

Chapter Two

Literature Review

This chapter attempts to discuss theories and the previous studies related to this research. The first point is about speaking skills. There will be definitions of the function of speaking and the characteristic of successful speaking activities. The second point is about the language learning strategies. The last point is about the speaking strategies and review of related studies.

Speaking Skills

Speaking is a process expressing words and it involves producing, receiving, and processing information. According to Brown (1994) speaking is a process of constructing meaning that involves producing and receiving words in an ordinary voice, uttering words and processing information. Then, Lawtie (2007) argued that speaking is fundamental to human communication, without speaking some people did not say anything. It means that speaking needs interaction with others. The interactions include speaker and listener who will be communicating each other.

In learning English, speaking is one of the skills that is important. According to Liao (2009) speaking skill is the skill that the students will be judged upon most in real-life situation. Speaking is very important to people because speaking is a tool of communication with other people. People speak and share information with each other through speaking. Argawati (2014) stated speaking is an activity that someone uses to communicate to each other. Speaking

is a daily activity. People speak anything to other people every day. When people speak with other people, they use the language to express their ideas or what they want to show to others.

Moreover, Nunan (2013) state that speaking consists of producing systematic verbal utterances to convey meaning and speaking as a productive aural or oral skill. Savignon (1982) also has the same argument with Nunan where doing speaking in order to communicate with each other through this oral communication have certain goal that want to achieve, the goal that people to do the communication. In addition, Shabani (2013) argued that speaking is the foreign language to develop in the learners of the target language compared of linguistic component such as vocabulary and grammatical structure.

From the definitions above, it can be concluded that speaking skills is always related to communication. Then, speaking is skill that is used to express meaning in order to transfer or to get knowledge and information from other people.

The function of speaking skills. According to Richard (2008), there are three functions of speaking skills that include talk as interaction, talk as transaction and talk as performance.

Talk as interaction. Talk as interaction refers to conversation used by people in social interaction. Interaction means that when people meet with other people, they exchange and engage greetings and knowledge in small talk and tell their experience. Talk as interaction focuses on primarily on social function,

reflects role relationship, reflects speaker's identity, and employs many generic words. The aim of talk as interaction is to build good relationship with others.

Talk as transaction. Talk as transaction refers to the situations where focus on what is said and what done rather than focus on the speaker. Besides, Richards (2008) explained that there are two different types of talk as transaction including situation where the participant focuses on giving and receiving information and focuses on what they say or do. The important point in transaction is between sender and receiver understands clearly and accurately about information that delivered.

Talk as performance. Talk as performance refers to public talk. The main feature of talk as performance is focusing on message and audience, focusing on both form and accuracy. Then, more like written language and often monologue than dialogue. Some examples are classroom presentation, public speaking, and announcement.

Those are the explanation about the function of speaking. The speaking ability should be improved time by time when you want to master the English well. Then, the function of speaking is to help students to create effective communication and to help students' pronunciation better than before.

The characteristic of successful speaking activities. There are some characteristics of successful speaking activities. Brown (2001) mentioned that "spoken language is easy perform, but in some cases, it is difficult. In order that they can carry out the successful speaking, and they must have some

characteristics of successful speaking activities” (p.270). The characteristic of successful speaking activities namely learners talk a lot, participation is even, high motivation, and use acceptable language.

Talk a lot. As much as possible of period of the time allocated to the activity used by learners. In fact, often most time is taken up with teacher talk or pauses. Ur (1996) had same argument with Brown who stated that learners have to talk a lot as much as possible than teacher in the speaking activity and teacher also should be a facilitator.

Participant is even. Participant is even means that in the classroom activity such as discussion not only active students who are talkative in speaking, but all of learners in classroom get a chance to speak. Thus, all of students get contributions are fairly evenly distributed in classroom.

High motivation. Learners who have high motivation in speaking will be eager to speak. It usually causes learners to be interested in the topic and have something new to say about it, or because they want to contribute to achieving a task and get good score. Thus, all of students who have high motivation can contributions in classroom activity and can get a good score.

Uses acceptable language. The last characteristic of successful speaking activities, learners express themselves in utterances that are relevant. When the learners speak in the target language, they should be acceptable. The learners should choose familiar words in order to make others understand.

Moreover, According to Nunan (1991) the characteristic of successful oral communication consists of several characteristics. Firstly, the learners should have ability to articulate of the language comprehensibly. Secondly, the learners master stress, rhythm and intonation patterns. The third characteristic is use acceptable language in speaking. The last characteristic is having skills in knowing about and purposes for conversations. Furthermore, successful conversation requires good listeners as well as good speakers.

Language Learning Strategies

According to O'malley and Chamot (1990), Learning strategies are defined as "special thoughts or behaviour that individuals use to help them comprehend, learn or retain new information" (p.1). Afterward, Oxford (1990) conveyed that language learning strategies are important for language learners because teachers will not always be around students to guide use the language outside the classroom. Nyikos and Oxford (1993) supported that learning strategies make learning become more effective and learning strategies also can develop an awareness of learning strategies and it makes the students to use appropriate strategies.

Learning strategies are divided into three main categories. Firstly, metacognitive strategies that involves planning for learning, thinking about learning process. Second, cognitive strategies involve more direct manipulation of the learning material. Then, Socio-affective strategy involves the activity and interaction with others. Furthermore, these strategies are classified into six groups

which are memory strategies (students remember language), cognitive strategies (students think about their learning), compensation strategies (students to make up for limited knowledge), metacognitive strategies (students manage their own learning), affective strategies (students feeling), and social strategies (interaction with others (Brown, 2007).

From the definition above, it can be concluded that learning strategies is important for the students because it can make students become independent and more effective when the teacher is not around the students.

Speaking strategies

According to Chamot and Kupper (1989) successful language learner tends to select strategies that work well together in a high arranged way, personalised the requirements of the language task. These learners can easily explain the strategies they use and why they employ them (O'Malley & Chamot, 1990). In speaking, the learners will employ strategies in order to overcome proficiency in oral communication. O'Malley and Chamot (1990) support that speaking strategies is important to language learning because can help the foreign language learner. Based on the definition, the speakers are generally aware of the strategies that they use.

There are many possible strategies that can be chosen. Oxford (1990) divided strategy into two categories. They are direct and indirect strategies. Direct strategies are the strategies that directly involve the target language, whereas indirect strategies are not directly involving the target language but they support

and manage the language learning. There are three types of direct strategies. Those are memory strategies, cognitive strategies, and compensation strategies. Besides, there are three types included in indirect strategies namely metacognitive, affective and social strategies. The following are the types of direct strategies proposed by Oxford (1990).

Memory strategies. Memory strategies helps the learners store new knowledge in memory and enable the learners to retrieve information from memory when they need to use it for comprehension. Memory strategies are divided into four; they are creating mental linkages, applying images and sound, reviewing well and employing action.

Creating mental linkages. There are three types of strategies which are useful for creating mental linkages. Those are grouping, associating or elaborating and placing new words into context.

Associating or elaborating. Associating or elaborating involves associating new language information with familiar concepts already in memory. Naturally, association is likely to strengthen comprehension, as well as making the material easier to remember. Everyone has their own way in associating something; any associations must have meaning to one learner, even though it might not make a sense to someone else.

Placing a new word into a context. Placing a new word into a context involves placing new words or expressions that have been heard or read into a

meaningful context, such as a spoken or written sentence, as a way of remember it.

Applying images and sounds. This strategy is useful for remembering new expression that have been heard or read. According to Oxford (1990), these strategies includes using imagery, semantic mapping, using keywords, and representing sound in memory.

Using imagery. Using imagery is good way to remember what has been heard or read in the new language is to create the mental image of it. One kind of imaging has special value in reading and it involves remembering a written item by picturing the place where it is located. The imagery is used to remember expression does not have to be purely mental.

Semantic mapping. Semantic mapping makes an arrangement of words into a picture, which has a key concept at the centre or at the top, and related words and the concepts linked by the key concept by a lines or arrows. This strategy is valuable for improving both memory and comprehension of new expression. It can be used for pre-listening or pre-reading activities in order to help the learners to understand and remember vocabulary that will be heard or read.

Representing sound in memory. Representing sound in memory helps learners remember what they hear by making auditory rather than visual representations of sounds. This involves linking the new word with familiar words or sounds from any language whether the new language, one's own language, or any language.

Reviewing well. This strategy is especially useful for remembering new materials in target language. This strategy contains of structure reviewing strategy. It entails reviewing at different intervals, at the first close together and then increasingly far apart. The learners can practice immediately like practice vocabulary words until the material become more or less automatic and into recombining to make new sentences.

Employing action. Employing action is divided into using physical response or sensation and using mechanical techniques.

Using physical response or sensation. Using physical response or sensation involves physically acting out a new expression that has been heard. This strategy can be applied both for response to command expression orally and for remembering written material. Learners can act out what they read or associate physical sensations with specific words found in reading passages.

Using mechanical techniques. Using mechanical techniques helpful to remember what new target language information has been heard or read. It involves moving or changing something that is concrete. For example, the use of flashcards with the new words written on one side and the definition written on the other side.

Cognitive strategies. Cognitive strategies are divided into four strategies. They are practicing, receiving and sending messages, and analysing and reasoning.

Practicing. These strategies are divided into four groups such as repeating, formally practicing with sound and writing system, recognising and using formulas and patterns, recombining, and practicing naturalistically.

Repeating. Repeating refers to saying or doing something over. This strategy is important for the four skills. In speaking the technique that could be applied to speaking for example the learners get the general drift of the main ideas, to predict. Repetition might involve saying or writing the same thing several times. On the other hand, the learners can improve their pronunciations and their use of structure, vocabulary, idioms, intonation, gestures, and style.

Formally practicing with sound and writing system. This strategy is often focused on perception of sounds (pronunciation and intonation) rather than on comprehension of the meaning. Here are some instances of formally practicing with sound. Tapes or recorder assist this strategy well. Some tape arrangements allow learners to record themselves so the learners can hear and compare their own voice with native speaker's voice.

Recognizing and using formulas and patterns. Using formulas and pattern refers to being aware of using routine formulas, such as "hello, how are you? This strategy can enhance the learner's comprehension and production. These routines will help build self-confidence, increase understanding, and enhance fluency. Some formulas are most often used to express purpose of managing conversations, and the learners can recognize these formulas as used by native speakers to say these formulas to continue in conversation or show interest.

Recombining. This strategy can be used in writing as well as in speaking. The strategy of recombining involves constructing a meaningful sentence or longer expression in new ways. It always provides useful practise. For instance, in practice spoken English, the learners create the following new sentence with some additional words.

Practicing naturalistically. Practicing naturalistically refers to practicing the new language in natural or in realistic setting like participating in conversation, reading a book, or article, listening to a lecture, or writing a letter in a new language. In reading, practicing naturalistically means using the language in authentic way for reading comprehension. The common medium for reading materials is print. There are many sources in reading material such as magazines, newspaper, book, advertisements, brochures, store catalogues, timetables and so on.

Receiving and sending messages. There are two strategies namely getting the idea quickly and using resources for receiving and sending messages. But only one strategies that can be useful for learning speaking.

Using resources for receiving and sending messages. Using resources for receiving and sending messages refers to use print or non-print resources to understand incoming messages or to produces out-coming messages. It involves using resources to find out the meaning of what is heard and read. The printed resources such as dictionary, grammar book, word list and phrase book may be useful for better understand incoming message (reading and listening).

Analysing and reasoning. This strategy can help learners to use logical thinking to understand and use of the grammar rules and vocabulary of new language. This strategy is divided into five strategies namely reasoning deductively, analysing expression, analysing contrastively, translating, and transferring. However, only four strategies that can be useful for learning speaking namely reasoning deductively, analysing contrastively, translating, and transferring.

Reasoning deductively. Reasoning deductively provides us to use general rules and applying them into the new target language situations. This is a top-down strategy which involves deriving hypotheses about the meaning of what is heard or read by general rules that the learners already know.

Analysing contrastively. Analysing contrastively is the strategy that most learners use naturally. It involves comparing elements (sound, vocabulary, and grammar) of the new language with elements of one's own native language to determine the similarities and differences. It is used at the early stages of language learning to understand the meaning of what is heard or read.

Translating. The learners use their own language as the basis for understanding what they heard or read in the new language. It also helps the learners produce the new language in speech or writing. However, word-for-word (verbatim) translation can provide wrong interpretation of the target language materials.

Transferring. Transferring is the last strategy of analysing and reasoning, which directly applies previous knowledge to facilitate new knowledge in target

language. It involves applying linguistic knowledge of or conceptual knowledge from one field to another as long as the language concepts are parallel but most of them are not. Transferring can lead into inaccuracy if the learners transfer irrelevant knowledge to other language.

Creating structure for input and output. There are three strategies to create structure. These strategies are necessary for both comprehension and production in the new language. Three strategies are taking note, summarizing, and highlighting. However, only summarizing is useful for learning speaking.

Summarizing. The learners make a shorter version of the original passage. This strategy can be more challenging and useful than taking notes because it often requires greater condensation of thought. Summarizing can be as simple as just giving a title to what has been heard or read. As students advance in their knowledge of language, their summaries can be made in the target language.

Compensation strategies. Oxford (1990) argued that compensation helps the learners to overcome knowledge limitation in the four skills. Compensation strategies are intended to make up inadequate repertoire of grammar especially in vocabulary. Compensation strategies are also useful for expert language users.

Overcoming limitation in speaking and writing. Overcoming limitation in speaking and writing contributes to learning by allowing learners to stay in conversations. Some of these strategies also provide new knowledge in a more obvious way. This strategy divided into eight strategies namely

Using Mime or gesture. The learners use physical motion such as mime or gesture during conversation to indicate the meaning. For example, Tono does know the expression for a large wooden desk with drawers, so he makes gesture indicating the size of the desk, and the way the drawer pulls out.

Adjusting or approximating the message. This strategy is used by the learners to make the ideas simpler or less precise, or say something different that has similar meaning. For example, the learner cannot yet say is illustrated when Fina asked about her family, says she has two children but does not indicate that they are fully grown adults, another learner, Nina says she has to leave now, but does not indicate that she has an appointment at the dentist's in 20 minutes.

Coining words. This strategy means making up new words to communicate a concept which the learners do not have the right vocabulary. When there is no time to check dictionary, or look up the correct word sometimes the learners can make up their own words to get meaning across. For example, Zoltan uses the term tooth doctor instead of dentist when writing a note to indicate where he is going this afternoon.

Using a circumlocution or synonym. In this strategy, the learner uses a circumlocution (a roundabout expression involving several words to describe or explain a single concept) or synonym (a word having exactly the same meaning as another word in the same language) to convey the intended meaning. Frequently, the learners use high-coverage terms that are very close to (but not quite) synonym for instance, pen instead of ballpoint, fruit for strawberry.

Metacognitive Strategies. Metacognitive strategies are the first strategies of the indirect strategies. Oxford (1990) stated that metacognitive strategies provides a way for the learners to coordinate the learning process. Metacognitive strategy is divided into eleven strategies that is classified into three sections namely sets centering your learner, arranging and planning your learning and evaluating your learning. These strategies are useful in developing all the language skills. However, only seven of them which can be used in speaking namely overviewing and linking with already known material, paying attention, delaying speech production to focus on listening, find out about language learning, identifying the purpose of language task, seeking practice opportunities, and self-monitoring.

Overviewing and linking already known material. This strategy involves previewing the basic language activity, and linking these with what the learners already know. Vocabulary can be important part of the overviewing/linking strategy. Students can help each other create and expand list of relevant vocabulary for an upcoming language into context and considering similar expression in the native language.

Paying attention. This strategy involves two modes directed attention and selective attention. Directed attention means deciding generally to pay attention to the task and avoid irrelevant distractors by providing interesting activities and material. In contrast, selective attention deciding in advance to notice particular detail and giving the learner, which requires attention to specifics.

Finding out about language learning. This strategy involves in language learning. It can help the learners more effective learners such as books about language learning are a good course of information, and it helps the learner to talk about their language problem, ask question, and share ideas with each other, talk about the learning process will reap rewards for the students.

Organizing. This strategy includes a variety of tools, such as creating the best possible physical environment, scheduling well, and keeping a language notebook. First, having the right physical environment is important for every language skill. Second, assist your students in developing practical weekly schedules for language learning, with plenty of time devoted to outside of class practice in the language skills which are most needed. Finally, a language learning notebook is excellent organizational aid to learners.

Setting goals and objective. Goals and objectives are expression of students' aims for language learning. Students without aims are like boats without rudders. Goals and objective should be noted in the language learning book. Goals are generally considered to be long-range aims referring to the outcome of many months or even years. Objectives are short-term aims for hours, day, or weeks.

Planning for a language task. This strategy always involves identifying the general nature of the task, the specific requirement of the task the resources available within the learner, and the need for further aids. These four steps can be illustrated for each of language skills. For example, when the learners consider the

needed vocabulary, realizes the learners know a few related words, and assumes can guess many more expression from the picture and text.

Seeking practice opportunities. This strategy underscores students' responsibility to generate their own opportunities to practice. The learners need to find additional chances to practice the language and must realize it is to search for these occasions, and challenge the learners to look for such chances whenever and wherever possible.

Self-monitoring. This strategy encourages the learners to write down their most significant difficulties in their language learning notebooks and try to eliminate, and help the learners understand more about the new language or about their own use of learning strategies. Often use mainly in speaking and writing.

Self-evaluating. This strategy involves evaluating either general language progress or progress in any of the four skills. More specific in self-evaluating the learner more accurate the evaluation, just into consideration the difficulty of the situation or the language. Checklists or journal can help learners evaluate their progress, at the same time as getting in touch with feelings.

Affective Strategies. Affective strategies refer to emotions, motivation, and values. The effective side of the learners is probably one of the most influencing the success or failure on language learning. Thus, affective strategies are the strategies that can be used by the learners in order to overcome the over anxiety, anxiousness nervous, anger, and any other feeling. This strategy consists of three classifications namely lowering your anxiety, encourage yourself, taking your emotional temperature.

Lowering anxiety. There are three types of strategies that can be used by the learners to overcome their anxiety. The first is using progressive relaxation, deep breathing, or meditation. The learners can relax all of the major muscle of the body such as on the neck and face, or the technique of the breathing deeply from the diaphragm, or the technique of mediating by focusing on the mental image and sound. The second is using music, listening to the soothing music such as classical music or concert. The last is using laughter to relax by watching a funny movie, reading a humorous book, listening to a joke and other.

Encouraging yourself. This type of strategies is used to encourage the learners by making positive statement, taking risk wisely, and rewarding themselves. The language learning often forgetting this strategy. They often expect encouragement from other people and do not realize that they can provide their own.

Positive statement. Students can make positive statement by saying or writing positive statement in order to feel more confident in learning the new language. This is the example of positive statement in reading “I enjoy understanding the new language, I can get the general meaning without knowing every word, and I’m reading faster than I was a month ago” (Oxford, 1990, p.165).

Taking risk wisely. This strategy involves a conscious decision to take reasonable risks by neglect the possibility to make a mistake or encounter difficulties. This is the example of using risk taking in reading: Ali decides to

guess the meaning in the article, even though his guessing might not always be right.

Rewarding. Learners can give a valuable reward for a particularly good performance in new language. Learners often expect to be rewarded by the external source such as praise from the teachers, certificate of accomplishment or other. However, learners need more reward than they get externally, but they need it more regularly and more often. Some of the potential reward comes from the learners themselves.

Taking your personal temperature. This strategy helps learners to assess their feelings, motivations, and attitudes in order to differentiate negative attitudes and emotions that impede language learning progress. There are four strategies can be used by the learners such as first, listening to your body, it means that to pay attention. Second. Using checklist, a checklist helps the learners to ask them question about their own emotional condition in more structure. The third, writing a language learning diary to describe learners feeling attitude and perceptions about the language learning process. The last, discussing their feeling with someone the learners need to discuss the process with other because language learning is difficult. The learner can discuss their feeling to a teacher, friend, and parent.

Social strategies. Sometimes people mistaken think that social strategies are used only for listening and speaking but social are helpful and indeed essential

to four language skills. This strategy consists into three categories namely asking question, cooperating, and empathizing.

Asking questions. This strategy is mostly used in speaking in writing, because errors which are obvious to other people occur in producing the new language. This strategy includes both asking for clarification or verification and asking for correction. The learners can use asking for clarification or verification in listening and reading, and asking for correction for speaking and writing. Learners can ask someone who more proficient in the target language. The first, asking for clarification. Involves asking the more proficient speaker to slow down, paraphrase, repeat, explain, or otherwise clarify what the learners said. The second, asking for correction. This strategy is mostly used in speaking and writing, the learners' most obvious making errors to other people occur when producing the new language. Learners can ask the other person for correction of problems which cause confusion or offense.

Cooperating. This strategy can involve learning with partners either in pair or in small group. This strategy divided into two strategies. The first, cooperating with peers. This strategy involves a concerted effort to work together with other learners on an activity to develop their ability to cooperate with peers while using a variety of language skills. Second, cooperating with proficient users of the new language. This strategy involves taking specific steps to enhance communication with a proficient user of the new language.

Empathizing. There are two strategies in this section. First, developing culture understanding. This strategy often helps the learners understand better what is heard or read in the new language. The learners also used in language classes, they can develop their activities to greater cultural awareness, which is necessary for achieving proficiency in the new language. Second, becoming aware of other thought and feelings. This strategy provides the learners to observe the behaviour of the other as possible expression of their thought and feelings, asking about their thought and feelings when appropriate.

Review of Related Studies

Related to the topic of strategies in learning speaking there are two studies to strengthen the analysis in this research. The first, study was done by Moriam (2005) entitled “*Speaking Strategies Use by the EFL students in Japan and Bangladesh*”. He investigated the differences of speaking strategy use by EFL-major university students in Japan Bangladesh. The participants were 165 EFL-major university students from Japan and Bangladesh. In the research, he used a questionnaire as the research instrument. In data analysis, he used ANOVA4 and software SPSS to process the data. The result of the research shows that the Bangladeshi EFL-major students use cognitive and interpersonal strategies more frequently than the Japanese students.

The second research was done by Mistar and Umamah (2014) in research entitled “*Strategies of learning Speaking skill by Indonesian Learners of English and their contribution to speaking proficiency*”. This research aims to investigate

the differences in the use of strategies of learning speaking skill by male and female learners, and the contribution of strategies of learning speaking skills on the learners' speaking proficiency. There were 595 participants of second year senior high school from eleven schools in East Java. In the research, they used questionnaire of Oral Communication Learning Strategy (OCLS) to collect the data. The result of the research show that there are eleven strategies that can be applied by female and male learners, but only eight categories were found to be used more frequently by female and three were used more frequently by male learners. The researcher concluded that female and male learners used the different strategies to contribute speaking ability.

Based on the previous related studies, all of them can contribute to be guideline and consideration to help the researcher in conducting this research. There are some similarities with purpose to find out the strategies in learning speaking, and the previous studies also use quantitative method and questionnaire to gather the data. For instance, some previous studies used questionnaire from Oral Communication Learning Strategy (OCLS). However, this research will adopt the questionnaire from Strategy Inventory for Language Learning (SILL). The previous studies used ANOVA4 to process the data. On the other hand, this research will use SPSS application to process the data.