

Chapter Two

Literature Review

In this chapter, the researcher reviews some literatures related to the study especially about speaking skills, teaching speaking, the roles of teacher, strategies in teaching speaking, challenges in applying teaching speaking, teaching practicum, teaching practicum in ELED of UMY, review of related studies, and conceptual framework. The literatures are taken from books and journals that are related and can support this research.

Speaking Skills

There are some definitions of speaking skill based on some experts in the previous studies. Nunan (2003) defined speaking as an oral skill which consists of producing systematic verbal utterance to convey meanings. Mart (2012) mentioned speaking as an ability of speech to express or exchange opinion through language. Thornbury (2005) stated that speaking is an interaction which requires the ability to collaborate in the managing of speaking. Based on those speaking definitions, the researcher concludes that speaking is an interactive skill that is used to express idea and contain the meaning.

Teaching speaking

Definition. Teaching speaking is an important part of foreign language teaching. Nunan (2003) stated that teaching speaking is to teach ESL learners to produce the English speech sounds and sound patterns and to use the language quickly and confidently with few unnatural pauses. According to Al-Hosni (2014), teaching speaking focuses on improving the oral production of learners. In

other words, the ability of students to communicate in a foreign language fluently can signify the success of students in speaking. Therefore, teachers of foreign language should pay more attention to teach speaking. In teaching speaking, a teacher provides students with the language components, so they will eventually use the components when they speak (Nunan, 2003). Those language components are dialogue, grammar, pronunciations, and vocabulary. That is why, in the process of learning speaking, students should recite dialogues, learn grammar, learn pronunciations, and learn vocabulary.

Principles of teaching speaking. Teaching English can be difficult when the students cannot speak English because the lack of practice to speak. For whatever reason, students feel uncomfortable to speak and express their opinions and views. This is a challenge for the teachers. Therefore, Nunan (2003) presented several principles for teaching speaking. The principles are to make teacher aware of how to plan a lesson plan and make sure the students are comfortable in producing oral language. The first principle is being aware of the differences between second language and foreign language learning context. In learning speaking, there are two contexts involved: foreign language and second language situation. It challenges a teacher to determine the part of the target language. The second principle is to give students an opportunity to practice both fluency and accuracy. In language learning, learners must be given opportunities to develop both their fluency and their accuracy. Therefore, the teacher must provide oral skill practice for students. The third strategy is to provide opportunities for students to talk in a group work. Teachers should give more time for students to

speak using target language, so that their speaking ability can be improved. Pair work and group work are the best activities to increase the amount of time that learners get to speak in target language during the lessons.

The Roles of Teacher

The role of teacher is an important part in teaching and learning process. The teacher is the controller of a classroom (Sikder, 2016). In teaching speaking, teacher is responsible for making students active in the classroom and encouraging students to speak English fluently. Based on Kayi (2003), authentic activities, real-life communication, and meaningful tasks to promote oral language should be created by the teacher in classroom environment. Al Hosni (2014) stated that student of second language is lacking in motivation to speak English. It means that teacher' role is also to give motivation to students in the learning process. Besides that, teacher as a facilitator can provide students 'needs to learn speaking (Al Hosni, 2014). For example, teacher can include authentic material by involving native speaker in the classroom.

The role of the teacher may change based on the activity. According to Harmer (2007), there are three roles of teacher in teaching speaking. The role is changing based on the purposes of the lesson. The first role is as a prompter. The teacher should become a prompter when students get lost or when students cannot think of what to say next. The role of teacher is to encourage students to speak and promote their proficiency. The second role is as a participant. Teacher should be a good animator when she/he asks students to produce language. It can be applied by setting up an activity clearly and enthusiastically. Moreover, teacher

may also participate in a discussion or role play. Therefore, the role of a teacher is to introduce new information in order to help students to take a part in classroom, ensure students' continuous learning, and maintain engagement with students to create creative atmosphere. However, teacher should make sure that she/he does not dominate the learning activities. The third role is as a feedback provider. The role of teacher is to give response or feedback to students. Giving feedback also depends on teacher' tact and the appropriateness when giving them in a certain situation.

Strategies in Teaching Speaking

Definition. Teaching strategy becomes an important part in learning process. Without strategy, learning objectives would not be achieved. Teaching strategy involves some activities to help students to understand the knowledge. Armstrong (2013) explained that teaching strategy refers to a method used by a teacher in order to help students in understanding the content of the lesson and increase the learning outcomes. Besides, Lestari (2016) stated that teaching strategies as a plan used to deliver a lesson which covers teaching goals and planned procedures in implementing the strategy.

Kinds of teaching speaking strategies. To develop speaking ability of the students, some strategies that can be used to teach speaking are including role-play, simulation, drilling, discussion, storytelling, presentation, and communication games. Those teaching speaking strategies will be specifically explained below:

Role play. Role play is a role that is played by some people using manuscript of a story. Nunan (2003) stated that role play allows students to practice speaking target language before they do it in a real environment. Role play is approved to be communicative language learning because students are actively got involved in the conversations (Nunan, 2001). It means that students are not only as passive learners but also active learners because they practice speaking through conversation. Role play is a good strategy to stimulate students to speak foreign language. Students are urged to make improvisation in the conversation. In this context, students are provided an opportunity to be more creative in using language. Harmer (2005) mentioned that students can take the role of completely different characters, for instance, one student plays a role as a tourist, and the other student plays a role as a tour guide. The procedures of role play are as follow: first, teacher divides students into some groups; second, teacher gives script for every group with different themes; third, the teacher and the students practice dialogue together; lastly, students practice the role in front of the class.

Drilling. One of the techniques that can be used to improve pronunciation is drilling. Thornbury (2005) defined drilling as an activity of imitating and repeating words, phrases, or the whole utterances. There are steps in drilling activity. First, students are asked to repeat what the teacher says accurately and quickly. In this strategy, students are emphasized to do more practice. Senel (2006) mentioned that drilling is useful in teaching pronunciation since it can create correct and accurate pronunciation. Therefore, applying this

strategy in English foreign class can make students able to pronounce words accurately. By repeating words or sentences, students automatically memorize the words or the sentence. Therefore, drilling can improve students speaking skill.

Discussion. Discussion is a strategy that involves a topic or issue to be discussed together in a group. This strategy aims to make a conclusion, share ideas about a topic, or find solutions in their group discussion (Kayi, 2006). This can be done by dividing students in to pairs or small groups, discussing a topic in the group for at least ten minutes, and letting students explain the result in front of the class. It is in line with Hadfield (2000) who mentioned that in discussion, students can tell each other about their ideas, feelings, and experiences in greater depth and detail.

Simulation. Simulation is a technique used by the teacher in teaching speaking. Harmer (2001) defined that simulation is an activity where students imitate a real life environment. In simulations, students can bring items to the class to create a real life situation (Kayi, 2006). It is same as Nunan (2003) who mentioned that in simulation, props and documents provide a somewhat realistic environment for language practice. The example activity in simulation is a simulation of applying job vacancy.

Storytelling. Storytelling is a good way to combine instruction and entertainment. As (2016) stated that through storytelling, the teacher can create an atmosphere in which the students can learn English while being entertained. When the teacher tells stories to the students, the teacher communicates with the students, entertains them, and passes on information. Therefore by using

storytelling, students can practice listening and speaking skills in a fun and interactive way. It is expected for shy or slow learners to be active participants to show their ability and get their confidence in communicating using English. This strategy also helps students to express and develop ideas from beginning up to the ending of the story about the characters and the setting the story (Kayi, 2006). Teacher can choose a simple story with only few characters and uncomplicated plot. The students listen to the teacher' story and repeat it. This aims to give them an opportunity to improve their speaking ability.

Presentation. Oral presentation is a technical way to solve students' problem in speaking. Nadia (2013) stated that presentation is an activity which uses oral expression course to develop students' speaking skill. Nadia also explained the implementation of presentation. The first is that the topic of the presentation can either be given by the teacher or it is freely chosen by students themselves. The students find the information about this topic, and the students give the information to the audience afterward.

Communication Games. Game is a learning strategy that can be used to develop students' language skills. Game is an activity in which the learners play and usually interact with others (Wright, 2006). Leon & Cely (2010) asserted definition of game as an activity involving skill and knowledge or opportunity which each person follows the rules and attempts to win against the other. In addition, a game can be defined as an enjoyable activity with a set of rules or terms against each other (Webster's New Dictionary, 1994).Based on Amrullah (2015), teaching and learning process can be more interesting by using games

because games are very helpful to energize the students and recharge their spirit in studying. Teacher can use games in warming-up activity such as mentioning some vocabularies that are related with an interesting topic. One of the example of games is guessing game. In the activity of guessing game, the students are divided in to groups. Every representative of the group chooses the picture that is given by the teacher and make simple sentence as a clue, for example if one group choose picture “apple”, so the other group must guess the picture by asking many question like “Is it fruit? Is it small?” then the group that has the picture can only answer “Yes” or “No”.

Challenges in Applying Teaching Speaking

Speaking is a difficult skill for English language learners because the students should learn about grammar, pronunciation, vocabulary, intonation, and stress words. In teaching speaking, teacher does not always succeed in implementing a strategy. Sometimes the teacher finds difficulties when teaching speaking in using teaching strategy.

Role play. In role play, lack of the time is the biggest challenge faced by teacher. Omulando, Barasa, & Maryslessor (2014) stated that teacher wishes to involve all the activity but time could not allow them. Role play needs a lot of time to do. Sato (2001) mentioned that role play spends a lot of classroom time. Regular 90 minutes lesson is too short for an effective activity to take place. Besides, students at lower grades are more enthusiastic, but they sometimes become too noisy (Lin, 2009). As a result, teacher should take some times to control them. On the contrary, for students at higher grades, noisy was not an

issue as they better-behaved but they have less enthusiastic. Westrup and Planander (2013) stated that students do not want to participate because they argued that this strategy is childish, or students feel an embarrassment to participate.

Discussion. A challenge that commonly appears when applying this strategy is that there are students who are passive in a group discussion. Freeman and Greenarce (2011) stated that in discussion, there are students who dominate the discussion and there are also those who are less active. Webster, Blatchford, and Baines (2015) stated that the students cannot work together and are unable to learn from one another, increase noise, disruption and off-task behavior. Therefore, the teacher will spend too much time to control the class and make the class to be conducive.

Presentation. In teaching speaking, the teacher also faces difficulty in applying this strategy. The factor of the difficulty is appearing from their students. Nadia (2013) revealed that most of students are not able to speak English. On the other side, the teacher is also having difficulty to make the students active in the presentation. Berhanu and Tesfaye (2015) asserted that shyness is a factor that hinders learners from participating actively in presentations.

Communication Games. Games are fun. However, implementing games is not always easy thing to do. Usually teacher faces difficulty in controlling the students in the class which makes students noisy and class is not conducive. Armadi, Kultsum, and Dewi (2017) said that the teacher in managing time and

controlling the class. They also stated that students feel afraid, shy, and hard to pronounce new vocabularies, and are less motivated to play the game.

Storytelling. The challenges might be faced by teachers in teaching using storytelling. According to Keshata (2013), the teacher finds difficulties using this technique. It is frequently caused due to time constraint and noise inside the classroom. This may be attributed to the lack of teachers' knowledge and training of this technique.

Teaching Practicum

The practicum can be defined as a clearly identifiable part of a preparation program in order to be a teacher (File & Tuli, 2009). Teaching is a challenge for new teachers. However, this experience helps students as a pre-service teacher to enrich their knowledge and improve their language, strategies, and techniques. Mirza and Parveen (2012) stated that the main purpose of teaching practicum is to develop and strengthen student' skills and to prepare them for the profession. They also said that teaching practicum gives an opportunity to students to understand the connection between theory and practice.

Teaching Practicum in ELED of UMY

ELED of UMY is an Educational Department major. In order to train pre-service teachers to have teaching skill, ELED UMY provides internship program or teaching practicum. Pre-service teachers do not only get knowledge about teaching practice, but they also get an opportunity to practice in real classroom situation. Moreover, internship program begins on the first semester to the sixth semester. According to ELED of UMY internship guidebook (2016), the aims of

the internship program at ELED UMY are to create pedagogical competence and technology competence, to train the teaching skill of the pre-service teacher in a real situation, and to give experience for the pre-service teachers about the task of teacher. In addition, there are many activities done in the internship program, such as preparation, coaching, implementation, and evaluation of the internship program.

Review of Related Studies

Several studies were conducted related to the topic of teaching speaking strategies and the difficulties in teaching speaking. Three of them are reviewed in this section.

The first study was conducted by Anjaniputra (2013). The aim of this study was to show the kinds of teaching speaking strategy used by the teacher and the students' responses toward the strategies. This study involved a teacher and 22 students as the participants. This research used observation and interview to collect the data. Questionnaire was also used by the researcher to gain the data about students' responses toward the strategies. The result of this study showed that teacher used cooperative activities, role play, creative tasks, and drilling strategies. The students gave positive respond toward the strategies that those strategies help them to speak English.

The second study was done by Hia (2016). This research aimed to know what the strategies that are used by the teacher in teaching speaking and student' responses toward the strategies. This study was conducted in descriptive qualitative method. This study involved an English teacher and 33 students of the

first grade. The instruments of the data researcher were observation, questionnaire, and interview. The result of this study showed that there were three strategies that are usually used by the teacher in teaching speaking namely, discussion, communication game, and role play. Moreover, the students gave positive responses toward the teacher' strategies in teaching speaking.

The third study was done by Yusup (2015). This study attempted to know the strategies that teacher applied in the classroom. The study also identified students' ability in speaking at Banua Avia Education. This study involved some English teachers and all of the students at Banua Avia Education. Descriptive qualitative approach was used in the study. To gather the data, the researcher used some techniques, such as observation, oral test, interview, and documentary. The result of this research revealed that the English teacher used some strategies in teaching process namely, brainstorming, drilling and repetition, and role play. The students' ability in speaking could be categorized in fair category. It could be seen from the result of the oral test, with the mean score of 63.9.

Those three studies above explained teaching speaking strategies applied in teaching process. Those studies are similar with this research in trying to investigate teaching speaking strategies. Those studies are helpful as the references because they provided some speaking strategies in their study. However, this research is different from those studies because this study does not only discuss the strategies, but also the challenges in employing the strategies. Moreover, one of the study above also discussed students' view toward the

employment of teacher' strategies and another one discussed students' ability in speaking.

Conceptual Framework

The aim of this study is to investigate the strategies in teaching speaking that are used by pre-service teachers in their teaching practice. In this study, the researcher focuses on applied teaching speaking strategies and the challenges in implementing those strategies in teaching practice. Based on some researches, there are some teaching strategies that can be used to teach speaking namely, drilling, storytelling, role play, group discussion, presentation, and games. The researchers also explain the challenge in implementing those strategies during the teaching practice. In implementing role play, the common challenge is lack of time, because role play needs a lot of time. The difficulty in teaching group discussion is students' less contribution. The challenge in presentation is to make the students active in presentation. The challenge in games is the time and controlling the students. The challenge in implementing story telling is time constraint and noisy atmosphere.

Figure 1. Conceptual framework

