

Chapter Two

Literature Review

This research is aimed to analyze the strategies used by lecturers to encourage students to speak English at English Education Department UMY. This chapter will discuss some importance and theories that are related to the research variables. For beginning, this research will discuss the lecturers, lecturers' strategies in teaching speaking and speaking term. Then, this chapter will discuss the lecturers' strategies to encourage students to speak English at English Education Department.

Lecturer

Lecturer is the professional teacher who teaches the learner in higher education. Lecturer should master the teaching strategies which it will influence the students' interest in classroom, teaching material that makes the students to gain all material and remember it, teaching environment which it make the students can feel enjoy and comfortable in classroom and so on (Haith-Cooper, 2000).

Definition of Lecturer. According to Joachim (1995), a lecturer is the person who is capable of delivering knowledge and shaping the youths to the wider amount of knowledge. Lecturers are capable of living and molding the youths such that their power is dominant as they determine the fate of the society. Therefore, the lecturers should be able to deliver knowledge, skills values and moral values to the students that cannot be easily challenged by the society (Nyerere, 1997).

According to Senge (2012), the lecturers can also be defined as an expert who has capability in imparting knowledge to the learners that will help them to build,

identify, and acquire skills that will be used to face some challenges in their life. The lecturers should provide knowledge, skills, and values to the learners. Educated persons are capable of employing the available opportunities in both private and public fields. The educated persons can easily secure employment as well as having life skills that will enable them to interact well in the society.

The roles of lecturer. In learning process, there are many important factors that can help the learning process run effectively such as; environment, lecturers, and students. This means that the lecturers have major responsibility to teach students. In classroom, the lecturers have obligation to make the learning process run effectively. Good lecturers should understand their own roles in classroom in which they are important factor in the learning process to involve the students to achieve learning purposes. According to Harrison and Killion (2007), there are some roles of lecturers that are necessary to be considered.

Firstly, lecturers should be a planner that can plan and prepare the environment for learning, because the students learn through lecturers' materials. It is essential that the lecturers should provide the materials and equipment necessary for meaningful learning activities. The classroom should be set up to make the students feel interested with the learning materials and equipment and stimulated by the knowledge that lecturer present in classroom. In additions, the students feel meaningful if they can understand with the learning materials and they can share their understanding with their friends. Furthermore, the students also feel challenged with the other friends in questions and answer section about the materials in learning

activity. Secondly, the lecturers can also as information provider and transferring which the lecturers should become provider of information. This role is important for lecturers because when they deliver materials, the students may ask some questions to the lecturers about the materials learned. The lecturers should have bank of information in order to give clear answers to the students' questions. Lecturers should make the students understand with their explanation. Thirdly, lecturers should be role models in learning process. In fact, this role has good impacts for students. Indeed, students do not only give their attention toward lecturers in delivering materials, but also the students observe the lecturers' act. Therefore, the lecturers should behave well that make the students interested and willing to participate in learning activity.

In addition, Brown (2001) stated that the lecturers should be able to attract the students' sympathy so that they might become students' favorite lecturer. Lessons which are given should motivate for students to learn. Lecturers who want high student motivation, as much as possible should create a good learning situation in which the students feel comfortable and enjoy the learning process conducted by the lecturer. Competent lecturers will be able to create an effective learning environment as they will be able to manage the class. Hopefully, the students can achieve the learning outcomes as good as possible.

Speaking Skill

In this research, speaking skill is defined as the skill that should master by the students when they learn English as a foreign language. It is because speaking is very

important in classroom communication which it will help the students can communicate with other and discuss about the learning material.

Definition of speaking skill. According to Nunan (1999) “speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. Its form and meaning are depending on the context in which it occurs, including the participants themselves, their experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and changing” (p. 216).

According to Chaney (1998), speaking is an essential skill that should be practiced to communicate orally. Through speaking, people will be able to know the world situations. People who have good ability in speaking will be better in sending and receiving information or message to others. Speaking is the process of building and sharing meaning through the uses of verbal and non-verbal symbol in various contexts. The mastery of speaking skill is a priority for many second and foreign language learners. Learners often evaluate their success in language learning of English on the basis how well their improvement on speaking the language. Rebecca (2006) also stated that speaking is the first mode in which children acquire language. It is part of daily involvement of most people with language activities. It is the main motor of language change. It also provides key data for our understanding of bilingualism and language contact.

From the above definitions, it can be concluded that the speaking is necessary by people who want to express their ideas, feelings, and desires at the time to other

people by using particular words and the words should be receivable and also speaking will make the people be brave to interact with other because they already have a good ability in speaking.

Types of speaking skill. According to Brown (2004) “speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test-takers listening skill, which necessarily compromises the reliability and validity of an oral production test” (p. 140).

In the other page of his book, Brown says that there are five basic types of speaking. First is imitative. This type of speaking performance is the ability to imitate a word or phrase or possibly a sentence. Second is intensive. This second type of speaking frequently employed in assessments context is in the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical or phonological relationships. Third one is responsive. This type includes interaction and test comprehension but at the somewhat limited level of very short conversations, standard greeting and small talk, simple request and comments. The stimulus is usually a spoken prompt in order to preserve authenticity. Fourth is interactive. Interaction can take the two forms of transactional language, which has the purpose of exchanging specific information, or interpersonal exchanges, which have the purpose of maintaining social relationships. The last is extensive. Extensive oral production tasks include speeches, oral presentations, and

storytelling, during which the opportunity for oral interaction from listeners is either highly limited or ruled out altogether.

Difficulties in speaking skill. As foreign language learners, students will feel confuse when they find that speaking in a foreign language is a complex matter. It is because speaking involves many factors. Harmer (2001) stated that the ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language.

In addition, in Hosni's article (2014) as cited in Ur (1996) showed many factors that cause difficulty in speaking such as; Inhibition which students are worried about making mistakes, fearful of criticism or simply shy. The students who showed those behaviors may because they have less ability when they speak English or they think unfamiliar with the language. After that is nothing to say, which students have lack of motivation and speaking ability to express their feelings. In this case, students may participate in learning speaking, but they inclined to silent when the teachers give them the opportunities to express their feelings in front of the class although the students may have a good pronunciation when they speak. Then, low or uneven to participated. This happens when only one or two participants talk a lot all the time. This happens usually in the large classes and is due to the tendency of some learners to dominate while others speak very little or not at all. And the last one is mother-tongue use which the learners who share the same mother tongue tend to use it because it is easier. Sometimes, learners feel less exposed if they are speaking their mother tongue.

Teaching Speaking Skill

Speaking is an important part of foreign language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, as Huebner (1990) argued, today's world requires that the goal of teaching speaking should improve students' communicative skills because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative environments.

According to Kayi (2006), teaching speaking is to teach learner to produce the English speech sounds and sounds patterns, use words and sentence stress, intonation patterns and the rhythm of the second language, select appropriate words and sentences according to the proper social setting, audience, situation and subject matter, organize their thoughts in a meaningful and logical sequence, use language as a means of expressing values and judgments and use the language quickly and confidently with few unnatural pauses, which is called fluency.

Teaching speaking is not only teaching the students to produces sound. According to Nunan (1991), speaking is the same as oral interaction which is conventional way of presenting information, expression our idea and thought in our mind. So, speaking is not only expressing our ideas, but also presenting information to others. Speaking as an interactive process of constructing meaning always involves producing words and the meaning depends on the context.

Teaching speaking also has high concern in language programs so that teaching strategies cannot be denied as factors that influence the teaching outcomes. Strategies are employed to achieve the ability to speak and others skills will be different because, the goals of each skill are not same. Moreover, the strategies for teaching the English skills should be made appropriate for each skill especially in speaking in order to achieve the expected outcomes in speaking (Burns, 1998).

According to Cole (2008), that is the lecturers' role to provide effective plans or strategies in accomplishing students' educational needs, whose general purpose is to communicate using the language being learnt. These imply that it is lecturers' responsibility to encourage students to speak English by employing suitable teaching strategies of speaking. By employing suitable teaching strategies, the learning will run well in which the teachers can follow and measure the students' level in speaking and the lecturers can give feedback to students. Also the students can get feedback from teachers so that they can evaluate their speaking skill.

Lecturers' Strategies in Teaching Speaking

According to Kayi (2006), in teaching speaking, there are many strategies applied by lecturers to promote the students to speak English, they are;

Discussion. Discussion is the way to invite the students to get involve in group and communicate with other in order to discuss certain case. Before the discussion, it is essential that the purpose of the discussion activity is set by the teacher. In this way, the discussion points are relevant to this purpose, so that students do not spend their time chatting with each other about irrelevant things. Hoover

(1997) explained that “discussion is the process of talking things over among two or more persons, preferably face to face” (p. 13). He adds that the total discussion process ideally is a cooperative effort on the part of a number of individuals to work together as a group, through the exchange of thought orally, toward some group objectives.

Role-play. Role-playing is a teaching strategy that fits within the social family of models (Joyce & Weil, 2000). These strategies emphasize the social nature of learning, and see cooperative behavior as stimulating students both socially and intellectually. Role-playing as a teaching strategy offers several advantages for both lecturers and students. First, students feel interest in the topic is raised and it is very important for learning process. Students pretend that they are in various social contexts and have a variety of social roles. In role-play activities, the lecturer gives information to the learners such as who they are and what they think or feel.

Simulations. This is similar to role plays in which the students should practice like the real environment that will make the students clearly understand about what they will do. The students should bring supporting equipment or items to the class to create the real situation. For instance, if a student acting as a singer, the student should bring microphone, song text to sing and so on. Role-plays and simulations have many advantages. First, since they are entertaining, they motivate the students. Second, as Harmer (2001) suggests, they increase the students’ self-confidence, because in role-plays and simulation activities, they will have different

role and do not have to speak for themselves, which mean they do not have to take the same responsibility.

Storytelling. Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students to express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have. Students also can tell riddles or jokes. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening. In this way, not only will the lecturer address students' speaking ability, but also get the attention of the class.

Brainstorming. On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group, brainstorming is effective in which the learners can generate ideas quickly and freely. The good characteristic of brainstorming is that the students are not criticized for their ideas so students will be open to sharing new ideas. Al-bwli (2006) also stated that brainstorming is an innovative conference with special nature in order to produce a list of ideas that can be used as clues lead students to the development of the problem while giving each student the chance to express their ideas and share those ideas with others and encourage new ideas.

Interviews. Students can conduct interviews on selected topics with various people. It is a good idea that the lecturers provide a rubric to students so that they know what type of questions they can ask or what path to follow. However, students

should also prepare their own interview questions. After interviews, each student can present his or her study to the class. Moreover, students can interview each other and introduce his or her partner to the class. In addition, Thornbury (2005) also stated that the students are interviewed as an individually or in pairs but the formal nature of such interviews hardly ever allows for testing informal, conversational speaking styles and affects the interviewee's performance. Here, the interviewer is also the assessor.

Picture describing and drilling. In this activity, students can form groups and each group is given a different picture. Students discuss the picture within their groups, and then a spokesperson for each group describes the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking skills. Meanwhile, in drilling is aimed to improve pronunciation by imitating and repeating words, phrases, and even whole utterances. Its function is to make students pay attention to the new materials which emphasize words, phrases, or utterances on students' mind, move new items from working memory to long term memory, provide means of gaining articulatory control over language (Thornbury, 2005)

Those are the strategies in teaching speaking to encourage students to speak English that are applied by English lecturers and those strategies are very helpful either for students to speak English or English lecturers themselves to create effective teaching and learning in speaking and achieve the teaching and learning goals.

Challenges in Teaching Speaking

In teaching speaking, the lecturers should have many strategies that will make the teaching process run effectively because the lecturers can implement some strategies that are appropriate with the students' need. In addition, the lecturers are the leader in classroom so they should give the best when they teach. In teaching speaking, the lecturers should involve the students more and more in class communication and encourage them to practice their speaking by asking to them some questions and requesting their opinions. It makes the students feel motivated and will be active in class communication (MacIntyre, 2003).

The lecturers always do their best when they teach speaking with their various strategies. However, there appear some students' difficulties that are faced by lecturers (Nguyen, 2011). The students' difficulties that faced by lecturers are lack of motivation, anxiety or lack of confidence, lack of vocabularies and structures, fluency, low linguistic competence and low communicative competence, using mother tongue problem, pronunciation problems.

Those difficulties prove that the good lecturers' strategies in teaching speaking cannot guarantee if the students are able to understand at all in speaking class and the lecturers still have some challenges in teaching speaking (Nguyen, 2011). Based on researcher's experience as the student, the researcher also meets those difficulties when join in speaking class.

Related Studies

There had been several researches about strategies in teaching speaking that related to this research. Susanti (2007) investigated the use of role play in teaching speaking. This study was designed using quantitative which the population of the research was the 104 students in ninth grade in Islamic Junior High School (MTs). The research is; first, it was proven that the students' score of speaking taught by using role play is better. Second, the use of role play made the speaking and learning activity more enjoyable and interesting. Third, the use of role play made more active and alive class. Students were willing to participate without any forces from the teacher. It did conclude that using role play in teaching speaking was very effective.

Secondly, study from Efrizal (2012) researched about improving students' speaking through communicative language teaching method. This study was conducted using percentage analysis that took 25 students in the seventh grade as participants. Based on result of data analysis, there were improvements on students' speaking achievement in each cycle. The data showed that pre-assessment students' speaking was 0% (excellent), 0% (very good), 20% (good) 36% (low) and 44% (failed).

In first cycle, students speaking achievement was 0% (excellent), 8% (very good), 24% (good), 32% (low), and 36% (failed). In second cycle, the students speaking achievement was 0% (excellent), 16% (very good), 44% (good), 20% (low) and 20% (failed). In third cycle, students' speaking achievement was 12% (excellent), 20% (very good), 56% (good), 8% (low) and 4% (failed). In cycle IV students'

speaking achievement was 24% (excellent), 48% (very good), 28% (good), 0% (low) and 0% (failed). This research indicated that the use of communicative language teaching method could improve students' speaking achievement at the first year students of Mts Ja-alhaq, Sentot Ali Basa Islamic Boarding School of Bengkulu academic year 2011/ 2012.

The third study related with this research was originated from Anjaniputra (2013). This research explained the teachers' strategies in teaching speaking to students at secondary level. This study was aimed at revealing teacher's strategies in teaching speaking to students at secondary level and recognizing students' response towards the strategies by involving an English teacher and a class of 22 students. In collecting the data, classroom observation and interview were conducted to identify the strategies of teaching speaking, and questionnaire was administered to the students to gain the data about their response towards the strategies under the umbrella of descriptive research.

The result revealed that the strategies used by the teacher were cooperative activities, role-play, creative tasks, and drilling. In the meantime, students' response towards the strategies resulted in positive attitude as they responded that the strategies helped them to speak, as well as concerned oral production of students whose participation was emphasized.

In conclusion, those studies are related with this research because all of those studies investigated the strategies to encourage the students to speak English.

However, this research has some differences with those studies because this research

discussed not only about the strategies but also the challenges in applying the strategies to encourage the students to speak English and not only discuss about the strategies.

Conceptual Framework

This research is derived from the researcher's curiosity on lecturers' strategies to encourage the students to speak English in classroom. The main concern is, according to the researcher's experience, that in the instruction and teaching and learning process that should be in all English still found several students who do not want or are not able to speak English. Therefore, the researcher is interested to know the lecturer's strategies to encourage students to speak English and their challenge in applying the strategies. From the earlier presented literature, there are seven strategies from Kayi (2006) that lecturers may use to trigger students' ability to speak English. They are discussion, role-play, simulation, storytelling, brainstorming, interview, picture describing, and drilling. The researcher chooses the strategies from Kayi (2006) because as the researcher's experience those strategies are often implemented by EED lecturers in speaking class when the researcher studying at EED UMY. The conceptual framework of this research can be seen as following figure:

Figure 1. Conceptual Framework