CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discuses several theories as a basic for discussion. The researcher presents review of related literature. It aims to gain a deeper understanding of the research study topic. The discussion in this tire is some relevant research theories.

2.1 Speaking

Speaking is an activity to communicate orally that produces sound. Bailey (2005) say that speaking is an productive orall skill. It consists of producing systematic verbal to convey meaning. Through speaking we can convey information, our thoughts, ideas, and feelings to others. Speaking is the process which an individual communicates, it means speaking is a process by which each individual builds a communication relationship. Speaking is important for our daily lives, by speaking communication between other people will be easier to understand, both for speaker and listener. Speaking is natural way to communicate. Even though, everyone needs to speak to estabilish good communication. When someone successfully communicates what is on their mind and makes it understandable to his or her audience, that person is considered to be a good speaker (Putra, 2017). According to Adnan and Dionar (2018) by expressing their thoughts in real-world situations, speaking helps students become more effective communicators.

In language, speaking is the most important thing to master. When we speak as humans, we express our inner ideas verbally. It serves as our primary means of communication and expression of our thoughts to others around us. To express one's views openly, speaking plays an important role in daily life. So that it can affect a person's performance in various fields, including social, political, business, and education (Khotimah, 2014). Speaking is one of the skills that needs to be mastered in learning, especially English learning. To support fluency in learning Englsh, it would be better if the speaking ability is also good.

From the explanation above about speaking, it can be concluded that speaking is an action carried out through sound, in other words an activity carried out by humans between speaker and listener, which has a function as a tool for communicating through words that arise from thoughts and feelings. In addition, speaking also has an important role in human daily life.

2.2 Speaking Ability

Speaking ability is a skill in speaking that people has. Through speaking ability people can express their thoughts and feelings. But beside that, speaking ability is a skill that requires a lot of work. No matter how brilliant an idea may be, it cannot be put into action if it is not adequately articulated. That is why it is important to students to improve their speaking ability in learning English. Having good speaking ability has its benefits, especially in

English. One of them is that we can be fluent in building good communication using English.

Apart from listening, writing, and reading, students should also improve and develop their speaking ability. Because that way students can also express their English learning outcomes through the speaking ability thay have mastered. In mastering speaking ability, will go well and get good results too if someone is able to learn and also master every element contained in speaking. According to Leong and Ahmadi (2017) state that speaking English requires knowledge of several important components, namely pronunciation, grammar, vocabulary, fluency, and comprehension. To connect with others successfully and simply, learners need have a sufficient command of the English language.

2.3 The Elements of Speaking

Speaking ability is not only about speaking but also having to speak properly and coorectly so that both speaker and listener can understand each other. Vocabulary, grammar, fluency, comprehension, and pronunciation are the five essential elements of speaking ability (Brown in Bohari, 2019).

1) Pronunciation

Pronunciation is an act of speaking in which every word is pronounced clearly and correctly according the language used. Pronunciation is also important for oral communication. In good pronunciation, it will

be easier for listener to understand what the speaker has said. Besides that, learning a foreign language is one of the important things that should be considered too, namely the way we pronounce the words. Because apart from being easy to understand, speaking also becomes more effective. In communication, it is crucial to be able to correctly pronounce and comprehend words. Pronunciation has a considerable influence on speaking, if it is mispronounced or not in accordance with the correct way of pronouncing it, misunderstandings will occur between the speaker and the listener.

2) Vocabulary

Vocabulary is referring to the words used in a particular language. There is no language can be created without vocabulary. In language, vocabulary is important to learn and memorize because vocabulary can help everyone to compose words and sentences to say. According to Lehr (2004: 1) says that vocabulary is the understanding of words and their meanings in both oral and written language, as well as in both productive and receptive forms. It is utilized in speaking, writing, writing, reading, and listening.

3) Grammar

Grammar is a set of language rules that are used to make phrases and sentences correctly so that can convey meaning. According to

Handayani (2021) states that grammar is a guideline or a system that controls how sentences are structured and what they signify. It means that in compling sentences it is necessary to follows the rules to produce uncluttered words and sentences so that the interlocutor can understand them.

4) Fluency

Fluency can be defined as the ability to speak smoothness. In a language fluency is speaking easily, reasonably quickly and without having to stop and pause a lot. Speaking fluently allows the speaker to maintain the communicative concepts more successfully without the listener experiencing understanding issues, which is another key aspect of communication competency (Yang, 2014)

5) Comprehension

Comprehension is the ability to understand what the speaker is saying to the listener so that there are no misunderstandings. In addition, comprehension is the capacity to understand, process, and formulate representations of sentence meaning.

2.4 Definition of Speaking Accuracy

Speaking accuracy is an activity that is carried out when speaking where someone speaks correctly so that the other person can easily understand what

is being said. Using the language system correctly, including grammar, pronunciation, and vocabulary, is referred to as accuracy in language learning. When discussing the degree of speaking or writing a student is capable of, accuracy and fluency are frequently contrasted.

2.5 The Function of Speaking

Speaking will make it easier for people to communicate. One of them will help people to avoid misunderstanding when talking to each other. In speaking there are three functions. According to Brown and Yule in Suban (2021:42) claim that speaking naturally fulfills three basic functions, namely talk as interaction, talk as transaction, and talk as performance.

1) As Interaction

Talk as interaction is as speaking activity that refers to conversation. Build interaction through communication with people. Such as, in daily life when people talk to each other, discuss about whatever it is. The way they speak is different both formally or casual.

2) As Transaction

Talk as transaction is a situations where the focus on connection that prioritizes accomplishing a goal over sustaining social relationships. Instead than concentrating on the participants and their social interactions

with one another, the main goalo should be to communicate the content effectively and properly.

3) As Performance

Talk as performance is refers to public talk. This is an act or speaking activity in which someone will speak to the audience. Also this type of talk transmits information before an audience such as morning talks, public announcement, speeches, and debates (researched with facts and data). Some of the main features of talk as performance are there is focus on both message and audience, form accuracy is important, language is more like written language, and it is often monologic.

2.6 Teaching Speaking

Teaching speaking is an activity carried out by the teacher to train and guide students so that can speak English well. Through teaching speaking, students are expected to be able to speak English according to the right way of speaking, such as produce the English speech sounds and sound patterns, use world and sentence stress, intonation patterns, and select appropriate words and sentences. According to Nunan in Asrida (2014) claim that there are some principles in teaching speaking, namely:

1) The teacher should be aware of how second language and foreign language learning situations differ from one another.

2) Give practice both accuracy and fluency for the students.

3) By employing group or pair projects, encourage students conversation, and keep the teacher speaking to a minimum.

4) Create speaking exercises that need meaning negotiation.

5) Design activities for the classroom that offer instruction and practice in both transactional and interact speaking.

2.7 Classroom Speaking Activities

In teaching speaking it is necessary to make students active, also activities that are engaging and communicative should be used to teach speaking. To create and develop students' activeness in teaching speaking, teachers can carry out activities that can stimulate students to build their speaking ability. There are many speaking activities suggested by researchers and educators that are useful for helping students improve their speaking ability by practicing them directly, some of which are:

a. Role play

Role play is a form of drama in which learners spontaneously act out roles in an interaction involving problem in human relations for subsequent discussion by the whole class. Through role-plays, students are assigned roles and put into situations that they may eventually encounter outside the classroom, such as a patient to a doctor's office , a customer in a shop, a sales person, etc.

b. Discussion

Discussion activities need establishing a goal. In order to prevent pupils from idly about unimportant topics, teachers typically do this. Discussions including the environment, technology, health problems, lifestyles, cultures, etc. Through discussion activities the students aim to a conclusion, exchange, perspectives, offer solutions, or agree or disagree on a particular problem. Students organize discussions in pair or groups of three or four students. They encourage the students to think critically, prompt questions, explain and support ideas, and respect the viewpoints of others.

c. Picture describing

Picture describing is activities in which students will provide descriptions or explanations regarding the images that will be given and shown to students. They will be asked to describe the picture in detail, such as the people, the setting, the weather, feelings, etc. This activity can develop the creativity and imagination of students. Apart from that, it can also improve speaking ability.

d. Storytelling

Story telling is one technique that may be used to motivate pupils as they learn to speak. In storytelling, the storyteller and one or more listeners

engage two way interaction. This technique encourages pupils to actively speak English based on their own wish or ideas.

e. Interviews

Through interviews can conduct interview on selected topics with various people. It is a good idea to prepare for an interview on a real-life topic. Thus, students feel free to ask and answer questions. Students assume roles and then swap them to have diverse opinions. By conducting interviews with each other it will also allow students to practice their speaking ability not only in class but also help them become more sociable outside of class. These activities make students more active in the learning English.

2.8 Problems in Speaking Activities

In learning English, especially in terms of speaking, there are problems found in students that make students have the ability to speak not fluently and not well, namely students do not want to speak, they lack required vocabulary, they are afraid of making errors, they are lack of self confident, they use their native language in group pair work. They may experience emotions like insecurity, shyness, anxiety, nervousness, and fear that have an impact on their ability to speak English. If the pupils themselves do not think they can talk, it has become a significant issue for them.

2.9   Communicative Language Teaching

2.9.1   Definition of Communicative Language Teaching

According to Richard (2006) says that the principles of Communicative Language Teaching may be thought of as a set of guidelines for the objectives of language education, the process by which language is learned, the sorts of classroom activities that best promote learning, and the roles of teachers and learners in the classroom. Besides that, Communicative Language Teaching is a language teaching method that emphasizes communication as the main goal of learning. In this method, students are focused on learning the language through actual social interactions, such as conversations, presentations, and discussions. Communicative Language Teaching is not only about knowledge or theories but rather focuses students on practice.

Communicative Language Teaching is one method that can help students to be more active in carrying out speaking activities in the foreign language or second language learning process either individually, in pairs, or in groups. Teachers actively encourage their students to participle in class. In this context, interactive small group work emerges as an important technique for the development of fluency. They are expected to

not only listen to their teachers but also listen to their peers as well and become more responsible for their own education (Suemith, 2011)

Combining functional and structural features of language are the main feature of Communicative Language Teaching. Functionally, Communicative Language Teaching stresses how the language the language is utilized structurally. Communicative Language Teaching emphasizes the language system or rules. Nevertheless, because language norms are inferred in the learning process rather than being explicitly taught, the functional element of its application is bigger than the structural portion.

The major objective of the communicative language education approach is to provide students with the skills necessary to communicate effectively in a variety of real-life situations. The purpose and methods of the teaching approach in Communicative Language Teaching is communication. Additionally, developing all four skills of communication, namely listening, speaking, reading, and writing, simultaneously and in relation to one another is another focus of Communicative Language Teaching.

In conclusion, Communicative Language Teaching an alternative method of teaching foreign language which that aims to improve students'

speaking ability through their interactions with each other to achieve communicative competence. Besides that, teachers who apply Communicative Language Teaching will encourage students to be able to use the foreign language actively.

2.9.1 Activities in Communicative Language Teaching

The class activities chosen by Communicative Language Teaching teachers are those that they feel will help students most to improve their communicate ability in the target language. Unlike grammar exercises or reading and writing assignmemnts, oral activities feature active interaction and unexpectedly innovative replies from students. Depending on the language's grade level, these exercises differ. They promote communication, comfort, and fluency in the target language. The following activities listed and explained below are commonly used in Communicative Language Teaching:

1) Role-play

   Role play is an oral activity that is typically done in pairs with the main goal of helping students improve their communication skills in particular situation.

2) Information gap

Information gap is a cooperative activity that aims to help students effectively learn knowledge that they did not already know in the targer language.

3) Pair and Group Work

Pair work and group work is a collaborative activity in order to promote communication in the target group environment.

4) Interview

Interview is oral activity done in pairs with the primary goal of helping students improve their interpersonal communication skills in the target language.

5) Opinion sharing

Opinion sharing is a content-based exercise that involves students 'conversational abilities while they discuss a topic.

6) Scavenger hunt

Scavenger hunt is a mingle activity that promotes open interaction between students each other.

2.9.2 Teaching Speaking in Using Communicative Language Teaching

In teaching speaking using Communicative Language Teaching students will interact to create meaningful communication. There are many effective activities that give students opportunities for build speaking ability through interaction and practices. Besides that there are also teacher who are expected to play a role in teaching speaking using this method , the teacher will become a guide during the learning process.

According to Richard (2006) state that the development of language usage fluency is on of Communicative Language Teaching's objectives. Fluency is natural language usage that takes place when a speaker engages in meaningful conversation and maintains clear and contiouns communication. By designing classroom activities that require students to negotiate meaning, employ communication techniques, correct misunderstandings, and try to prevent communication breakdowns, fluency may be promoted

In addition, according to Richard (2006) says, accuracy practice which concentrates on producting proper instences of language use, can be compared with fluency practice. The following summarizes the differences between fluency and accuracy focused activities:

1) Activities focusing on fluency

   - Reflect natural use of language

   - Focus on achieving communication

- Require meaningful use of language

- Require the use of communication strategies

- Produce language that may not be predictable

- Seel to link language use to context

2) Activities focusing on accuracy

- Reflect classroom use of language

- Focus on the formation of correct examples of language

- Practice language out of context

- Practice small samples of language

- Do not require meaningful communication

- Control choice of language

Some examples of fluency activities and accuracy activities, both of which utilize group work. So, in this case the researcher chose to use group work activities in this research, in which activity the researcher gave a test in the form of describing picture, students in their groups discussed the questions given with to their group members, then the results of the discussion were obtained which were presented by each group in turn.

2.9.3 Advantages of Using Communicative Language Teaching on Students' Speaking Ability

In Communicative Language Teaching there are some advantages such as, learning with a clear goal, supporting a student-centered approach, raising student engagement, encouraging, lesson flexibility and creativity, and developing all fundamental language skills. In Communicative Language Teaching classroom, teachers take on responsibilities as facilitators, mentors, and co-communicators to improve students' learning opportunities. In addition, according to Superadmin (2023) argue that through the application of the Communicative Language Teaching method has other advantages including:

1) Increasing students' communication skills

   Communicative Language Teaching places strong emphasis on helping students acquire and use the language they have learned in real-life context. These contexts include speaking, listening, reading, and writing.

2) Making learning more enjoyable and interesting

   For students is achieved by providing them with realistic and entertaining communication settings through Communicative Language Teaching.

3) Provide a relevant context

To enable students to acquire language in a setting that is meaningful to them, Communicative Language Teaching offers information that is relevant to everyday life, including social, political, economic, and cultural contents.

4) Develop language skills holistically

Communicative Language Teaching stresses growing language abilities holistically, namely by concurrently and interdepently developing all communication skills (listening, speaking, reading, and writing).

5) Encourage students engagement in learning

Communicative Language Teaching places a strong emphasis on social interaction and students participation.

2.10 Previous Study

The researcher has found some previous researchers that are relevant to the research that researcher has been conducted. The previous study as follow:

The first, "Implementing of the Communicative Language Teaching (CLT) Approach to International Standard Schools in Batam" by Gea Carnando & Nurlaily (2020) proves that the use of CLT in teaching English

speaking is suitable for students to use. It was also found that CLT is a challenging way that influences the behavior of students to ultimately acquire knowledge.

The second, "Improving the Students 'Speaking Skill Through Communication Language Teaching Method at Tenth Grade of SMAN 3 Polewali' by Nuim Hayat (2017) Speaking Ability at SMA IT Bankinang". In his research, he used Communicative Language Teaching (CLT) to improve the students speaking skill. The research variables were teaching speaking skill by using Communicative Language Teaching (CLT) Method as independent variable and dependent variable were accuracy and fluency of speaking.

The third, "Communicative Language Teaching in Teaching ESL for University Students" by Le Thi Ngoc Hien (2021). The author from this research hopes that university teachers understand more about CLT and confidently register training course about designing CLT activities for their classes. These mentioned application of CLT method in the university environment are suggestions and they need further research to test the effectiveness. The article also suggests that future research on CLT focuses on students' point of view to analyze it from a different perspective to have more solutions for implementing CLT effectively in ESL classes in general and in the Asian context in particular.

The fourth, "The Discussion of Communicative Language Teaching Approach in Language Classrooms" by Luis Miguel Dos Santos (2020). This

paper is a literature review paper which discusses the Communicative Language Teaching (CLT) approach, together with relevant teaching and learning methodologies and strategies. The purpose of this paper is to outline advantages, disadvantages and applications of CLT. The researcher reviewed some historical and some current papers relating to how a CLT approach can be beneficial in the current classroom environment. The result of this paper was provision of an effective overview which applies to language teachers to assist in locating and establishing appropriate teaching and learning strategies for their students with different social and cultural backgrounds.

And the fifth, "An Analysis of Communicative Language Teaching Approach Based on the International Researches" by Yuyan Zao (2022). The purpose of this study is to provide a historical overview of Communicative Language Teaching and demonstrate the basic theories and characteristics of communicative language teaching. Then, the benefits and flaws of Communicative Language Teaching would be pointed out. The main merit of Communicative Language Teaching is improving students' fluency in speaking, while it might ignore the accuracy of the target language. In the end, some reflections would be presented.

2.11 Hypothesis

The hypothesis that the researcher propose is as follows:

a. The null hypothesis (H_0) that Communicative Language Teaching is not effective in improving students' speaking ability.

b. The alternative hypothesis (H_a) that Communicative Language Teaching is effective in improving students' speaking ability.