CHAPTER II
THEORETICAL REVIEW

A. Speaking

1. Definition of Speaking

According to Brown, speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by accuracy and effectiveness of a test-taker's listening skill, which necessarily compromises the reliability and validity of an oral production test.[1] Another expert, Tarigan said that speaking is a language skill which develops in children's life. It starts from listening skill, and in that phases the skill of speaking being learned.[2] He adds that speaking is a skill to pronounce articulated sound or words for expressing and conveying thoughts, ideas need feelings.

From the above definition, it can be inferred that speaking is a production skill, it involves the way expressing ideas, opinions, or feelings to others by using words or sounds of articulation in order to inform, to persuade, and to entertain that can be learnt by using some teaching learning methodologies. Speaking develops in the children's life that happened after the children listen.

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[1] Brown, H. Douglas. . *Language Assessment: Principles and Classroom Practices*. (USA: Pearson Education, Inc.200),`141
[2] Tarigan, Henry Guntur.*Berbicara Sebagai Suatu Keterampilan Berbahasa*.(Bandung: Aksara.2008)

Basic Types of classroom speaking performance

According to Brown there are six types of classroom speaking performance,[3] as follows:

a. Imitative

Imitation is carried out not for the purpose of meaningful interaction but for focusing on some particular element of language form, for example, practicing an intonation contour, trying to pinpoint a certain vowel sound.

b. Intensive

Intensive speaking in one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language.

c. Responsive

Responsive is short replies to teacher or students initiated questions or comments. These replies are usually sufficient and do not extent into dialogue.

Example: *T: how are you today?*

S: Pretty good, thanks, and you sir?

d. Transactional dialogue

It is carried out to purpose of conveying or exchanging specific information, and is an extended form of responsive language.

Example: *T: what is the main idea in this essay?*

S: The United Nation should have more authority.

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[3] Brown, H. Douglas. . Language Assessment: Principles and Classroom Practices.(USA: Pearson Education, Inc.2004),146

T: more authority than what?

S: Then it does right now.

T: What do you mean?

S: Well, for example the UN should have a power to force a country like Iraq to destroy its nuclear weapons.

T: You don't think the UN has the power now?

S: Obviously not. Iraq is still manufacturing nuclear bombs.

e. Interpersonal dialogue

Interpersonal dialogue carried out more the purpose of maintaining social relationships than for transmission of facts and information, these conversations are little trickier for learners because they can involve some or all of the following factors, such as a casual register, colloquial language, emotionally charged language, slang, ellipsis, sarcasm, etc.

f. Extensive (monologue)

Students are called on to give extended monologues in form of oral report, summaries, or perhaps short speeches. Those kinds of types in speaking activity are learning in class based on the situation needed. It depends on the teacher, situations and the material that deliver.

It means that some kind of the speaking performance can be taught in the classroom for students. The researcher teaches kind of oral production transactional in this research. According to Harmer that "transactional function has as its main purpose conveying information and facilitating the exchange of

goods and services".[4] Transactional is one of the types that write on SK KD in English lesson. one of them types of dialogue in English for students practice in real communication. It is clear that teaching English speaking should be practice spoken not the written form, students can practice one of the oral performance based on the types above.

2. **How the Speaking Being Used In Indonesia**

English is crucial of foreign language learning and teaching, in Indonesia especially. Despite its importance, for many years, teaching speaking has been undervalued and English teachers have continued to teach speaking just a repetition of drills or memorization of dialogues. However, today world requires that the goal of teaching speaking should improve students' communicative skills, because only in that way student can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

3. **Speaking Difficulties Faced by Student in Learning Speaking**

Cambridge (1996) identified there are 4 problems with speaking activities, they are:

a. Inhibition. Unlike reading and listening activities, speaking requires some degree of real time exposure to an audience. Learners are often inhibited about trying to say things in foreign language in the classroom: worried about making mistakes, fearful of criticism losing face, or simply shy of

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[4]Jeremy Harmer. *The Practice of English Language Teaching: Fourth Edition* (England: Pearson Education Limited, 2007), 343.

the attention that their speech attracts.

b. Nothing to say. Even if they are not inhibited, you often hear learners complain that they cannot think of anything to say: they have no motive to express themselves beyond the guilty feeling that they should be speaking.

c. Low or uneven participation. Only one participant can talk at the time if he or she is to be heard; and in a large group this means that each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

d. Mother tongue use. In classes where all, or a number of the learners share the same mother tongue, they may tend to use it: because it is easier, because it fells unnatural to speak to one another in a foreign language, and because they fell less 'exposed' if they are speaking their mother tongue. If they are talking in small groups it can be quite difficult to get some classes –particularly the less disciplined or motivated ones- to keep to the target language.

All of the problems mentioned above are happened to Indonesian students. A number of responses show that Indonesian learners commonly have not attained a good level of English proficiency. In addition Mukminatien (1999) found that students of English departments have a great number of errors when speaking. The errors include pronunciation (e.g., word stress and intonation), grammatical accuracy (e.g:, tenses, preposition, and sentence

construction), vocabulary (e.g., incorrect word choice), fluency (e.g., frequent repair), and .interactive communication (i.e., difficulties in getting the meaning across or keeping the conversation going).

As the ability to speak English is a very complex task considering the nature, of what is involved in speaking, not all of the students in Indonesian speaking class have the courage to speak.

It is truly happen to the students who attend a speaking class.[5] They often feel anxious due to pressure from the speaking tasks which require them to present individually and spontaneously within limited time.

The students keep silent because they lack self-confidence, lack prior, knowledge about topics, and because of poor teacher-learner relationship.

In short, the problems that Indonesian EFL learners face in developing their speaking performance relate not only to their linguistic and personality factors, but also the types of classroom tasks provided by the teachers. The teachers should have an important role in fostering Learner's ability to speak English well. For this, teachers need to help maintain good relation with EFL learners, to encourage them to use English more often, and to create classroom activities in order to enhance students' interaction.

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[5] Widiati, Utami., & Cahyono, Bambang. Yudi. *The Teaching of EFL Speaking in the Indonesian Context: The State of the Art.* Available on http//www.sastra.um.ac.id/wp-content/uploads/2009/10/The-Teaching-of-EFL-Speaking-in-the-Indonesian-Context-The-State-of-the-Art-Utami-Widiati-Bambang-Yudi-Cahyono.pdfAccessed on Appril 24th 2015 at 05.14

B. The Assesment of Speaking

The oral skill teacher may be required make decisions about two kinds of oral assesment, they are :

1. Evaluation the classroom performances, has been discussed above along with various oral skills class activities. Brown and Yule (1983) make several useful recommendation for classroom oral assesment. First, whenever possible, ectended chunks of speech that have a purpose and that are structed or organized should be elicited.this means that isolated sentences, spontaneous production with no planning time, and decontextualized task do not make for the best performance. A second important suggestion is that the inpiut given to the student, whether it be visual (e.g...,a picture for description), aural (e.g.,a directive to "tell me about the most exciting day you have had"), or interactive (e.g.,questions in an interview), be consistent for all examinees. This can be especially problrmatic in an interview situation where the interviewer must; respond the turn-by-turn interaction taking place, in the process, may inadvertenly deviate from the interview agenda. Finally, the result of oral assesment should be reported using terms such us *communicative effectiveness* don't mean much unless they are operationalized in ways that are consistent with course goal, the student level and the speakingtask it self.

2. Assesment situation with the oral skills teacher maybe confronted is preparing students to take – interpreting result from – large scale oral examination, succesfull performance

on which has become increasingly common as a requirement for admission to universities, as a minimum standard for teaching assistantship, as a qualification for various type of employment. Oral skill examinational testing organizations are described here; interested readers should consult the website for more information.

The university of cambridge local examination syndicate offers two large-scale speaking test, they are :

b. The oral interaction test in the certificate in communicative skill in English (CCSE), In which candidates take part in three task-based interactions, lasting about 30 minutes; an interviewer, a presentation with another candidate and a discussion with the examiner and the second candidate.

c. *Business Language Testing Service* (BULATS), a language assesment procedure for businesses and organization to assess the english language skills of their employees, job applicants or trainees.[6]

C. Teaching speaking for EFL students

In every school, English become the important lesson for students, especially for students in a state school. English become the one of several main lesson, include for students in senior high school.

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[6]Marriance celce-murcia, *Teaching English as a Second or foreign language,* (Heinle-HeinleThompson learning,2001).

Language teaching is that second language learning is a highly interactive process. A great deal of time in teaching is devoted both to interaction between the teacher and the learners and the interaction among the learners themselves it means that language teaching in second language should be interactive, because English is a new language for the students. Therefore, a teacher of English as a foreign language should equip himself/ herself with this highly effective, powerful yet very simple and easily .

D. Strategy

1. Concept of Strategy

According to Brownstated that strategies are specific methods of approaching a problem or task, model of operation for achieving a particular end, planed designs for controlling and manipulating certain information.[7]

From the expert's definitions above, strategy can be defined as a way to make the teaching learning process more effective, so the goal of the learning process can be achieved successfully.

2. Strategic Competence

Shekhtmanet all stated "Strategic competence is the ability to select the appropriate learning strategies for the learning or communicative situation in which you find yourself." [8]

It is clearly stated that strategic competence is an ability of a person to find the most appropriate learning strategy to make the

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[7]Brown, H. Douglas. *Teaching by Principles: an Interactive Approach to Language Pedagogy*.(USA: Pearson Education, Inc.2001).191.
[8]Shekhtman, Boris et all. *Achieving Success in Second Language Acquisition*.(New York: Cambridge University Press.2005).83

learning of the language easier. The selection of the strategies depend on the students need, the students will find the appropriate strategy for themselves when they face the problem in learning or in communicative situation.

3. Learning strategy

When we run in completing an assignment or in making progress in general in gaining proficiency in the foreign language, it is often useful to look at what we are doing when we learn. The activities and techniques we use to learn are called learning strategies.

According to Chamot, stated that learning strategies are the thoughts that students have and actions that they can take to assist their comprehension, recall, production, and management of their language learning.[9]

Based on the definitions from expert above, learning strategy is a method that we use for learning. A learning strategy is an approach for learning and using information. Learning strategy focuses on making the students more active and easy to learn and to solve their problems and difficulties in learning, so they can be success to reach the goal of the leaarning. Students who do not know or use good learning strategies often learn passively and ultimately fail in school.

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[9]Chamot, Ana. Uhl.,&O'malley, Michael. J. *Learning Strategies in Second Language Acquisition.* Available on http//www.catdir.loc. gov/catdir/ samples/ cam031/89009770.pdfAccessed on April 20th 2015 at 21.03

4. Language Learning Strategy

        The learning strategies are used to help students cope with the new language is the key to make a difference in the learning process. Steinberg (2001) says, "Language learning strategies are the particular approaches or techniques that learners employ to try to learn a second language". He adds that learners will use a particular strategy depending on the problem they are facing such as to remember a new word. Learners can also remember and explain what they did to remember that word. This is, the learning strategies used by students vary from student to student depending on their individual mental processes.

        For the purpose of this project, the definition of learning strategies provided by Oxford (1990: 1) will be used, since it provides us with a holistic view because it involves making learning easier and enjoyable through the application of learning strategies. She defines learning strategies as steps taken by students to enhance their own learning. Strategies are especially important for language learning because they are tools for active, self-directed involvement, which is essential for developing communicative competence. Appropriate language learning strategies result in improved proficiency and greater self-confidence.

        From the definition of the language learning strategies, it can be defined that language learning strategy is the way or some steps used by the student to make the learning of language easier.

5. Metacognitive Strategies

   Chamot and O'Malley stated that Metacognition for strategy use includes such things as monitoring, evaluating, and refining your use of strategies and deliberately selecting appropriate strategies for specific tasks. Other metacognitive strategies include planning and rewarding oneself for specific kinds of progress. These latter strategies are perhaps the most significant way to achieve success in autonomous (independent) learning because it is up to the learner to decide what to learn, when to learn it and how.

   Based on Chamot and O'Malley, metacognitive is the best strategy can be implied by the learners, because it us up to the learner to decide what, when, and how to learn. The learners must know their ability and their most appropriate strategy which is appropriate to their learning, so the learner can manage their own learning based on what their need by self-regulating.

   Shekhtmanet all (2005) say, "The key to strategic thinking is metacognition (cognition is thinking, and metacognition is thinking about thinking.

   Putting these together, metacognitive strategies are defined as thoughts or behaviors consciously employed by the learner to think about the learning task, plan for the task, monitor the task, and evaluate how well he/she has completed the task and metacognition also can be defined simply as thinking about thinking.

   Students who are metacognitively aware know what to do when they don't know what to do; that is, they have strategies for

finding out or figuring out what they need to do. The use of metacognitive strategies ignites one's thinking and can lead to more profound learning and improved performance, especially among learners who are struggling

Metacognitive is a term to express executive function, strategies which require planning for learning, thinking about the learning process as it is taking place, monitoring of one's production or comprehension, and evaluating learning after an activity is completed. Among the main metacognitive strategies, it is possible to include advance organizers, directed attention, selective attention, self-management, functional planning, self-monitoring, delayed production, self-evaluation.[10]

Oxford classified metacognitive to the indirect strategies. Metacognitive strategies are used for general management of learning. It helps learners to regulate their learning. Oxford put metacognitive strategies belong to indirect strategy, it goes beyond the cognitive mechanism and give learners to coordinate their learning. This helps them to plan language learning in an efficient way. When new vocabulary, rules, and writing system confuse the learner, these strategies become vital for successful language learning.[11]

Oxford divides metacognitive strategy in three sets, they are: Centering Your Learning, Arranging and Planning Your Learning, and Evaluating Your Learning. The aim of centering

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[11] Oxford, R.L. *Language Learning Strategies: What Every Teacher Should Know.*(New York: Newbury House Publishers, 1990)17

learning is to give a focus to the learner so that the attention could be directed toward certain language activities or skills. Arranging and planning learning help learners to organize so they may get maximum benefit from their energy and effort. Evaluating learning helps learners with problems like monitoring errors and evaluation of progress

6. Procedure Of Metacognitive Strategies

Strategiesor measures to improve the skills of metacognition, namely:

a. Identifying "what you know" and "what you do not know" Start the observation activities, students need to make conscious decisions about their knowledge. By investigating a topic, students will verify,and develop, or change their initial statements with accurate information.

b. Talk about thinking (Talking about thinking)Duringthe planning and solving problems, teachers should "speak the mind", so that students can join to demonstrate the thought process. Troubleshooting pairs is another useful strategy in this step. A students' talk about a problem, describing the thinking, while listening to his partner and asked to help clarify the thinking process.

c. Keep a journal thinking (thinking keeping journal) Another way to develop metacognition is through the use of a journal or notes to learn. The journal is in the form of a diary in which each student reflect on their thinking, make notes about their awareness of ambiguity (ambiguities) and

inconsistencies, and comment on how they deal / face difficulties.

d. Make a plan and self-regulation Students should begin work by increasing responsibility for planning and regulating their learning. Difficult for the learners become capable of self-regulating (self-directed) when learning is planned and monitored by others.

e. Report back the process of thinking (thinking Debriefing process) Last activity is focused discussions on the thought process students to develop an awareness of strategies that can be applied to other learning situations. Three-step method may be used; First: teachers lead students to review the activities, gathering data about the process of thinking; Second: classifying groups related ideas, identify strategies used; Third: they evaluate success, discard strategies that are not appropriate, identify strategies that can be used later, and the search for alternative approaches are promising.

f. Self-evaluation (self-evaluation)Directing the experiences of self-evaluation can be initiated through individual meetings and lists that focus on the process of thinking. Gradually, self-evaluation will be more widely applied independently.[12]

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[12]http://sahabatidamanku.blogspot.co.id/2012/10/teori-belajar-kognitif-dan-metakognitif. html