

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents review of related literature, including theoretical frameworks related to the definition of Teaching English as a Foreign Language,

The Nature of Speaking, Teaching Speaking, Activities in Conversation Class, and previous studies.

2.1 Theoretical Frameworks

2.1.1 Teaching English as a Foreign Language

In Junior High School English is one of the compulsory subjects based on the National Education Curriculum (Permendikbud 2014), in the time of teaching and learning there are 80 minutes in every meeting for English subject. Students learn English two meetings in a week. English has minimum time to learn, some of school give additional English program to improve students' English ability especially for speaking. In foreign language context, according to Brown (2000, p.116) Students do not use the language as their native or second language. It means that people foreign language learners do not use language among the society. Teaching English as a foreign language, Broughton (2003, p.6) states that English taught in school and students use to practice English in the classroom. In English foreign language context, it is really important for learning English because English used as means of communication. People communicate among people from different countries by using English.

2.1.2 The Nature of Speaking

Speaking is one of the central elements of communication. Speaking is someone's ability to communicate with other individual or group. People can express their thought to others by speaking. Nunan (2003, p.48) defines speaking is the productive aural/oral skill. It consists of producing systematic verbal utterances to convey meaning. When people talking to others, they convey meaning by speaking in oral communication and the listener will give response or feedback because they understand what the speaker said. Fisher and Frey (2007, p.16) define speaking, as follows:

“Speaking is the uniquely human act or process of sharing and exchanging information, ideas, and emotions using oral language. Whether in daily information interactions or in more formal settings, communicators are required to organize coherent messages, deliver them clearly, and adapt them to their listeners.”

It means that speaking is one of the important skills that must be mastered in leaning a language as means of communication. Speaking is a skill used by people to express their thought, ideas or opinion in oral communication. Richard (2008, p.21) assumes that speaking is an important skill in language learning that enable language learners to communicate not only in expressing view point but also in giving responses. It is also agreed that speaking as a productive skill is related to the ability of language learners to process information during the conversation.

2.1.3 Teaching Speaking

Teaching speaking is really important because speaking is one of the significant skills as means of communication. Lewis (1992, p.23) explains teacher who recognise language as communication will use interesting text, pair work, free practice and many other classroom activities. In teaching speaking, it is necessary for students to study the material of real interest to them and communicate real ideas of their own through the language they are learning in the classroom. Widiati and Cahyono (2011, p.1) argue that teaching speaking skill is important for students who want to study English in order to be able to use English for communicative way. Teaching speaking also contributes to a real conversation. In teaching speaking, students can practice English in a real conversation with partner or group in the form of dialogue or role play with the communicative task given by the teacher.

In teaching and learning activities, teacher plays an important role. In teaching speaking, according to Harmer (2007, p.25) there are two particular roles of the teacher, as follows:

1) Prompter

In speaking activity, the teacher can encourage students to achieve more, and as a prompter teacher act as feedback provider by evaluating the students performance.

2) Tutor

Teacher acts as an advisor who responds to what students is doing and advises them on what to do next.

In speaking class for Junior High School, students learn basic communicative course in English. Here the students have progressed beyond novice stages to an ability to continue basic communicative course; it is called as intermediate, Brown (2000, p.103). There are so many topics given to students in the class for intermediate level such as describing people, talking about movie, talking about present and past, talking about people and events, etc. In teaching and learning activities students can take place in pairs, small group, and whole class activity.

In teaching speaking, there are component of teaching used by the teacher in the activities of teaching and learning, such as syllabus, techniques, materials, media, and assessment. The components of teaching are really important for teacher in teaching speaking in the classroom.

2.1.3.1 Syllabus in Teaching Speaking

Syllabus is one of the important components in teaching English. According to Richard (2001, p.152) a syllabus describes the major components that will be used by teachers in planning a language course. Syllabus is a teachers' guideline to teach the course in the classroom. Based on the Minister of Education and Culture regulation (Permendikbud 2014) the syllabus for compulsory subject in 2013 curriculum is developed by the government. Thus the syllabus of English as compulsory subject in 2013 curriculum is provided by the government for teacher as a guideline to develop the lesson plan. Thus, syllabus is really

important as teachers' guideline to develop lesson plan before teaching in the classroom.

In teaching speaking, developing syllabus is really important in planning the course. Richard(2001, p.152) assumes in planning a course on speaking skill, the syllabus design should focus on the learners who use language for social purposes. A communicative syllabus is suitable for teaching speaking because communicative syllabus focuses on communication skill. In teaching speaking, the syllabus design has to develop a course that focuses on developing communicative courses. Therefore in teaching speaking, syllabus is a major component in planning a course that focuses on speaking skill.

2.1.3.2 Teaching Techniques

Teaching technique used by the teacher in the teaching and learning activities to make students more interested in the learning process. Brown (2000, p.16) defines techniques is any of wide variety of exercises, activities or tasks used in the language classroom for realizing lesson objectives. According to Achmad and Yusuf (2014, p.3) in speaking class, teachers are required to create communicative and interactive activities to give students opportunities to practice the target language. In the teaching speaking, teacher should establish many kinds of techniques to encourage students' motivation and learning and to avoid boredom in the class. In choosing the techniques that will be used in the class, teacher should be creative in using kind of techniques to make students enjoy in

practicing speaking in the classroom. In teaching speaking, teacher should make appropriate techniques based on the students' level and competence.

There are some interactive techniques can be applied by teacher in teaching speaking. Brown (2000, p.283) claims those interactive task and techniques are: interview, games, jigsaw task, discussion, role play, simulation. In teaching speaking giving interesting task and techniques is really important for students in the classroom. According to Leo (2013, p.97) there are some techniques in teaching speaking that can be used for teacher in the classroom, as follows:

1) Discussion

Discussion is effective in getting students to think constructively, while they are interacting with the rest of the group. In this activity, the teacher has to prepare several interesting topic for the discussion. Group representatives who report the result of the discussion should not be dominated by certain students. It is good to give chance to other students who are quiet, lazy or who have less confidence to follow in the discussion.

2) Role Play

It is an activity in which students play parts of roles and often work in pair or in a group. Role play is a good activity to improve speaking ability, in the role play students have time to speak. They can practice a dialogue or conversation with their partner or group. Every student has opportunity to practice their speaking in a role play.

3) Simulation

This activity or technique is to create the pretence of real life situation in the classroom. Students are set certain tasks to stimulate the real world.

4) Cooperative Learning

This is a group learning activity to encourage students to work together to complete a task. Bruffe in Leo (2013, p.98) suggests that cooperative is a systematic teaching and learning strategy that encourages small groups of students to work together to achieve a goal.

In teaching and learning activities teacher has to give various activities to encourage students' motivation in practice speaking by using English and also to avoid boredom. Jackson (2012, p.3) suggests other kind of techniques that can be applied by teachers in teaching speaking, as follows:

1) Colored Slides.

Teacher can give colored slides to students based on the material or topic that given in the meeting. Teacher can give one picture in a slide then ask students to make a conversation based on the situation shown in the picture.

2) Book Reviews

In this activity, teacher asks students to prepare and give time to review the books that are interested by the students in a group. In this activity, students can have interesting discussion in the classroom. Students can give their opinion about the book in the discussion.

3) Theatre Party

Theatre party is the activity of watching a movie in the classroom. The movie is the English movie. After watching a movie, teacher and students can discuss the movie they have been seen by using English.

4) Games and Songs.

A session of games or songs helps to give variety to the conversation class.

The students can actually using English while singing English song. Giving games in conversation class brings fun activity to learn English easily.

In teaching speaking, giving a task for students to practice their speaking in pair or in group is needed to improve students' speaking competence. In Task based learning, According to Achmad and Yusuf (2014, p.4) task based learning is concerned with the learner's activity and the teachers provide various task for students. It means that giving communicative and interactive task in teaching speaking is really needed to make students practice the language in pair or in a group in the speaking class. Lewis and Hill (1992, p.23) states that in the teaching and learning, any pair work is communicative, but in the case the task can make the activity authentically communicative. Interesting communicative task can increase the students' motivation in practice speaking. The students can pay more attention in the activities. The communicative task can be in the form of conversation, presentation and discussion.

2.1.3.3 Materials

Material is an important component in the process of teaching and learning in the class. Material can help students understand what they learn. And from material students can have new or addition knowledge in learning activities.

Teacher should give many kinds of material in teaching speaking. Tomlinson (2005, p.7) assumes that teacher is a material developer. Before choose the material teacher should understand the classroom and the students' skill and level.

Many common of material support for language teaching comes through textbook. According to Brown (2000, p.136) language instruction is taken from supporting material. The materials in teaching speaking can be taken from textbook. A text book which is chosen by teacher should be cover appropriate material for students. Although selected textbook also cover the material for teaching and learning. The teacher can give students material for learning from many sources such as article, video, picture, worksheet, internet, etc.

In teaching speaking Fachurrazy (1993, p.29) suggests some topics in speaking class such as topics on students; self, family or friend, topics on social activities, topics on culture, costume or tradition, and topics on nature, science and technology. There are many topics that can be given by the teacher to students in speaking or conversation class. Jackson (2012, p.3) states that the topics for conversation in the teaching speaking should be relevant to the experiences and interests of the students. Thus, by giving topics that relevant to the students experience and level are really important in speaking class.

2.1.3.4 Media

In teaching and learning activities, teacher and learners are helped to achieve the learning goals by using media. Heinich (1990, p.7) defines media are carriers of information between a source and a receiver. It is used to give the materials for students and stimulate them to learn.

In the classroom, instructional media used to support the teaching as well as material. Media can increase the understanding of the material. Providing media in the teaching and learning activity is necessary for teacher. Brown (1977, p.78) explains media used by the teacher when giving the materials in presentation or leading a class discussion. In teaching and learning activities teacher are helped while explaining the material by using media. Media is used in the learning process to facilitate students and teacher to get an effective process.

There are many kinds of media that can be used by the teacher in teaching speaking. Ruis (2009, p.6) classifies instructional media for teaching, as follows:

1) Visual media

Visual media are types of media which can be seen and observed by the students. There are many kinds of visual media such as pictures, realia or real objects, drawings, chart, poster, textbook, board.

2) Audio media

Audio media are media which will be heard alone. Audio media are used for listening activities. There are kinds of audio media in teaching and learning activities such as audio tapes, audio player, and radio.

3) Audio visual media

Audio visual media are media which will be heard in addition as seen. The audio visual media such as video, TV, movie, sound slides.

2.1.3.5 Assessment

In teaching speaking, assessment is the evaluation to measure the students' speaking ability. Assessment is a part of instruction. In giving assessment teacher plays an active role to make decisions about the purpose of the assessment and the content of the subject that will be assessed for students in teaching and learning process. Brown (2003, p. 4) defines assessment is ongoing process to identify students' achievement. Assessment can be test and non test.

Teacher can give assessment from the students' performance in assessing students' speaking skill. Giving interactive task for students in assessing speaking is really needed. Nunan (2004, p.4) defines task is a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language. The task can be in the form of conversation or dialogue, role play, discussion, and presentation. Therefore, from those activities teacher can assess students' speaking skill.

2.1.4 Conversation Class

Conversation class is English extra learning program besides English regular class established by school to give students opportunity to improve their speaking skill. In conversation class, students are practicing English conversation in the classroom. Teacher asks students to make a conversation in the form of dialogue or role play in conversation class. According to Kroeker (2009, p.10)

conversation is a specific spoken interaction and it is used for social purposes.

Nunan (1999, p.228) defines that conversation is a way to verbally for mostly interpersonal and somewhat transactional purposes. Conversation happens when there is a small group of people with a minimum of two. Thus, Conversation is an interaction between two or more people and it is used for social and transactional purposes.

In conversation class, students are naturally talkative and some others are naturally quiet. In conversation classroom, students have to give contribution in the activity to practice a conversation by using English. Lewis (1992, p.118) explains that natural conversation should be entered in the classroom activity.

Conversation class is a place for students to practice speaking in pair or in a group with situation or topic given by the teacher. Conversation class given by the school for students is to improve students' ability to communicate using English and the teacher can be more effective to build the speaking skill of the students.

2.2 Previous Studies

The first study was a thesis entitled *A Study on the English Club as an Extracurricular program at SMPN 1 Malang*, a thesis by Diska Fatima Virgiyanti (2013). State University of Malang. The researcher conducted the study to describe the English club as an extracurricular program at SMPN 1 Malang in terms of technique, materials, media, assessment and activities. The researcher also studied the teacher and students' perception toward the club. The study is designed in a descriptive qualitative study. In this previous study, the subjects were the instructor and the students of the seventh and the eighth grade. The finding showed the result of the component of teaching in English club and the finding from teacher and students' perception toward the English club. Base on the teacher and students' perception, English club gave students more experience in Learning English and the students are always enthusiastic in learning English at the club.

The other previous study was a thesis entitled *The Implementation of Teaching English in a conversation class of bilingual program at SMPN 2 Malang*. A thesis by Ristanti Agustiana (2012). State University of Malang. The researcher studied about the teaching English in a conversation class of bilingual program at SMPN 2 Malang. The researcher studied the activities in the classroom, the technique, the material, the media used by teacher in teaching conversation class. This research also studied about the problem faced by the students in learning speaking and students' strategies to overcome the problem. The researcher conducted the research on the eighth grade of bilingual program.

The researcher conducted the research in one class of bilingual program. In this research, the researcher used descriptive study.

The difference between this research and the previous research is in this research is to study about the implementation of teaching speaking in Conversation Class as an intra curricular program on the eighth grade. In this study, the researcher studied about the components of teaching such as the syllabus, media, techniques, assessment that used by the teacher in teaching speaking. And the similar thing between this study and previous studies is the study used descriptive qualitative study. The researcher used descriptive case study design in conducting the research. The researcher conducted the research in a class of the eighth grade.

