CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter the writer will try to describe all the things about review of related research to content of this research, they are general concept of speaking, learning speaking, learning strategy, kinds of learning strategy, and learning strategy in speaking.

A.   General Concept of Speaking

1.   Speaking

The terms speaking are difficult to be defined. Many of experts define speaking such us:

Based on the function, Nunan (2011: 31) says that "speaking is defined in a way to verbally communication for mostly interpersonal and somewhat transaction purpose." It means that we have purposes when we do an interaction with other.

According to Baily and Savage (1994: vi-vii) in Murcia (2001:103) states that "Speaking is an activity requiring the integration of many subsystems yet for many people, speaking is seen as the central skill. Speaking in a second or foreign language has often been viewed as the most demanding of the four skills". Speaking is important to be mastered because the primary goals of learning foreign language are to interact and communicate with others to get the informative. Moreover, Kathleen (2005:2) states that "speaking is an interactive process of construction meaning that involves producing receiving, and

processing information". This definition is too general; a more specialized definition is that speaking is that process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of context (Chaney in Kayi 2006:1)

From the definition above, it can be inferred that speaking is giving oral expressing to thoughts, opinion and feeling in term of conversation. To be able to do this, a language learner should have sufficient knowledge of the sounds, structure, vocabulary, and culture subsystem of English language. The learners also have to think about ideas and they have to articulate on English sounds well changing the position of lips, jaws, and tongue. Speaking is very important to the students to express their idea because speaking is process of building and sharing meaning of the students' so they can use verbal and non-verbal symbol.

So, speaking is important to be mastered because by having speaking ability, people can communicate by their mind orally with other people.

Then based on the conditions, Van Lier in Nazara (2011: 31) stated that speaking usually happened when people are face-to-face, which makes it highly interaction and social. It means that speaking actually is done by two people or more in the society to make social interaction.

So the researcher concluded that speaking is communicating activity that is done by two people or more in the society and the goal is that to be the reason why they do a communication to others.

2. **Elements of Speaking**

According to Harmer (2001:269), there are two kinds of elements of speaking. The following is the explanations about them.

a. Connected speech.

Effective speakers of English need to be able not only produce the individual phonemes of English but also the fluent "connected speech" it is for this reason that we should involve students in activity designed specifically to improve their connectivity in speech.

b. Expressive devices

The use of these devices contributed to the ability to convey meanings. They allow the extra expression of emotion and intensity.

c. Lexis and grammar

Spontaneous speech is marked by the use of a number of common lexical phrases, If part of a speaker's productive ability involves the knowledge of language skills as those discussed above, success is also dependent upon the rapid processing skills that talking necessities. Especially in performance of certain language function.

d. Negotiation language

Effective speaking benefits from the negotiator language we use to seek clarification and to show the structure of what we are saying.

1) Language processing

Effective speaker need to able the process language in their own head and put it into coherent order so that it comes out in forms that are not comprehensible,

but also convey the meaning that are intended. Language processing involves the retrieval of words and phrases from memory and their assembly into syntactically and propositionally appropriate sequences.

2)   Interacting with other

Most speaking involves interaction with one or more participants. This means that effective speaking also involves a good deal of listening, an understanding of how the other participants are felling, and knowledge of how linguistically to take turn or allow others to do so.

3)   (On-the spot) information processing

Quite apart from our response to other feelings, we also need to be able to process the information they tell us the moment we get it. The longer it takes for "the penny to drop" the less effective we are as instant communicators.

3.   Characteristic of Spoken Language

According to brown (2001:270) there are some characteristics of spoken language that make oral performance easy as well as, in some cases difficult.

a.   Clustering

Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically (in breath group) through such clustering.

b.   Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language. Leaner can capitalize on this feature of spoken language.

c.   Reduce form

Contraction, elision, reduced vowels, etc. all form special problems in teaching spoken English students who don't learn colloquial contractions can sometimes develop a stilted, bookish quality of speaking that in turn stigmatize them.

d.   Performance variable

One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitations, pauses, backtracking, and corrections.

e.   Colloquial language

Make sure your students are reasonable well acquainted with the words, idioms, and phrase of colloquial language and those they get practice in producing there form.

f.   Rate of delivery

Another salient characteristic of fluency is rate of delivery. One of your tasks in learning to speak English and help the learners achieve an acceptable speed along with other attributes of fluency.

g.   Stress, rhythm, and intonation

This is the most important characteristics of English pronunciation. The stress-timed-rhythm of spoken English and its intonation pattern convey important massages.

h.   Interaction

Learning to produce waves of language in a vacuum-without interlocutors-would rob speaking skill of its richest component: the creativity of conversation negotiation.

B.   Classroom Interaction

1.   Definition of Classroom Interaction

The main aim of learning a language is to use it in communication in its spoken or written forms. Classroom interaction is a key to reach that goal. It is the collaborative exchange of thoughts, feelings or ideas between two or more people, leading to a mutual effect on each other as Rivers writes:

According to Ellis (1990), interaction is meaning-focused and carried out to facilitate the exchange of information and prevent communication breakdowns. However, classroom interaction is of a particular nature and a range of functions including formal instruction, whole class and task management and development of group cohesion. Therefore, it involves everything communicative happening in the classroom.

Classroom interaction consists of two types: non-verbal interaction and verbal interaction. Non-verbal interaction is related to behavioral responses in class. It means students interact through their behaviors such as head nodding, hand raising, body gestures, and eye contact. Verbal interaction, on the contrary, contains written interaction and oral interaction. Written interaction is the style of interaction in which students write out their ideas, thoughts. It means they interact

with others through written words, documents and so forth. By contrast, oral interaction implies that students interact with others by speaking in class, answering and asking questions, making comments, and taking part in discussions.

These two types of interaction are summarized by   Robinson (1997: 7)Interaction is the process referring to "face-to-face" action. It can be either verbal channeled through written or spoken words, or non-verbal, channeled through tough, proximity, eye-contact, facial expressions, gesturing, and others.

Interaction has a similar meaning in the classroom. We might define classroom interaction as a two-way process between the participants in the learning process. The teacher influences the learners and vice versa. Interaction can proceed harmoniously or it can be fraught with tension. Malamah-Thomas (1987: 8) states that "every interaction situation has the potential for co-operation or conflict." How the situation actually develops depends on the attitudes and intentions of the people involved, and on their interpretations of each other's attitudes and intentions. Needless to say, only when there is co-operation between both sides can communication effectively take place and learning occur.

Communication is usually undertaken for a purpose. A person has a reason for transmitting a message to someone else. Nolasco and Arthur (1987:5) explain some other purposes of conversation, "i.e. 'the creation and maintenance of social relationships, the negotiation of statusand social roles, as well as deciding on and carrying out joint actions."The same happens in a classroom situation; people are gathered there for the purpose of learning. Besides that, people have other reasons for communicating in the classroom. Since the classroom is a community of some

kind, there is the need to establish and maintain personal relationships. the teacher has to establish a rapport with the class, with its individuals, and individual students from different sorts of relationships with the group and with the teacher. Interaction is mainly achieved by two means of resources: language and non-verbal means of expression. Non-verbal resources play just as important a part as language does. is holds true for a classroom as well as for other social situations. one thing that makes the classroom different from any other social situation is that it has a primary pedagogic purpose. Teachers spend a lot of time talking, lecturing, asking questions, and giving instructions, and so on. The teacher does not only use language for these functions, but he or she demonstrates and uses mime a lot.

2. Types of Classroom Interaction

The many forms of classroom interaction allow students to use their learned skills. To avoid overemphasizing the theory and memorization of the material presented in class, teachers employ classroom interaction to give students the ability to think critically, focus on specific details and practice what they have learned. Teachers have access to many methods of creating an interactive classroom. Common methods include classroom conversation, question-and-answer, reading aloud and role-playing.

a. Reading Aloud

Reading aloud is a classroom activity in which one person is reading while others listen. Reading aloud may be performed by the teacher or student. Reading aloud may be performed by a single person or by a group taking turns. This form of highly structured classroom interaction allows all students to be focused at exactly the same point in a reading. This allows students to easily focus on vocabulary and pronunciation.

b.   Conversation

Classroom conversation is a form of classroom interaction in which students in the class discuss a given topic. The conversation may be held across the whole class or in smaller groups. Conversation is an important form of classroom interaction because it helps students develop their language skills. In a conversation, students may apply the skills and knowledge they have acquired in the class, making classroom conversation a practical form of interaction.

c.   Role-Play

Role-playing is an activity in which students take on given or chosen roles and act out a scene with others. This form of interaction lends itself to almost any situation, and the only restriction is a student's imagination. Role-playing allows students to demonstrate their creativity and knowledge about their roles, and it allows students to think outside of the constraints of the classroom and consider how they might apply the learned material to the real world. This form of interaction can integrate different subjects into one activity.

d.   Question-and-Answer

Question-and-answer is a traditional form of classroom interaction in which a teacher or student explains and poses a question for the other. Questions asked by the teacher are usually for the purpose of assessment, while questions asked by the students are usually for obtaining new information. The Socratic method is also a form of question-and-answer interaction. The Socratic method is a form of asking questions with the intent of leading students to discover the answer themselves. Question-and-answer as a form of interactive learning allows students to have a large influence on the agenda of the classroom, because it allows them to freely express their thoughts and feelings.

C.   Learning strategy

1.   The Concept of Learning Strategy

Learning strategy is the ways that have been chosen by learners to make their study easier and fun in order to they get success in learning process. According to Oxford (1990: 8) learning strategy are "specific actions taken by the learners to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations.

In addition, Cohen (1998:4) defines learning strategies as "learning process consciously selected by learners and may support students and enhance their learning" Furthermore, O"Melly and Chamot (1990) define that learning strategies as "the special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information".

From several statements above it can be concluded that learning strategy is learners' behavior during learning process to help them understand the materials, so they feel easy to learn some materials, so they feel easy to learn some materials although in the class and home. Learners that use good learning strategies in their learning become more successfully than other learners.

According SkehanadCrookall (1989:2) in Cruz and Gracell "The most successfully learners tend to use leaning strategies that are appropriate to the material appropriate to the material, to the task, and to their own goals, needs and stage of learning." It means that successful learners always use good learning strategies to understand the material, to do the task during learning process.

2. Kinds of Learning Strategy

The classification of learning strategy also varies. According to Oxford (1990) learning strategy divided into direct and indirect classes.

a. Direct Strategies

Direct strategies involve the strategies used directly in dealing with a new language. The direct strategies are further subdivided into the group such: memory, cognitive and compensation strategies.

1) Memory strategies are those learners use to store and retrieve information e.g. creating mental linkages, applying images and sounds, reviewing well and employing action.

2) Cognitive strategies enable learners to understand and produce new language. The four sets in the group are: practicing, receiving and sending

messages, analyzing and summarizing, and creating structure for input and output.

3) Compensation strategies help students to overcome knowledge gap to continue the communication such as guessing intelligently and overcoming limitations in speaking and writing.

b. Indirect Strategies

Indirect strategies are used for general management of learning indirect strategies are further subdivided into three groups: Metacognitive, affective and social strategies.

1) Metacognitive strategies help learners to control their own mental processes for instance centering their learning, evaluating and planning their learning and evaluating their learning.

2) Affective strategies help to control emotions, motivations and attitudes such as lowering their anxiety, encouraging themselves and taking their emotional temperature.

3) Social strategies involve learning by interaction with others e.g. asking questions, cooperating with others and empathizing with others.

The learners can use all of these kinds of strategies to make them understand how to learn well. The writer concluded that are many classifications of the learning strategies and each strategy will support each other.

D.   Learning Strategy in Speaking

In this section the researcher going to explain in more detail about learning strategies in speaking. Indirect strategies are defined into metacognitive, affective, and social. So it claimed that metacognitive strategies allow learners to control their cognition. That is, to coordinate the learning process by using function such as centering, arranging, planning, and evaluating. Affective strategies help to regulated emotions, motivations, and attitude. Social strategies help students learn through interaction with others. All this strategies are called "Indirect".

Metacognitive Strategies	Affective Strategies	Social Strategies
Centering your learning	Lowering your anxiety	Asking question
Arranging and planning your learning	Encouraging your self	Cooperative with others
Evaluating your learning	Taking your emotional temperature	Empathizing with others

Metacognitive strategies are actions which provide a way learner to coordinate their own learning process. Metacognitive are essential to successful language learning. Furthermore metacognitive strategies, like organizing, setting goals, and objective. Considering the purpose, and planning for a language tasks, help learners arranging and planning their language to be efficient. The metacognitive strategies of seeking practice opportunities are especially important. Learners who are seriously interested in learning a new language must take

responsibility to seek as many practice opportunities as possible or may be outside in the classroom.

Metacognitive Strategies

Centering your lerning	Arranging and planning your learning	Evaluating your lesson
Over viewing and thinking with already know material	Finding out about language learning	Self monitoring
Paying attention	Organizing	Self evaluating
Delaying speech production	Setting goals and objective	
	Identify a purpose of a language tasks	
	Planning for a language tasks	
	Seeking practice opportunities	

The most suitable one for learning speaking is that Delaying speech production for focused on speaking. Actually this strategy is related to listening and speaking rather than reading and writing. You do not have to teach or encourage this strategy, because many learners do it automatically by postponing their speaking in the target language for hours, days, weeks, or possibly even

months. This phenomenon is often viewed as a way of focusing on listening comprehension before students feel comfortable enough to speak. The speech delay may be total (no target language speech) or partial (for instance, saying only stock phrases but no creative sentences). The delay occurs because speaking seems more threatening to many students. Some instructional theorists have stressed the importance of allowing a " silent period " for all learners, and various language teaching methods reflect this emphasis, but research evidence concerning the significance and optimal length of the silent period is mixed. Help build solid listening comprehension skills, and encourage students to speak as soon as they are ready, without any externally imposed delay. Oxford (1991:135)

E.   Review of Related Literature

The writer will take some of the previous studies from a journal. The first is a research done by JunaidiMistar and AtikUmamah in 25, Number 2, July 2014 entitled "Strategies of Learning Speaking Skill by Indonesian Learners of English and Their Contribution to Speaking Proficiency"

The result of this study that the female are currently dominates to use the learning strategies that male. And surprisingly, memory strategies are found to affect speaking skill in a negative manner.

There are some differences between those researches the target of the research is in the EFL learners. And the research focuses in learning strategies, speaking skill, gender, proficiency.

The similarities are on the learning strategy on speaking between those preview research and the writer's subject is EFL learners and it is more generalize on gender.

The second research done by BintiSaniah in 2013entitled "Learning Strategies in Reading Applied by a Student AtMtsPsmJeliTulungagung Academic Year 2012/2013"

The result in this research shows that the learner used variety of learning strategies that help him fell enjoy without feeling being forced in learning process and make them understanding information easily. With used good learning strategies the learner will interest to learn without think that learning is bored activity.

The are some differences between those researchers the target of the research in Junior high school especially in VIII A and consist of 40 students. And it's focus on the learning strategy of the student. And it's also different skill this researcher is observing Reading skill.