

CHAPTER II

LITERATURE REVIEW

A. Definition of Speaking

Speaking is a way of communicating to convey messages, ideas, and thoughts orally to one or many people. Speaking ability is necessary for the four aspects that must be mastered because speaking is the most important aspect of learning English at school and in everyday life in society. According to Efrizal (2012) speaking is a way to convey, express and communicate ideas and messages as well as thoughts conveyed orally, which are important for establishing interactions with people where they speak in everyday life. Speaking is the process of conveying messages, ideas, and ideas as well as giving and receiving language at the same time when interactions are carried out (Nugriyanto, 2010:397).

Speaking ability is important in a daily life to communicate with each other. According to Rao (2019) speaking is important skill to make a good communication in the world as a way to explore ideas by doing something to imply knowledge about the thing to be explained and explain it in spoken language that reflects the context or situation that occurs and is involved in a special relationship with the type of activities involving speakers. It means that if learning to speak is carried out accurately it can help them explore their ideas, especially in learning English to give and receive and respond to information so that a relationship involving fellow speakers occurs.

According to Kayi (2012) speaking is an important part of learning English as a second language without speaking skill, a conversation will not be able to occur correctly. Speaking as an ability in communication that is carried out orally with more complex skills, which means that in addition to knowing the sound, structure, vocabulary, and culture of language, speakers must have and think about the ideas they want to express, to begin with. conversation or responding to previous speakers as well as being aware of the appropriate functional expression. The meaning, in this case, is that speaking is a more

complex skill because it combines several aspects such as listening, grammatical structures, a large vocabulary, the correct pronunciation of words and how to pronounce words clearly, and being aware of what you want to say so that good conversation occurs. Speaking includes both uttering words and using those words to convey a message. Speaking is a kind of communication that includes saying words out loud, asking for something, and giving a speech (Leong and Ahmadi, 2017, p. 34).

Speaking is needed to explain, and express opinions in the form of words and to describe ideas. According to Collie and Slater (2005:8) stated that speaking is a way for someone to express their ideas in developing fluency in English and other languages and convey them orally. This can be interpreted that speaking fluently involves speaking easily and precisely with other people but still using simple sentences in the context.

Based on the understanding that has been described by the experts above, the researcher can conclude that speaking is the ability to convey ideas or ideas and related topics. The speaker must also pay attention to speech and have an extraordinary vocabulary, understandable grammar, fluency, and accuracy of pronunciation must be considered and through communication, everybody will specific their minds freely (Ayua, 2017).

B. Teaching Speaking

Teaching speaking is teaching carried out by EFL teachers in the classroom to students who use sound media. According to Ababio (2013) defines teaching itself as the process where a teacher assists a learner or a group of learners to a higher level of knowledge or skills. Teaching is an interactive activity that typically involves talks between teachers and students in the classroom that take place during specific pre-planned activities Rajagopalan (2019). The concept of teaching is divided into three areas by the International Encyclopedia of Teaching and Teacher Education. (1) The idea that teaching is successful implies that learning is involved in teaching. Learning is a necessary component of teaching, and teaching is an activity that

inevitably influences learning. (2) Teaching as an intentional action implies that learning may not logically follow from teaching, but that learning can be expected to follow from teaching. (3) Acting in a way that promotes learning for others is referred to as teaching. It refers to a group of activities, the main members of which are indoctrination and training (Green, 1968 cited in Rajagopalan, 2019). It means that the concept in the learning process must be considered to achieve the learning objectives to be achieved. Classroom activities appear to be an important part of a language course, as the purpose of language instruction is to provide students with the ability to communicate. Hence, when creating and implementing activities that can help students learn more easily (Richards and Renandya, 2005).

C. The Importance of Teaching Speaking

Teaching speaking at school is important to improving students' skill in public speaking or in communication of daily life. According to Setiawan et al (2019) Teaching speaking skills in English as a foreign language needs good treatment to give good results to the learners. It was mentioned that the teaching style of the instructor has a significant impact on all types of learning, particularly the learning of a foreign language (Mahmoudi & Mahmoudi, 2015). It means being creative is one of the most crucial qualities a teacher should possess in order to perform well in the classroom and aid students in understanding the information that is being taught. The aim of speaking skill instruction according to Sholihah (2016) is effective communication to the best extent possible, learners should be able to express themselves clearly while utilizing their current proficiency. In addition to abiding by the social and cultural norms that apply in each communication scenario, they should endeavor to avoid muddled messages caused by poor pronunciation, grammar, or vocabulary. Speaking involves instructing students on how to make the sounds and patterns of English, Use intonation patterns, second language rhythm, word and sentence stress, and word stress in your writing. Fluency is the ability to speak a language fluently with few unnaturally pauses. Creative

thinking and ideas are necessary when teachers may approach a problem or event from a fresh angle that differs from the norm, creativity is essential in producing high-quality care (Setiawan et al , 2019).

According to the explanation above, the researcher concluded that teaching speaking as a second language is crucial. Speaking in class aids both the student and the teacher by encouraging them to use creativity in their prose lessons and to comprehend the material.

D. The Role of Teaching Speaking Skill

In teaching and learning activities in class, there are several roles that must be known by the teacher based on (Goh and Burns, 2012, p. 153) to plan a holistic and sequential series of speaking activities such as :

1. Use the various skills that make speech possible
2. Develop fluency in expressing meaning
3. Use grammar flexibly to produce a variety of utterances that can express meaning appropriately
4. Use appropriate vocabulary and accurate forms of language that are relevant to their speaking needs
5. Understand and use social and linguistic conventions of speech for various contexts
6. Using appropriate communication strategies and oral discourse
7. Increasing genre awareness and genre structure
8. Increases metacognitive awareness about second speech
9. Manage and self-regulate their speaking development

It can be seen from the description above that a teacher may occasionally fill more than one role in the classroom. The teachers can take on any role in the classroom, including taking part in discussion activities. They also set the order in which the students must complete their assigned tasks and use the target language not only to deal with the subject matter but also to regulate the interaction in the classroom (Ready, 2021). It means during teaching and

learning speaking activities must be paid attention to to make an interaction and there are some tasks that must be completed.

E. Teaching Strategy

1. Definition of Teaching Strategy

Strategy is one of the important factors to achieve teaching and learning objectives in the classroom. Strategy is a combination of processes where the teacher manages the class to help the students understand more about the material (Balachandran, 2015). In order for a lesson to be delivered more effectively, teachers need a suitable strategy to support the learning process. Teaching will not be successful without it, because in the teaching and learning process, teachers need to plan a method or technique before carrying out activities in the classroom. The strategies used by teachers during teaching will have an impact on students. Therefore, strategy plays an important role in the success of the teaching and learning process.

A strategy is a plan for achieving achievement and learning goals. This suggests that having a strategy is crucial for success, especially in the field of education where a strategy is required for successful learning. According to B. Uno (2014), a strategy is a means of communicating teaching and emphasizing the media that will be used, the types of activity processes that will be employed in class, as well as the teaching and learning structures that will be used. Other experts say that teaching well can overcome the learning objectives and provide motivation for student study groups, certain resources at certain times, and the community environment in schools. This means that a good teacher will use a good strategy Khanifatul (2013: 19).

As previously mentioned, a teaching strategy is a lesson plan in which the teacher decides how to arrange the teaching and learning process in the classroom based on the activities that the students will be carrying out, the media that will be used, and the preparation of the teacher. If teachers can

able to accomplish learning objectives and manage student groups, resources, time, and the school environment, then adopting methods is considered to be successful.

2. The Important Things in Teaching Speaking Strategies

Teaching is defined as a process to provide information to students. When carrying out teaching activities the teacher provides knowledge, messages, or skills to students, and at that time an interactive process occurs between the teacher and students. Several teaching strategies can be used in the classroom including simulation teaching strategies, communication games, and discussions (Harmer, 2001; Thornbury, 2005, Solcova, 2011). These teaching strategies relate strategies where the teacher can provide these directions for students to do as strategic learning. According to Khadijah et al. (2020), there are a number of strategies for teaching speaking skills, including: (1) focusing on both fluency and accuracy, depending on your objectives; (2) offering intrinsically motivating strategies; (3) encouraging the use of authentic language in meaningful contexts; (4) providing appropriate feedback and correction; (5) capitalizing on the natural link between speaking and listening; and (6) providing students with opportunities. Whichever the method used, the teacher needs to keep those guidelines in mind. It is crucial to achieving the objective of learning. According Mauriadar et al. (2019) Strategies in teaching speaking english are techniques of deciding on a course, a particular class, or even an entire curriculum, starting with an examination of the learner characteristics, learning objectives, and instructional preferences of the teachers .

It can be said that the strategies that are used by teacher in teaching speaking are very useful and helpful for the students and the strategies are very interested to be implemented to improve speaking skill. Students have a lot of opportunity to practice speaking and have active involvement in speaking.

3. Types of Teaching Strategies in Speaking Skill

There some kinds of teaching strategies can be applied in the language teaching in teaching speaking skill process According to Christie et al (2018) as follows:

a. Brainstorming

According to Al-khatib (2012) brainstorming is a group creativity arena for general ideas. Additionally, he emphasizes some benefits of brainstorming for students, such as assisting them in problem-solving, assisting them in developing and building upon others' ideas, assisting them in maintaining group cohesion and fostering relationships among themselves, and assisting them in evaluating the opinions of others.

b. Small Group Discussion

This method of instruction, students collaborate in small groups to tackle case-based assignments and solve problems while exchanging viewpoints. With some advanced planning, the group concentrates on creative problem-solving in this teaching method process. According to Argawati (2014) small group discussion also has an important role to improve students speaking skill and increase their vocabulary.

c. Demonstration

Demonstration is a task that demands students to speak in front of their peers so that they may watch how it is done, which enables them to apply theory to real-world situations. According to Adekoya and Olatoye (2011), the demonstration technique is the teacher demonstrating a task to the students. Demonstrations provide a number of benefits, including assisting students who learn well by serving as role models and boosting students' self-confidence.

d. Games

According to Cerghit (2006) games are utilized to incorporate competitions, participations, drills, and feedback into the learning process as a motivator and chance for applying concepts. According to Sepulveda (2012) that there are specific instructions for playing the

guessing game. One student should first come to the front of the group and take a position facing the board. Second write the word on the board. Third, until a student can correctly guess the word, the rest of the class must provide hints to the students.

4. Classroom Speaking Activities

Teaching speaking should be taught in attractive and communicative activities. There are many types of classroom speaking activities. Harmer (2001: 271-274) states there are some classroom speaking activities. They are acting from script, prepared talk, simulation, and role play.

a. Acting from script

Playing scripts and acting out the dialogues are two kinds of acting scripts that should be considered by the teacher in the teaching and learning process. In the playing scripts, it is important for the students to teach as real acting. The role of the teacher in this activity is as theatre directors, drawing attention to appropriate stress, intonation, and speed. This means that the lines they speak will have real meaning. By giving students practice in these things before they give their final performances, the teacher ensures that acting out is both learning and language producing activities.

b. Prepared talks

Students make a presentation on a topic of their own choice. Such talks are not designed for informal spontaneous conversations because they are prepared and more „writing like“. However, if possible students should speak from notes rather than from a script.

c. Simulation and Role play

Simulation and role play can be used to encourage general oral fluency, or train students for specific situations. The students can act out simulation as them or take on the role of completely different character and express thoughts and feelings as they doing in the real world.

5. The Purpose and Benefits of Teaching Strategies

The teaching strategy is a set of procedures planned by the teacher to teach in class. Teaching strategies certainly have goals and benefits for the world of education. As for the objectives of the teacher's teaching strategy. According to Bakhruddin et al. (2021), there are several objectives and benefits as follows:

- a. Teaching and learning strategies are weapons for educators in teaching science material in class.
- b. Educators can design activities and learning experiences that will be experienced by students.
- c. As a guide for teachers in carrying out teaching and learning activities in class.
- d. As a plan taken to achieve learning objectives.
- e. Teaching and learning strategies form the basis for designing learning preparations.
- f. As a reference for developing all aspects of student personality.

F. Previous Related Studies

There are some previous studies that are cited in this research that share some of its traits. There may be similarities in the research topic, the research variables, and the research design. Prior research-related studies have compared some of their findings on purpose. It can also be referred to using it. Five research related studies are included below:

Anggraini et al. (2020) entitled "Teacher's Strategy in Teaching Speaking Skills at SMAN 1 Palopo". This study aims to determine the teaching strategies used by teachers at SMAN 1 Palopo. This study used qualitative research as a research method and used observation checklists, semi-interviews, and documentation as the instruments used. The researcher in this study gave several questions to the teacher regarding the strategies that the teacher used in the classroom. The results of this study indicate that teacher 1 used discussions, role-playing, brainstorming, writing, conversations, blogging, picture

descriptions, and learning assignments while teacher 2 used conversations, modeling, role-playing, brainstorming, writing, asking, reading, explaining, and playing ice hockey. The two teachers used various strategies in teaching speaking. Another thing was also found based on research interview report data that these strategies can be used to eliminate boredom such as describing a picture and explaining something that can lead students to improve speaking skills.

Ningsih (2019) entitled "Teacher's Strategy in Teaching Speaking for Students with Visual Impairment" This study aims to analyze the strategies used by teachers and students' impressions of the strategies used by teachers in teaching blind speaking. This study uses qualitative research using semi-structured interviews as the data collection instrument used. The results of this study indicate that there are three strategies used by teachers, namely storytelling, role play, and story competition. Another thing shows that the student's answer is a response to the teacher's teaching. Many students prefer the use of storytelling because according to them storytelling can make them free to speak, while some students do not like the use of role-play because they have to memorize the dialogue first. From this study, it can be concluded that many students prefer storytelling strategies and give positive responses.

Sari and Zainil (2020) entitled "Teacher Strategies in Teaching English at SMAN 15 Padang". This study aims to identify teaching strategies for teaching speaking. This study uses qualitative research. Data collection instruments used in this study were observation and interviews. The results of the study show that there are three strategies used by the teacher in teaching speaking, namely discussion, simulation, and communication games as well as getting some of the problems faced because there are still many students who still use their mother tongue. Another thing shows the response to the three strategies used by these students, almost all students like communication games as a strategy in teaching speaking because they think that communication games can improve their speaking skills, build their motivation to speak and make learning speaking becomes more enjoyable.

Razi et al. (2021) entitled "Teacher's Strategy in Teaching Speaking Skills to Junior High School Students" This study aims to describe the strategy used by SMP Inshafuddin Banda Aceh teachers. This study used qualitative research and used observation sheets and interview guidelines as the data collection instruments used. The results showed that there were four strategies used by the teacher, namely games, picture descriptions, and storytelling. Meanwhile, other results illustrate the obstacles faced by teachers regarding the implementation of these strategies. The researcher observed the teacher taught in different classes and of the four strategies, drilling was always used by the teacher. Researchers in this study also received responses that many students preferred telling stories because students could make explanations through descriptive texts and explain in communication.

Mulyani et al. (2020) entitled "Teacher's Strategy in Teaching Speaking in High School." This study aims to find out the strategies used by teachers in teaching speaking at SMAN5 Palu. This study used qualitative research and used interviews and questionnaires as the data collection instruments used. The results of the study show that there are four strategies used by the teacher when teaching speaking, namely role playing, interviews, describing pictures, and telling stories. In teaching, teachers usually collaborate on several strategies so that they use more than one strategy in the classroom in the teaching and learning process. Based on data obtained from interviews in the study, of the four aspects, role play is the aspect most widely used because this strategy helps and encourages students to speak English and many students are active in learning.

Most of researchers examined teaching strategies to increase students' English-speaking proficiency by using various techniques as a reference. The researchers previously concentrated on how to teach instructors by using simulation, storytelling, visual impairment, and conversation as a reference in investigating and analyzing teacher tactics in teaching and employing various data gathering tools. This study difference from previous ones in that it employs a qualitative descriptive methodology, with Indirect communication

and direct observation as data collecting methods along with observation, questionnaire, and documentation as data collection strategies.

Based on the explanation of five previous studies above, the researcher can find gaps that previous studies focused more on the level of the research subject, namely on young learners, research places such as private school and English courses, the students who achievement in english and the researcher wants to know the strategies used by these teachers. This research was conducted to the EFL teachers' strategies at SMA Karya during teaching speaking skill. While in this research focuses more on the strategies used by English teachers in high schools, the location of this research will conduct research in SMA Karya Sekadau, as an object of this research and this research also wants to find out what strategies are used by the EFL teachers This research focuses on the English teacher's strategy in teaching speaking at SMA Karya Sekadau. This research also wants to find out what strategies are use by EFL teachers in SMA Karya Sekadau, and how the teachers handle students who have obstacles in lessons. Some students has achievement in English but, the facilities at the school are still incomplete enough in every classes these points made this research different from previous studies.