CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Previous Study

This chapter contains description about the relevant theory of previous study related to ''*An Analysis of Teacher's Strategy in Teaching Speaking''.* This research will be conducted in MA. Hasyim Asy'ari Bangsri.

Based on the research by Anjaniputra (2013) entitled *''Teacher's Strategy in Teaching Speaking to Students at Secondary Level''* that the strategies of teaching speaking that the teacher used were cooperative activities, creative task, role play, and drilling. While, students' responses towards the strategies reveal positive attitude as they responded that the strategies helped them to speak, as well as concerned oral production of students whose participation was emphasized.

In the research conducted by Hakim (2017) entitled *''Teacher's Strategy in Teaching Speaking Lessons on introvert Students in MA Ja-alHaq Bengkulu''* that there are three main problems faced by English teachers, especially in speaking subjects. They are classroom learning materials, student interaction with others, and opportunities for students. Some strategies used by MA Ja-alHaq Kota bengkulu teachers to improve students' speaking skill are (1) to improve discussion, (2) to form role

play, (3) make story telling, and (4) train interview. These four strategies were able to significantly improve students' introverted speaking abilities.

According to the research by Hia (2016) entitled *''The Teachers' Strategy in Teaching Speaking Ability (A Study on the First Grade Students of SMAN1 Ngrampah Academic Year 2016-2017)''* that there are three strategies that are usually used by the teacher in teaching speaking. They are discussion, communication game, and role play. Moreover, the data from interview to the students and questionnaire, the students give positive responses toward the teachers' strategies in teaching speaking ability.

Based on the research by, Ahmad, Seken, and Artini (2013) entitled *''A Study on Strategies for Teaching Speaking and Reading Comprehension Skill''* that for the first research problem, it can be concluded that the teachers applied three kinds of stages in teaching speaking those are stages of teaching activities. In pre-speaking stage they gave the students some questions as a brainstorming. Then, in Whilst-speaking stage, they applied direct speaking and conducted speaking through making dialog in front of the class. The last, in post-speaking stage they did reinforcement and gave the conclusions to know whether the students understand or not the material had been given.

According to the research by Khamkien (2010) entitled *'' Teaching English Speaking and English Speaking Tests in the Thai Context: A Reflection from Thai Prespective''* that this paper addressed serious

problems found in English language teaching in Thailand, specifically in teaching English speaking and English speaking tests. The scenario in Thailand described above cannot be accomplished without the dedication and collaboration of educators and especially of classroom teachers who need effective language trainings and arrange appropriate provisions of the knowledge of the subject matter.

In general, this research could be concluded that there are some strategies that give impact in teaching speaking for the students in improving their speaking skill. They are cooperative activities, drilling, storytelling, creative task, etc. There are some strategies that are suitable for teaching speaking but it is related with the style of the students and the environment of the classroom because one strategy can be applied in the school but it is not sure that it can be applied in other school. So, the teacher has to adapt the condition of the students in the school.

2.2 Teaching Speaking Skill

a. The Definition of Teaching

Teaching is the way of the teacher to transfer knowledge, message, skill and experience to the students in the learning process. Teaching has a basic meaning as the process to give information to the students. Teaching is described by Biggs and Tang (2011: 16) as follows:

How effectively we teach depends, first, on what we think teaching is. Three levels of thinking about teaching are distinguished. The first two are 'blame' models, the first blaming the learner, the second the teacher. The third model integrates learning and teaching, seeing effective teaching as encouraging students to use the learning activities most likely to achieve the outcomes intended. To do this requires some knowledge of how students learn. Students may use learning activities that are of lower cognitive level than are needed to achieve the outcomes, resulting in a surface approach to learning, or they can use high level activities appropriate to achieving the intended outcomes, resulting in a deep approach to learning.

In other hand, teaching is related with the teacher, students, and learning activities. Learning activities is very important in the process of teaching because it will influence the student's outcomes. As the teacher, she/he must create a good teaching for the students in every learning process.

Biggs and Tang (2011: 16) state that ''good teaching is that which supports the appropriate learning activities and discourages inappropriate ones. In other hand, the teacher must encourage the students to use the learning activities that can achieve the good outcomes''. So, the result of the student's outcomes in learning based on what the teacher does in learning activities.

b. The Definition of Speaking

Speaking is the productive aural/oral skill. It consists of producing systematic verbal utterances to convey meaning (Nunan 2003:47). Speaking is not the oral production of written language, but involves learners in the mastery of a wide range of subs kills, which, added

together, constitute an overall competence in the spoken language. (McDonough, *et al*.2013:156)

According to Ahmad, *et al*. (2013) speaking is different with singing. Speaking is using language in the simplest way by producing ordinary sound. Then, singing is using the language by using rhythmic. Speaking is not only to communicate with other people but by speaking we can get new information or we can share our idea with other people. Based on the explanation above it can be concluded that speaking is an interactive process between teacher and students where the teacher gives the knowledge in order to produce language as a skill.

c. Teaching Speaking Activities in the Classroom

According to Harmer (2003:271) many of the classrooms speaking activities which are currently in use fall at or near the communicative and of the communication continuum. They are acting from a script, communication games, discussion, prepare talk, questionnaire, simulation and role play.

a. Acting from a script

In this activity, the teacher asks to the student to act out scene from plays and/or the course-book, sometimes filming the result. The students will often act out dialogues they have written themselves. This frequently involves them incoming out to the front of the class.

b. Communication games

In this activity, the teacher gives the games which are provoke communication between students frequently depend on an information gaps, so that one students has to talk to a partner in order to solve a puzzle, draw a picture, put things the right order, or find similarities and differences between the picture.

c. Discussion

One of the best ways of encouraging discussion is to provide activities which force students to reach decision or a consensus, often as a result of choosing between specific alternatives.

d. Prepare talk

In this activity, the students make a presentation on a topic of their own choice. Prepared talks represent a defined and useful speaking genre, and if it is properly organized, it can be extremely interesting for both speaker and listener.

e. Questionnaire

Questionnaire are useful because being pre-planned, the students ensure that both questionnaire and respondent have something to say to each other. Depending upon how tightly designed they are, they may well encourage the naturals of certain repetitive language pattern- and thus be situated in the middle of four communication continuum. Students can design questionnaire on any topic that is appropriate. As they do so the teacher can act as a resource, helping

them in design the process. The results obtained from questionnaire can then form the basis for written work, discussions, or prepared talks.

f. Simulation and role play

Many students derive great benefit from simulation and role play. Simulation and role play can be used to encourage general oral fluency, or to train students for specific situation especially when they are studying. For a simulation works it must, based on Jones in Harmer (2003:274) have the following characteristic:

- Reality of function: the students must not think of themselves as students, but as real participants in the situation.

- A simulated environment: the teacher says that the classroom as an airport check-in area, for example.

- Structure: the students must see how the activity is constructed and they must be given the necessary information to carry out the simulation effectively.

In a role play we add the element of giving the participant information about who they are, and what they think and feel. Role-plays are effective when they are open-ended, so that different people have different view of what the outcome should be, and a consensus has to be reached.

2.3 Strategy in Teaching Speaking

Learning speaking is about product of language learning and also a crucial part of the language learning process. In learning speaking skill, teacher or instructor will be needed to guide the students. According to Syrafizal, *et al*.(2017:71) state that effective instructors teach students speaking strategies using minimal responses, recognizing scripts, and using language to talk about language which they can use to help themselves expand their knowledge of the language and their confidence in using it.

The process of teaching speaking itself can be done in several stages. According to Scott in Syrafizal, *et al*.(2017:71) 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.

Based on the explanation above, teaching speaking must use some steps, strategies, and media to achieve the purpose of teaching. So, teaching speaking is about 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 with others when the teacher applies a strategy in learning activities.

There are some purposes in applying strategy of teaching speaking. Douglas in Malendez, *et al.* (2014: 550) proposed these speaking strategies so that students are able to communicate in an oral way:

a. Asking for clarification (what?)

b. Asking someone to repeat something (huh? Excuse me?)

c. Using fillers (uh, I mean, well,) in order to gain time to process

d. Using conversation maintenance cues (uh-huh, right, yeah, okay, hm)

e. Getting someone's attention (hey, Say, So)

f. Using paraphrases for structures one can't produce

 Appealing for assistance from the interlocutor (to get a word or phrase, for example)

g. Using formulaic expressions (at the survival stage) (how

much does _____ cost? How do you get to the ___?

h. Using mime and nonverbal expressions to convey meaning

In other hand, appropriate strategy in teaching speaking can make the students easier to communicate with others.