CHAPTER II

REVIEW OF RELATED LITERATURE

This part describe about the description of the previous related findings, some partinent ideas, conceptual review and conceptual framework.

A. Previous Research Findings

There are many research findings which are related to this research, some of previous research findings which are related to this research are describe below:

Arbain and DediRahmanNur, in their researcher "Techniques for Teaching Speaking Skill in Widya Gama Mahakam University" show that: This study reveals four techniques employed by the lecturer in teaching speaking skill, show-and-tell, presentation, drama making, and question and answer. Showand-tell and presentation technique are two types of performance talk which were used more often by the lecturer than the two other techniques (i.e. drama making and question and answer). Within all the four techniques, this study identifies that aspects of knowledge in speaking (i.e. extra linguistic and linguistic) receive little attention by the lecturer, the whereas the largest portion of the speaking activities was filled with uncontrolled practice which encourages students' speaking involvement and fluency. The data obtained also seem that the teacher did a lot of speaking after the studentstook their turn performed the task given.[1]

TriaRomauli, Regina, IwanSupardi, in their research "Improving Students' Speaking Skills throughdiscussion Technique" show that Based on the research findings and the discussion of the previous chapter, the writer describe the conclusion that discussion Technique improves students' speaking skills as shown by

---

[1]Arbain and DediRahmanNur, *Techniques for Teaching Speaking Skill in Widya Gama Mahakam University* (Samarinda:Cript Journal,2017) p.24

improvement of students' score in every cycle. In first cycle the students' score was 48% which category was in the poor. Then, in the second cycle, the students' score was 59% which category was in the poor to average. Then, the third cycle, the students' score was 72% which category was in average to good. The students were improve their speaking because of their effort in speaking activity. They were participating in practice their discussion with their friend. They gave their opinion to questions from their friend. In conclusions, discussion technique can improve students' speaking skills at second grade of SMP Negeri 19 Pontianak in the academic year 2014/2015.[2]

Sarmiati, in her research "Improving Students' Speaking Ability by Using "Find The Difference Technique" of the Second Grade at MAS DDI PATTOJO SOPPENG, show that the use of find the difference technique in teaching English able to improve students' speaking ability at the second grade of MAS DDI Pattojo. It was proved by the data showed that the mean score of pre-test was 8, 9 and the mean score of post-test was 11, 9 it means that, there was significant improvement of the students' speaking ability through find the difference technique. Besides that, the indicator of learning achievement in this researcher had been achieve. Therefore, the researcher concluded that the through of find the difference technique at the second grade students of MAS DDI Pattojo was able to increase theirs speaking ability.[3]

The studies above have the same research discuss about teacher's technique. Design with the writer's research they use qualitative research. There first study

---

[2]TriaRomauli,Regina and IwanSupardi, Improving Students' Speaking Skills Through Interview Technique (Pontianak: UNTAN,2016) p.8

[3]Sarmiati. *Improving Students' Speaking Ability by Using "Find The Difference" Technique of the Second Grade at MAS DDI PATTOJO SOPPENG*. (Parepare:STAIN, 2015) p.54

TriaRomauli, Regina, and Iwan Supardi Improving Students' Speaking Skills through Interview Technique the research focus on giving opinion to speak with their friend. The second Sarmiati, in her research Improving Students' Speaking Ability by Using Find The Difference Technique the research focus on different technique in learning English to the students.The last study Arbain and Dedi RahmanNur, in their researcher Techniques for Teaching Speaking Skill in Widya Gama Mahakam University the research focus on show and tell, presentation, making drama, and question and answer.

B. Some Pertinent Ideas

1.   Definition of Technique

Technique is a particular trick, strategy, or contrivance used to accomplish an immediate objective. Technique must be consistent with a method, and therefore in harmony with an approach as well, technique encompasses the actual moment-to-moment practices and behaviors that operate in teaching a language according to a particular method. In other words, technique is classroom practices done by the teacher when presenting a language program. This is the way the classroom activities are integrated into lessons and used as the basis for teaching and learning.[4]

Technique is any of a wide variety of exercise, activities, or tasks used in the language classroom for realizing lesson objectives.[5] According to oxford, Technique

---

[4]Fauziati, Endang. *Introduction to Methods and Approaches in Second Foreign Language Teaching*.(Surakarta: Muhammadyah University of Surakarta, 2009).

[5]H.Douglas. Brown, *Teaching By Principles An Interactive Approach To Language Padagogy*. (San Fransisco: Longman, 2000), p. 16

is a method of doing or performing something. Example in the earts or sciences applying modern technique to a traditional craft.[6]

2.   Classification of Technique

They are three kinds of techniques in language teaching classroom. They are classified in three big categories, namely controlled techniques, semi controlled techniques, and free techniques. The purpose in referring to such taxonomy is that it can be a help to the teacher as an aid to raising the teacher's awareness of the wide variety of available techniques, as well as indicator of how techniques differ according to a continuum ranging from controlled to free. Besides, it is as a resource for the teacher's own personal brainstorming process as the teacher considers types of techniques for the classroom. These are the description of each category of the techniques:

a. Controlled Techniques
    1. Warming up: it is the beginning activity in teaching and learning process. It can be in form of jokes, miming, dancing, singing or play. It is used to make students relax and ready to have lesson. It does not necessarily include the use of target language.
    2. Setting: prepare the student's attention for the topic to be discussed. It can be verbal or non-verbal stimuli which relevant with context. It can be in Form of showing picture, questioning, or miming to grasp and guide Student's attention to the lesson.

---

[6]As Hornby, *Oxford Advanced Learners' Dictionary* (New York: oxford university press, 1995), p. 12

3. Organizational: this includes disciplinary action, organization of seating and class furniture, general procedure for class interaction and performance, structure and purpose of the lesson, etc.

4. Content explanation: it is the explanation about aspects of language, such as grammatical, lexical, phonological, pragmatics.

5. Role play demonstration: selected students or teacher illustrates the procedure to be applied in the lesson segment to follow, include the brief illustration of language or other contentto be incooperated.

6. Presentation: speak or listening passage presented for passive reception.

7. Dialogue or narrative recitation: deliver the concept which has been prepared in the previous, whether in group or individual.

8. Reading aloud: reading directly from a given text.

9. Checking: teacher either circulating or guiding the correction of students' performance, providing feedback as an activity rather than within another activity.

10. Question answer display: activity involving prompting of students responses by means of display questions (teacher has already known the answers or responses).

11. Drill: common language activity including fixed pattern of teacher prompting and student responding by repetition, substitution, and others with little meaning attached.

12. Translation: students and teachers provision of L1 and L2 translation of given performance.

13. Identification: students pick out and produce or otherwise identify a specific target form, function, definition, or othet lesson related item.

14. Recognition: students identify forms, wothout any verbal response.

15. Review: teacher does the review of previous lesson to recall students' understanding about the lesson.

16. Testing: evaluate the students' progress in comprehending the lesson.

17. Meaningful drill: dril activity involving response with meaningful choices,as in references to diffrent information. Distinguished form information exchange by regulated sequenced and general form of responses.

b. Semi – Controlled Techniques

1. Brainstorming: a special form of preparation for the lesson, like setting which involves free, undirected contribution by students and teacher on a given topic, to generate multiple associations without linking them, no explicit analysis or interpretation by the teacher.

2. Retelling: not necessarily lesson- based, a lengthy presentation of story by teacher or student. It may be used to maintain attention, motivate, or as lengthy practice.

3. Question answer: activity involving prompting of responses by means of referential questions (i.e. the questioner does not know beforehand the responses information).

4. Cued narrative or dialogue: students' production of narrative or dialogue followind cues from miming, cue cards, pictures, or other stimuli related your narrative or dialogue.

5. Information transfer: application from one source of material or media (e.g visual) to another (e.g writing) which involves some transformation of the information (e.g students draw a diagram while listening to a description).

6. Information exchange: task involving two-way communication as in information gap exercises when one or both parties must share information to achieve some goal.

7. Wrap up: brief teacher or student produced summary of heat have been practiced or learned.

8. Narration or exposition: presentation of a story or explanation derived from prior stimuly (different from cued narrative where it is lack of immediate stimuli).

9. Preparation: students study, silent reading, pair planning and rehearsing, preparing activity. Usually a student directed or oriented project.

c. Free Techniques

1. Role play: relatively free acting out of specified roles and function.

2. Games: various kinds of language games activity not like other previously activity (e,g board and dice game making word).

3. Report: report of student prepared exposition on books, experiences, project work, without immediate stimulus, and elaborated according to students' intersts.

4. Problem solving: activity involving specified problem and limitatios of means to resolve it requeres cooperation on part of participants in small or large group.

5. Drama: planned dramatic performance of play, skit, story, etc.

6. Simulation: activity involving complex interaction between groups and individuals based on simulation of real life action and experiences.

7. Inteview: a student is directed to get information from another student or students.

8. Discussion: debate or other form of grouped discussion of specified topic, with or without specified side or positions prearranged.

9. A composition: written development of ideas, story, or other exposition.

10. A propos: conversation or other socially oriented interction or speech by teacher, student, or even visitor, or general real life topic. Typically authentic and genuine.[7]

From the three techniques above, the teacher can combine between the techniques that explained above with the techniques that were used in the school.

1. The Technique Usedin Teaching Speaking

Based on theory of Technique in teaching speaking by Brown it stated that some principles for designing speaking techniques should required technique to cover the spectrum of learners need, accuration on language teaching toward speaking performance.[8]

There are some techniques that teacher use in teaching English speaking namely:

---

[7]H Douglas Brown.*Teaching by Principles: An Interactive Approach to language pedagogy: second edition* (New York. Longman Inc., 2001).p. 134-135

[8] H Douglas Brown.*Teaching by Principles: An Interactive Approach to language pedagogy:* p. 123-124

2. Role Play

Role-play is one of the techniques, which is mostly used by the teacher in teaching speaking. Many students can get great benefits by using role-play in the classroom activity, since they can perform the real situation in the classroom . In the class, the teacher often asked the students to perform several conversations, which are related to the topic discusses.

3. Watching videos

Since the method used in the class is CLT, a context-based conversation often drilled by the lecturer on the video. The students could learn various expressions, which can be used in particular context from the video.

2.2.3.3 Cartoon Story Maker (Digital Story Telling)

Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own develop their perception about the new language. Another reason is that it is very uncommon to children to learn various language sounds at younger age.

4. Discussion

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. Before the discussion, it is essential that the purpose of the discussion activity is set by the teacher. In this way, the discussion points are relevant to this purpose, so that students do not spend their time chatting with each other about irrelevant things.

5. Brain Storming

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. Retelling

Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Retelling 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.

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 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.

8. Picture Describing

For this activity students can form groups and each group is given a different picture. Students discuss the picture with their groups, and 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.

9. Story Completion

For this activity, a teacher starts to tell a story, but after a few sentences he or she stops narrating. Then, each student starts to narrate from the point where the

previous one stopped. Each student is supposed to add from four to ten sentences. Students can add new characters, events, descriptions and so on.

10. 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.[9]

Based on the theories above, it can be conclude that the method/technique in speaking learning process can be help the teacher in teaching speaking and abridging the teacher understanding the material for the students.

a. The Principle of Proper Speaking Technique

Brown provides some princples for designing speaking techniques as follow:

1. Techniques should cover the spectrum of learner needs from language based focuss on accurasi to massage-based focuss on interaction meaning and fluency.

2. Techniques should be intrinsically motivating.

3. Techniques should encourage the use of autentic language in meaningful contexts.

4. Provide appropriate feedback and correction.

5. Capitalize on the natural link between speaking and listening

6. Give students opportunities to initiate oral communication. It is important as part of oral communication competence is the ability to initiate conversations, to nominate topics, to ask questions, to control conversation, and to change

---

[9] Erik Yuda. Jurnal strategies in teaching speaking to young learners.Bogor: University of Bogor. 2006. P.29.

the subject. Teacher should use speaking techniques which allow initiating language.

7. Encourage the development of speaking strategies for accomplishing oral communicative purposes. Make sure that the students become aware and have enough chance to practice such strategies in the class to produce oral language such as :

   1. Asking clarification (what).

   2. Asking someone to repeat something (excuse me?).

   3. Using filler (I mean, well, ah), expressing something when someone face some problem.

   4. Using conversation maintenance cues (uh, huh, right, yeah, okay, hum).

   5. Getting someone's attention (Hey, Guys, so).

   6. Using paraphrasing sentence structure when someone cannot understand easily.

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

   8. Using formulate expression (at the survival age) how much does…….cost? How do you get to the………?)

   9. Using mime and nonverbal expression in convey meaning.[10]

Based on the principles for designing technique in teaching speaking above, should be carefully in using the technique or the way of teaching speaking.

---

[10]H Douglas Brown.*Teaching by Principles: An Interactive Approach to language pedagogy:second edition* (New York. Longman Inc., 2001).p. 275

Because most of the students' needs comfortable atmosphere in the class.therefore, the teacher should have to appropriate the techniques with the condition of the students.

2. The Concept of Speaking

a. Definition of Speaking

Speaking is talk to someone about something by using your voice to express your opinion openly.[11] Speaking is the way to express or convey as in speech. To deliver and adress, to make known to be capable conversing especially in foreign language.[12] Speaking is using voice to mantion or describe thing in a language or that one person is saying something to the other.[13] According to Byrnes speaking is a two ways process.[14] In the process of speaking a person does not only consider the informational content of what they are saying but also try to project own ideas appropriately and effectively, and present themselves to the world of the listeners in a way which engages their attention. Speaking ability is indeed an important aspect in learning a certain languages. However, speaking is an ability that is taken for granted, learned as it is through a processof socialization through communicating.[15]

Speaking is defined as usage and use. Speaking, in the usage sense, involves the manifestation either of the phonologycal system or the grammatical system of the

---

[11]*Oxford Learners' Pocket Dictionary,* (New York: New Edition Oxford University Press 2003). P.414

[12]Webster, *The New International Webster's Pocket Dictionary of The English Language,*United States: New Revised Edition: Trident Press International 2002. p.403

[13]As Hornby, *Oxford Advanced Learner's Dictionary* (oxford university press: New York, 1974), p. 1290

[14]Donn Byrne, *Teaching Oral English*, (London: Longman, 1976), p. 8

[15]Glenn Fulcher, *Testing Second Language Speaking*, (London: Pearson Education Limited, 2003).p.22

language system of the language or both by using the speech organs. In term of use, however, the act of speaking involves not only the production of sounds but also the use of gesture, the movement of the muscles of the face, and indeed of the whole body.[16]

From the explanation above the researcher can conclude that speaking is one way to express feeling, ideas and anything that in mind by speaker to the listener and understand to each other by using voice.

b. Elements of Speaking

Speaking is a complex skill requiring the simultaneous use a number of different abilities, which often develop at the different rates. Either four or five components are generally recognized in analyzing the speech process.

1) Pronunciation

As stated by Hammer, if students want to be able speak fluently in English, they need to be able pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech. The speaker must be able to articulate the words, and create the physical sounds patterns, the basic units of meaning. At the level of word pronunciation, second language learners regularly have problems distinguishing between sounds in the new language that do not exist in languages they already know.

2) Grammar

It is obvious that in order be able to speak foreign language, it is necessary to know a certain amount of grammar and vocabulary. Grammar is the sounds and the

---

[16]Didiksantoso, A journal; Accelerated Learning: *An Alternative Approach in Teaching English Speaking Skill*, (Jakarta: Universitas Islam Negeri Jakarta, 2006), p. 42

sound patterns, combine them to form new sentences. Therefore, grammar is very important in speaking because if the speaker does not mastering grammar structure, he cannot speak English well and grammar may defined as the way a language manipulates and combines words (or bits of words) in order to form longer unit of meaning.[17]

3) Vocabulary

As we know, vocabulary is a basic element in language. Vocabulary is single words, set phrases, variable phrases, phrasal verbs, and idioms. It is clear that limited vocabulary mastery makes conversation virtually impossible.

4) Fluency

In simple terms, fluency is the ability to talk freely without too much stopping or hesitating. Meanwhile, according to Gower et-al, fluency can be thought of as 'the ability to keep going speaking spontaneously'. When speaking fluently students should be able to get the message across with whatever resources and abilities they have got, regardless of grammatical and other mistakes.

5) Comprehension

The last speaking element is comprehension. Comprehension is discussed by both speakers because comprehension can make people getting the information they want. Comprehension is defined as the ability to understand something by a reasonable comprehension of the subject or as the knowledge of what a situation is really like.[18]

---

[17]Penny Ur, *Grammar Practice Activities a Practical Guide for Teacher* (New York: Cambridge University Press, 2003), p.4.

[18]NiningHidayanti, "*Using Role Play to Improve Students' Speaking Ability*," (Thesis; Submitted in Partial Fulfillment of the Requirement for the Degree of Bachelor of Education in

c. Function of Speaking

People as social beings are in need of interaction from one to another in their daily lives. Interaction among people can be carried out by using language as device of communicating, people use language differently according to their background; the place of origin, education, social group, generation and even occupation. They formulate their utterances with the goal of having their intentions recognized by the interlocutors. In social interaction, speaking seems to be an important component of a language usage which enables people to communicate and get along to each other. Besides, speaking is also considered as the primary mode of communication because all humans learn to speak as a need to interact and to communicate their ideas, feeling, thoughts, as well as their wishes to the others.[19]

d. Problems Related to Speaking Activities

There are some problems faced in speaking activities, many problems faced in speaking activities are as follows:

1. Inhibition

Unlike reading, writing, and listening activities, speaking requires some real time exposure to an audience. Learners are often inhibited about trying to say a thing is a foreign language in the classroom, or shy of the attention that their speech attracts.

English Language Education, Institute of Islamic Education and Teacher Training Faculty Walisongo State Islamic University: Semarang, 2015,) p.11.

[19] A. KaharuddinBahar, *Interactional Speaking a Guide to Enhance Natural Communication Skills in English* (Yogyakarta: TrustMedia, 2014), p.1.

2. Nothing to say

Some learners get the difficulties in thinking of anything to say, they have no motivation to express themselves beyond the guilty feeling that say should be speaking.

3. The low or uneven of participation

Only one participant can talk at a time if he or she is to be heard. In a large group, this means that each one will have only very little time to talk. This problem is compounded by tendency of some learners to dominate, while others speak very little or not at all.

4. Mother-tongue use

In number of classes, the learners share the some mother tongue. They may tend to use it because of some reasons. Firstly, it is easier. Secondly, it feels unnatural to speak to one another in a foreign language. If they are talking in small groups, it can be quite difficult to keep using the target language.

The problem may also come from the teacher. She may give a little exercise to develop speaking skill. The students who learn about a new language will not learn to speak merely by hearing speech in class. The teacher would be in the position of controlling a set of strategies that would help the students improve their performance[20]

e. Teaching Speaking

Speaking is a crucial part of second language learning and teaching. Despite its importance, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or

---

[20] Brown, H. D. *Teaching by Principles an Interactive Approach to Language Pedagogy* . Longman, Ny: Person Education, 1999.

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. 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.[21]

  Teaching speaking is a very important part of second language learning. The ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life. Therefore, it is essential that language teachers' pay great attention to teaching speaking. Rather than leading students to pure memorization, providing a rich environment where meaningful communication takes place is desired.

---

[21]Nunan, D. *Practical English Language* .(New York: McGrow Hill. 2003)

C. Conceptual Framework

The main focus of this research is teacher's technique in teaching speaking skill. The researchers design the conseptual framework of this research by showing diagram below:

```
┌─────────────────────────┐              ┌──────────────────────────────┐
│   Teacher's Technique   │ ◄────────► │ Component of Speaking Skill  │
└─────────────────────────┘              └──────────────────────────────┘
            │                                          
            ▼                                          
┌─────────────────────────┐              ┌──────────────────────────────┐
│ 1. Role Play            │              │                              │
│ 2. Watching videos      │              │                              │
│ 3. Cartoon Story Maker  │              │  1. Pronunciation            │
│ 4. Discussion           │              │  2. Grammar                  │
│ 5. Brain Storming       │              │  3. Vocabulary               │
│ 6. Storytelling         │              │  4. Fluency                  │
│ 7. Interviews           │              │  5. Comprhension             │
│ 8. Picture Describing   │              │                              │
│ 9. Story Completion     │              │                              │
│ 10. Reporting           │              │                              │
│ 11. Other Techniques    │              │                              │
└─────────────────────────┘              └──────────────────────────────┘
            │                                          │
            └──────────────┐         ┌─────────────────┘
                           ▼         ▼
                ┌─────────────────────────────────┐
                │ Teachers' Technique in Teaching  │
                │        Speaking Skill            │
                └─────────────────────────────────┘
```
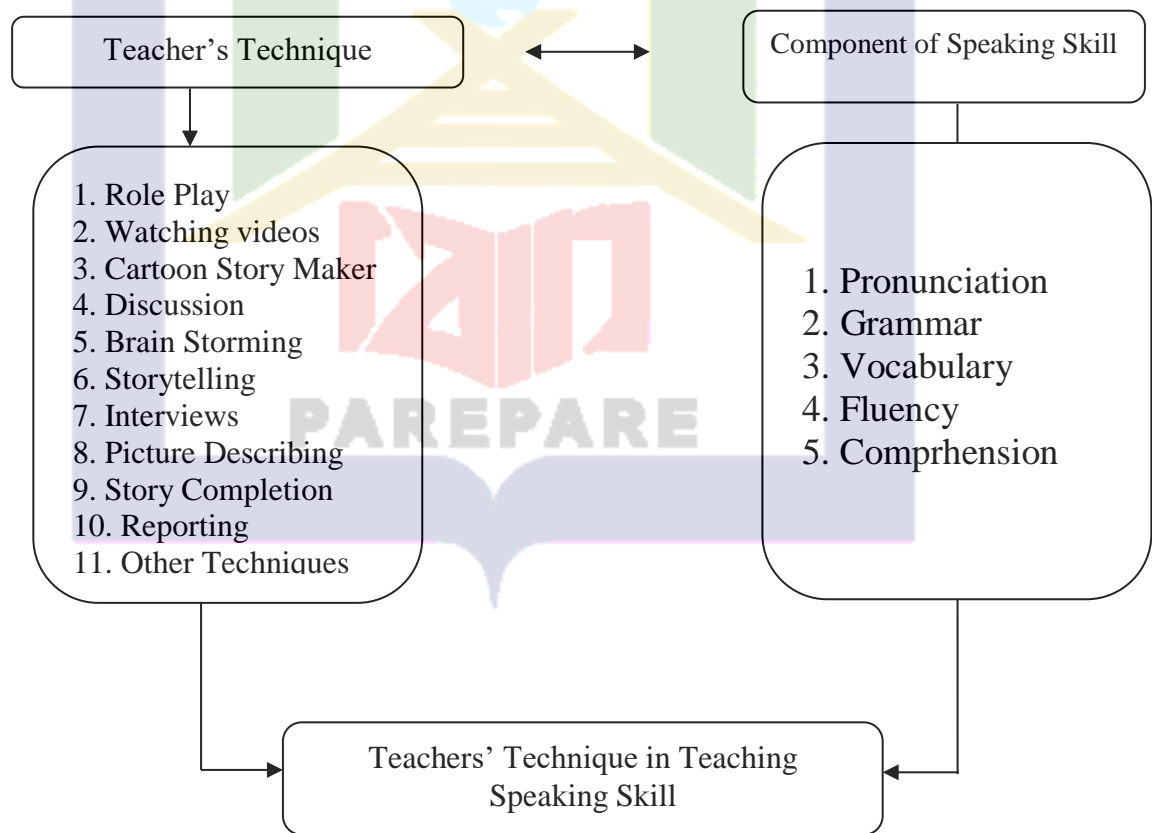
Based on the conceptual framework, the researcher was done the research focuses on teacher's technique : based on first considerationabove the researcher want to know the teachers' technique in teaching English which refers to the 10 techniques, than analyze about the students speaking quality after being taught with those technique.