

CHAPTER 2

THEORETICAL FRAMEWORK

This chapter introduces the theoretical framework of related literature, related to the definition of speaking, function of speaking, definition of teaching strategies and the subject of teaching types of strategy. And this chapter includes previous research.

2.1. Definition of Speaking

Speaking plays an integral part of everyone's life, and speaking skills (along with reading, writing and listening) are very important for communicating one's mind and thoughts in everyday life (Kamaliah et. al., 2018; AlTamimi & Attamimi, 2014; Rüsli, 2018; mule, 2017). Speaking ability is the most important skill in our daily life to express ourselves through communication (Swaran, Singh et al., 2020). That means speaking is very important skill in communicating for our daily life.

According to Brown (as cited by Parmawati, 2018) speaking is a productive skill that can be observed directly and empirically. These observations are always colored with accuracy and effectiveness test in listening ability, inevitably compromise. While Thornbury, (in Parmawati, 2018) states that speaking is an interactive process and requires the ability to participate in the management of speaking. Speaking in the native language is not difficult for all students but speaking in the target language (English) is not easy for some people, especially for first-grade students.

To learn English at least, you need to master four language skills, listening, speaking, reading and writing. Speaking can be most skill that students want to improve. According to Brown, as cited in Rahayu (2015) the following four oral activities usually identify components, such as: Pronunciation, grammar, vocabulary, and fluency.

a. Pronunciation

Pronunciation is the process of producing a clearer language. The essential segmental features including vowels, consonants, stress, and intonation are the basic aspects of spoken language. The phonological process is the component of a grammar that determines how sounds and patterns are formed and how they are reproduced in the language.

b. Grammar

Language grammar describes how to use words, change their format, and combine them into sentences. Grammar is one of the important aspects of speaking, as using the wrong grammar when speaking can lead to cases. It is different meaning.

c. Vocabulary

Vocabulary refers to a list of words of its meaning. People who lack vocabulary cannot successfully communicate or express their spoken and written ideas. Words can be expressed with no grammar, but they cannot be conveyed without words.

d. Fluency

When we talk about someone's fluency, we can define fluency when the speaker or we speak a fluent language, speed is a factor, but it does not always mean the only or even the most important one. One the speaker fluently said that pauses are equally important. And also, the important thing is the proper stopping position. Then another important one factor of fluency is the number of syllables between syllables pause, the length of the run. The longer it runs, more native speaker it sounds. This means that fluency can be defined as speak accurately and fluently. Oral fluency is the goal of many students. Signs of fluency include: speech and a few pauses.

When people speak, he or she sends information or ideas to others. The ability to explain acts or conditions, or to report acts or conditions in exact phrase or language, or to communicate or express a sequence of ideas fluently is consider as speaking skill (Lado, 1961:240). The definition of fluency Nunan (as cited in Ayu, 2018) speak the way of using language confidently and quickly unnatural pauses, usually called fluency. Indeed, the process of sharing and building meaning

through the use of verbal and nonverbal symbols in various situations. In addition, the researcher concluded that speech is language and share ideas. At the same time, Kimtafsirah (as cited in Ayu, 2018) says that speaking is a production skill and it cannot be separated from listening.

According to McKay (as cited in Ayu, 2018) when people try to speak, it is not just open your mouth and say words and sentences. When people who try to speak, they do it in a cultural context, someone such as (maybe a friend, teacher or taster) bring them a relative degree of status and power, they to meet the needs of interaction it may be a dialogue or a task to be completed. It means speaking becomes the best way to express people's ideas. By using language as a connector, people should understand the subject dialogue. From that topic, people may talk to each other and know the meaning and purpose of what they say. Based on the definition of speaking explained above, it can be inferred that speaking skill is act of expressing ideas, feelings, and opinions by using speaking elements; there are pronunciation, grammar, vocabulary, and fluency.

2.2. Function of Speaking

The function of speaking is to deliver some messages or ideas from the speaker to the listener. According to Richard as cited by Ayu (2018), make a useful distinction between the interactional functions of speaking, in which it serves to maintain and establish social relations, and the transactional functions, which focus on the exchange of the information. There are three functions of speaking: talk as interaction, talk as transaction, and talk as performance (Ayu, 2018).

a. Talk as interaction

This usually refers to what we usually call dialogue and describe interactions that primarily serve social functions. When people meet, they exchange greetings, gossip, and chat, talk about recent experiences, etc. because they want to be friendly and establish a comfortable area to interact with other. The focus is on the speaker and the way they show themselves instead of information.

b. Talk as transaction

This type of talk refers to the situations of the focus is one what is said or done. The message is the main focus here and making someone understood

accurately and clearly, rather than the participants and the way how they interact socially with each other. In transactions, Richard as cited by Ayu (2018) states that talk is associated with other activities. For examples, students may be engaged in hand on activities. (E.g. in a science subject) too explore concepts associated with sinking and floating. In this type of spoken language teachers and students usually focus on meaning or talking in their own way to understanding.

c. Talk as performance

The third type of talk that is commonly referred to as talk as a show. This usually refers to public talk. That is, talk which transmits information rather than an audience such as public announcements, morning talks and speeches. From definition that explain above, it can be said that the function of speaking has many senses, they are talk as interaction that refers to conversation, talk as transaction refers to situations, and talk as performance refers to public talk. All of the functions of speaking are related to guide the people in speaking activities.

2.3. Definition of Teaching Strategy

In educational technology research, strategy has been included in study the field of design. Strategy as a science development, developed from the military world and then used for education. In war, strategy is required for victory. Same as during teaching and learning process, the teacher must determine all factors related to the learning process will proceed. Teachers need to know who their students and how different levels of intelligence they have, what background they come from, how they are motivated, and so on. Haidir & Salim (2012: 99) point out the term strategies are usually explained by techniques or methods, which is a method in this case, convey information to students in order to achieve the prescribed learning target. Therefore, the word strategy and method, can understood as method or the way to do something.

MacDonald (in Utami, 2020) defines strategy is the art to perform an idea with skill. Strategy is the art of doing things skillfully. According to this view, David (1976 as Utami cited in 2020) a strategy is a method, plan or series of activities designed to achieve specific educational goals. At the same time, in conclusion, "the strategy can include others; 1) methods, 2) approaches, 3) the

election of sources including the media used in learning, 4) grouping students, and 5) measurement of success” (Haidir & Salim, 2012: 100).

While teaching is a series of activities experienced by teachers, present and hope to change student behaviors. It brings change thinking, feeling, and student behaviors. This helps them adjust to their surroundings. According to Djamarah & Zain (as cited in Utami, 2021) write there are four basic strategies in learning activities that include in the following; a. Identify and determine the specifications and qualifications of the behavior and personality changes of students as expected. b. Choosing a teaching and learning approach system based on people’s aspirations and views of life. c. Choosing and determining the procedures, methods, and learning techniques that are considered the most appropriate and effective so that they can be used as a guide by the teachers in carrying out their teaching activities. d. Establishing norms and minimum limits of success or criteria and standards of success so that it can be used as a guide by the teachers in conducting, evaluating the results of teaching and learning activities which will be used as feedback to improve learning.

It can be conclude that the strategy can include others; 1) methods, 2) approaches, 3) the election of sources including the media used in learning, 4) grouping students, and 5) measurement of success. The strategies are usually explained by techniques or methods, which is a method in this case, convey information to students in order to achieve the prescribed learning target. A strategy is a method, plan or series of activities designed to achieve specific educational goals.

2.4. Strategies for Speaking Problem

Teachers' strategy apply for activities, including the use of teacher’s methods, use of various resources or forces in research. The strategy is designed to achieve specific learning goals. To learn speaking skills in English, strategies can be useful in classroom activities and outside the classroom. Teaching strategies are very important as they determine the success of the educational process. According to Harmer (as cited in Swary, 2014) there are few things for teacher to do to support students in learning speaking: Preparation, the value of repetition, big groups and

small groups, mandatory participation, prompter, participant, and feedback provider. Meanwhile, these are some strategies states by Utami (2020) experts, namely: (1) Cooperative learning, (2) Inquiry-based learning, (3) Graphic organizer, (4) Differentiated instructions, (5) Direct method, (6) Contextual Teaching and Learning Method (CTL).

In speaking activity there must be problem that teacher need to solve it. Teacher must have a strategies to solve the students' speaking problem in several way. Ur (as cited in Swary, 2014) there are five ways and six activities to solve the students' speaking problem; 1) working on group, 2) use easy activity for based learning, 3) Choose an interesting topic to make students interested, 4) give instruction and training to the students in discussion, 5) make students only use the target language. According to Razi, et al. (2021) they classified the teacher strategy in teaching speaking are role play, storytelling, drilling, picture describing, and games. Furthermore, some activities students can do to support their speaking the teaching strategy for teaching English as cited in Swary (2014) are:

a. Find the difference

In this activity, students can work in pairs, and each pair will be given two different pictures. For example, a picture of a boy playing soccer and a picture of a girl playing tennis. In pairs, students discuss similarities and differences in the pictures.

b. Picture describing

Another way to use a photo in a speaking activity is to give the photo to a student to explain what the photo is about. In this activity, students can form groups, and each group will get a different picture.

c. Storytelling

Storytelling encourages creative thinking. It also helps students express their thoughts in front of their friends. Students can share their experiences and daily activities, tell jokes and riddles, and call friends to find the next storyteller.

d. Discussion

According to Harmer (as cited Swary, 2014), when a student suddenly wants to talk about something in class and the discussion is held spontaneously, the results are often very rewarding. Teachers should always remember that students need time to organize their thoughts before discussing. Before the discussion, it is important for the teacher to establish the purpose of the discussion activity. In class and group discussions, students are always encouraged to ask questions, paraphrase ideas, express support, and review explanations, regardless of their goals.

e. Role play

Another way to get students talking is through role play. Students pretend to be in various social settings and have a variety of social roles. In role play activities, the teacher provides information to the students, such as who they are and what they think or feel. Role play activities are those in which students are asked to imagine they are in a different situation and take action.

f. Brainstorming

Students have limited time to brainstorm on a particular topic. Depending on the situation, individual or group brainstorming can be effective and students can come up with ideas quickly and freely. The great quality of brainstorming is that students are not criticized for their ideas. Therefore, students are open to sharing new ideas.

Build upon the explanation that already explained, there are five ways that teacher can use to solve the students' speaking problem: 1) make students encourage creative thinking with storytelling, 2) use easy and simple activity as find differences, 3) choose an interesting topic to make students interested such as role play, 4) give instruction and training to the students in discussion, 5) make students only use the target language. There few things for teacher to do to support students in learning speaking: Preparation, the value of repetition, big groups and small groups, mandatory participation, prompter, participant, and feedback provider. Meanwhile, the activities and strategies teacher can use in teaching speaking skill are storytelling and role play.

2.4.1. Storytelling Teaching Strategy

1. Storytelling Definition

Storytelling is an art form that presents a true or fictional story through visuals, text, audio, and even video (Fadilah & Dini, 2021:85). Serrat (2018) describes storytelling as a personal description of life in terms of ideas, beliefs, and learning about life via stories. As cited in Alkaaf (2017), McDrury & Alterio believe that storytelling in education is a highly sophisticated learning activity that equates to life experience. They point out that storytelling is a learning theory in itself, eliciting deep thought and creating new information.

As cited in Alkaaf (2017), Dyson highlights the importance of storytelling in the development of oral language. He discovered evidence to support the idea that children's comprehension of the story improved as they collaborated to enhance their language skills. Stories in the classroom help students gain a better understanding of how other people see the world. Rokni & Qarajeh (2014) also highlight that storytelling is a technique which helps students in developing their speaking ability.

To conclude, storytelling is an art form that presents a true or fictional story through visuals, text, audio, and video and in education is a highly sophisticated learning activity that equates to life experience also storytelling elicits deep thought and creates new information.

2. The advantages of Storytelling

As stated by Alkaaf (2017:2) he divide the advantages of the storytelling strategy into three points, namely: (1) A confident feeling about learning, (2) Creativity to make up their own stories, (3) The ability to tell, write, listen and act stories from their picture books.

3. The disadvantages of Storytelling

In accordance with Rajagukguk (2019) storytelling has several weaknesses, there are: (1) students tend to confused to pronounce new vocabularies, (2) it takes time to practicing and memorizing, (3) students too shy to speak in public. Uwizeyimana (2018:148) says that storytelling is not suggested to use too often in the class because that will makes the students feel unenthusiastic. That means if

storytelling is done too often in the speaking activity, students will not feel the fun and they may get bored.

2.4.2. Role Play Teaching Strategy

1. Role Play Definition

Role play is a famous method that enables students to familiarize themselves with new social environments. Shankar, Piryani, Singh, and Karki imply that "Role performs early within side the direction can divulge college students to one-of-a-kind conditions they may be probable to stand of their destiny career" (Shankar et al, 2012). Tompkins, as cited Kerbt (2017) defines role play as "one of the classroom teaching strategies that encourages students to actively participate in the process of learning English." Therefore, foreign language learners practice their target language in a context that resembles a real-life situation, reducing stress and shyness."

From the statement above, researcher conclude that students are encouraged to establish connections between terminology, experiences, and the topic being studied through role play. Students are introduced to new language before being given the opportunity to utilize it in context through role play. The process of role-playing the words aids in the development of vocabulary students' comprehension of the terms and their ability to apply the concepts in a real-world setting. As stated by Kuśnierek (2015) the students have conditions before start the role play activity:

Students are told who they are, namely, that they play the role of somebody else. Being cast in a role of a different character may diminish the fear of speaking, as these are not the speakers who make mistakes, but the personalities played by them. The key feature of role-play is that learners can become anyone they want for a short time. Their task is to pretend a different person and it may be, for example, a doctor, a pop star, a parent, a millionaire, etc. (Kuśnierek, 2015:82).

In case of role play activities, the students will always be inform by the teacher about what they going to play as the character.

2. Types of Role Play

Kuśnierek (2015) defines that role play has 2 kind of types. Namely, real-plays and surreal-plays.

a) Real-plays

Al-Arishi (in Kuśnierek, 2015) stated that real-play is a role-playing activity that serves as a practice for the real world. As a result, textual material should be realistic, and should be used in the classroom. Furthermore, real-play suits the goal for realism because it allows students to practice typical behaviors they would most likely undertake in real life, such as ordering meals in a restaurant, greetings, asking for directions, booking vacations at a travel agency, and etc.

b) Surreal-plays

Al-Arishi, as cited by Kuśnierek (2015) Surrealistic play should promote the inner imaginative self-expression of each student. While Real-play seeks recognition of the belief that the classroom can be a real world, Surreal seeks to encourage each student to express their thoughts and emotions. Such activities are also known as imaginative role-plays (Kuśnierek, 2015:82).

According to Donn Byrne (1986:115), role play can be grouped into two forms, scripted and unscripted role play. In details, those types of role play activities described as follows:

a) Scripted Role Play

This type entails analyzing textbook discussions or reading dialogue texts. After all, the primary purpose of text is to represent the meaning of linguistic elements in an easily remembered way.

b) Unscripted Role Play

Unscripted role play situations, as contrast to scripted role play, do not rely on textbooks. It is referred to as free role play or improvisation. The students must determine what language to use and how the conversation should progress. This activity requires much preparation from both the teacher and the students.

3. Role Play Class Preparing

According to Ladousse (1987:13) these are the important things to prepare role play class. First, distinguish among noise and chaos. Noise is handiest a hassle if the teacher round the corner complains. Second, begin with pair work rather than

group work. Third, make sure the students have understood the rules and what is in the role card/script before you start. Fourth, Organize assignments more progressively if your students continue to use their native language. Begin with simple pair work and information gap role play. If this does not work, provide motivation for them to learn whatever language you teach them. Fifth, do not use a role play that is too hard or too emotionally loaded until your students are used to this activity.

4. The advantages of Role Play

According to Yusof & Alas (2021) they divide the advantages of the role play strategy into four points, namely: (1) the role-play technique's effectiveness in teaching the course, (2) Role-play is fun and entertaining, (3) help increasing self-confidence, (4) increasing the students' curiosity.

5. The disadvantages of Role Play

Role-playing is the activity of another person playing or pretending to be another person. According to Ladousse (1987: 9), some students are embarrassed to play another role and don't even want to behave like others. Among some of these issues, the following are the main points of the issues students experience in role-playing strategies. First, there is a common misconception about the nature of role-playing games. Second, there are aspects of classroom management that need to be carefully considered. After all, the concept of learning is often understood in a narrow and limited way.

2.5. Previous Study

Several studies are related to this research, including Alfian (2018) English Education Department Faculty of Teacher Training and Education University of Muhammadiyah Makassar conducted research on An Analysis of English Teacher's Strategies in Teaching Reading Comprehension at SMA Negeri 5 Bone. The objective of the research are (1) To find out the English teacher strategies in teaching reading at Eleventh Grade of Student's SMA Negeri 5 Bone (2) To find out the students' responses toward their English teacher strategies in teaching reading comprehension skill at SMA Negeri 5 Bone. The goal of the research aims to find out what teacher strategy in teaching reading and to find out how students

respond to teacher's strategy. In other words, it can be concluded that using the strategies used are based on consideration of different learning preferences and styles. The significance of this research is to analyze strategy in reading comprehension at SMA Negeri 5 Bone. Applying the theory of teachers' strategy teacher that will help the readers to increase knowledge, particularly in reading comprehension. This research was related to teaching strategy and the students' perception towards the method in teaching English. Thus, the researcher needed to do descriptive research namely, the research created the descriptive data such written words or oral from people and the behavior that observed. So that, the research design in this research was descriptive qualitative strategy.

Second, Muhammad Hudri and Jannatun Naim (2017) with title "An Analysis of Teacher Strategies in Teaching Reading at the First Years Students of SMK 2 Gerung in Academic Year 2016/2017" This study is objecting to find out the kinds of teacher strategies in teaching reading at the first years students of SMK 2 Gerung in Academic year 2015/2016. The subject of the study is English teacher who teach in SMK 2 Gerung in academic years 2016/2017 who will be selected as the sample of this study. The study is limited to find out teachers strategies in teaching reading especially at the first year student of SMK 2 Gerung. This research adapted qualitative research because the purpose of this research to find out the strategies of English teacher in teaching reading. These are the result of the study: (1) the teacher used various teaching strategies in teaching reading. They are memorizing, question answer relationship and game, (2) those strategies are effective in teaching reading comprehension because can help student to comprehend the text. In short, those strategies give good contribution for teacher, (3) Students who have difficulty in reading will be easier in mastering reading comprehension. By using these strategies, the teacher more easily gives the material to the students.

Third, Yani Safrida (2020) an English Language Education Faculty of Teacher Training and Education University of Islam Riau Pekanbaru with title "An analysis of Teacher Strategies in Teaching Reading at SMAN 2 Tualang". The objective of the research is to know what strategies used by the teacher of teaching reading comprehension at SMAN 2 Tualang. In this research researcher focuses on teacher strategy in teaching reading and what strategy that teacher used in teaching reading.

This research is used qualitative approach which is related to descriptive research, in this research has one variable and also on the strategies used by the English teacher in teaching reading at SMAN 2 Tualang. The researcher conducted interview, observation, and described the English teacher strategies teaching reading in the classroom. This research is a kind of qualitative approach. As conclusion of Yani Safrida, (2020) research explain that there were 4 reading strategies used in teaching reading comprehension in SMAN 2 Tualang, namely Cooperative Group Learning, QARS, Reciprocal Teaching and Summarizing. They consist of group work learning activity and self-study activities. In cooperative group learning they can share ideas, allowing them to know something more. In reciprocal teaching they understand more easily the reading text, and summarizing makes it easy for students to remember important information to complete the assignment. Cooperative group learning allows students an opportunity to express their opinions about the text, conveying what they understand about the text after reading the text.

Students also can develop conclusion in their own language so that they will be familiar with new vocabulary when they are involved in discussion activities. Question answer relationship strategy helps students to answer questions based on the text provided, encouraging students to read and understand. This strategy also makes students able to categorize questions. Reciprocal teaching strategy makes students active in the classroom. Improve students reading performance so that students are more independent and creative. Summarizing strategy it makes students more critical in reading comprehension, making it easier for students to identify important ideas and information from the text. This research also found that average of students reading comprehension was good, active and enthusiasm in teaching and learning process. Students can improve their vocabulary, comprehension in learning reading.

From all previous studies above, the studies have similarity in what they analyzed which is the teacher strategy that in teaching reading comprehensive. Cooperative Group Learning, QARS, Reciprocal Teaching and Summarizing are few teaching strategies for reading comprehensive. Meanwhile, this study formulation of the problems contrasts from all previous relevant studies, in this study researcher analyzing the teaching strategy for teaching speaking.

