CHAPTER II

THEORETICAL REVIEW

A. Teacher's Problem in Teaching Speaking skill

The teacher is someone whose job is teaching the learner in school or college. And the teacher is the influence of the educational experience. The teacher is the primary change agent in affecting the learning environment.[1] References relating to teachers' problems in teaching speaking skill:

1. The Problems Come From Teachers

Mattarima and Hamdan write the article of teaching constraints of English as a Foreign Language (EFL) in Indonesian: the context of school based curriculum.[2] The implementation of the school-based curriculum of English in EFL (English Foreign Language) speaking class in Indonesia still faces many constraints cause the failure of EFL speaking although English is first compulsory foreign language in junior high school and senior high school. There are many factors causing constraints:

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[1] Mary B. Klein, *"new teaching and teacher issues* (New York: Nova Science Publishers, Inc, 2006)

[2] Karim Mattarima, Abdul Rahim Hamdan, *"*Teaching constrains of English as a foreign language in Indonesia: the context of school based curriculum. *SOSIOHUMANIKA,* Vol.4, No, 2. (2011).287-300.

a. The government is not well and accurately informed about the feedback of its implementation for limited time. Consequently, the government directly judges the success of the curriculum without evaluating the failures in several aspects.

b. Inappropriate assessment is applied to asses students' language skill create the contra productive in the result. Students get a good mark but they are not able to simply speak English.

c. The class management and teaching preparation are inadequate. Most English teachers restrict their learning resources or materials to a certain textbook. They rarely formulate their own syllabi, lesson plan, and modules in their class. The most teachers also used monotonous approach or method.

From the statements above, the researcher concludes and finds the similarity problem in pre-observation that the teacher's problem in teaching speaking skill is the implementation of teaching and learning process is limited time, inappropriate assessment in English Speaking skill, and the most of teachers have to obey the roles of department education.

2. The Problems Come From Learners

In every teaching and learning English speaking as a foreign language in Indonesia, the teacher has some problems of the learner,

according to Dendrinos mentioned six problems of students in getting speaking activities in the classroom, they are:[3]

a. Inhibition - Learner are often inhibited about trying to say things in English Foreign Language in the classroom: worried about making mistakes, fearful of criticism from the other learners, or simply shy of the attention that their speech attracts.

Other research indicates that "students only feel shy if it happens that they make mistakes while presenting something in front of the class or while interacting with the teacher and from the self-background as shy persons".[4] Not every student has shyness in English speaking but some students who have shyness are come from students' background, because of that the motivation is the key to overcome this problem.

b. Nothing to say - Learner has problems with finding motives to speak, formulating opinions or relevant comments. Sometimes the lack of vocabularies becomes the aspect in English speaking skill.

d. Lack of interest in the topic - The teacher does not give a suitable topic in learning and understanding English lesson that makes

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[3] Bessie Dendrinos, "*ELT Method and Practice. Developing speaking skill*". Edition: 1.0 Athens, Helenic Republic, 2015.26-28.

[4] Youssouf Haidara, "Psycological Factor Affecting English Speaking Performance for the English Learner in Indonesia", *Universal of Journal Educational Research,* Vol. IV, No.7, (2016), 1501-1505.

students bored in classroom and the students doesn't attention to the teacher's implementation.

e. Previous learning experience - The material doesn't use in the real life of the students before. Sometimes the teacher doesn't gives the real example or paragraph from students' experience before and become strange of the students to learn.

f.   Cultural reason - The different culture makes students difficulties to practice and use in daily activities.

g. Low or uneven participant – often caused by the tendency of some learners to dominant in the group.

According to Al-Sobhi and Preece said: The environment plays an influential role in developing a learner's language. In this way, learners who have plenty of opportunities to speak can achieve great fluency in speaking because they practice on a daily basis. However, in countries or area where English is spoken as a foreign language, students find it difficult to develop their ability to speaking because they do not communicate in English in and outside school).[5]

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[5] Bandar Muhammad Saeed Al-Sobhi, Abdul shakour Preece, "Teaching English Speaking Skill to the Arab students in the Saudi School in Kuala Lumpur: Problem and Solution, *international journal of education & literacy studies.* Vol.VI. No. 1(January, 2018), 1- 11.

3. Lack of Necessary Facilities

Another problem that hindered the process of teaching speaking is that the teachers are not provided by adequate educational material such as audio CD's, poster, and teacher's book.[6] As far as language learning is concerned, students can benefit and learn better if the materials are available when the proper educational material is used, this will draw the students attention and affect their performance positively.

There are several types of audiovisual materials such as filmstrip, tape recorders, cartoon, flipcharts, slide projectors, video compact discs, multimedia, radios, maps, graphs, models, posters, picture, flashcards that are effectively being used for teaching speaking skill.[7] The teacher, not be must use all of audiovisual but advisable for the teacher uses several audiovisual to make students interesting in learning the speaking skill.

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[6] Bandar Muhammad Saeed Al-Sobhi, Abdul shakour Preece, "Teaching English Speaking Skill to the Arab students in the Saudi School in Kuala Lumpur: Problem and Solution, *international journal of education & literacy studies.* Vol.VI. No. 1(January, 2018), 1- 11.

[7] Meshesha Make, Amanuel Yonas, "Teachers Perception on the use of Audiovisual Materials to Teach English Speaking Skill : ABBA PASCAL girls' school in focus", *International journal of English Language Literature Studies,* Vol.VII, No. 1, (2018), 1-6.

Teaching and learning materials, at least, consist of competence standard, a basic competence, a learning objective, student's activities, method, materials, and assessment. In formulating the materials, the teacher can incorporate suitable material level and appropriate method in order to ease students to reach suggested competence.[8]

On the other hand, Fauzi and Hanifah argue that the problems in learning English speaking is students' lack of vocabulary, English grammar and school still have not enough technological material such as computer, language lab, English learning software, and LCD or projector that can upgrade learning activities.[9]

From the definition above, the audiovisual materials is the important uses in teaching and learning speaking skill because that help the teachers easy in implementing the material resources to the students and makes the students interesting in learning process.

B. **Teaching Speaking Skill**

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[8] Karim Mattarima, Abdul Rahim Hamdan, *"*Teaching constrains of English as a foreign language in Indonesia: the context of school based curriculum. *SOSIOHUMANIKA,* Vol.4, No, 2. (2011).287-300.

[9] Imam Fauzi, Dian Hanifah "Developing Students' Speaking Ability through PowerPoint Presentation"*,* **http://jurnal.uinbanten.ac.id/index.php/loquen/index**.

Teaching is effort to create conductive condition. So go for the best and significant learning activity. Teaching in this item concern transfer of knowledge and educate transfer of values.

1. **The Definition of Speaking**

Speaking is an activity used all of the people in the world to convey the opinion, an expression and a desire whole wide variety of language to the other communicator from the baby till the older. According to Paramita Sari speaking is capability of someone to communicate orally with other person.[10]

Speaking is the ability to produce word in language practice. Speaking is important skill that students have to master. It is because, in speaking we can know the students ability to produce the target of English. Speaking is to express though using a loud voice in communication. It is mean that when someone interact with other by using a language as a mean, certainly, they want to convey something important.

For the example, they want to utter their feeling and though. It is strongly impossible for someone to make a communication with other without having any purpose. As people communicate, there must be speaker and interlocutor. Therefore communication

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[10] Diah Paramita Sari, ''The Effect of Using Random Picture Game Toward Student's speaking ability'', *INOVISH Journal,* Vol. III, No.1, (June, 2018) 73-83.

involves at least two people; sender and receiver. They need communication to exchange information, ideas, opinion, feeling and desire.

We talk about speaking in Indonesia uses a variety of language. From the start the mother tongues, the native language, the national language to the international language with other countries. Our International language is English, therefore English has been taught in Indonesia school from kindergarten to university level. Lauder argue English is one of a number of foreign languages which have been in use for some time or which are coming to be taught.[11] But now English has been taught in Indonesia as a foreign language.

Talley and Hui-li argue "that the English speaking curriculum should take cognizance of International and local cultures which should coexist mutually".[12] Thus as a teacher must be professional in teaching English speaking skills to students in Indonesia, by matching methods and techniques in English speaking class activities.

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[11] Allan Lauder, "The Status and Function of English in Indonesia: A review of Key Factor", *MAKARA sosial humaniora ,*Vol.XII, No. 1, (July,2008), 9-20.

[12] Talley P.C.& Hui-Ling T, "Implicit and Explicit Teaching of English Speaking in the EFL Classroom.*International Journal of Humanities and Social Science.*Vol.IV,No.6, (April,2014). 38-44.

2. The Teaching Speaking

Teaching speaking as a foreign language is one the significant aspect to master English. Teacher have to know a good way to improve students speaking skill. In teaching speaking, teacher should explore and create their strategy to make their students interest to learn English. When teacher has strategy on teaching in the class, the students will be diligent and enthusiasm to learn the material. Not only the teaching but also the students' motivation is the influences in learning speaking Al-Sobhi and Preece, states that "in foreign language learning, motivation is the key factor which increases language proficiency, the encouragement, and support which the students receive from his teachers, parents and classmate help and facilitate his learning process."[13] If the learner has a positive attitude toward a foreign language and their culture, therefore their desire to communicate in the target language than highly increase.

According to Richards and Renandya[14]. The provide learners with opportunity to learn from auditory and visual experience,

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[13] Bandar Muhammad Saeed Al-Sobhi, Abdul shakour Preece, "Teaching English Speaking Skill to the Arab students in the Saudi School in Kuala Lumpur: Problem and Solution, *international journal of education & literacy studies.* Vol.VI. No. 1(January, 2018), 1- 11.

[14] Jack C. Ricards and willy A.Renandya, "*Methodology in Language Teaching ,*An anthology of current practice,(Cambridge University Press,2002)209.

which enable them to develop flexibility in their learning style and also to demonstrate the optimal use of different learning strategies and behaviours for different task.

a. Aural: oral activities. With careful selection and preparation, aural material such as news report on the radio will be fine- tuned to a level accessible to particular groups of learner.

b. Visual: oral activities. Because of the lack opportunity in foreign language settings to interact with native speakers, the need for exposure too many kinds of scenes, situation and accents as well as voices is particularly critical. This need can be met by audio visual materials such as appropriate film, videotapes, and soap operas.

c. Material aided. Oral activities. Appropriate reading materials facilitated by the teacher and structured with comprehension question can lead to creative production in speech. Storytelling can be prompted with cartoon strips and sequences of pictures.

d. Culture awareness. Oral activities. Culture plays an instrumental role in shaping speakers communicative competence, which is related to the appropriate use of language.

In addition, "regarding the teaching speaking to students at secondary level, teacher should bear in in that treating students fairly, impartially, and with respect is must for teacher since the students need an adult in charge of the classroom".[15] Teaching speaking in the class the pattern engages – active- study is followed. Harmer points out of that speaking activity tend to follow this pattern; the teacher gets students interested the topic, the students do the task while teacher watches and listens and then the study the language issues that the teacher has identified as a problem.

3. **Students' Motivation and Personality in Learning English**

Sayogie describes the students' behaviour toward motivation and personality in learning English could draw conclusion as follows:[16]

a. Intrinsic motivation in learning English the contributing factor to bring students' desire, wishes, plans, goals, intents, impulses, and purpose of learning English until the end.

b. Extrinsic motivation in learning English is the external factor being needed to give the direction in developing English skill, to stimulate the creativity of learning English, and to arouse enthusiasm in learning English.

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[15] Douglas H. Brown, "*Teaching by principles: an interactive approach to language pedagogy, 2ⁿᵈ ed..* (New York, 2001).

[16] Frans Sayogie, "Students' Motivation and Personality in Learning English" *Loquen English Studies Jurnal,* Vol.3, No.1, (January-June 2010),1-9.

c. Extrovert personality in learning English is the factor which overcomes the problems of learning to support their motivation in learning English.

d. Introvert personality in learning English is the factor which needs the situation being alone in learning.

On the other hand, Rahmawati found some solution to solve the obstacles in teaching and learning speaking process are: 1) social strategy (practice with themselves or friend); 2) cognitive strategy (made list of new vocabularies);[17]

4. Implicit and Explicit teaching of English speaking in EFL Classroom.

According to Talley and Hui-ling mentioned four implicit and explicit of English speaking in the EFL classroom.[18]

a. Explicit and explicit instruction in the EFL classroom

Teacher implements both implicit and explicit teaching in EFL classroom worldwide. In explicit teaching, teachers give students rules to practice and make conscious effort to learn.

b. CLT may be used to confront the behaviour of reticence

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[17] Eulis Rahmawati, "Getting EFL Learners to Speak: Obstacles and Solution", *Loquen,* Vol. 9, No.1, (January- June 2016), 21-32.

[18] Paul c. Talley, Tu,Hui-Ling, "implicit and explicit teaching of English speaking in the EFL classroom", *International Journal Humanities and Social Science,* Vol. 4, No. 06, (april,20014)

Many educators may question why the implementation of CLT method in an Asian- setting EFL classroom should be viewed as problematic. But in CLT a learner is the key agent in learning process and teacher is the facilitator.

c. Roles of teacher in the Asian EFL classroom.

The interactive role of the teacher in EFL classroom should not be underestimated. The essential role of the teacher in EFL classroom is to provide students of English speaking with learning opportunities. The teacher is the influences of the students because teacher has the power to control and direct the content and procedures used to learn. They act the facilitator, counsellor, and authoritative resource for their students.

d. Roles of students in the Asian classroom

Students learn speaking by engaging in task because the focus is on process rather than on product.

5. Technique of Teaching Speaking Skill.

Yadav writes samplings of the technique in teaching speaking skill as follows:[19]

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[19] Pramod Kumar Yadav, "technique of teaching speaking skill" , *International Journal for Research in Education Studies,* Vol. 04, No. 05, (May, 2018)

a. Pictures

Many language teachers are concerned to help their students to develop native like efficiency in communication. Picture contribute to make subject matter, interest and motivation.

b. Group work and pair work

To divide the class into small groups so that instead of individual speaking at time the group has opportunity to speak.

c. Manipulative and communicative language activities

This technique is useful at the beginning when the students' level is not fully developed. The teacher provides the students with all the sound, letter, word and structure.

d. Simulation, Role-Play and dramatization

This technique is for giving the students practice in real life.

6. The Role of Teacher in Teaching Speaking

According to Byrne, the teachers also need to know their roles in teaching speaking. They have specific roles at different stage, as follows:[20]

a. The presenting stage; when the teacher introduce something new to be learn, the teacher play a role of informants.

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[20] Bryne, D, *Technique for Classroom Interaction.* (Cambridge: Cambridge University Press, 1991).

b. The practice stage, when the teachers allow the learners to work under their direction, the teacher have a role as conductors and monitors.

c. The production stage, when the teacher give the learner opportunity to work on their own.

It can be conclude that there are three roles in teaching speaking. They are presenting, the practice stage, and the production stage. In the presenting stage, the teacher tells about new material that will be learn. The teacher gives knowledge and the direction about material. In the practice stage, the teacher controls the students when they in work under the teachers direction. The production stage, the teacher gives the students task to do by their own.

Many people are accustomed to a model of language teaching that is heavily teacher cantered. To our minds (influenced no doubt by many years in china), this teacher centred approach calls up image of the great sage Confucius sitting amid his disciples, explaining the way and occasionally asking questions to check his disciple's comprehension, as the sage model of teaching.

According to Harmer the role of the teacher use many metaphor to describe what they do. Such as:[21]

1) Controller

When teacher act as controller they are in charge of the class and of the activity taking place in a way that is substantially different from a situation where students are working on their own in group.

2) Organiser

One of the most important roles that teachers have to perfume is that organising students to do various activities. We can summarise the role of organiser as follows:

Engage => instruct (demonstrate) => initiate => organise feedback.

3) Assessor

One of the things that students expect from their teachers is an indication of whether or not they are getting their English right.

4) Resource

When we are acting as a resource we will want to be helpful and available, but at the same time we have to resist the urge to spoon feed our students so that they become over reliant on us.

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[21] Jeremy Harmer, "*How to Teach English",* (England: Pearson Education Limited, 2007), 87.

5) Tutor

When students are working on longer project, we can act as a tutor, pointing them in direction they have not yet thought of taking.

6) Observer

We will want to observe what students do so that we can give them useful group and individual feedback.

7. Techer Professional Development.

The positive impact of professional development of a teacher on students learning outcome is an indisputable fact. According to Patnaik and Davidson the role of professional development they are:[22]

a. Teacher as lifelong learner

Teacher as lifelong learner seem to be the only way to ensure on going professional development. This continuous professional development is the key to students' achievement. Self -motivation, willingness to learn, and constant practice are the characteristic of a successful language learner. An intellectual engaged teacher can inculcate these characteristic

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[22] D. Swathi Patnaik, L.Manjula Davidson, "The Role of Professional development in Ensuring Teacher Quality", *International Journal of English Language Teaching,* Vol.III, No.5, (July 2015), 13-19.

in students and guide the students better though the process of acquiring language.

b. Means of ensuring ongoing professional development

To ensure long term on going professional development we as teacher have many opportunities like attending training, participating in workshop, presenting at seminars and conferences, updating oneself with the new technique and practice, reading journals, conducting classroom research, discussing with colleagues, becoming member of teaching communities.

c. In service training session or certificate programs

One of the excellent way for language teacher to update oneself is in service teacher training. No matter how qualified and knowledgeable a teacher become stagnant if the desire to update one selves is lacking. It is mandatory for today's language teacher to not only develop knowledge of the subject but also to asses themselves and develop skill for flexible teaching style adapted to the needs of the students.

d. Teacher Support Groups

Teacher support group are another wonderful means of collaborative learning. Though unofficial support group are

part of any institution where teacher often discuses and share aspect of subject there are teaching, In the place of vague discussion and probable ideas, a well- planned support group with clear goals and constructive agenda help a lot in professional development of a teacher.