

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 The Nature of Speaking

2.1.1 Definition of Speaking

Speaking is one of the skills that students must master in English. It is a productive skill that produces a voice to share ideas, information, and express meaning to interact with others. Mandasari & Aminatun, (2019) stated that speaking skills are one of the important skills to be taught in English language teaching. The aim or target of speaking skills is so that students can communicate (Apriyanti & Ayu, 2020). For foreign language learners, learning speaking skills is not an easy thing. Students will find it difficult to express ideas and are not confident in speaking, Reading, writing, listening, etc. Speaking are the four skills students are expected to learn what students are expected to learn in terms of language learning English. Following the other three skills, speaking is considered the highest level (Diana, 2021). Therefore, speaking is one of the language skills that students need to master. This is one way to communicate and present the speaker's ideas during a conversation or discussion (Prasetyaningrum et al., 2020).

According to Nazir et al. (2014), English has always been an important skill important for EFL students, and they consider the courage to speak English to be a complex task (Rafada & Madini, 2017). Diana (2021) also stated that the majority of foreign language students from all levels of English education in Indonesia believe that speaking is a difficult skill to learn. In the sense that

learning anxiety is unavoidable for students when learning a foreign language, especially foreign languages, especially speaking.

2.1.2 Purpose of Speaking

The main aim of teaching speaking is to train students to speak fluently with good fluency and accuracy (Wahyudi, 2017). There are several parts of speaking that students must master, such as vocabulary, pronunciation, intonation, fluency and accuracy. Low fluency will affect effective communication between speakers. Apart from that, this causes the other person to become hesitant and the message conveyed becomes unclear. On the other hand, by having good fluency and accuracy in speaking English, the speaker or interlocutor produces spoken language.

2.1.3 Teaching Speaking

Based on the author's observations in class, a number of students still experience difficulties in speaking. In this case, most students at this school still experience many difficulties in speaking English, such as being lack of vocabulary, lack confidence, fear of speaking, making mistakes and so on. There are many students who are passive in English, especially for new students or the first year of study. Apart from that, in speaking English lots of challenges that can be felt because English is a foreign language in Indonesia (Mandasari & Aminatun, 2020). They are also worried about making mistakes in speaking English. As a result, they lack the courage to speak English and this leads to poor speaking performance. Apart from that, they often make grammatical errors and produce incorrect pronunciations.

Factors that influence students' difficulty speaking come from the students themselves or from learning media, teaching methods, and teaching materials when they learn English (Mandasari & Oktaviani, 2018). Therefore, teaching and learning activities carried out in speaking classes are a very important factor in directing students to become better speakers. These activities must provide a useful contribution to improving students' speaking abilities. students' speaking abilities, especially in terms of fluency and accuracy. This is in line with Sari (2018) that the interaction patterns carried out in the classroom greatly influence the success of the teaching and learning process. For this reason, teachers should create a good learning atmosphere or environment by using appropriate speaking methods, strategies, techniques and relevant material for the extraordinary progress of their students. Usually in teaching speaking in higher education, there is a presentation or question and answer section that students do in class.

This aims to train students to speak and answer questions from the audience directly. Wahyudin & Rido (2020) stated that one alternative way for lecturers to trigger students to be active and enthusiastic in learning is to use learning applications to make classes more interesting and improve and make activities in class less monotonous. Apart from that, in teaching English, the use of interesting materials, media and techniques can improve students' ability to learn English (Pratiwi & Ayu, 2020).

2.1.4 English Speaking Practice

The idea of speaking up may seem interesting to discuss. It is very important for students to acquire speaking skills for communicative purposes (Iman, 2017). Speaking is usually imitative and reproductive in nature which provides students to practice language and communication patterns (Becker & Roos, 2016). In spoken language, speaking has a very important role in conveying messages that show different characteristics from written language. This can be seen from the sound potential of the voice, facial language, gestures, tone, articulation, stress, rhythm and stops. In fact, it may not be easy for beginners to speak English, especially EFL students including Muhammadiyah Jayapura Junior High School (SMP) students. In this case, they may encounter problems in speaking English which seems more complicated than their first language. This is in accordance with the opinion of Gan (2012) who stated that the problems that students may often encounter are inadequate vocabulary, complicated structures, inappropriate intonation and pronunciation, lack of exposure to speaking English, lack of language curriculum development.

Apart from that, there are other aspects required in speaking skills which include cultural and social issues. These things relate to the role of the participants, taking turns to speak, the situation, and so on. Referring to this, teachers have an important role in developing students' speaking skills. This can be done by exploring practices that go hand in hand with communication. To improve the communicative environment, better oral communication must take place simultaneously (Talley & Hui-ling, 2014). Simultaneously considering

significant types of interactions that include resources, speaking input, and meaningful feedback.

Vocabulary development is an important aspect in the educational process for students. Before starting to speak, express themselves, or engage in discussions with others, a student needs to have a strong vocabulary. For someone who is learning a second language, having an adequate vocabulary is very important.

The methods teachers use to introduce language to their students play an important role in the teaching and learning process. According to the findings of M Ulfah (2019) When teaching students, teachers can practice these efficient vocabulary exercises: (1) Make a word map, by using a word map, which is a visual organizer, students can learn new words by connecting them with antonyms, synonyms, definition, or use in their own sentences. Through word map exercises, students can consider vocabulary from several points of view and further relate each term to other words they already know. (2) Music memorization, memorization always benefits greatly from the use of music. Students' language retention and recall are often enhanced through engaging rhymes and hooks. Students can memorize at their own pace thanks to it. (3) Word Root Analysis, teaching word roots is better than teaching word definitions. Teach students the definition of a particular root word and ask them to guess. These basic words can be used by students to understand unknown terms in the future. (4) Customized Lists, teachers should encourage students to create their

own vocabulary lists. Students will encounter unfamiliar words every day in readings and discussions in all areas of study. When students choose their own words, not only are they more motivated to learn them, but vocabulary lists can also be customized for each student. (5) Use Context Clues, with this learning strategy, the teacher provides reading passages or sentences that contain new vocabulary. The students then estimate the definition. Teaching vocabulary through context clues fosters critical thinking and helps students make connections, which ultimately helps them remember the meaning of the word.

In fact, there are various methods and strategies that teachers can use to teach vocabulary effectively, which is an important skill for speaking English.

2.2 Strategies in Teaching Speaking

Learning strategies are procedures carried out by learners to improve their language learning. This strategy allows learners to improve learning aspects such as skills, self-confidence, and even motivation (Shi, 2017).

In reality, teaching is not always supported by qualified teachers, students are not ready to learn the material, and schools do not have complete or appropriate equipment for the material. However, they can get successful results, especially speaking as one of the main skills that language learners must master (Richards, 2008). This can happen if language learners use appropriate learning strategies or techniques and knowledge of classroom management that supports them, including in learning to speak. Mistar & Umamah (2014) have provided

evidence of how learning strategies make a significant contribution to speaking ability.

Speaking practice is perhaps the most reliable means of authentic communication in developing students' proficiency. In the Indonesian context, students' speaking skills at the Junior High School (SMP) level require enormous efforts to develop because most of them do not know how to express their feelings and ideas in speaking, conversation and discussion. Speaking is considered the most difficult skill in learning English and requires various strategies that must be integrated with learning to speak (Mistar, Zuhairi, & Umamah, 2014). The differences in speaking learning strategies show that there are many different strategies that students use to become active speakers. This is closely related to learning strategies which are mental processes that students use to learn and use the target language (Nunan, 1991).

Research investigating learning strategies has been conducted by Amir (2018), Shi (2017), and Alfian (2016), whose research aims to determine the language learning strategies used by students, but they do not mention the specific skills used for language learning strategies. In addition, Wael, Asnur, & Ibrahim (2018) conducted research in a school which aimed to explore students' learning strategies in speaking, where memory strategies were used more than other strategies (metacognitive, social and cognitive strategies) in speaking. In other skills, Yulianti (2018) conducted research aimed at identifying students' learning strategies in learning to write. However, because most studies only investigate one

school as a setting, even though they study different skills, it is important to know whether there are differences regarding learning strategies in different schools and the strategies most frequently used in different secondary schools.

There are several basic theories that explain to us about speaking strategies. Schreiber (2018), dual coding theory (DCT) is a cognitive theory that proposes that information is stored in two separate but interconnected systems: the verbal system and the visual-spatial system. The verbal system stores information in the form of words, while the visual-spatial system stores information in the form of images. Albers, C. J., & Alden, L. E. (2017) provides a meta-analysis of the effects of relaxation techniques on public speaking anxiety. public speaking anxiety. It is believed that relaxation techniques are effective in reducing anxiety and improving speaking performance.

Several related studies have been conducted previously. Jawad (2018) investigated speaking strategies used by EFL students. This research explores the types of strategies used, their frequency, and the factors that influence their use. These findings provide insight into the speaking strategies used by EFL students and their implications for language learning. Sahin (2019) also conducted research entitled "Speaking Strategies and Anxiety Levels of English Language Learners". This study investigated the relationship between speaking strategies and English language learners' anxiety levels. This study explores the types of strategies students use to manage their speaking anxiety and the impact of anxiety on their

speaking performance. This research emphasizes the importance of understanding and overcoming speaking anxiety in the language classroom.

Third, Nikoopour (2020) conducted research with the title "Exploring Speaking Strategies of ESL Students in a Problem-Based Learning Environment". This research focuses on speaking strategies used by English as a Second Language (ESL) learners in problem-based learning (PBL) environments. This research investigates the types of strategies that students use to engage in oral interactions, negotiate meaning, and develop their oral speech. These findings explain the effectiveness of PBL in promoting speaking skills. Another research was conducted by Mekheimer (2017) entitled "Metacognitive Speaking Strategies in English as a Foreign Language: A Comparative Study". This comparative study explores the metacognitive speaking strategies used by two English as a Foreign Language (EFL) groups with different levels of proficiency. This study investigates how students at different proficiency levels plan, monitor, and evaluate their speaking performance. This research highlights the importance of metacognitive strategies in improving speaking proficiency.

The use of language in life is a very important aspect. According to Kadnawi (2021), the use of language is to express inner thoughts and emotions, understand complex thoughts and complex and abstract thoughts, learn to communicate with other people, fulfill our desires and needs, and establish rules and maintain our culture. Nowadays, English is one of the important tools for

communication. According to Sinaga & Oktaviani (2020), communication can be defined as the act of conveying or transferring ideas from one place, person or group to another. Because English is an international language, English plays an important role for students. Students are prepared to master English to make it easier to communicate at any time and help them to communicate in English (Oktaviani & Desiarti, 2019). English is understandable almost everywhere among scholars and educated people, because English is a world language. world languages. Apart from that, entertainment fields such as cinema, TV, pop music and the computer world also use English. Therefore, it is very important for students, especially those majoring in English, to be able to communicate in English and be able to understand what other people are saying.

2.3 Teacher Strategies in Teaching Language Skills

In the teaching process, teachers act as givers and recipients of knowledge from students. Teaching is an art that helps students in their learning process (Arends & Kilcher, 2010). This indicates that learning involves changes in students' thinking and intellectual character. Therefore, to teach English speaking, the instructor must have some strategies. According to Anjaniputra (2013), teacher strategies in teaching speaking skills are to achieve learning goals.

According to research conducted by Maulidar and his colleagues in 2019, speaking teaching strategies aim to prepare students to be able to communicate effectively and efficiently. This means that the aim of teaching

a language is to provide communication skills to students. In summary, it is necessary to implement effective strategies in achieving communication goals so that the learning process can be adjusted to suit students' convenience. This means that the aim of teaching English is to provide communicative competence to students. Thus, classroom activities can improve students' ability to express themselves enthusiastically in speaking, which is also an important component in language development. The objective for example, teaching paused speaking, as stated by Nunan (2003), is aimed at students being able to communicate fluently in the target language with few unnecessary pauses.

Some of the speaking teaching strategies used by Kayi (2006) consist of discussions, information gaps, telling pictures, role playing, telling stories, playing cards, brainstorming, completing stories, simulations, reporting, interviews, describing pictures, and finding differences.

2.4 Perception

2.4.1 Definition of Perception

Perception is the stage of knowing the environment including objects, people, and symbols or signs which involves a recognition process (Hermawan & Tyas, 2018). Meanwhile, Baity (Hermawan & Tyas, 2018) states that perception is an individual's initial process in interpreting sensory impressions to provide meaning to their environment. This shows that perception is a person's response to

what they receive in their environment, but basically this is likely to be different from reality.

2.4.2 Students' Perception of Classroom Activities

Student perceptions of class activities are students' opinions of class activities implemented in speaking teaching which are related to knowing student perceptions and the types of activities students like.

According to Stone and Neilson (1985) in Sarkol (2016) perception is the intellectual organization of sensory stimuli, both internal and external, which are connected to certain people, objects and events. This means that perception can come from internal and external stimuli depending on the individual.

During speaking learning, students receive stimulation in the classroom. Therefore, students can interpret what they think or feel. Students will process it and be able to interpret it in their perceptions because students must recognize these experiences. According to Elliot (1996) in Sarkol (2016) students have the ability to recognize people, objects, objects or events with meaningful experiences.

2.4.3 Components Of Students' Perception Of Classroom Activities

According to Hu (2016), there are three components of students' perceptions of students' perceptions of class activities in teaching speaking as follows (1) Interesting classes: creating interactive sessions to make students become participants in the class. It should carry out some activities that students

can interact with other students and teachers. (2) Adding more activities: providing more activities to students will make students gain new experiences in various classroom activities in teaching speaking. (3) Activity duration: the time the activity occurs in the classroom or how long the activity must be carried out by students

2.5 Previous Studies

The first previous research was conducted by Razi et al. (2021), entitled "Teachers' Strategies in Teaching Speaking Skills to Junior High School Students." This research explains many strategies that can improve the speaking skills of students who have a creative approach. As subjects, the researchers used two English teachers at Inshafuddin Middle School, Banda Aceh. In this research, researchers used two instruments. The first is an observation sheet adapted by Fortune (2000). Then, researchers used interviews adopted by Linse and Nunan (2005). The results of this research found that there were five strategies, namely, role play, drilling, games, storytelling, and picture describing. This strategy attracts students' interest in speaking. When teachers use it, only a few students want to study in groups at school. Experts advise teachers to look for ways to find obstacles to overcome obstacles when teaching speaking.

The second previous research was conducted by Uyun (2022) and entitled "English speaking teaching strategies." This study centers on the learning strategies used by teachers during speaking lessons at SMP Tunas Unggul Bandung. Next, the researcher used a qualitative descriptive method

using interviews, questionnaires, observation and documentation. The findings of this research reveal the existence of communication strategies and student-centered strategies. Apart from that, this practice has provided benefits for all participants, especially teachers and students, in honing their English language skills. Therefore, educators need to adapt their teaching methods to meet students' needs in the context of speaking learning.

The third research was conducted by Rahmatillah (2023) entitled "Teacher's Strategies used in Teaching Speaking At Eighth Grader in MTs Al-Amin Puloerang". This research focuses on the strategies used by MTs Al-Amin Puloireng teachers and the implementation of strategies used by class teachers in teaching English speaking. Researchers used qualitative methods with a case study type and used two instruments, namely observation and interviews. Findings of this research find four strategies for teaching speaking to eighth grade students at MTs Al-Amin Puloerang. These strategies are drilling, discussion groups, role playing, and direct questions. These strategies are in accordance with experts' theories, except for the direct question strategy. The teacher uses a direct question strategy based on student responses so that students are more active in communicating using English in the learning process. Therefore, researchers suggest that new researchers or teachers should often motivate students to speak English regularly in everyday life.

Based on previous research, this research has the same topic, namely speaking teaching strategies. The difference between this research and

previous research is Razi et. al in 2021 focusing on research at Inshafuddin Middle School, Banda Aceh. Then, in 2022, Uyun will focus his research on Tunas Unggul Middle School, Bandung. Lastly by Rahmatillah in 2023, focusing research on MTs Al-Amin Puloerang. Meanwhile, no one has researched this research location, and the object is Muhammadiyah Jayapura Middle School. In this research, researchers used three instruments. The first is an observation sheet adapted by Mulia AS, Rahmi R, and Qamariah H(2020), questionnaire sheet adapted by Xiaoyu Huang and Xinyue Xu (2015), and The researcher used interviews adapted by Alfi (2015). Then the location of this research school has been accredited A. Therefore, this school has good English language skills, and the students speak English fluently. Apart from that, this school has many outstanding achievements good in English. That is why this research was conducted at Jayapura Muhammadiyah Junior School.