



CHAPTER II

LITERATUR REVIEW

2.1 Teaching speaking

2.1.1 Definition of teaching speaking

Teaching can be defined as the process interaction between teachers and students that aims to convey learning material. According to Brown, (2000), Teaching is guiding and facilitating students to learn, allowing learners to learn, setting conditions for learning (p. 7). Speaking skills are one of the English skills that students really need to master because speaking allows students to communicate easily and also makes it easy for students to convey their feelings or ideas verbally. Teaching speaking is a very important aspect when learning process. This is supported by Richard, (2008) Mastery of English speaking skills is a priority for many second or foreign language learners (p. 19).

Teaching speaking is not an easy and simple thing to do. For some teachers, teaching speaking sometimes encounters obstacles during the speaking learning process. The constraints themselves can vary, for example, caused by the use of inappropriate learning strategies, lack of facilities in the learning process, lack of use of media in the learning process and lack of competence in delivering teaching materials and so on. All common problems of teaching speaking need to be addressed, in teaching speaking it takes a good strategy, good material, good facilities, and good teachers too. In other words, teachers, facilities, and materials have a very important role in determining the success of teaching speaking.


This is supported by the statement of Goh, C. C. M., & Burns, A. (2012) the success of second language speaking skills depends very much on the teacher and the material, as well as on the learners themselves (p. 6). Teaching is also usually defined as the act of presenting information as well as knowledge to students in a way that provides understanding of the material and the ability to develop outside knowledge or skills to proceed to higher levels of learning and to various other aspects of life.

Teaching speaking is necessary to assist students in achieving communicative skills. Teaching speaking is the process of transferring knowledge about aspects of speaking in improving students' ability to communicate in the learning process. The purpose of teaching speaking is to improve students' communicative abilities. Isnawati (2014) stated that The purpose of teaching speaking is the development of the ability to interact using the language (p. 37). The students can express themselves, understand aspects related to speaking and learn how to speak in the right way in communication so that the interlocutor can understand what the student is saying. This means that teachers are said to be successful in teaching speaking if students are able to develop language in interactions with their friends and teachers.

2.1.2 The important of speaking skill

Everyone needs speaking skills regardless of profession, whether they are an architect, engineer, entrepreneur, official, scientist, teacher and others. They definitely need speaking skills to take an active role in communication and also the process of developing knowledge.





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For students, speaking skills are also considered an important aspect among the other four skills to build and also develop in acquiring a foreign language or second language. This is supported by statements from (Thornbury, 2005, p. 01). Speaking has become such a part of everyday life that we take it for granted. Speaking is an activity to communicate with others in everyday life. By speaking people can express ideas and they verbally to the listener and the listener will respond to what is heard by speaking as well.

The importance of speaking can also be seen when students talk to their friends or when they need to express their opinions directly related to the topic delivered or taught by the teacher. This can also be seen when we talk to our friends, buy things at the store, ask for the way, discuss a problem, consult with teachers and so on. All these activities will be difficult to do if speaking skills cannot be mastered. From the statement above, we can conclude that speaking has an important role both for daily communication, maintaining social relationships, the learning process or even getting a job.

2.1.4 Types of speaking skill

In learning speaking skills, usually each teacher has a different way to develop students' speaking skills. The trick can be with short conversations, monologues, dialogues, dramas, songs and others. According to Brown and Abeywickrama (2010, pp. 184-185) there are five types of speaking among them.

a. Imitative

This type of speaking requires learners to copy words, phrases, or sentences. Pronunciation is the main aspect assessed, although grammar also plays an important role in the assessment criteria. What needs to

be underlined in imitative is communicative, language competence is not very important in this regard. They or students need to acquire some information and then produce it orally without having to add more detailed explanations. What they say is the only thing they hear.

b. Intensive

Intensive speaking does not emphasize pronunciation or phonological aspects. That is, it is necessary to respond to certain things, but still carry out interactions. Examples are reading aloud, clear sentences and completion of dialogues.

c. Responsive

The authenticity in conversation is important, therefore the speakers are stimulated to respond to short conversations, make comments, is the type of activity referred to in this type of speaking.

d. Interactive

The load and complexity of sentences is the main difference between responsive and interactive speaking. The number of speakers is also important because sometimes it takes more than two people in a conversation.

e. Extensive

Speaking involves speech. In addition, the speakers need to interact with the speakers counter, who can answer questions, create discussions. It can be said that extensive speaking is the highest speaking skill or expertise that requires a strong language component.





In the process of learning speaking, teacher instruction is very important to develop students' knowledge in speaking practice and prepare students for communication in everyday life. Teachers help students to develop abilities and produce sentences that are grammatically correct and appropriate to a particular context and acceptable (understandable) pronunciation.

2.1.5 The purpose of speaking

The purpose of teaching speaking skills is communicative efficiency and can allow students to communicate verbally in everyday life. Therefore, it is very important for teachers to assess whether students understand the language used and the purpose for which the language is used. For this reason, it is very important for teachers to make students understand the material that has been learned. Students need to realize that speaking involves three knowledge:

1. Mechanics (pronunciation, grammar, and vocabulary) use words in the correct order with correct pronunciation.
2. Functions (transaction and interaction) know the clarity of important messages conveyed. (transaction/exchange of information) and when understanding is not required (interaction/relationship building).
3. Social and cultural rules and norms (turn-taking, speed of speaking, length of pauses between speakers, relative roles of participants): understanding how to determine

who is speaking, under what circumstances, and for what reasons.

2.2 Teaching strategie

2.2.1 Definition of teaching strategie

Before the teacher starts learning, the teacher must prepare the material or teaching materials first and make a plan on how to make students easily understand the material presented. For this reason, it is an obligation for teachers to create learning strategies and apply these strategies so that students can easily understand the material presented.

In learning speaking, teachers must have a teaching strategy teaching strategies are activity plans used by teachers to teach students in order to achieve learning objectives, Khairuzzanila (2021, p. 9)”. In the learning process sometimes students find difficulties during the learning process. As said by Sari and Zaini (2014) teacher strategies can overcome students' difficulties when they try to express their ideas in speaking learning. In learning to speak there are many strategies that can be used to teach, of all the strategies there are according to Anjani (2013, p.5) there are four strategies in teaching speaking.

1. Cooperative activities

A strategy that requires students to work in groups will learn about working together and relating socially with classmates. According to Macpherson (2007), cooperative learning is part of learning techniques where students can interact with each other to understand and apply elements of subject matter and meet learning objectives (pp. 172-192). Macpherson also claims that cooperative activities can make students think critically. Cooperative activities





require students to interact with each other in a group, to understand the material, present the subject matter and solve problems and complete tasks in groups. Cooperative activities can encourage students to understand language learning (Newton and Nation, 2009).

2. Role plays

Role plays Is an activity where students are asked to play an active role in the learning process. Role plays are activities where students are asked to pretend in various social contexts and various social roles in the learning process Solcova (2011). It can be concluded that role palys is a classroom activity where students play an active role in the oral learning process. Role plays are often linked in stimulation. Both of these activities can help recreate the language used in the learning process.

3. Creative task

In learning teachers can give assignments to students, giving assignments to students provides many benefits by being given tasks can build students' creative thinking. Thornbury (2005) creative tasks are direct tasks in which students can develop their language fluency. If students are given tasks, they will focus on answering the tasks that have been given.

4. Drilling

Is a learning method whose activities are carried out repeatedly. Thornbury (2005), Drilling is a strategy to improve pronunciation by imitating and repeating words, phrases and even entire utterances. This method aims to make students pay attention to new material.

In addition, designing strategies for teaching speaking requires several principles to consider. First, speaking activities, the discussion used must be maximal in order to provide the best conditions for language users Thornbury (2005). Both activities should be done when students show understanding and can ask questions or comment which we can call interacting and students working together to achieve a specific goal Thornbury (2005). Third, teachers must understand what students need when learning, teachers focus on interaction, the meaning of fluency in the use of language in certain contexts Brown (2001).

2.3 Song as teaching media

2.3.1 Definition song

Songs have an important role in everyone's daily life, songs are everywhere, and are widely appreciated around the world. Songs are works of art that anyone can enjoy. Some experts say that songs are a collection of poetry to music. Another definition is that a song is a collection of short pieces of music. Song can also be defined as "short and simple music and uses sound with or without the use of musical instruments.

Songs can be used as one of the media for teaching for example; listening, speaking, vocabulary, grammar and others. Songs are one of the learning media that can increase student enthusiasm and motivate students. According to Heinich et al., (2016) Songs are easy to remember so that they make students remember the language used in songs, using songs can make students feel happy in the learning process a big factor that makes students feel happy is to use song media, because using songs can motivate students, especially speaking skills (p. 9). It can help students memorize vocabulary, grammatical aspect such as by syntax, morphology, and semantics.

Based on the definition above, learning media is a tool to deliver the material to be used, so that the learning process is more effective. A fun learning process is one of the factors that can support student success during the learning process, when learning is done in a fun way. The material learned is very easy to accept and understand.

By using songs students will feel happy and can even eliminate boredom or stress during the learning process. Songs can be used as a learning medium in the process of learning English at school to increase student interest in learning foreign languages. Sophya (2013) said songs are an alat bantu for students in learning English, especially increasing student motivation (p. 8).

2.3.2 The purpose of songs as teaching media

The purpose of using media in learning is to help teachers to overcome limitations during the learning process. Because the teacher's strategy in using learning media is one of the keys. For example, songs can be used for a variety of purposes and there is a reason why song media can be used as an effective educational medium. Songs can help students to enhance their listening and pronunciation skills, which can help them improve their speaking abilities.

English song as media is very good to be applied in the learning process according to Stefani songs have many positive sides of learning English using songs. Songs are a useful medium for teaching speaking in class besides that songs also have benefits for students to build a strong mentality, physical equipment to perceptually organize the sound they produce (include the Speaking).

For this reason, the researcher this time the researcher used songs as a media for learning English to improve speaking

skills to students. Because singing is an expression of communication, it can be extremely beneficial to the learning process.

2.4 Motivation

2.4.1 Definition of motivation

Motivation is an important aspect of the learning process, in other words, student success in learning is influenced by motivation, especially in language classroom classes. Dornyei (2001, p.5) said that in my view the difficulty in teaching foreign languages / second languages is often boring. Enthusiasm, perseverance, commitment of learners are the main determinants in success and failure. Therefore, it can be assumed that students with high motivation in learning English will be more successful, courageous and confident than students who have low motivation or even no motivation at all.

In general, motivation is seen as something that can drive a person to achieve his goals. Harmer (2007, p. 98) argues that motivation is a type of drive in order for someone to achieve something. Dornyei and Ushioda (2011, p. 4) states that motivation is a reason that the person wants to do something, and how hard the effort to do it and how long the person will maintain it.

Motivation is something that exists when someone wants something to achieve. The goal is to motivate his/her to achieve it, besides that motivation can have a positive effect on students so that they improve their abilities and feel happy during the learning process. When students are motivated to learn, they will strive to understand the material by studying more diligently (Mayer, 2003, p. 459). However, when students lack motivation especially in learning speaking, they will find it



difficult to communicate with friends even though they have a good understanding of the material, proper grammar, and adequate vocabulary.

2.4.2 Types of motivation

Ryan and Deci (2000, p. 54) claim that there are two main types of motivation, namely intrinsic motivation and extrinsic motivation.

1. Intrinsic motivation refers to within a person which means that motivation arises in a person. According to Dornyei and Ushioda (2011, p. 23) intrinsic motivation is related to actions taken for self-interest. Like doing certain activities to please yourself or curiosity towards something individually. It can be said that intrinsic motivation is the motivation that arises from within the individual that can drive a person to get satisfaction. As stated by Harmer (2001, p. 98) that instinctive motivation comes from within the individual. Therefore, a student can be motivated in the learning process itself or their desire to make themselves better.
2. Extrinsic motivation is motivation of external origin that is driven by the giving of gifts to students. For example, giving prizes if you can get good grades in learning. It can be said that extrinsic occurs when a person wants to get something, not because they enjoy doing something. But, to get something in return or avoid something unpleasant.

2.4.3 Important motivation in learning speaking

In learning English, especially speaking, there are several factors that affect students' speaking skills, one of which

is motivation. Harmer (2001) motivation is a kind of drive from within to push a person to do something to achieve his goals.

Motivation is one of the important factors in achieving success in acquiring a foreign or second language. It can be concluded that students will succeed if they have high motivation in the process of learning a foreign or second language. A student who is less capable of learning but has a high motivation level of learning has a greater chance of success than a student who is intelligent but not motivated. The more motivated students are, the more effort students put into learning.

Motivation is one of the processes to achieve success and has a great influence in achieving goals in the future. In the learning process of motivating students is one process to support them to learn. Therefore, motivation can help them to achieve their goals.

2.5 Previous study

There are some studies that are related to this research. The first study written by Anjaniputra (2013) the study entitled "Teacher's strategies in teaching speaking to students at secondary level".

This study aims to describe the teacher's strategy in teaching speaking to students at the secondary level with the teacher and students consisting of 22 students as objects. This research was conducted in one of the public high schools in



Sumedang, on tenth grade students of the school. Quantitative research method using descriptive research. While the instruments used are class observation and interviews.

Based on the results of the study, there are four strategies used. Cooperative activities, role play and stimulation, creative tasks, and drilling. Regarding the strategies used by teachers, the overall results showed positive feedback. Such strategies help and encourage students to speak English.

The second study written by Adi Yusuf and Ernawati Pattisahusiwa (2020) the study entitled “Teacher’s strategies to create a conducive learning environment in *“The Ron Clark Story Movie”*”.

This study aims to describe teacher strategies in creating conducive learning environment to the students at movie entitled *The Ron Clark Story*. This study used qualitative research method using descriptive research. While the instruments used are observation.

Based on the result of the study, there are five strategies used. Physical design of the classroom, Rules and routine, Relationship, Engaging and motivation and Discipline. By using these strategies, Mr. Clark succeeded in educating students so that the classroom became conducive. This is evidenced by the very satisfactory test results of his students.

