

CHAPTER II

LITERATURE REVIEW

A. Speaking Skill

1. Definition of Speaking Skill

Speaking is one of the communication parts, besides listening and writing. Pakula (2019), states that speaking skill is an important skill part of learning a language. Speaking is a daily oral activity to provide various information and convey meaning to others. As stated by Thornbury (2005), speaking is part of daily life that is taken for granted (p. 1).

Rao (2019), argued that without using language, people might not be able to communicate perfectly, besides that people could not achieve goals and objectives without using appropriate language to communicate. In line with Shastri (2010), states that speaking skill can formulate ideas in mind, create sentences and words which are then revealed to others (p. 70).

Based on the speaking skill definition above, the researcher can conclude that speaking is the ability to use the right language to formulate thoughts, make sentences from words, provide oral explanations and information in daily life.

2. The Component of Speaking Skill

In learning English, especially speaking skill has components that need to be mastered. Hughes (2002), mentions that there are five components of speaking, as follows:

a. Pronunciation

Pronunciation is a way of speaking that is accepted and understood using language sounds, stress, rhythm, and intonation.

Pronunciation is the most important component of communication. Without proper pronunciation, people will misunderstand the meaning of what said, even if their grammar is perfect (Handayani, 2017).

Pronunciation is one of the most difficult parts of learning English because mistakes in pronunciation can make different meanings. So, the teachers can teach common words that can be used to teach vocabulary by saying correct pronunciation (Setyowati et al., 2017).

Based on the statement above, it can be concluded that pronunciation is a way of pronunciation using language sounds, stress, rhythm, and intonation which aim to make the meaning be conveyed clearly and easily to understand. Pronunciation is one of the most important parts, but pronunciation in English is not easy, so the teachers need to teach vocabulary by pronunciation.

b. Grammar

Grammar is a language rule which is one of the most important parts of learning English because grammar will help students organize words and messages that make them meaningful. If the students have more grammar knowledge, it will be easier for students to write and speak (Mart, 2013).

Teaching grammar is not easy, because it is a very complicated task. However, the purpose of teaching grammar uses to help recognize how the language is intended so that students do not face difficulties when articulating the language (A' yun, 2019).

There are two important concepts related to grammar, they are morphology which studies the structure, relationships between words and word forms, and syntax which studies the structure and relationships between sentences, and the internal

structure of phrases that have the meaning of each of these phrases (Uibu and Liiver, 2015).

As explained above, it can be concluded that grammar is a language rule is very important to be learned by the students. Therefore, they can easily arrange words to articulate language. The students need to learn two concepts from grammar, namely morphology which studies word structure, and syntax which studies the structure of the sentence or phrase units.

c. Vocabulary

Lessard-Clouston (2013), defines vocabulary as words in a language, both single words, phrases, and pieces of each word that contain meaning so that without sufficient vocabulary, the students will not be able to understand what other people say and express their ideas. Therefore, teaching vocabulary is very important.

Moreover, Uakirgila (2012) as cited in Salam (2021), describes vocabulary as knowledge of words in spoken and written forms and productive and receptive forms. The receptive vocabulary is a type of vocabulary that can convey ideas from other people's words to be understood through listening or reading. Meanwhile, productive vocabulary is vocabulary in the form of language by speaking and writing to convey messages and ideas to others.

Based on the experts opinions above, it can be concluded that vocabulary is knowledge of words both in phrases and singly in the form of productive language by speaking and writing which aims to convey ideas, while receptive language by listening and

reading to understand the words of others. Vocabulary is very important to be taught because by mastering sufficient vocabulary, the students can understand words and convey messages to others.

d. Fluency

Fluency is about speed in speaking with not excessive pauses and limited doubts, fluency in speaking good English can sound more clear and natural Luoma (2004) as cited in Mairi (2017).

So that teaching fluency is very important, the teachers do not have to teach language, but the teachers need to teach communicating, in other words, the students must be active in the class to develop their skill.

e. Comprehension

Comprehension is the ability to understand something that is conveyed or the message that is read. Comprehension will make students have new insights, by increasing vocabulary and language comprehension. Hughes added comprehension as a component of speaking skills, as said by Masbirran and Fauzi (2018), who argues that the application of comprehension is expected to increase the students' knowledge in speaking.

As explained above, it can be concluded that comprehension is a very important component in speaking skill because when conveying a message or information in speaking, understanding

is needed. Therefore, the students can better know the meaning of the information conveyed.

Based on the descriptive above, there are five components to be aspects in assessment of speaking skill, for the first is pronunciation, the students can convey messages with using language sounds, stress, rhythm, and intonation well to make the meaning be conveyed clearly and easily to understand. The second is grammar, the students must be able to master two aspects of grammar, namely morphology and syntax, so they can arrange structure of sentences well. The third is vocabulary, the students must have many vocabularies to be able to understand and translate the words or sentences easily. The fourth is fluency, the students can speak without limited doubts so it sound naturally, if they often communicate it can be develop their skill. The fifth is comprehension, it is very important for the students, when the people convey the messages or information, they can understand of the meaning. Thus, the students must be able to master five components to speak English well.

B. Teaching Speaking Skill

1. Definition of Teaching Speaking Skill

Teaching speaking skill is the most important part of the learning process. As said by Hafis (2020), the students can be said to be

successful in learning English if the students can have conversations in everyday life.

According to Nunan (2003) as cited in Pratama and Awaliyah (2015), teaching speaking to students producing English speech sounds, choose the easy words and sentences according to the social environment, audience situations, using language as a tool to express judgments, and to use the language quickly and confidently with unnaturally few pauses.

Based on the theories above, it can be concluded that teaching speaking is to improve or develop the ability of the students to express themselves intelligently, accurately, and fluently. The success of teachers in teaching English when students can speak in everyday life. So that teaching speaking in the classroom can be done by producing English patterned sounds using words that are easy for students to understand according to the environment in the classroom.

2. Teachers Roles in Teaching Speaking Skill

In teaching-learning process in the classroom, the teachers have a role in teaching which is classified by Paul (2003), Harmer (2007b), and Terry (2008) as cited in Pratama and Awaliyah (2015), as follows:

- a. Prompter: the teachers provide advice and little explanation because the students are required to fend for themselves.
- b. Participant: the teachers participate in the discussion but only to provide information, but the teachers must not monopolize the conversation.

- c. Feedback provider: the teachers provide feedback by gently correcting student errors and contain benefits in student performance. The teachers do not have to overly correct the students because it can cause the students to hesitate to speak.
- d. Assessor: the teachers can write down some examples from the students which the teachers then tell the students.
- e. Observer: the teachers observe the speaking activities of the students in class, and find out the cause of the damage from these activities.
- f. Resource: the teachers need to prepare tools related to oral activities to improve their speaking skills.
- g. Organizer: the teachers arrange activities in the classroom so that all students are involved in the teaching and learning process.

Based on the description above, it can be concluded that at one time the teachers play more than one role in the classroom. The teachers can be anything in the class including being a participant in the middle of discussion activities, the teachers also arrange the path of activities that must be done by the students in the class.

C. Teaching Strategy

1. Definition of Strategy

Strategy comes from the Latin *strategia* which means the art of using plans to achieve goals. The term from the original meaning of strategy is often used in military affairs related to planning and managing troops in achieving victory, so that strategy is contained in planning, managing, and achieving a goal (Syahputra, 2014).

In line with Suriyansyah et al. (2014), determining the strategy used is not easy because the strategy used must consider various aspects, both the strengths in the internal environment and the strengths and weaknesses of internal factors, but the desired goal must be the main reference to achieve victory (p. 23).

Based on the definition of the theories above, it can be concluded that strategy is planning, management, and achievement of a goal, but determining a strategy is not easy because the strategy used needs to consider various aspects of the weaknesses and strengths of the internal environment. After all, the main reference for using strategy is to achieve goals.

2. Definition of Teaching Strategy

Strategy is a plan to achieve success and goals. It means, strategy is very important in achieving something. Especially in education, strategy is needed in teaching in the classroom. According to B. Uno (2014), teaching strategy is a way of delivering teaching that emphasizes what media are used in teaching, the process of activities such as what students do in the classroom, and what teaching-learning structures are applied in the classroom (p. 45).

In line with Crawford et al. (2005), good teaching means being able to address learning objectives, the students' groups, specific resources, specific timeframes, and the community environment at school. Good teaching if the teachers use an effective strategy (p. 10).

As described above, the teaching strategy is a teaching plan in which the teacher makes plans in the teaching and learning process in the class both from media preparation, activities carried out by students, and the structure of teaching-learning in the classroom. Therefore, it can be said to be successful in using strategies if the teachers can achieve learning objectives, handle student groups, resources, time, and the environment at school.

The strategy is a planned procedure or way of carrying out activities and actions so that the goals to be achieved can be achieved. Strategies can be linked in the world of education, which means that the teachers try to achieve learning goals. According to Aswan (2016), there are four basic strategies in teaching-learning process that teachers must know (p. 5), in this research used them as aspects of strategies used by EFL teachers in teaching speaking skill to answer the research questions, as follows:

- a. Identify and establish specifications and qualifications for the expected behavior change of students,
- b. Choosing a learning approach system,
- c. Selecting and establishing procedures, methods, and learning techniques that are considered effective, and
- d. Establish norms or criteria for the success of learning activities, so that they can be used as guidelines by teachers in evaluating the results of learning activities.

Based on the explanation above, it can be concluded that strategy is very important for the teachers to carry out the four basic strategies, before and after carrying out teaching-learning activities

in class. The teachers need to identify the students' behavior first, after that the teachers can choose a learning approach system that is suitable for the students, then select procedures, methods, and techniques that are suitable for the conditions of the students and the environment in the classroom, but the teachers must also determine the success criteria that have been achieved by the students and evaluate the results of learning activities.

The difference between strategy, technical method, and approach in teaching. According to Saragih et al. (2019), teaching strategy is a way used by teachers in the teaching and learning process in class. Teaching strategy is very important because it determines the success of the teachers in achieving the targets and learning objectives. The strategy used by the teachers must attract students' attention so that they are motivated to learn, especially to learn speaking, the strategy must be able to make the students active so that they can communicate efficiently and effectively.

Method that are done well, it will make the learning process effective and efficient. The learning method is a method used by the teacher in delivering learning material to students to achieve learning objectives (Zuldafral, 2012, p. 53). In line with Aswan (2016), The difference between strategy and method is that the strategy is focused on a plan, while the method can be used in implementing a strategy (p. 6). So it can be concluded that strategies can be carried out by various methods.

The approach is a basic concept that reinforces learning methods. In the language learning process, the teachers need to use

a method that allows students to communicate directly using the language being studied. According to Masitoh and Laksmi Dewi as cited in Aswan (2016), the approach can be interpreted as a point of view in the learning process (p. 5). The learning approach is an assumption of views and beliefs about the learning process (Helmiati, 2012, p. 35). To be able to practice it is necessary to have methods and strategies used in the learning process.

Furthermore, the technique is a way used in applying the method. Techniques can be used in the learning process by using methods. For example, how to lecture effectively and efficiently during the day with a lot of the students. Of course, it is different with a few the students. So it is needed for tactics in implementing a technique or method. For example, the teachers use illustrations or use a language style so that the material presented is more attractive to students' attention (Adisusilo, 2014, p. 86).

In addition to methods or techniques, the strategy includes tactics. The tactic is a person's style in implementing a certain technique or method. Instructional tactics are the ways that the teachers use to implement certain methods in the learning process. The instructional design leaves this tactic to the teachers. Sometimes the teachers use the same method but the teachers will do it differently because the teachers have to adjust to the learning environment in the classroom (Haidir and Salim, 2012).

Based on the description above, it can be concluded that the teaching strategy applied by the teachers will depend on the

approach used, while how to implement the teaching method, the teachers can determine which technique is suitable for the method. Each teacher has different tactics. Each strategy has its characteristics, so the teachers must be able to choose a suitable strategy for teaching according to the conditions.

3. The Purposes and The Benefits of Teaching Strategy

The teaching strategy is a collection of procedures planned by the teachers to teach in the classroom. As for the objectives of the teacher's strategy stated by Bakhruddin et al. (2021), there are some of the goals and benefits of teaching and learning strategies, as follows:

- 1) Teaching-learning strategies are weapons for educators in teaching knowledge material in class.
- 2) Educators can design activities and learning experiences that will be experienced by students.
- 3) As a guide for teachers in carrying out teaching-learning activities in class.
- 4) As a plan taken to achieve learning goals.
- 5) Teaching-learning strategies are the basis for designing learning preparation.
- 6) As a reference for developing all aspects of the student's personality.

It can be concluded that teaching strategies are very important for teachers in carrying out activities in the classroom because the objectives of teaching-learning strategies can help teachers achieve learning goals and develop aspects of student personality. By the

strategy, the teachers can also design activities and preparation for learning before carrying out activities in the classroom. Thus, it can be used as a weapon for teachers in teaching students to provide material knowledge.

4. Strategy in Teaching Speaking Skill

To improve or develop the students' speaking skill, the teachers must use classroom teaching strategies, so that students can be motivated to follow during the teaching-learning process. Kayi (2006) as cited in Pratama and Awaliyah (2015), mention that there some strategies in teaching speaking that teachers can use in teaching English Speaking:

1) Discussion

This activity can be done by discussing a relationship with the topic being discussed. The students discuss to reach a mutually agreed opinion on a problem by putting forward several arguments. Discussion can be interpreted as a process that involves two or more students interacting to exchange opinions.

2) Role Play

In this activity, the students can learn social and moral values and reflection on behavior. In the role play activity, the teachers provide information on who and what the store is experiencing, and what the moral message is.

For example, the teacher tells the students who will play one of the roles according to the character and what the students must do to play that role individually. The students are expected to live up to their roles. After the role play activity is carried out

the teacher must try to form a discussion to be able to conclude the problem situation or the result of the activity.

3) Simulation

The simulation activities are very similar to role play activities. However, there is a slight difference from this activity. Simulation is a little more complicated than role play. Because this assumption is based on the fact that human behavior has real patterns of thought and behavior. In simulation activities, the students can bring tools or materials to the classroom to create a realistic environment. For example, the students will play the role of musicians, so the students must bring a musical instrument to play.

4) Information Gap

The information gap is an activity that allows the students to work in pairs. Where each student must have more information to share with partners. So that a student is expected to have information that other partners do not have. Besides, each partner plays a very important role, because if the information required is not sufficient to provide information to other partners, the task cannot be completed.

5) Brainstorming

Brainstorming is an activity where the students can find new ideas based on creativity. This activity can train the human brain to create new ideas. By the concept given by the teachers, the students are expected to generate ideas in a limited time. It may be done by personality or in the cluster. So that students can

create ideas quickly and freely. The advantage of brainstorming is that when the students find ideas or creativity, the teachers do not criticize students' ideas, because the students will be more open to sharing new ideas by thinking freedom.

6) Storytelling

Storytelling is an activity that can make the students tell a fairy tale in a nutshell. The students can take stories from previous stories or create their own stories to tell their classmates. Storytelling can improve students' creative thinking and the students can also develop backgrounds from the beginning of the story to the end, ideas, and figures of stories.

7) Interviews

The interview activity is a question-and-answer activity about the topics discussed. The students can conduct interviews with various people. However, previously, the teachers have to give some entry to students to make it easier for the students to make some questions to interview their friends. The students have to prepare their questions and they can interview their peers. After conducting the interview, each student will present the results in front of the class. Besides, the students can also introduce their friends in front of the class after interviewing them.

8) Story Completion

This activity can be started with the teachers making a story with just a few sentences, after which the teacher stops telling the story. Then the students will continue the sentence with the

story from the teachers in their sentences. The student who is telling the story can add four to ten sentences. After the student continues the sentence from the teachers, other students and so on will continue the sentence until the teacher's sentence becomes a complex story.

9) Reporting

In this activity, the teachers ask the students to read a newspaper or magazine before the lesson begins. When lessons have started, the students will report to their friends what they have read and consider the news they read to be the most interesting. The students can also tell about what they have experienced in everyday life from the news to their friends.

10) Playing cards

This game is done in groups. The students will take questions from the cards they get. For example, the students get a card with a book symbol. The students must make questions for other groups with a book symbol. Questions could be: " Do you like reading books? Why?". Another group will answer the question with a book symbol. In this game the teachers are not allowed to prepare questions, so the students are the ones who make the questions. This game allows the students to be active in class. Because in this activity each student is expected to be able to answer every answer from the other groups.

11) Picture Narrating

In this activity, the students can tell stories from the pictures that have been compiled. The teacher provides several pictures

that have criteria that can be used as rubrics. In this activity, the students need to add vocabulary or use the structures used when telling stories.

12) Picture Describing

The activity is carried out in groups. The teachers will provide each group with a different picture. Then students discuss with their group of friends to describe the pictures that have been given by the teachers with a time limit. After the discussion is over, one student from the group can describe the picture to a classmate. This activity can increase the creativity of the students' imagination in speaking skills.

13) Find the difference

This activity can be done in pairs. The teachers give two different pictures. The task of each pair is to distinguish the pictures that have been given by the teachers. The students can discuss the similarities and differences of the pictures with their respective partners.

Based on the theories above, it can be concluded that the techniques or methods in the teaching and learning process in the classroom can greatly assist teachers in teaching speaking skills and can help develop the students' understanding. By these techniques or methods, the students will be more motivated and active in the following lessons.

5. The Problems Faced by EFL Teachers in Teaching Speaking Strategies

Another problem can be observed from the personality of the students in the teaching-learning process in the classroom, especially in teaching speaking skills. Ur (1995) as cited in Aleksandrak (2011), defines the four problems of the students. In this research used them as aspects to answer research questions of problems faced by the teachers in applying strategies used in teaching speaking skill, as follows:

- a. **In inhibition**, the students are very afraid of making mistakes, feeling embarrassed, and afraid of criticism.
- b. **Nothing to say**, obstacles that exist for these students resulting in the students not saying anything, they prefer to be silent.
- c. **Low or uneven participation**, lack of the students' interest in participating in the classroom.
- d. **Mother-tongue use**, the students find it easier to express themselves using their mother tongue rather than English. this is because they are less motivated in learning English.

As defined above, It can be concluded that the lack of motivation of the students in learning English makes them unable to develop their abilities, especially speaking skills. It is also because they are afraid of making mistakes and have a feeling of embarrassment to speak English so that it is easier for them to express themselves in their native language.

By the problems faced by the students, the teachers must have strategies so that they are motivated in learning English, especially speaking skill. However, in teaching speaking skill, the teachers must face difficulties in implementing the strategies used in the

classroom. Even though there are many approaches to teaching speaking, the teaching process has faced many failures (Musliadi, 2016).

Teachers also face several problems in teaching speaking skills, According to Greeny, and Preety (1967) as cited in Ramadhani and Bahri (2017), the problem that teachers face during teaching in the classroom is the length of the teaching and learning process in the classroom. The material books that must be taught are different from the teaching plans.

Based on the explanation above, it can be concluded that the problems faced by the teachers can lead to failure in teaching outcomes in the classroom. The approach failed because the time of the teaching and learning process is very limited and the teacher's teaching plan is different from the material in the textbook.

D. Previous Studies

This research contains some previous studies which have similar characteristics to the research. The similarity can be in the subject of research, variable, and the type of research. Some of the previous research-related researches purposely give the comparison of research. It can also be used as a reference. Here are five previous of research:

The first research is “ Strategy of Teaching Speaking Effectively” by Mochammad Sayyidatthohirin (2016), this research purposes to determine what strategies are used by the teacher to teach speaking skill in English for the general class of small England (SE) Blora and to find out the problems faced during the teacher teaching speaking skills at English for the general class of small England (SE) Blora. This

research used interviews, observations, and documents for data collection. The results of this research are the strategies used in teaching speaking skill in English for the general class of small England (SE) Blora using the Communicative Language Teaching (CLT) method, the Direct Method, and Audio-Lingual Method (ALM), and the problems faced by the teacher is the teacher has a double job and the students are lazy and they do not focus on learning. Based on this research, it can be concluded that the researcher finds the difference between her researcher with this research based on the place of the research since this research is located in the course and the researcher would like to research public school.

The second research comes from Pratama and Awaliyah (2015) who had written “ Teachers’ Strategies in Teaching Speaking to Young Learners” . The purpose of this research is to investigate the teacher's strategies, problems, and solutions for teaching speaking to young learners. The data collection used is observation, interview, and written document. The researcher found several strategies that need to be considered by teachers in teaching young learners. In the classroom, the teacher used strategies such as role-play, watching a video, jazz chant, digital storytelling, games, and repetition. It can be concluded that this research is worth it for the researcher to give the important information used to teach speaking because the researcher’ s strategy infield in high school level (Secondary Level).

The third research is “ Teacher's Strategies in Teaching Speaking Skill for Eleventh Grade Students at SMA BOPKRI 2 Yogyakarta” by Devi Widyaningsih and Rr. Hasti Robiasih (2018). The research aims to

describe strategies used by the English teachers in teaching speaking and to find out how the English teacher applies the strategies in teaching speaking. Techniques of data collection were observation and documentation. The teachers apply six strategies to help students become active during the teaching and learning process. Strategies can help the students become more active because the strategies implemented by the teacher are quite well implemented. This result of the research was founded that the number of strategies used by the teachers in the school is around six strategies while the researcher would like to find out how many of strategies used by the teacher in her research place or field area.

Forth research has written by Maulidar et al. (2019) entitled “ Teachers’ Strategies in Teaching Speaking for CADET” . The research aim is to find the strategies used in teaching speaking and the problems faced by the teacher during a teaching process. To collect the data, they used classroom observation, interviews, and questionnaires. The results showed that the teachers used five strategies in teaching speaking for cadets, namely: role play, drilling, games, describing a picture, and also discussion group. This research also showed that students’ responses towards the strategies were positive. This research focuses on vocational school but the researcher would like to conduct this research at the high school level.

The last research comes from Widya Anggraeni and Amir Faqihuddin Assafary (2020) who had written “ Teachers’ Strategies in Teaching Speaking Skills at SMAN 1 Palopo” . The research purposes are to know the strategies used by teachers to teach speaking skills. They

used an observation checklist, semi-structured interviews, and reports to get the data. The result of this research showed that teacher 1 used discussion, role-play, brainstorming, writing, conversation, blogging, picture description, and learning assignment. While teacher 2 used conversation, modeling, role-play, brainstorming, writing, questioning, reading, explaining, and playing ice hockey. Both the teachers use various strategies in teaching speaking. The researchers in this research just focus on one school while the researcher would like to focus on one sub-district especially in the Pemangkat sub-district, Sambas district, West Kalimantan.

Based on the explanation of five previous studies above, the researcher could find gaps that previous studies focused more on the level of the research subject, namely on young learners, research places such as vocational schools and English courses, the location of the previous study is also small because it only uses one school to research, and the results of the previous study mentioned that there were six strategies used. While this research focuses more on the strategies used by English teachers in high schools, the location of this research will research Pemangkat sub-district is 4 high schools, and this research also wants to find out what strategies are used by the EFL teachers in the Pemangkat sub-district. Hence, the researcher is interested in conducting research that still has relevance, namely "EFL teachers' strategies in teaching speaking skills". It is hoped that the results of this study will obtain findings that have not been peeled off by previous researchers for the development of both theoretical and practical study materials.

