flow of speech with the use of rhetorical devices to mark discourse pattern. (2) grammar; control of complex and simple construction. (3) pragmatic competence; use of conversation devices to get the message across and to compensate for gaps. (4) pronunciation; degree of influence of native-language phonological features. (5) sociolinguistic competence; use of appropriate social registers, cultural references, and idioms. (6) vocabulary; breadth of vocabulary and knowledge of vocabulary in field of interest or expertise. By knowing those aspects above the students will be able to practice their speaking ability in real communication and situation.

From the definition above, the researcher can conclude that speaking is particular skill that has many functions in daily life. By speaking we can share our ideas, feeling, and intention that we are able to interact to others. At least, there are five components that should be considered in speaking such as: pronunciation, grammar, vocabulary, fluency, and comprehension.

2.1.2 Component of Speaking

Harris (1974:81) states there are Five Components of Language that influence speaking ability. They are:

1. Pronunciation

Pronunciation is very important in speaking if we do not appropriate pronunciation it can influence meaning of word.

2. Grammar

Mastering grammar knowledge will help in speaking English, because it will make us know how to arrange the word being good sentences, what tense will be used, how to use appropriate utterance. So, grammar is important role to master the spoken of language.

3. Vocabulary

Mastering vocabulary is first step to speaking English if we do not master vocabulary we cannot utterance what is our purpose. So, need to us to have many vocabularies.

4. Fluency

In speaking, we must speak fluency because listener is able to response what we say.

5. Comprehension

In speaking, comprehension is needed if not misunderstanding will happen between speaker and listener and the communication cannot run well. It also to measure of the students' knowledge.

2.1.3 Types of Speaking

Brown (2004: 271) describes six categories of speaking skill area. Those six categories are as follows:

a) Imitative

This category includes the ability to practice an intonation and focusing on some particular elements of language form. That is just imitating a word, phrase or sentence. The important thing here is focusing on pronunciation. The teacher uses drilling in the teaching learning process. The reason is by using drilling, students get opportunity to listen and to orally repeat some words.

b) Intensive

This is the students' speaking performance that is practicing some phonological and grammatical aspects of language. It usually places students doing the task in pairs (group work), for example, reading aloud that includes reading paragraph, reading dialogue with partner in turn, reading information from chart, etc.

c) Responsive

Responsive performance includes interaction and test comprehension but at the somewhat limited level of very short conversation, standard greeting and small talk, simple request and comments. This is a kind of short replies to teacher or student-initiated questions or comments, giving instructions and directions. Those replies are usually sufficient and meaningful.

d) Transactional (dialogue) It is carried out for the purpose of conveying or exchanging specific information. For example here is conversation which is done in pair work.

e) Interpersonal (dialogue)

It is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. The forms of interpersonal speaking performance are interview, role play, discussions, conversations and games.

f) Extensive (monologue)

Teacher gives students extended monologues in the form of oral reports, summaries, and storytelling and short speeches. Based on the theory above, it can be concluded that there are some points that should be considered in assessing speaking. The students need to know at least the pronunciation, vocabularies, and language functions that they are going to

use. When the students have been ready and prepared for the activity, they can use the language appropriately.

2.1.4 The Function of Speaking

Speaking is two people or more interact and function of speaking such as the speaker can express his ideas to listener and maintain social relation among speaker with listener. Rivers in Shumin (1997), says that the function of spoken language are interaction and transactional. The primary intention of the former is maintain social relationships, while that of the latter is to convey information and ideas. Brown and Yule (1999:23) there are two primary function of spoken language: transactional- to convey information and interaction to establish and maintain social relation. According to Nunan (2003:56) says that interaction is communicating with someone for social purposes. It includes both establishing and maintains social relationship. Transactional is involves communicating to get something done, including the exchange of good and services.

Moreover, Halliday in Hawes and Thomas (1994) says three major functions of language: the ideational, the textual, and the interpersonal. Two of these, the ideational and interpersonal, have particular relevance to a discussion of how the spoken language is used. Halliday describes the ideational component of language as being concerned with the expression of content. The interpersonal is concerned with the social, expressive, and cognitive functions language.

The interpersonal functions of language is reflected in the kind of social talk social that we participate in throughout the day in conversational exchanges with family, friends, colleagues, etc. This kind of relaxed verbal interaction is the use

of language to establish and maintain social relations. Halliday second component of language, the ideational, corresponds to a function of language quite different from its use for social relations. This is the use of the language to express content and to communicate information. It is an essential aspect of most real-life situations, whether in study or business, professional, or most other work contexts.

Based on explanation above, the researcher concluded that the speaker do to interact with listener so that can convey information. In other hand, the speaker can maintain social relation to listener.

2.1.5 Elements of Speaking

Here is the component of speaking skill according to Syakur. According to Syakur (1987: 5), speaking is a complex skill because at least it is concerned with components of grammar, vocabulary, pronunciation, and fluency.

1) Grammar

It is needed for students to arrange a correct sentence in conversation. It is in line with explanation suggested by Heaton (1978: 5) that student's ability to manipulate structure and to distinguish appropriate grammatical form in appropriate one. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

2) Vocabulary

Vocabulary means the appropriate diction which is used in communication. Without having a sufficient vocabulary, one cannot communicate effectively or express their ideas in both oral and written form. Having limited vocabulary is also a barrier that precludes learners from learning a language. Language teachers, therefore should process considerable knowledge on how to manage an interesting classroom so that the learners can gain a great success in their vocabulary learning. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.

3) Pronunciation

Pronunciation is the way for students' to produce clearer language when they speak. It deals with the phonological process that refers to the components of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. There are two features of pronunciation; phonemes and supra segmental features. A speaker who constantly mispronounces a range of phonemes can be extremely difficult for a speaker from another language community to understand (Gerard, 2000:11).

4) Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and “ums” or “ers”. These signs indicate that the speaker does not have to spend a

lot of time searching for the language items needed to express the message
(Brown. 1997:4)

2.1.6 The Nature of Teaching Speaking

Since English is included as a compulsory subject in senior high schools in Indonesia, the learners have the same need. The need is passing the examinations to move to the next level and graduate from the school, and the general requirement is the students are able to speak and hold conversations.

From a communicative purpose, speaking is closely related to listening. The interaction between these two skills is shown in the conversation. Brown (2001: 275-276) states that there are seven principles for designing speaking techniques.

- a. Use techniques that cover the spectrum of learner needs, from language based focus on accuracy to message-based on interaction, meaning, and fluency.
- b. Provide intrinsically motivating techniques.
- c. Encourage the use of authentic language in meaningful contexts.
- d. Provide appropriate feedback and correction.
- e. Capitalize on the natural link between speaking and listening.
- f. Give students opportunities to initiate oral communication.
- g. Encourage the development of speaking strategies.

The process of teaching speaking itself can be done in several stages. Scott (1981) mentions three stages to complete the teaching of speaking. The first stage is stating objectives. The teacher has to put across what operation the students are going to learn. When the students understand the objectives of learning, the

instruction will be done communicatively. The teacher could tell students the objective of the lesson directly. Giving students clues for brainstorming the objectives is preferable. Another way is using visual aids to attract students' attention and participation.

The next stage is presentation. One thing that should be considered in this stage is the whole language operations that will be given in the lesson are presented in context. It is very important to make language items clear. To contextualize a language item, the teacher can use text, video, recorded or picture in the form of transaction of native speaker and the like.

The last is practice and production. Drilling check will be given to the students in the phase to see if they have understood of what is being learnt through choral repetition of language presented and then move to individual responses. The teacher will direct the students by providing information gap and feedback for students. And the students' replies are not only seen from the grammatical accuracy point of view but rather of language appropriateness and acceptability.

Then, there are some important points that should be considered in teaching speaking to young learners. The first thing to be considered is who the learner is and why they are. The clear objective is the next. In the end of the lesson, students at least are able to do something using oral English. The third is since the final objective of learning speaking is communication, all materials that are given to the students such as vocabulary, grammatical structures, and other language items, are expected to be applied by students in the daily life. Teacher's

role in the speaking learning is creating activities in which the students can practice and apply what they have learnt orally. In other words, this is the turn of the students to practice communication.

2.1.7 Teaching Strategies

In traditional classrooms, learners typically did not learn how to become better language learners on their own once they left a school or collage. While they learned how to memorize individual words and grammatical patterns, and to proactive them in contrived contexts, the underlying strategies behind the classroom teaks were rarely made explicit. As a result, students rarely learned how to make use of this stored knowledge in an organized and creative way. Ways of learning language better and more effectively was not on the pedagogical agenda, and practice was therefore often unfocused and not directed at those skills they needed to improve.

Besides, Richards (2001) points out that learners' learning styles may be an important factor in the success of teaching and may not necessarily reflect those that teachers recommend. Willing (1985, in Richards, 2001: Nunan, 1999) mention four different learner types:

1. Concrete learners

These learners prefer learning by games, pictures, films and video, talking in pairs, learning through the use of cassettes, and going an excursion.

2. Analytic learners

These learners like studying grammar, studying English book, studying alone, finding their own mistakes, having problems work on, and learning through reading newspaper.

3. Communicative learners

This group like to learn by observing and listening to native speakers, talking to friends in English, watching TV in English in shops, and so on, learning English words by hearing them, and learning by conversation.

4. Authority-oriented learners

These students like the teachers to explain everything, writing everything in notebook, having their own textbook, learning to read, studying grammar, and learning English word by seeing them.

2.1.8 Teaching Strategies of Speaking

Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Chaney, 1998, p. 13). 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 just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social

and cultural rules appropriate in each communicative circumstance. In order to teach second language learners how to speak in the best way possible, some speaking activities are provided below, that can be applied to ESL and EFL classroom settings, together with suggestions for teachers who teach oral language.

Speaking, especially in a foreign language, is a very demanding activity for all ages of learners. It is because in order to share understanding with other people using a foreign language, one needs to pay attention to precise details of the language. He/she needs to find the most appropriate words and also the correct grammar to convey meaning precisely, fluently and accurately. It is also very important to organize the discourse so that the interlocutor understands what the speaker says (Cameron, 2001).

According to Hughes (1993), the teaching and learning of speaking is the development of the ability to interact successfully in that language and this involves comprehension as well as production. Speaking practice starts with practicing and drilling set phrases and repeating models. It can also mean communicating with others in situations where spontaneous contributions are required. Therefore, fluent speakers have to learnt not only about the language but also what the appropriate things to say in certain situations.

What is meant by "teaching speaking" is to teach ESL 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.
6. Use the language quickly and confidently with few unnatural pauses, which is called as fluency. (Nunan, 2003)

Now many linguistics and ESL teachers agree on that students learn to speak in the second language by "interacting". Communicative language teaching and collaborative learning serve best for this aim. Communicative language teaching is based on real-life situations that require communication. By using this method in ESL classes, students will have the opportunity of communicating with each other in the target language. In brief, ESL teachers should create a classroom environment where students have real-life communication, authentic activities, and meaningful tasks that promote oral language. This can occur when students collaborate in groups to achieve a goal or to complete a task. There are three stages in teaching speaking (Harmer, 2001). They are introducing the new language, practice, and communicative activities.

1) Introducing the new language

English is the new language for students. It should be introduced as to meaning, forms, and functions. The meaning relates to its denotation, connotation, and culture. The function relates to the social life and the form relates to its linguistics.

2) Practice

Practicing a new language is not just once. A teacher should reinforce again and again so that the students become familiar and automatic in producing the language. The teacher can create an atmosphere in which the students feel enough to find the words to express themselves in a real situation.

3) Communicative activities

Communicative activities should be aimed at the communication that happens daily. The students are prepared to learn speaking within the text available in the students' books. These models of dialogues, of course, are limited because the students have no chance to express their own ideas, and they have no challenge to create new situation. Learning strategies have been worldwide issues in English language teaching and have drawn considerable attention from scholars in the last few decades. It is proven by dozens of studies which have been carried out to get deep insight into many aspects of learning strategies, particularly when Oxford (1990) came up with a questionnaire to assess language learning strategies called Strategy Inventory for Language Learning (SILL). It has been translated into many languages and used in many different countries around the world. Some of the studies try to profile the use of strategies by different groups of learners of English such as Indonesian (Lengkanawati, 1997), French (Merrifield, 1996) Taiwanese (Lan & Oxford, 2003), Japanese (Mochizuki, 1999), and Singaporean (Wharton, 2000). Some others pose learning strategies as predictors of learning success (Mistar, 2011a; Thomson & Rubin, 1996), and still some others pose

learning strategies as criterion variables predicted from a number of other variables such as gender, proficiency level, motivation, personality, and language aptitude (Oxford & Ehrman, 1995; Huda, 1998).

Douglas (2007, p.332) proposed these speaking strategies so that students are able to communicate in an oral way:

1. Asking for clarification (what?)
2. Asking someone to repeat something (huh? Excuse me?)
3. Using fillers (uh, I mean, well,) in order to gain time to process
4. Using conversation maintenance cues (uh-huh, right, yeah, okay, hm)
5. Getting someone's attention (hey, Say, So)
6. Using paraphrases for structures one can't produce
7. Appealing for assistance from the interlocutor (to get a word or phrase, for example)
8. Using mime and nonverbal expressions to convey meaning
9. Circumlocution is another strategy which was used by Mendez and Marín (2007,p.78) and it was added to the four specific strategies taught during this research.
10. Circumlocution which is the use of a synonym or a descriptive sentence for unknown words. For instance. An item you use to sit down (chair).

Here is some teaching strategy used in teaching speaking:

a. Procedural Teaching strategy

To achieve the requirements, ten students of basic level were chosen to participate in a short workshop that we designed which was divided into three sections. The first part of the workshop was classified as a pre-task, a questionnaire was applied and the results were registered in a checklist where we collected the data to find out if students used any strategy, afterwards the students had to carry out an activity given by the teacher in order to speak.

The purpose of this first session was to find out if students knew about the speaking strategies and how to use them at the moment of a conversation. At the end of the pre-task we realized that students did not use any of these. A journal was used as well to keep all the details observed during the sessions. The decision to use Fillers, Circumlocution, Asking for clarification and Expressing not understanding, was based on the problems identified in class and the pre-task, observed in the video recording and the survey. During the training session or training task the students were given some speaking activities and before every activity they were taught how to use the strategies, one at a time. The first strategy taught was Fillers, the order was on purpose, since we believed that we had to start with fillers; this strategy would smooth the process of teaching the other strategies. Mendez and Marín (2007, p.79) suggest that fillers “help students to fill those silent periods” where they take a long time to remember the word they want to say at the moment.

The second strategy taught was circumlocution, students replace the unknown or forgotten word by a synonym or a descriptive sentence, which can help the student to avoid the use of Spanish during the English class and while giving the description they might remember the word or while he/she explains, another classmate can recall the word and tell him/her.

The third strategy was asking for clarification, this strategy was taught in order to motivate students to ask for an explanation when they do not understand an idea, a question or a word which is very common at this basic level. Instead of being silent, students could use questions like: what do you mean?, or again, please?. Pardon?, or expressions like: You mean that..., what you are trying to say is...etc.

The last strategy taught to these first semester students was expressing not understanding by gestures (quizzical look) or expressions (I'm sorry... can you repeat that?), this strategy does not require a good level of English, actually if the student has a good level of English and is having a conversation with a student who barely speaks then this student will have to use the expressing not understanding strategy and vice versa.

b. Visualization Strategy

Visualization is the process or result of forming mental images while reading or listening to a story (Harris, 2001:113). It makes readers easily to understand the text because the readers are looking beyond the words

and creating images. Through the images, readers are able to recall the material much easier. It also helps readers feel more connected to the material. Readers are able to see the characters and their actions and feel as if you are a part of the scene. It creates a more personal experience and even links the readers with the story. By imagining the characters and the setting, the readers are becoming more involved in the story.

As Zimmermann and Hutchins (2003:71) discuss, sensory images are the cinema scenes unfolding in your mind that make reading three-dimensional. Images are fluid; readers adapt them to incorporate new information as they read. These images come from all five senses and from the emotions they evoke and are anchored in the reader's prior knowledge.

When readers draw on their knowledge and experiences to see pictures in their minds, they are engaging in visualization. By vividly visualizing the events depicted by the author's words, creative readers allow themselves to become part of the story; they see the colors, hear the sounds, feel the textures, taste the flavors, and smell the odors the writer describes. They will find that they are living the story as they read. By doing this, they will enjoy the story more and understand it more deeply (Roe and Smith, 2005:35). The activities done in visualization strategy make the students got better achievement in reading narrative text because the students were actively participating in the groups by sharing their ideas toward the text they are reading.

Gunawan (2000:34) also stated the students could learn more about reading by talking and listening to each member of the groups. They provided to support for one another through difficult points in the reading process. Every member became an immediate audience while the text was being constructed. Through learning activities such as exchange of ideas, learners got more servings to be directly involved in the learning process and learning to take responsibility will running smoothly in the learning process.

Goudvis and Harvey (2000:69) define visualization as, “creating pictures in our minds that belong to us and no one else. Visualizing personalizes reading, keeps us engaged, and often prevents us from abandoning a book prematurely. This definition focus on a reader’s schema, or background knowledge. She believes that everyone’s visualization is different because of each person’s unique background knowledge developed in their individual schema. For example, by drawing the characters or setting from a story, teachers can determine whether or not the student truly understands where the story is taking place and which characteristics each person in the book possesses. Drawings also allow the teacher to pinpoint any misconceptions a student might have and be able to correct them.

c. Board Game

Hammond (2011, P. 1). While the concept of a board game is not new, the playing of board games is timeless. Many of us enjoy playing a good board game now and then. Perhaps some of us have a regular "game night." Whether you go

for the traditional Monopoly or Yates or prefer more unique games like Gator Golf and Bolkus, board games can be very entertaining. A lot of companies are making educational board games that teach things such as adding or phonics. While these are obviously educational, any type of board game can teach kids many important concepts.

This article will address 5 important concepts that playing board games can teach children. 1. Taking Turns and Having Patience, 2. Playing Fair, 3. Reasoning and Strategy Skills, 4. Good Sportsmanship, 5. Friendships and Working Together.

1. Taking Turns and Having Patience: In board games, kids are taught to wait for their turn. Sometimes this can be hard as kids tend to get anxious. However, as this skill is practiced, it will get easier for them in board games and in playing with friends and siblings in general.
2. Playing Fair: It is so easy for kids to get upset when they lose a turn or things don't go the way they planned, but it is important for them to learn that cheating is not fair. In a way it follows the golden rule because they wouldn't want someone else to cheat so they need to not cheat. Learning this concept will help kids as they grow older and have different disappointments when things don't turn out as planned. It will also teach them to be honest in school and, later on, the workplace.

3. Reasoning and Strategy Skills: Playing board games will help kids reason and strategize about the best way to "play their cards" to their best advantage. This is an important concept in making everyday life decisions throughout.
4. Good Sportsmanship: Many kids get so worked up about having to win the game and boast if they do. Then if they don't win they may be bitter or say hurtful things. Kids need to know that having fun is the most important part of playing the game and to be humble and have good sportsmanship no matter who wins. Learning this concept can help them in any friendships they have as well as to be happy about others achievements.

d. Small Group Discussion Strategy

Learning together to overcome the problems, tasks or homework that one done at specific place and on certain time by some persons or students are called discussion. They may interact, ask and answer, also debate each other. In discussion, the students allow to discover or state personal point of view discussion create closer friendship and solidarity among the students and they receive the talk to their needs (Bibber, 2003:201). It includes the context of language function such as requesting, sharing information, greeting, expressing, opinion, making judgment, agreeing or disagreeing, getting more information, improving someone's students and long idea, etc. By doing point of view about,

the student are claimed to be more creative and diligent to prepare them solve with the material that will be descended on the next discussion.

Small group discussion is strategy at language teaching which the teacher divided the class into small group. The group can be labeled group A, B, C, D and so forth, they discuss the tasks, homework, individual working, decide the meeting schedule, select the leader of group, discuss about responsibilities, correct the error tasks, make a planning work, etc.

According to Burcher (2014:1) small group activities are students to take active rule and must be simulating, pro active and exciting. Its means that all the members of small group discussion must be active, shared idea and interact during the discussion. All students include in activities while the teacher monitor them activities and help them if it is needed.

The procedure of small group strategy is as follow (Ruddock,2000:51):

1. The teacher divides the students into 6 groups.
2. The teacher gives reading material and asks them to comprehend it.
3. The teacher asks every group to summarize the reading material.
4. The teacher asks every group to present their reading material in front of the class
5. The teacher asks students to give questions to another group about their material and discuss the answer together.

In doing small group discussion, the teacher should concern with some criteria or characteristic. AS Ruddock (2000:51) explain the simple and useful set

of criteria for and effective small group works are all members participate, students argue among themselves and ask questions, all enjoy the meeting and keep discussion keeps close to the point and also gain some understand.

In this research, a small group strategy means four students in reading class will have discussion and sharing their knowledge of reading text. All of the student's activities were done in group discussion except in answer the question of the text.

e. Jigsaw

The jigsaw technique is a method of organizing classroom activity that makes students dependent on each other to succeed. It breaks classes into groups and breaks assignments into pieces that the group assembles to complete the (jigsaw) puzzle. It was designed by social psychologist [Elliot Aronson](#) to help weaken racial cliques in forcibly integrated schools.

The technique splits classes into mixed groups to work on small problems that the group collates into a final outcome.^[1] For example, an in-class assignment is divided into topics. Students are then split into groups with one member assigned to each topic. Working individually, each student learns about his or her topic and presents it to their group. Next, students gather into groups divided by topic. Each member presents again to the topic group. In same-topic groups, students reconcile points of view and synthesize information. They create a final report. Finally, the original groups reconvene and listen to presentations from each

member. The final presentations provide all group members with an understanding of their own material, as well as the findings that have emerged from topic-specific group discussion.

Here are ten steps in implementing Jigsaw in classroom according to Aronson (2008):

1. Students are divided into 5 to 6 persons in each group. These groups should diverse in ability, race, gender and ethnicity.
2. The teacher appoints one student in each group to be the group leader. These leaders should be the most matter student in the group.
3. The material is divided into 5-6 segments and distributed for each member of the group
4. Each student ought to study their own part of material
5. The teacher gives time for students to read and understand the part of the material given.
6. Next is forming the Jigsaw group in which the student of should gather to with the student with same material. This is called the “expert group”. In this group the students have to discuss the main point of the material, solve the problem and rehearse the presentation they are going to make.
7. Students return to their home/jigsaw group and teach their peer in their Jigsaw group. Other members are encouraged to ask questions for clarification.

8. The teacher floats from the group in order to observe the process. Teacher may intervene if the students find difficulties. If there is a student in the group that dominates the discussion, it is the role of the leader to handle it. The teacher can whisper to the group leaders until the group leaders can handle it themselves.

f. Making Small Talk

The ability to make small talk is not something easily acquired. It demands a lot of practice but, when successful, it is highly valued. Making small talk means of course talking about almost anything and thus having a wide appropriate vocabulary covering most topics of interest. It is an important speaking activity leading to a gain of specific vocabulary and ability in coping with spontaneous circumstances. First the teacher should choose a topic that might interest all the students and keep to it in order to get their involvement. Students in Geography of Tourism are more likely to be interested in small talk about travel, food and catering, travel offers or tourism professionals.

g. Using role-plays

The role-play is a basic speaking activity focussed on target structures which the teacher provides by the use of cue cards turning ordinary conversation practice into a mini drama, and thus humanising language teaching. It can be an excellent opportunity for students to launch themselves into extended interaction and a good way to develop fluency by focusing on the task in hand. The teacher

should build up the atmosphere by asking lead-in questions so as to warm up and engage students' interest in the specific situation and to set the context of their role play.

h. Expressing Points of View

This speaking activity helps students express their opinions on a number of (controversial) issues and explain their reasoning. The teacher should give points of view worksheet and ask them to rate their opinion from one to ten (**1-strongly agree / 10 - strongly disagree**) on different statements from the students' field of interest. It is a dynamic activity involving on the long run a gain of confidence and self-assuredness of students expressing their own points of view or in making comments on other person's point of view.

They will also learn how to put up with diverse and opposing ideas letting the others state their own opinions which will definitely lead to a higher quality of the discussion. As a follow-up activity, students may be asked to sum the main ideas up in a short presentation.

i. Debating on Different Topic Discussions :

A debate is a form of argument based on several rules of conduct and arguing techniques. It is a more engaging activity since students need to develop concepts and to argue on diverse subjects embarking in pros and cons and

commenting on the arguments presented. This speaking activity is usually performed in a debating team each speaker having specific roles during the topic discussion. In debating each team will present points in favor of their case, but they will also take into account and criticize the other team's arguments through what it is called rebuttal.

j. Practising Group Decision Making Activities

Group decision making is a conversational task based on reflective thinking and brainstorming. This pattern of speaking activity is straightforward, presenting students with a range of decisions, each with several options to make a choice from. It is an excellent exercise for improving the dynamics and competitiveness with a class, students being asked to make a systematic approach to a particular topic and to generate as many ideas as they can within a structured framework for discussion.

k. Discussion Technique

Class discussions are, after lecture, the second most frequently used teaching strategy, one [mandated](#) by the Common Core State Standards because of its many rewards: increased perspective-taking, understanding, empathy, and higher-order thinking, [among others](#). These benefits, however, do not manifest without a skillful and knowledgeable facilitator.

Unfortunately, a preponderance of [evidence](#) demonstrates that many teachers mistakenly conflate discussion with **recitation**. "Typical teacher-student

discourse resembles a quiz show, with teachers asking a question, the student replying, and the teacher evaluating the student's response.

Killen's and Kelly's concepts above are in line with Brown's notion. Brown (2001:178) affirms essential advantages of group discussion in EFL teaching: (1) students are able to generate interactive language; (2) students are embraced by an effective climate; (3) students are to promote learner responsibility and autonomy; and (4) students are able to understand toward individualizing instruction. Moreover, Suryosubroto (2002: 179) also highlights that discussion is a strategy in teaching in which the teacher gives great opportunity to the students for having scientific dialogue in gathering opinions, making conclusion, or giving an alternative solution to a certain issue. He asserts that discussion technique provides opportunities for students' thoughtfulness about information received in class so that they are able to solve the problem discussed.

2.2 Review of Related Findings

First, a researcher Agung Ginanjar Anjaniputra, English Education Study Program of Indonesia University of Education has conducted a study *"TEACHER'S STRATEGIES IN TEACHING SPEAKING TO STUDENTS AT SECONDARY LEVEL"* (2013). The researcher found the result revealed that the strategies used by the teacher were cooperative activities, role-play, creative tasks, and drilling. In the meantime, students' response towards the strategies resulted in positive attitude as they responded that the strategies helped them to speak, as

well as concerned oral production of students whose participation was emphasized.

Second, “*Students’ Learning Strategies for Developing Speaking Ability*” (2015) by Sofyan A. Gani, Dian Fajrina, and Rizaldy Hanifa, Syiah Kuala University, Banda Aceh, INDONESIA. The result of this study indicated that high performance speaking students had better balance in using all kinds of learning strategies (memory, cognitive, compensatory, metacognitive, affective, and social) for enhancing their speaking skills; the same could not be found with low performance speaking students. Besides, the high performance students employed more learning strategies consciously and appropriately compared to the low performance students. Based on the research results, it is suggested that students should be trained to be more aware of their own speaking learning strategies. They should use appropriate language learning strategies more consciously, purposefully, and frequently to be more successful in developing their speaking skills.

Third, “*JUNIOR HIGH SCHOOL STUDENTS’ LEARNING STRATEGIES AND THEIR ACHIVEMENT IN SPEAKING: A CASE STUDY AT SMP NEGRI 3 PADANG PANJANG*”(2013) by Yanit Rahmadeni, Zul Amri, and Aryuliva Adnan . They concluded that type learning strategies that mostly used by student is metacognitive strategies. According to the data found, most of students of 8/1 and 8/4 classes relize the metacognitive type of strategies was cognitive strategies which might because the learner do not realize the essential.

This thesis is different from the previous research, they are talked about teaching strategies used by English teacher in teaching speaking at SMA Education 21 , explain about teaching strategies used by teacher and influence the strategies. This thesis is focus in an analysis of teaching strategies on teaching speaking of the first grade at SMA Education 21 Pekanbaru.

2.3 Conceptual Framework

Speaking is one of the important skills that should be acquired by students. Ideally, in the speaking teaching and learning process, students have to be given some opportunities to practice a target language and produce it in the spoken form. They can practice the language in the forms of dialogs, monologs, discussions, games, or role plays. Besides, those practices can be given in controlled, guided, or creative. Moreover, they have to be able to not only speak fluently in English, but also pronounce phonemes correctly, use appropriate stress and intonation patterns, and speak in connected speech and different genres and situations.

Based on chapter one, researchers want to know what the strategies used by English teacher in teaching speaking first grade student at SMA Education 21 Pekanbaru. And after that, researchers wanted to know how influences the student from those strategies.

2.4 Assumption

The researcher assumed that the English teacher at the first grade of SMA Education 21 Pekanbaru use various strategies in teaching speaking language.



Dokumen ini adalah Arsip Miik :

Perpustakaan Universitas Islam Riau