

Chapter II

Literary Review

2.1 Teaching Speaking

2.1.1 Definition of Teaching

Teaching has basic meaning as the process to give information to students. When doing teaching activity the teacher is transferring knowledge, message, or skill to the student, and at that moment also occur interactive process between teacher and students. Feiman-Nemser and Buchmann (in Ball and Forzani, 2009) define teaching as the work of helping people learn “worthwhile things,” which, as they pointed out, adds an explicitly moral dimension. Furthermore, Cohen (in Ball and Forzani, 2009) stated that teaching defined as helping others learn to do particular things, is an everyday activity in which many people engage regularly. Based on the definitions above, it can be concluded that teaching means an interactive process of helping the students to learn particular things. When this process is in progress there is an interactive process between teacher and students, where this process is intended to give the students information, knowledge or skill.

2.1.2 Definition of Speaking

Speaking is one of the English skills that have to be mastered by students. Speaking is the process to deliver ideas, opinions, or something in someone’s

mind in oral form. Thornbury (2005) give the definition of speaking as interactive and requires the ability to cooperate in the management of speaking turns. According to Thornbury speaking is a skill, and as such needs to be developed and practiced independently of the grammar curriculum.

Kayi (2006) added that speaking is the productive skill in the oral mode. It, like the other skills, is more complicated than it seems at first and involves more than just pronouncing words. While Chaney (in Kayi, 2006) stated that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. Based on the explanations above it can be concluded that speaking is an interactive process between teacher and students where the teacher gives the knowledge to the students in order to produce language as a skill.

2.2 Teaching Strategy

In teaching learning process there are some terms that have similar meaning even though basically they are different. The terms are approach, method, technique, and strategy.

A. Approach

According to Anthony in Brown (2000) an approach was a set of assumptions dealing with the nature of language, learning, and teaching. Gulo

(2002) stated that there are some kinds of approach in teaching learning process.

The first approach is teacher centred approach. Gulo explain that:

...guru berlaku sebagai sumber informasi mempunyai posisi yang sangat dominan. Belajar dalam pendekatan ini adalah usaha untuk menerima informasi dari guru. Pendekatan seperti ini akan menghasilkan strategi belajar-mengajar yang disebut teacher centre strategies, suatu strategi belajar-mengajar yang berpusat pada guru.

(...Teacher acts as resource who has a very dominant position. Learning in this approach is an attempt to receive information from the teacher. This approach will produce teaching-learning strategy called teacher center strategies, a teaching-learning strategy that is centered on the teacher).

The second approach is material centred approach. It can be seen from the explanation from Gulo as follows:

Pendapat lain bertolak dari pendapat bahwa belajar adalah usaha untuk menguasai informasi. Dalam hubungan ini, strategi belajar-mengajar dipusatkan pada materi pelajaran. Pendekatan seperti ini menghasilkan apa yang disebut dengan material centre strategies, strategi belajar-mengajar yang berpusat pada materi.

(Another opinion comes from the idea that learning is an attempt to master the information. In this connection, teaching-learning strategies are focused on the subject matter. This kind of approach produce the material center strategies, the teaching-learning strategy that is centered on material).

The last approach is student centred approach. Gulo mentioned that:

Pendekatan lain berpangkal dari pengertian mengajar sebagai usaha untuk menciptakan sistem lingkungan yang mengoptimalkan kegiatan belajar. Yang menjadi pusat perhatian dalam proses belajar-mengajar ialah siswa atau peserta didik. Pendekatan ini menghasilkan strategi yang disebut student centre strategies, strategi belajar-mengajar yang berpusat pada peserta didik.

(Another approach comes from the definition of teaching as an attempt to create a system that optimizes learning environment. The center in the teaching-learning process is the students. This approach produce student center strategies, teaching and learning strategies centered on the students).

Based on the explanation above it can be concluded that approach is the first step in doing teaching activity. In approach, there are general descriptions of

the teaching-learning process. There are some approaches to teaching those are teacher centred approach, student centred approach, and material centred approach.

B. Method

As cited by Anthony in Brown (2000), method was described as an overall plan for systematic presentation of language based upon a selected approach. This explanation describe that method is the implementation of selected approach. While Gulo (2002) added the definition of teaching methods as follows:

Metode pengajaran adalah alat untuk mengoperasionalkan apa yang direncanakan dalam strategi. Untuk melaksanakan suatu strategi digunakan seperangkat metode pengajaran tertentu. Dalam pengertian yang demikian, maka metode pengajaran menjadi salah satu unsur dalam strategi belajar-mengajar.

(Teaching method is a tool to operationalize what was planned in the strategy. To implement a particular strategy requires a set of teaching methods. Based on the definition, the teaching methods become one of the elements in the teaching and learning strategies).

The teaching methods included in planning activities or strategies. Same with Gulo, Roestiyah (2008) stated that *di dalam proses belajar mengajar, guru harus memiliki strategi, agar siswa dapat belajar secara efektif dan efisien, mengena pada tujuan yang diharapkan. Salah satu langkah untuk memiliki*

strategi itu ialah harus menguasai teknik-teknik penyajian, atau biasa disebut metode mengajar.

(In teaching and learning process, teacher must have a strategy, so that students can learn effectively and efficiently, and can achieve the expected goals. One of the steps to have a strategy that is teacher should master the techniques of presentation, or so-called method of teaching). According to Roestiyah there are some methods in teaching, such as discussion, group work, discovery, simulation, brainstorming, drill, dialogue, and so on.

These explanations describe that method is the way of teaching that is used by teacher based on the certain strategy. Based on those explanations it can be concluded that method can be define as the way that is used by teacher to achieve teaching and learning objectives. Method is the way to apply or implement the teaching strategy or teaching approach.

C. Technique

According to Anthony in Brown (2000) techniques were the specific activities manifested in the classroom that were consistent with a method and therefore were in harmony with an approach as well. It can be concluded that technique is the more specific way that is used by the teacher to do the classroom activity.

D. Strategy

The word strategy as cited in Silver, Strong, and Perini (2007) as the next term comes from two ancient Greek roots: *Stratos*, meaning “multitude” or “that which is spread out,” and *again*, meaning “to lead” or, we might say, “to bring together”. According to Bryson (2004) a strategy is defined as a pattern, of purposes, policies, programmes, actions, decisions, or resource allocations that define what an organisation is, what it does, and why it does it. These explanations give the meaning of strategy as the step to decide what will do in an activity. Furthermore strategy that used in teaching (teaching strategy) that is mentioned by Smith in Aggarwal (2014) refers to a pattern of teaching acts that serves to attain certain outcomes. According to David in Gulo (2002) teaching-learning strategy is a plan, method, or series of activities designed to achieves a particular educational goal.

Based on these explanations strategy that is used in teaching is the plan of activity which is designed to achieve the educational goal. It can be concluded that strategy in general is the plan of an action. Furthermore strategy that is used in teaching (teaching strategy) is the plan of activity that is used by the teacher to teach the students in order to achieve educational goal. In teaching, the term of strategy and method are the most commonly used. According to Fanani (2014) state that:

Meskipun beberapa istilah mengandung sudut pandang yang berbeda, seperti pendekatan, model, dan teknik, namun istilah metode dan strategi bisa digunakan secara saling menggantikan. Hal itu akan mempermudah bagi proses perencanaan pembelajaran dan menghilangkan polemik terhadap dua istilah yang substansinya bertumpang tindih dan sulit sekali dipisahkan.

(Although some of the terms containing different point of views, such as the approach, model, and technique, however, the term method and strategy can be used as interchangeable. It will facilitate the planning process of teaching-learning and eliminate polemic against the two terms which substantially overlap in and difficult to separate).

Based on the explanation, the term of strategy also can be called as method.

Because both of these terms can be used as interchangeable to make the planning process of teaching and learning become easier. After we know about the terms above, furthermore, there are some activities which can be implemented to teach speaking. According to Kayi (2006) there are some activities to promote speaking those are:

1. Discussions

After a content-based lesson, a discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. This activity fosters critical thinking and quick decision making, and students learn how to express and justify themselves in polite ways while disagreeing with the others. In class or group discussions, whatever the aim is, the students should always be encouraged to ask questions, paraphrase ideas, express support, check for clarification, and so on.

2. Role Play

One other way of getting students to speak is role-playing. Students pretend they are in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel. Thus, the teacher can tell the students that "You are David, you go to the doctor and tell him what happened last night, and..." (Harmer, 1984)

3. Simulations

Simulations are very similar to role-plays but what makes simulations different than role plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on. Role plays and simulations have many advantages.

4. Information Gap

In this activity, students are supposed to be working in pairs. One student will have the information that the other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. Also, each partner plays an important role because the task cannot be completed if the partners do not provide

the information the others need. These activities are effective because everybody has the opportunity to talk extensively in the target language.

5. Brainstorming

On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristic of brainstorming is that the students are not criticized for their ideas so students will be open to sharing new ideas.

6. Storytelling

Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Storytelling fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have. Students also can tell riddles or jokes. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening. In this way, not only will the teacher address students' speaking ability, but also get the attention of the class.

7. Interviews

Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions. Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized. After interviews, each students can present his or her study to the class. Moreover, students can interview each other and "introduce" his or her partner to the class.

8. Story Completion

This is a very enjoyable, whole-class, free-speaking activity for which students sit in a circle. For this activity, a teacher starts to tell a story, but after a few sentences he or she stops narrating. Then, each students starts to narrate from the point where the previous one stopped. Each students is supposed to add from four to ten sentences. Students can add new characters, events, descriptions and so on.

9. Reporting

Before coming to class, students are asked to read a newspaper or magazine and, in class, they report to their friends what they find as the most

interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class.

10. Playing Cards

In this game, students should form groups. Each card that is used in this game will represent a topic. Each student will write 4-5 questions about that topic to ask the other people in the group. However, the teacher should state at the very beginning of the activity that students are not allowed to prepare yes-no questions, because by saying yes or no students get little practice in spoken language production. Rather, students ask open-ended questions to each other so that they reply in complete sentences.

11. Picture Narrating

This activity is based on several sequential pictures. Students are asked to tell the story taking place in the sequential pictures by paying attention to the criteria provided by the teacher as a rubric. Rubrics can include the vocabulary or structures they need to use while narrating.

12. Picture Describing

Another way to make use of pictures in a speaking activity is to give students just one picture and having them describe what it is in the picture. For this activity students can form groups and each group is given a different picture.

Students discuss the picture with their groups, then a spokesperson for each group describes the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking skills.

13. Find the Difference

For this activity students can work in pairs and each couple is given two different pictures, for example, picture of boys playing football and another picture of girls playing tennis. Students in pairs discuss the similarities and/or differences in the pictures.