

Chapter Two

Literature Review

In this chapter, the researcher explores the literature of students' point of view about teaching techniques used by teachers in speaking class activity. The literature review in this research discusses the theories that are related to this research. The researcher elaborates some theories from some experts. The researcher explains four main points in this literature review such as speaking skill, techniques to teach speaking skill, challenges of the teaching technique, and benefits of implements the teaching technique. Review of related studies and conceptual framework are also included in this chapter.

Speaking Skill

There are four skills that must be learned by students in mastering English. One of them is speaking skills. This part discusses speaking skill that includes three points. They are the definition of speaking skill, the importance of speaking skill and teaching speaking skill. There are some statements from experts and the researcher concludes the theory.

The definition of speaking skill. Speaking is a process of interaction to convey information. In learning English, speaking is one of the important skills that students must have. Speaking is not only about to speak in a formal setting, but speaking also includes the daily activity which is interaction with others. For example, communication with friends, asking question to mother, and giving suggestion to sister are included in speaking skill that the students have since childhood. According to Bashir, Azeem, and Dogar (2011), "speaking is productive skill in the oral mode". It is such a process of interactive skill that students have in learning process. When students feel confident to show their ideas orally, it means that students have productive skill in the oral mode.

Speaking is one of the effective ways to communicate with others. Speaking is the most crucial language activity that conveys the communication between some individuals (Yurt & Aktas, 2016). Speaking is an intermediary in conveying information from the students to the listener. The main purpose of speaking is for interaction or communication. Derakhshan, Khalili, and Beheshti (2016) mentioned that speaking is production skill that has two main categories of accuracy and fluency. In speaking skill, accuracy means that the students are using good pronunciation and taking attention to the grammar and vocabulary in speaking. Then, fluency means that the students can speak fast and continuously without thinking before. If the students have the ability to speak accurately and fluently then the students can be considered as a good speaker.

The importance of speaking skill. Speaking is an important part in learning English. The goal of speaking skill is being oral fluency that be able to express the idea intelligibly, reasonably, and accurately (Byrne as cited in León & Cely, 2010). When students have the ability to speak, then they can be easier to convey their ideas. With speaking, students will be able to express their opinion and show their feeling to the other people. Having speaking skills can help students express their points of view effectively. Besides, speaking skills can make students more confident in various activities both in the learning process and in the activities outside the school environment. Speaking skills are able to advocate for themselves and get their academic and emotional needs met. According to Harmer (2001), students should understand about the features of language used for communication. From the statements above, it means that the importance of speaking skill is not only about being able to communicate well but also the understanding what they talk about.

In teaching speaking skills, teachers have an important role in developing students' speaking ability. According to Derakhshan, Khalili, and Beheshti (2016), teachers can be considered to be successful in teaching speaking skills when students can communicate using English for interaction. Teachers can facilitate students in learning English, especially in learning speaking skill. Besides, Yurt and Aktas (2016) who stated that the more effective the communication with the others, the more success is achieved. Then, teachers should be aware that teaching speaking skill is very important for students to support their career in the future. Thus, every student should have a good speaking skill especially in learning English, so they can be a successful in communication.

Techniques to Teach Speaking Skill

Teaching techniques is one of the important parts that teachers must have in learning process with the aim to make students interested in joining the class activity. In the following discussion, the researcher explains the definition of teaching technique, the types of teaching techniques, and the benefits of implementing the teaching technique.

Definition of teaching technique. There are some definitions dealing with teaching techniques. Technique is an implementation which uses a particular trick to achieve the teaching objective in a classroom (Harmer, 2001). This definition defines the teaching technique as an implementation in classroom that helps the teacher to achieve the objective of teaching. Besides, Richards and Schmidt (2010) have other definition of teaching technique. They stated that technique is a detail process for doing a teaching activity. This procedure can be described such as the teachers correct the students' fault or manage the group activities. Beside, in other definition, teaching technique can be explained as a feature to facilitate the students to receive the deeper understanding of the given information (Franzoni & Assar, 2009). The teaching

technique is also defined as a classroom activity that is found in some teaching method and they are widely used (Celce-Murcia, 2001). It could be concluded that teaching technique is the way the teacher do in delivering the material based on the teaching objective and to give the deeper information or knowledge for students.

Types of techniques to teach speaking skill. As discussed above, teaching techniques have an important role in education. In the types of teaching techniques, the students will know the effective of techniques that are often used by the teachers in the teaching and learning process. The students show different interaction based on the type of techniques used by teachers. Here are the types of teaching techniques according to some experts.

Impromptu. Impromptu is one of the techniques that are usually used in teaching speaking class. This technique is relatively simple because teachers can give the assignment to the students spontaneously without informing them first. In line with Lumettu and Runtuwene (2018), impromptu speaking is an oral speech with no or limited preparation in a certain occasion. Its' mean that students will be able to develop their critical thinking using this techniques. It is because with impromptu students will do the assignment with limitation of time that giving by teachers. According to Munawarah (2012), stated impromptu technique assist students in developing ideas quickly and can make students participate in intelligent interaction both in the learning process and outside the school environment. Likewise, an impromptu is a speaking task given suddenly without some preparations (Hsieh, 2006).

It can be concluded that impromptu enables students to develop their capability to think on their feet and organize ideas quickly. Besides, impromptu is also enable students to speak informatively and confidently about variety of topics that give by teachers in a limited time.

Role play. Role play is one of the effective techniques to teach speaking skill. In this techniques students must be directly involved in the learning process. Role play also makes students become active in the learning process. It is because the role play is fun and motivating (Harmer, 2001). Besides, role playing is one method of practicing to be someone else with some dialogues in English (Shi Zheng as cited in Liu, 2010). Actually, while the students memorize the character they act like be, indirectly they have learnt the speaking in English. In defining role play, Byrne (2006) argued that role play is one of division in playing drama activity. He explains that there are three important parts in drama activity namely mime, role play, and simulation. Here are the explanations:

First is mime, in this section players only use expression without speaking in playing drama activity. Second is role play, players act as others in certain situations. Third is simulation, player plays a role on a particular problem that has been defined in his role by some rules that have been given.

Based on the statements above, the researchers conclude that role play will be beneficial for students especially in speaking class. Because by playing the role, students can participate actively in the learning process. So, it makes students become more creative and it also can develop students' ability in speaking English through role play.

Group discussion. Group discussion is one of the types that teachers can use as teaching techniques in learning process with the purpose to make students become active with their group members. So they can share each other about their opinion. According to Dukmak (2009), grouping divides the students into sections consisting of several people to form a group based on the students' competence, skill and their impression in learning. Kocaka, Bozana, and Isik (2009) stated that grouping is one of the ways for students to become accustomed in giving opinions,

brainstorming, giving feedback, and accepting the suggestions given by others in the learning process. In addition, the activities that can improve speaking skills are group discussion and role playing (Oradee, 2012). The group discussion is considered as one of the activities that improve speaking skill because it make the students forget that they are in learning speaking, so they can receive the input of the language faster than use another activity.

It can be concluded that group discussion is one of the effective ways to teach speaking class, because with group discussion students will be able to tell their opinion, suggestion, even advice to their friends in the learning process. Discussion can also make students accustomed in speaking English. So in my opinion, group discussion is recommended techniques to teach speaking class.

Games. Teaching techniques used by teacher in teaching speaking skills can be helpful for students in understanding the material easily. However, it cannot be denied, many techniques used by teachers even make students become more bored and confused. It makes students become unfocused and not paying attention to the ongoing lesson. So, teachers should be more creative in choosing appropriate techniques in the learning process in order the learning process less monotonous. According to Derakhshan, Khalili, and Beheshti (2016), teachers could teach students by using funny activities that make students interest to learn, such as retell about their unforgettable experience. Therefore, games become appropriate techniques to teach speaking skill. A game is an activity of sport that involve the skill, knowledge, and chance with the determined rules (León & Cely, 2010). With games, students will be more excited in learning and the students feel attracted to the techniques used by teachers.

It is in line to the Mahmoud and Tanni (2014) who stated games become one way to attract students to be more eager in learning so that students are involved in the learning process

intensively. Therefore, teachers have to try to motivate students to speak by using games combined with communicative approach so that hopefully it can create a good circumstance, encourage students to take part actively and improve the quality of students' communicative competence.

Presentation. Presentation is commonly techniques used by teachers in learning process, not only in speaking class. It means that students have familiar with this techniques especially students' that join in speaking class. According to Rahadi (2008), presentation is a way used to convey material or message to the participants through media intermediaries such as laptop or computer and displayed through projector screen. In presentation, presenters can show the core of the material described in the form of writing as well as pictures, videos and others. In other definition, presentation is an activity that gives the opportunity to the students for communicating in English (Wilson & Brooks, 2014). The presentation provides the opportunity to the students in describing or explaining something orally by using English. Thus, the students are encouraged to communicate and speak in English with their friends in which it can improve their speaking ability.

Developing presentation skills in the classroom is important for improving communication and creating positive learning experiences. One presentation skill is introducing variety in content to keep the audience interested. This can be done by introducing audio-visual content and images. Instead of talking all the time, the presenter can engage the audience with other forms of communication. Kate (2010) stated that having the ability in the presentation is important because it can help the presenter in delivering the material briefly and clearly to the participants of the presentation and conveys the purpose of presentation effectively. Besides, presentation evolves a sense of confidence and developing skills in presenting the material and

providing skills in the field of work. Thus, it can be concluded that presentation not only can enhance students' speaking ability, but also it can develop their confidence and skill to speak in front of many people.

In addition, there are also other techniques to teach speaking presented by another expert. Kayi (2012) mentioned the techniques to promote speaking such as discussion, role play, simulations, information gap, brainstorming, storytelling, interviews, story completion, reporting, and picture describing. In discussion, the students are expected to reach the conclusion, share ideas, and solve the problem through the discussion in their groups. In role play, the students are required to speak and play a role with different character and social contexts. In simulations, the students should act by using tools that can create the realistic environment. In information gap, the students are expected to be able to share the information to their pair through the speaking. In brainstorming, the students are given the opportunity to produce and criticize their ideas freely, so they can share their new and critical ideas to their friends. In storytelling, the students are able to summarize the story that they got previously, then they should create their own story and tell it in front of the class. In interviews, the students should conduct the interview with the other people for exercising their speaking skill. In story completion, the students should be able to complete the story from the teacher with their own sentences. In reporting, the students are given an opportunity to report the information that they got from the newspaper, magazine, or other media. In picture describing, the students are expected to describe in front of the class about the picture given by the teachers. These kinds of technique can improve the students' self-confident and ability to speak in front of many people.

Furthermore, there are also other techniques to teach speaking such as show and tell, presentation, drama, and question and answer. Arbain and Nur (2017) conducted the study about

the teaching techniques used by the teacher to teach speaking skill. In that study found that the techniques used by the teacher are show and tell, presentation, drama, and question and answer. In show and tell technique, the students are asked to show and tell the things that they bring to front of class. In presentation, the students are able to explain, share the information, and answer the questions about the topic selected. In drama, the students are expected to play the drama with the different role that was determined by the teachers. In question and answer, the students are supposed to be a good speaker to answer the questions from the teachers immediately. These techniques are identified as the techniques that can motivate the students to learn speaking and also it can improve the students' speaking skill as well.

In conclusion, some types of techniques usually used by teachers such as impromptu, role play, group discussion, games, presentation (Gudu, 2015); discussion, role play, simulations, information gap, brainstorming, storytelling, interviews, story completion, reporting, and picture describing (Kayi, 2012); show and tell, presentation, drama, and question and answer (Arbain & Nur, 2017). Teachers often used those types of teaching techniques to evaluate students' performance in different ways and different techniques. From those types of teaching techniques, the students will know the techniques that are usually used in the learning process. The students will adjust the way they learn speaking based on the techniques used by the teacher in the classroom. Thus, those teaching techniques will give effect to the students' ability and interaction in learning process.

The Challenges of Implementing the Teaching Techniques

In implementing the teaching techniques, there are some challenges faced by the students in the classroom activity. These challenges are discussed in the following paragraph.

Challenges of impromptu technique. The impromptu technique is the most common technique used by the teacher to teach the speaking skill. Even though this technique gives many benefits on the students' speaking skill, but it also has some challenges for the students in doing the impromptu in the classroom activity. Hsieh (2006) stated that the challenges faced by the students in impromptu technique is caused by many students that have a limited English vocabulary, narrow knowledge of correct word usage, and some grammar errors. Having a limited English vocabulary makes the students difficult to produce the words in English. They also difficult to put the suitable word into a sentence. Then, the grammatical error also frequently happens in their speaking. Additionally, common challenge faced by the students such as the limited English vocabulary, incorrect word usage, and grammar error.

Challenges of role play technique. There are some difficulties faced by the students in following the class which implements the role play technique. The role play is related to the practice or drama that needs more preparation to perform it than other technique. According to Hedberg as cited in Craig and Bloomfield (2006) stated that the big challenge of the role play is it needs harder preparation to practice the role play in classroom. The students cannot speak suddenly in the role play without the preparation. This why the students often faced the difficulties because the role play technique forces the students to memorize the dialog with the real emotion, pronunciation, and expression. Most of the students feel anxiety to prepare it all.

Challenges of group discussion technique. Usually the group discussion has a positive effect on the students' speaking skill, but the students still experienced some challenges. According to Davies and Pearse (2000), students are worry to speak in front of people because they afraid to make a mistake. In a group discussion, every student is requested to give their arguments and explain it in front of their friends in a group. There are some students who tends

to be passive and silent because they are afraid to make mistakes during their speaking in front of the group. Kurtus (2001) stated that a challenge faced by EFL students in a group discussion activity such as have not a confidence and believe in themselves to speak English. They are not confident to speak English in front of people because they do not believe themselves that they can speak English. The students are often refuse to speak English in the classroom, worry to make mistake in speaking, and shy of the attention attracted when they speak (Ur, 2000). The shyness to attract the other attention makes the students prefer to keep silent in the classroom. Thus, the challenges that usually happen in group discussion technique are the feeling of afraid in making mistake, less confident, and shyness.

Challenges of games technique. The use of games to teach the speaking skill is a common thing in teaching field. The students are familiar with this technique. However, students also often feel difficult in following the games in the classroom. The students feel afraid, shy, difficult to pronounce new vocabularies, and they are not motivated to play the games. According to Dewi, Kultsum, and Armadi (2017), the most of challenges faced by the students are feeling afraid to make mistakes, fear being laughed by their friends in the way of the use of pronunciation and grammar, shy to speak English with their friends, difficult to pronounce the new vocabulary which can cause the students unmotivated to follow the games.

Challenges of presentation technique. In implementing the presentation technique in the classroom, the student often faced some difficulties. These difficulties are nervous, anxiety, and limited presentation. Nervousness is a main challenge which affects the performance of presentation (King, 2002). The nervousness during the presentation can make the presenters forget what they want to say, so it inhibits the process of presentation. The anxiety and limited presentation skill are the main problems that makes the students fail in the presentation (King,

2002). The anxiety and limited presentation skill inhibits the students to speech in front of their friends. This condition makes the audience cannot get the presentation and make them bored with the presentation, so it leads to the lost of presenters' confidence.

There are some challenges of discussion, role play, simulations, information gap, brainstorming, storytelling, interviews, story completion, reporting, and picture describing. According to Kayi (2012), those techniques are required more on the speaking in front of the whole class in which it challenges the students' self-confident, critical thinking, and vocabulary. The students who are less confident, will feel anxiety to follow these activities. They will feel afraid to make a mistake when they speak in whole class. The students who are not thinking critically will feel challenging in learning by using this techniques. It is because the activity needs to think critically. These techniques also requires the students to acquire many vocabulary, but the students with less vocabulary will face difficulties to explain something.

The Benefits of Implementing the Teaching Techniques

The five teaching techniques as mentioned above are implemented to teach the speaking skill in the classroom. Those teaching techniques have several benefits for the students' ability in speaking. The benefits of the implementation of those teaching speaking techniques are discussed in the following part.

Benefits of impromptu technique. The teaching speaking skill by using impromptu technique have some benefits for its' teaching process and students who taught by this technique. Through the impromptu technique, the students experience the speaking practice which is important for preparing the students to communicate accurately and reflexively both in classroom and society (Preston as cited in Yale, 2014). The training of impromptu technique familiarizes the students to speak English accurately. Actually, the students will be more easier

to express their idea to another person. The impromptu technique also significantly increase the speaking experiences of each student (Yale, 2014). It familiarize the students in speaking English in which it can also improve the speaking skill gradually. Yale (2014) also stated that this technique effectively improve the students' ability in using effective speech structures, arguing persuasively, and attracting the audiences' attention. This is the main ability that the students must have in the speaking, so they can be determined as a good speaker. Those benefit also in line with the Heinz (2013) that said the training of impromptu technique for students is the most successful technique to improve the speaking ability. Thus, the teaching by using the impromptu technique is relatively successful in developing the speaking skill.

Benefits of role play technique. There are some benefits of the implementation of role play in teaching speaking skill. Harmer (2001) mentioned that role play can motivate and train students' communicative fluency in the learning speaking English. The students can be more motivated in learning English especially in speaking by using the role play because it is fun and make them forget that they are in learning. Furthermore, role play as recommended by many experts was proven as an effective technique for teaching English especially the speaking (Aliakbari & Jamalvandi, 2010). There are many experts agree that the role play is effective technique to teach the speaking. The technique of role play can increase the motivation of low proficiency students in speaking English and make them more effectively in speaking than the high proficiency students (Liu, 2010). Role play can also encourage the students to learn, it can be fun, and it provides the better learning language (Holt & Kysilka, 2006). It is line with the Ariza (2001) said that role play is an effective technique to improve the speaking in an interesting and fun activity. Thus, from the statements above, it can be conclude that the benefit

of using the role play as the technique are fun, interesting, can motivate the students to learn speaking, and can improve the speaking ability.

Benefits of group discussion technique. The group discussion technique has some benefits in the teaching and learning speaking English. The benefits are provided for the students and the classroom activity. One of the benefits of using group discussion as the teaching technique is it can reduce the students' stress level in the classroom performance. According to Harmer (2001), the group discussion can decrease the stress level that is experienced by the entire students in whole class performance. The group discussion can help the students to prepare the performance or to understand the topic in the classroom, so they feel easier in doing the classroom performance. Besides, the other benefit of group discussion is it can improve the students' critical thinking and problem solving skill. In line with Kocaka, Bozana, and Isik (2009), group discussion help the students to improve their critical thinking and problem solving skill. The group discussion usually discusses about a topic in groups. This discussion encourage the students to be active in giving an respondig the arguments, so it will improve their critical thingking and problem solving. Beside, Oradee (2012) mentioned that the group discussion can create the feeling of enjoy in speaking English in which this feeling grows the motivation to learn the language. Thus, it can be concluded that the benefits of group discussion in teaching speaking are reducing the students' stress level, improving the students' critical thinking and problem solving skill, creating the feeling enjoy in learning, and establish the students' motivation in learning.

Benefits of games technique. Using the games as the teaching technique has some benefits which deal with the students and the teaching process. The games make the students feel better, free, and confident to participate the oral task, it also establish the collaboration,

interaction, and solidarity between them which can make them enjoy and happy in performing the speaking (León & Cely, 2010). The students are very helpful to learn the speaking by using the games, they can be more motivated and enjoy in following the speaking class. The students can also provide their expression for free. Besides, Mora and Lopera (2001) stated that the games is not only for fun but it also encourages the socialization, group work, respect, and cooperation. The games are the activity that everybody love especially for the students because the learning activity becomes joyful and happy. Thus, it can imcrease their motivation and interest in learning speaking. Additionally, Mahmoud and Tanni (2014) argued that the games can also improve the creative thinking, critical thinking, problem solving, role playing, and collaborating between students. Thus, from the theory above, it can be concluded that the benefit of games in teaching speaking are improving the students feel better, free, confident, collaboration, interaction, and solidarity between students.

Benefits of presentation technique. There are some benefits of the presentation technique. Girard, Pinar, and Trapp (2011) the presentation helps the students to improve their interaction and participation in the classroom in which it can increase the students interest in learning English. Likewise, another benefit of oral presentations is increasing the students' motivation in learning English especially the speaking (Hovane , 2009). Furthermore, presentation also can be facilities to communicate with others in an enjoyable way (Wilson & Brooks, 2014). As the theory mentioned, there are some benefits of the presentation technique such as improve the interaction, participation, interest, and motivation in learning and practicing the speaking English.

Furthermore, there some benefits of the discussion, role play, simulations, information gap, brainstorming, storytelling, interviews, story completion, reporting, and picture describing

techniques. As mentioned in Kayi (2012), those techniques can motivate the students in learning, increase the self-confidence of hesitant students, encourage the students to talk extensively in the target language, help the students express ideas, foster creative thinking, help the students becoming socialized, and foster the students' creativity and imagination as well as their public speaking skills. Those techniques give some benefits for the students to improve their speaking skill. It also makes them more motivated in learning speaking.

Related Study Review

There are some studies that are related to this study. The first was the study from Arbain and Nur (2017) entitled "Techniques for Teaching Speaking Skill in Widya Gama Mahakam University". This study was a qualitative research. This study aimed to investigate the lecturers' techniques in teaching speaking skill in second semester of primary school department of Widya Gama Mahakam University. The populations in this study were the whole students of primary school department of Widya Gama Mahakam University which consists of twenty students and a lecturer. This study used the observation and questionnaire to collect the data. The study conducted the observation in the classroom of speaking and distributed the personal questionnaire to the lecturer. This study had three points focused in the discussion. First, the techniques were analyzed whether it refers to one of speaking functions such as interpersonal, transactional, and performance. Second, the technique were analyzed whether it contains the aspects of cognitive, psycho motoric or skill, and affective. Third, those techniques were analyzed whether it relevant with the principles of the speaking teaching. This study found that the techniques used by the teachers to teach speaking are show and tell, presentation, drama, and question and answer. The findings of the observation showed that the techniques used by the teachers include the functions of the speaking. The techniques also contains the aspects of

cognitive, psycho motoric or skill, and affective. The techniques were also relevant with the principles of the speaking teaching. Based on the observation of the responses given by the students toward the techniques used, it is identified that those techniques can improve the students' motivation to learn English and facilitate them to enhance their speaking ability.

The second study from Anjaniputra (2013) entitled "Teacher's Strategies In Teaching Speaking To Students At Secondary Level". This study aimed to find out the teachers' strategies on teaching speaking at secondary level and investigate the students' perception towards those strategies. The participants of this study were an English teacher and a whole class which consists of twenty two students. In collecting the data, the study used the interview and observation technique. This study also used the questionnaire to examine the students' responses. The result of this study showed that the strategies used by the teachers were cooperative activities, role-play, creative tasks, and drilling. This study also found that the students' perception towards the strategies used by their teachers is in positive attitude. The students' argued that these strategies can help them in improving their speaking ability and motivate them to participate in a oral activities.

These two previous studies discussed the same topic as this research. The first study had the same topic which is the techniques used to teach speaking skill in the context of the university level. The difference of the first study with this research was the focus and the technique of collecting the data. In the first study, it focused on the techniques whether it refers to speaking fuctions, the aspects of cognitive, psycho motoric or skill, affective, and the principles of the speaking teaching. It also used the observation and interview technique. Otherwise, this study is focused on the students' perception on the challenges and benefit of the techniques used. This study only used an interview technique to examine the students'

perception. However, the second previous study had same differences with this research. The second study was conducted in the secondary level. That study used the interview and observation technique and also used the questionnaire to examine the students' responses. In addition these two study help the researcher in conducting this research.

Conceptual Framework

Speaking skill is the ability to communicate with the others in accurate and effective way. To acquire the speaking skill, the students should be active in the teaching and learning speaking. The teaching speaking techniques is an implementation which uses a particular way to achieve the teaching objective in a classroom (Harmer, 2001). There are some technique of teaching speaking English such as impromptu, role play, group discussion, games, and presentation (Gudu, 2015). With teaching techniques, teachers can make students more interested with the learning process. However, from the explanation, there are some problems in the techniques applied to teach speaking skill at Private Universtiy in Yogyakarta. There are many different perceptions about the challenges and benefits of the techniques used by the teachers to teach speaking skill. Some students experience some challenges when the teachers use those techniques and there are also some students who get some benefits from the techniques. Thus, the study focuses on students' perception on the techniques used by the teachers to teach speaking skill in the learning process.

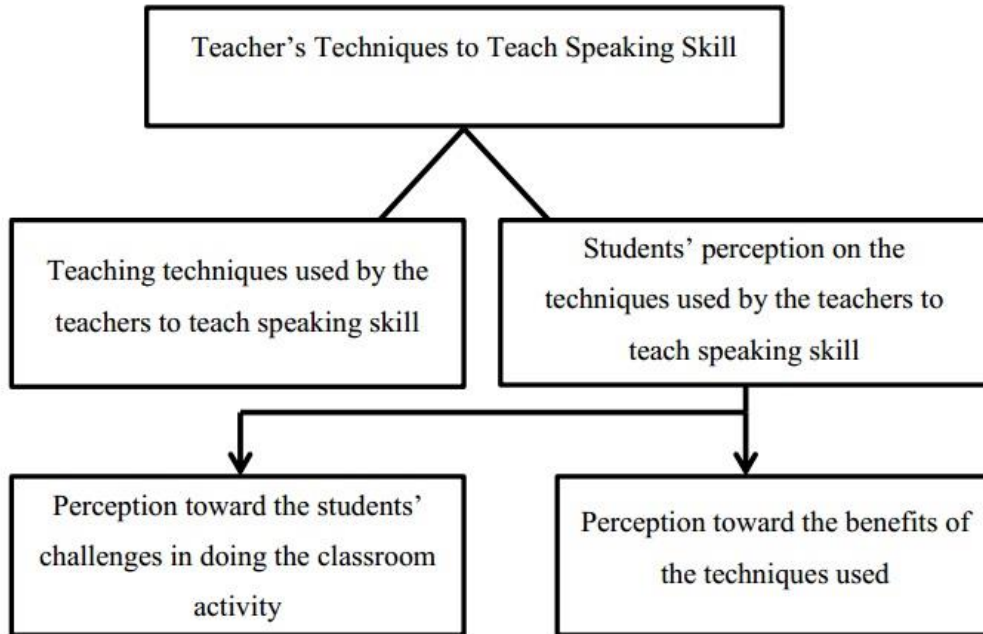


Figure 1. Conceptual Framework