

CHAPTER II

THEORETICAL FRAMEWORK

A. Teaching Speaking

1. Definition of Speaking

Speaking is one of the skills that have to be mastered by learners in learning English. Speaking skill include in the productive skill of language. It is important for students to know definition first. Hall stated that speaking is an ability that is natural for granted, learned as it is through a process of socialization through communication. It takes place everywhere and has become part of our daily activities¹. It can be concluded that when someone speaks, their interested and used the language to express their ideas, feeling and thought. Their also shares information to other through communication.

Fulcher has stated that speaking is the verbal use of language to communicate with other². The purpose of which people wish to communicate with others are so large that they are innumerable and as this is not a book about human needs and people will not desire even

¹Hall J. Eugene. *The Language of Tourism in English*. (Englewood Cliffs; New Jersey 1995), p.18

²Fulcher, Glenn. *Testing Second Language Speaking*. (England, Longman, 2003), p.23

attempt to provide example. And speaking is one of the English skills that is very crucial to be learned by the non-native learners.³

From the statement above, it can be conclude that speaking is as a way of communication. The speakers say words to the listener not only to express what in the mind but also to express the needs, emotion, communicative intention and reaction everywhere and everytime in our daily life. Most people might spend of their everyday life in communicating with other.

The ability to speak fluently presupposes not only knowledge of language features but also the ability to process information and language on the spot⁴ where as the ability to speak a second language or foreign language well is also a very complex task if we try to understand the nature of what appears to be involved⁵.

From the statements of the two experts above it can be concluded that speaking is not easily mastered moreover in second language of foreign language. Not only oral communication skill and knowledge of

³ Maria Agnes. *An analysis on Pronunciation Errors Made by First Semester Students of English Department STKIP CBN*. Loqueen: English Studies Journal. Volume 12 No 1. (January-June, 2019),p1

⁴Harmer, Jeremy. *The Practice of English Language Teaching*. (England, Longman,2001),p.269

⁵ Richard, Jack & Renandya, willy. *Methodology in Language Teaching* . (Newyork, Cambridge University press, 2002), p.201

language that should be mastered, but the students also should be able to understand and to process any information about many things in the worlds with its diversity immediately. Beside that the students should be speak and think in same time if they want to be fluent speaker.

One of important aspects in speaking there is a communication or interaction between the speaker and listener. So it will make the good attraction and understanding about the object of topic. It is supported in her Research Paper *The Technique of Teaching Speaking to Young Learners*⁶. In the speaking skill the student should have much confidence and brave because they have to express their opinion in front of other people. Speaking skill should be developed as soon as possible for student is order they are accustomed to speak English and communicate with foreign people fluently.

To become a fluent and brave speaker, the learners need too much practice through the appropriate and effective technique which can help them to process the information and language in their mind. In speaking they do not only need to be brave speakers but also they should be a thinker. They should speak and think in the same time in

⁶ Cantika, Arsy Syifa. *The Technique of Teaching Speaking to Young Leraners*.(Bandung, UPI 2001),p1

the right context in order to there are not misunderstanding between speakers and the learners.

2. Teaching Speaking

Speaking is a crucial part of second language learning and teaching speaking also is a part of daily life that we take it for granted. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow social and cultural rules appropriate in each communicative circumstance. Teaching speaking is to teach English language to the learners in order to they can produce the English sound and sound pattern, used words and sentences stress, intonation pattern and the rhythm of the second language , select the appropriate words and sentences according to proper social setting, audiences, situation and subject matter, organize their thoughts in meaningful and logical sequence, use language as a means of

expressing values and judgements, and use language quickly and confidently with few unnatural pauses which is called fluency⁷.

When teaching speaking, beside build the students' knowledge of language such as grammar and linguistic, the teachers should develop students speech production, pronunciation, articulation, accuracy, fluency, and confidence The elaboration will be.

The first point to emphasize in teaching speaking to the learners is that speech production takes place in real time and is therefore essentially linear. The example of developing students' speech production as the level of utterance, speech is produced utterance of the person we are talking to⁸. The real time processing demands of speech production explain many of the characteristics of spoken language. So in developing students' production speech the teacher should teach how to speech and to response to the person who we are talking by the steps such as words by words, phrases by phrases and utterance by utterance.

It is importance for the teacher to teach pronunciation to their students when teaching speaking. Pronunciation component of a course or program was a mainstay if the student speak in the wrong

⁷Susanti, DH, Ayu. (*Using Role Playing in Teaching Speaking*). 2007, p.7-8

⁸ Thornbury, Scott. *How To Teach Speaking*. (England, Longman.2008), p.2

pronunciation it will make misunderstanding between the speaker and the listener. Brown said that it becomes clear that pronunciation was a key to gaining full communicative competence and to balance between fluency and accuracy⁹.

Teaching the good articulation to the students is one of the most important points in teaching speaking because articulation involves the use of the organs of speech to produce the sound. If the articulation that is produced is unclear it will make misunderstanding in speaking such as in pronunciation.

Accuracy and the fluency are the three aspects that should be developed in teaching speaking. Fluency is probably best achieved by allowing the stream of speech to flow, then, as some of this speech spills over beyond comprehensibility, the riverbanks of instruction on some details of phonology, grammar, or discourse can channel the speech on a more purposeful course, while accuracy is achieved to some extent by allowing students to focus on the element of phonology, grammar and discourse in their spoken output. It is very important to develop students' fluency and accuracy, it means that not the ability to speak

⁹ Brown, Douglas. *Teaching by Principle : an Interactive Approach to Language Pedagogy*. (England, Longman.2001), p.268-283

fast but pausing is equally important. Speech in speaking is one of the factors but it is not the only most important that should be taught to the students. It is more emphasis on pausing when they need to stop speak time to time and continue to speak.

The last one and not least important is build students confidence in speaking. There are many students feel shy to speak, to express their ideas or opinion when the speaking activities take place, it is because they less confident. To build students confidence Scrivener suggested that it is good idea to organize speaking activity in pairs, and small groups, as well as with the class as a whole.¹⁰

From the description above, in teaching speaking the teachers not only teach the student the knowledge of language, the competences in speaking, structure and grammar, but also the teachers should teach and develop other important aspect such as pronunciation, articulation, fluency and accuracy. It is also important for the teacher build students' confidence in order to be brave, fluent and accurate speakers with good pronunciation and articulation so that there are not misunderstanding between speakers and listener.

¹⁰Scrivener, Jim. *Learning Teaching; the Essential Guide to English Language Teaching*. (UK, Macmillan.2011), p.213

3. Teaching Speaking Technique

Teaching speaking is more complex than other teaching skill and several different types of knowledge. Teaching speaking English requires more than teaching its grammatical and semantic rules. The teacher also should teach the knowledge of how the native speakers use the language in the context of structure interpersonal exchange¹¹. The techniques of teaching speaking that applied by the teacher are not only glued up on the language feature knowledge such as linguistic structure, but also should be focused on the knowledge of how the students use the language in communication and motivate the students to more practice their speaking skill.

Brown has stated that there are seven principles for designing speaking technique; use technique that cover the students' need, make sure that the techniques which designed and the tasks which given only to help the students to perceive and use the building block or language, and make any drilling we do as meaningful as possible¹². Provide intrinsically motivating techniques, try at all times to appeal to

¹¹Richard, Jack & Renandya, willy. *Methodology in Language Teaching*. (Newyork, Cambridge University press, 2002), p.204

¹²Brown, Douglas. *Teaching by Principle : an Interactive Approach to Language Pedagogy*. (England, Longman.2001), p.275

students' main goals and interests, to their need for knowledge. Encourage the use of authentic language in meaningful contexts, the teacher should work hard, and it takes energy and creativity to devise authentic context and meaningful interaction. Provide appropriate feedback and correction, the teacher take advantage of the knowledge of English to inject the kind of corrective feedback that are appropriate for the moment. Capitalize on the nature link between speaking and listening, the teachers want to focus on the speaking skill, listening goal may naturally coincide, and the two skills can reinforce each other. Give students opportunities to initiate oral communication and encourage the development of speaking strategies.

From the explanation above, communication in the classroom is carried in focusing on the activity. It means to teach students speaking skill the teacher should be able to adjust with the students' needs. The technique and any drilling that done should be able to help the students to understand and to use the language is the context, to motivate them, to teach them, how to listen to other, and how to negotiate meaning.

4. Teacher Roles in Speaking Instruction

Harmer said actually many roles that should be played by the teacher during speaking activities in order to make students to speak fluently,

but there are three kind of teachers' roles which have particular relevant when teachers try to get students to speak fluently¹³.

1. Prompter

The students sometimes cannot think of what they want to say next or in some other way they lose the fluency the teachers expect to them. Virtually the teachers can leave them to struggle out of such situation on their own, and indeed sometimes this may be the best option. However, the teachers should be able to help them and the activity to progress by offering discreet suggestion. If it can be done supportively, it will stop the sense of instruction that some students feel.

2. Participant

The teachers should be good animator when asking students to produce language. Sometimes this can be achieved by setting up an activity clearly and with enthusiasm. At other time, the teacher can participate in the speaking class activity in order can prompt covertly, introduce new information, ensure continuing students engagement, and maintain

¹³ Harmer, Jeremy. *The Practice of English Language Teaching*. (England, Longman,2001), p.275-276

a creative atmosphere. However, they should be careful they do not participant too much.

3. Feedback provider

In speaking activity, the feedback is given by considering carefully the effect of possible different approach. First, when the students are in the middle of speaking activity, over correction may inhibit them and take the communicativeness out of the activity. Second, when they have completed an activity it is vital that teachers tack and the appropriate of feedback the teachers given in particular situation.

Actually, many things can be done by the teacher in conducting speaking activity in the classroom but there are three best way for teacher in maping the students to speak fluently. Sometime we find the students shy to speak and cannot think what they want to speak next and the consequence are the students lose the fluency and accuracyin their speaking. In this situation the teacher should help them by giving any suggestion and motivation for them. It will help them in reducing their nervous. Beside that the teacher should be much participate in speaking activities in order to keep the creative atmosphere in the classroom and invites the students to move participate in speaking

activities. The last the teacher should give the appropriate feedback or achievement to the students when they participated in speaking activities. It purposed in order to keep students motivativated.

5. Classroom Speaking Activities

Harmer said many activity might be done during speaking class. The teacher should be creative in conducting the activities during speaking class, in order to promote and motivate students to participate actively during teaching learning process take place. In this section we will look at some of the activities that the most widely used.¹⁴

1. Acting from a script

The teachers can ask the students to act out scenes from plays and/or their course book, sometimes filming the result. But when choosing who should come out to the front of the teachers need to be careful. Don't choose the shyest students first. The teachers need to create the right kind of supportive atmosphere in the class and give the students time to practice their dialogues before they perform it.

¹⁴ Harmer, Jeremy. *The Practice of English Language Teaching*. (England, Longman,2001), p.271-275

2. Discussion

Many students feel extremely exposed in discussion. But by making the “buzz discussion” the teachers can avoid such difficulties. It means that the students have a chance to think what they want to say in a quick discussion before they are asked in public.

3. Prepare talks

A popular kind of activity is the prepared talk where the students make a presentation on a topic of their own choice. In this activity, talks are not designed for formal spontaneous conversation, because students prepare what they want to talk in a note.

4. Simulation and role play

Simulation and role play can be used to encourage general oral fluency or to train students for specific situations especially where they are studying ESP.

B. Teaching Techniques for Vocational School in ESP Class

Technique can be described as a practical method applied to some particular task. Technique is any of wide variety of exercises, activities, devices, used in the language classroom for realizing lesson objective. Brown also said that in order words, technique include all task and activity.¹⁵ The technique in teaching learning process can be meaningful as a way of teaching that employed by the teacher in the classroom activity to develop students ability include the task that given.

On the other hand Brown given us definition that technique are the specific activities are manifested in the classroom that are consistant with a method and therefore it were in harmony with and approach as well.¹⁶ Technique includes playing baroque music while reading a passage in the foreign language or conducting role playing while speaking class.

From that definition, it can be infered that technique is a procedure that applied by teacher during teaching learning process in the classroom

¹⁵Brown, Douglas. *Teaching by Principle: an Interactive Approach to Language Pedagogy*. (England, Longman, 2001), p25

¹⁶Brown, Douglas. *Teaching by Principle: an Interactive Approach to Language Pedagogy*. (England, Longman, 2001), p25

revealed from the method and approach that have been designed and adjusted with educational components of a classroom session.

These are several techniques in teaching English for specific purpose that can be applied by the teacher in the classroom. It can be useful in guiding the students' actively in learning speaking skills, such as Roleplay, discussion, simulation, brainstorming, story telling, information gap, interview and picture describing.¹⁷

These techniques are used in this research because they are in line with the economy of techniques above and for the referral in observation checklist when selecting the data. Whether any of the techniques that have been researched by several experts are used by the teacher in teaching and developing English teaching for students of vocational school.

C. Definition English for Specific Purpose

¹⁷ Nur, Umi. *Classroom Techniques used in the Teaching of English based on Curriculum 2013*. (Boyolali: 2016).p26

English for specific purpose is different from general English. Of course it is, each other have different target learning and purpose, but in this section the researcher will be not explain about the differences of these two English concepts. Here the researcher will explore about the concept of ESP.¹⁸

For many years ESP becomes such an important, even some expert say the most important part of English language teaching. Some people have already know and describe just by look and read and read at the name of ESP, that ESP is the simply of teaching English language with more specified goal. But some others add their idea more appropriate that ESP is the process of teaching English language for academic purpose or professional purpose. As chen, at all in the journal said that English for specific purposes is a curriculum designed for vocational/professional purposes.

On the other hand Hutchinson and Waters argued that ESP is an approach of language learning, which is based on the learners' need. ESP must be seen as an approach not as a product. Hutchinson and Waters also give the different analogy to get a bit closer about the

¹⁸ Hutchinson & Waters. English for Specific Purpose: a Learning Central Approach. (England, Cambridge University press, 1958), p19

definition of ESP.¹⁹ There are three analogies that not much show what ESP is but rather than show what ESP isn't, ESP is not a matter of teaching specialized varieties of English, ESP is not just a matter of science word and grammar for Scientist, Hotel word and grammar for Hotel staff and so on and ESP is not different in kind from any other form of language teaching, in that it should be based in the first instance on principle of effective and efficient learning.

This explanation also supported by Yang and Chen who proposed the aim of ESP is to cultivate students with the level of English proficiency needed in the workplace, which will allow them to express and understand English at a professional level and therefore to raise their level of professionalism.²⁰

It inferred that ESP is an approach in language teaching that intended to meet the learners' need in English. This approach is not only teaching the language features but also it should be based on the learning principle.

¹⁹ Hutchinson & Waters. *English for Specific Purpose: a Learning Central Approach*. (England, Cambridge University press, 1958), p19

²⁰ Ching Chen, Yu Chiu & Yuan. *Journal A Study Constructing a Holistic English for Specific Purpose (ESP) Curriculum Model for Tourism and Hospitality English*. 2011

Actually ESP main goal is to prepare students in a certain time for their professional career that need the ability of English communication. Chen stated that ESP is more effective in increasing students' learning motivation because its relate to their fields of study and career to their needs²¹. Therefore the method and technique that implied should be leading the students to their needs and acquire their needs to develop their career. This is the characteristic of ESP, use the different methodology and technique from GE, learners oriented, and relate to the specific discipline.

It also supported by Jose he said that ESP has get absolute characteristic, it is designed to meet learners' need, it is centered on appropriate activities when speaking of language and discourse or genres and skills, it has got variable characteristic, it may be related to specific disciplines, it is usually designed for adults, with an intermediate or advanced level and it may use a different methodology from GE (general English).²²Esp includes English for Engineering, English for bussiness. English for tourism, English for science and

²¹ Tsao, Chia-hsiu. *English for Specific Purposes in the EFL Context: A Survey of Student and Faculty Perceptions*.2012, p 12

²² Jose, Maria. *Journal: What is the basic profile of the person who wishes to work effectively in tourism?.2012.*
Available on: <http://www.ipv.pt/millennium/millennium35/10pdf>.

technology, English for academic purpose and many others. In next section the researcher will more emphasize the ESP on English for vocational school term.

D. English for Students Vocational High School

1. The Term of English Vocational High School

In school, language becomes one important component to be learned, so does in vocational high school. In this school students learn English to improve their competency in wider social life, and the students expected to be able to make communication in English as an international language. A vocational school is kind of education institution, which, depends on country, may refer to secondary or post secondary education designed to provide vocational education, or technical skills required to perform the task of a particular and specific job.²³

Vocational school is an educational institution also called a trade school, is a high-level learning institution that specializes in providing the students with the vocational education and teacher technical skill

²³ Fauzi, Imam & Hanifah, Diah. *Designing Reading Materials for ESP Students Vocational School of Medical Science*. Loqueen: English studies journal. (January- June2019). P,1

they need in order to perform the task of a particular job.²⁴ There are two goals of vocational school. They are general goals and specific goals. The general goals aimed to learning to develop the field of learners humanistic. Meanwhile, the specific goals aimed to prepare the students to be productive people who are able to independently work and has the capacity to fill the vacancies.

English has a role as a tool to communicate all around the world and as global language. Therefore, in this global era, mastering English is very important for gaining success. To comprehend English well, it can be done through undertaking the educational field. In many countries, especially in Indonesia

It can be concluded that the English vocational school is different with English for Senior high school. English for vocational school is an activity of pleasure and leisure in certain time. The most important to support the implementation of vocational school are infrastructure, resources, good wishes and hospitality of the people.

²⁴Fatmawati. *Techniques for ESP Students in Tecahing English*. (Syiah Kuala University 2018).p 513

2. Teacher Roles for vocational school in the scope of ESP

English for vocational school is the specific need of English for the students in vocational school and it belongs to English for specific purpose automatically. The teacher role in EFT is also similar with the teacher role in ESP.²⁵ The teacher should be fully understand the nature of language teaching and learning process in order to achieve the successfull in teaching English for the specific need. Teaching English in vocational school should refer to the program of the study of students, English teacher in vocational school have to teach about the language of English that has close relation to the students major.

Actually it is easy for the teachers to apply this approach they only need use the authentic material and understand completely the material that will be given to the students of vocational school. For example if the students of vocational school interest to work in the hospitality or hotel industry the teacher should give them the authentic material about the usage of language for their career in that industry such as how the receptionist talk with the hotel guest. Beside that the teacher have to

²⁵ Mei, Frederika. *Learning English through Text Based Approach at Vocational School* (Yogyakarta. 2016) p29

change the condition of English teaching which usually from being the subject in its own to a specific industry.