CHAPTER 2
LITERATUR REVIEW

This chapter presents a brief explanation of several theories that support the research. These theories are related to speaking ability, micro and macro of speaking, principles of teaching speaking strategies, teachers' strategies in teaching speaking.

2.1 Speaking Ability

Speaking is the activity of expressing oneself or a set of ideas among people in a community using verbal and nonverbal symbols in a particular language, situation, and context. According to Destriani & Hasim (2019), Speaking is the ability to pronounce a sound or word in order to express or convey a thought, an idea, a feeling, an opinion or a desire. There are several definitions of speaking proposed by language learning professionals. According to Az

iz (2021), speaking is a fundamental language skill that allows a person to communicate and socialize with those in his or her immediate social environment. In the same way, Ratnasari (2020), speaking is the situation when people express their minds into a language. While studying English, we must master four skills: reading, speaking, listening, and writing. Speaking appears to be a crucial talent to demonstrate how we can utilize the language successfully in a discussion among these four abilities (reading, speaking, listening, and writing). According to Al-Roud (2016), One of the most important skill of this language that leads to effective communication between people is speaking skill. In brief, speaking is an important skill that focuses on how individuals utilize words to foster healthy and good communication with one another

2.2 Micro and Macro Skills of Speaking

According to Brown in Prastiwi (2014), micro-skills refer to production of smaller language units: phonemes, morphemes, words, collocations, phrasal units. Macro skills involve the speaker's focus on the larger elements: fluency, discourse, function, style, cohesion, nonverbal communication, and strategic

options. Micro skills deal with the simpler units of speech. In our communication we use words, the simplest units that all people know. Below words there are phonemes and morphemes, and more complex than words there are collocations and phrases. Macro skills focus more on the speaker's influence on the language, although macro skills are more complex than micro skills. One speaker and another have different fluency, style, discourse and also strategic options. The following are more specific explanations of micro and macro speaking skills.

Micro skills of speaking

a) Produce differences between English phonemes and allophone variants.

b) Produce chunks of speech of different lengths.

c) production of English stress patterns, words in stress and unstressed positions, rhythmic structure and intonation contours.

d) Produce reduced forms of words and sentences in English.

e) Use an adequate number of lexical units (words) to achieve pragmatic purposes.

f) Produce fluent speech at different rates.

g) Monitor one's oral production and use various strategic devices - pauses strategic devices - pauses, fillers, self-corrections, to enhance the clarity of the message.

h) Use grammatical systems for word classes (nouns, verbs, etc.)

i) Production of speech in natural components: in appropriate phrases, pauses, phrases, pause groups, breath groups and sentence constituents.

j) Express a specific meaning in a variety of grammatical forms.

Macro of speaking

a) Appropriately perform communicative functions according to situations, participants, and goals.

b) The use of appropriate styles, registers, redundancies, pragmatic conventions rules, floor and yielding, interrupting, and other sociolinguistic features in face-to-face and other sociolinguistic features in face-to-face interaction.

c) communicate links and connections between events and such as focal and peripheral ideas, events and feelings peripheral ideas, events and feelings, new information and information, generalization, and exemplification.

d) Convey facial expressions, kinesics, body language, and other nonverbal and other nonverbal cues along with verbal language.

e) Develop and use a range of speaking strategies, such as emphasizing key words, rephrasing, providing context for interpreting the meaning of the meaning of words, asking for help, and accurately assessing the and accurately assessing how well your interlocutor understands you.

2.3 Principles of Teaching Speaking Strategies

There are a lot of teaching speaking strategies, each strategy should follow the principles of teaching speaking. According to Brown (2007), there are six principles in teaching speaking.

1) Focusing on both fluency and accuracy, depending on your objective

In this case, teachers need to create exercises that focus on fluency and accuracy. Teachers need to provide exercises that are not boring and repetitive. Make sure that exercises include techniques designed to enable students to understand and use the underlying language.

2) Providing intrinsically motivating strategies

In this case, teachers need to pay attention to students' main goals and interests, their needs for knowledge, status, achievement of competence and autonomy, and "to be all they can be". Teachers need to help students see and know the goals of learning and why students do certain things, so that they can be motivated when learning takes place.

3) Encouraging The use of authentic language in meaningful context

In this case, teachers need to create meaningful interactions. The use of authentic language needs to be developed in a meaningful context for students as speaking teaching material. Students are drilled and challenged to be able to use new academic information and skills learned in class into real situations in society for purposes that are significant to life's needs.

4) Providing appropriate feedback and correction

In this phase the teacher needs to provide appropriate input and correction. With this, teachers can find out the obstacles felt by students. This can also help teachers in designing learning objectives so that they can be better understood by students

5) Capitalizing on the natural link between speaking and listening

This point explains that teachers must integrate listening and speaking skills. Teachers should provide lots of listening practice to increase students' understanding, so that they can improve their speaking skills.

6) Giving students opportunities to initiate oral communication

Part of oral communication competency is the ability to start a conversation, propose a topic, ask questions, control the conversation, and change the topic.

2.4 Teachers' Strategies in Teaching Speaking

Teacher strategy refers to the methods, techniques, and approaches used by teachers to achieve certain learning outcomes. This strategy can be used to help students learn and remember information more effectively. In other words, teacher strategies are deliberate plans and actions taken by a teacher to facilitate learning and improve student achievement. According to William & Burden cited in

Maulidar et al. (2019), stated that strategies used by teachers are the factor of success or failure in language learning for it is ultimately the strategies that determine what language instructions are and how they are conducted. So, strategies are designed to help students develop the skills and knowledge they need to achieve their desired learning outcomes. There are several strategies that can be used to improve students' speaking ability. According to Kayi (2006), stated there were thirteen activities to promote speaking in the classroom. They are; discussion, roleplay, simulation, information gap, brainstorming, storytelling, interview, story completion, reporting, playing cards, picture narrating, picture describing, and find the difference.

a) Discussion

Discussion is the collaborative exchange of ideas, opinions, and information on a particular topic or issue. Discussions can be a fun and interesting way for students to learn. By participating in discussions, students can connect with their peers, learn from their experiences and perspectives, and feel more confident about expressing their own opinions and ideas. Discussions help students develop their ability to communicate in real-life situations and use the language they are learning in meaningful ways. According to Stephen cited in Azizah (2018), discussion as a process of giving and talking, speaking and listening, describing and witnessing which helps expand horizons and foster mutual understanding. As a result, discussion is a successful technique for enhancing speaking abilities because it gives students a genuine and dynamic opportunity to practice speaking skills while also fostering critical thinking, cooperation, and involvement.

b) Role-Play

Role-play is a teaching technique in which students act out or simulate certain situations, scenarios or roles to practice and develop their speaking skills. Role-play is an effective strategy for improving students' speaking skills because it allows them to practice speaking in simulated real-

life situations. By engaging in role-play, students can develop their ability to use the language they are learning in a meaningful way. They can practice using appropriate vocabulary and grammar, expressing their thoughts and ideas clearly and coherently, and responding to a wide variety of situations and challenges. According to Eppendi cited in Yusuf & Setyamardani (2020), stated that role play naturally could motivate and attract student attention to study English speaking. Then, Ayuningtias et al. (2019), they found that implementing role-play could increase students' English speaking ability and can foster confidence in students to speak English. That way, role-play can be a good strategy to improve students' speaking skills. Because with role-play, students feel more enjoy in expressing their ideas. Role-play can also encourage creativity, collaboration, and involvement, so that students can learn in a fun way.

c)   Simulation

Simulation is a teaching strategy that involves creating realistic or semi-realistic scenarios or environments in which students can engage and actively participate. Simulation can be an effective strategy for improving students' speaking skills because it provides a safe and controlled environment for students to practice using language. That way students can build their confidence and develop the skills they need to communicate effectively in real-life situations.

d)   Information Gap

Information gap is a teaching strategy that involves creating situations where students have different information or knowledge and need to exchange and share that information in order to complete a task or solve a problem. The information gap can be an effective strategy to improve students' speaking skills. This activity is to exchange information or solve problems through communication. According to Raptou cited in Defrioka (2017), said that in information gap activities, one person has certain

information that must be shared with others in order to solve problem, gather information or make decisions. That way, information gap activities can help students talk to exchange information or get information that they don't have.

e) Brainstorming

Brainstorming is a creative problem solving technique that involves generating a large number of ideas or solutions to a particular question or problem. Brainstorming is one possible strategy to improve students' speaking skills. Because by using brainstorming, students can share their ideas orally and practice speaking fluently in a pleasant atmosphere. This activity can also encourage students' use of vocabulary and grammatical structures and also increase critical thinking. One of the brainstorming techniques is to use the Mind-mapping technique. With this technique students can practice speaking effectively, pleasantly and also confidently. According to Pamungkas cited in Srihandayani & Marlina (2019), defines that mind mapping is a method to make students find it easy to absorb information into their brains and take it out of their brains. Therefore, this is an effective strategy to improve students' speaking ability.

f) Storytelling

Storytelling is the art of conveying a narrative or series of events through oral communication. It involves using language, gestures and expressions to engage the audience and hold their attention. Storytelling is an interesting and interactive way to develop students' speaking skills. In this way students are required to retell their stories in their own language. Thus, storytelling can expand their vocabulary, increase creativity, improve pronunciation, develop communication and also increase their motivation, so they can speak confidently. According to Zuhriyah (2017), storytelling is to retell the story having been read or heard by using the storytellers' own words. And according to Indramawan & Akhyak (2013), said that storytelling

can improve students' speaking competence. So, this activity will be useful to improve students' speaking ability.

g)   Interview

An interview is a formal conversation between two or more individuals, in which one person asks questions and the others provide responses. This is a structured communication process whose purpose is to gather information, assess skills, or explore a particular topic. Interviews are activities that can improve students' speaking skills. Because with interviews students can practice direct communication, so students can improve their speaking skills comfortably and confidently. According to Dandoli & Haning cited in Sianipar et al. (2015), an interview is a teaching technique that encourages the students to express their ideas, emotions or feelings, and problems. That way, this activity can help improve students' speaking ability effectively. students can express their ideas by communicating with each other.

h)   Story Completion

Story completion is a language learning strategy in which students are presented with a partial or incomplete story and assigned to complete or continue the narrative. Story completion can be an effective activity in improving students' speaking skills. because with this activity students can think critically, express their ideas with confidence. Story completion can be a fun activity that can encourage students to develop their speaking skills. Novita Sari et al. (2021), story Completion Technique is a very enjoyable, whole-class, free-speaking activity for which students sit in a circle. Thus, story completion can be used as a teacher's strategy to improve students' speaking skills.

i)   Reporting

Reporting, in the context of language learning, refers to the act of sharing or presenting information about a particular topic, event or research finding to an audience. Reporting is a language learning activity in which students are asked to summarize and present information about a particular topic. According to Marzuki (2017), said that students' speaking skill could be developed through applying oral report technique in teaching speaking skill. In addition, this reporting activity can encourage students to practice listening and note-taking skills while listening to classmates' reports. This reporting activity can be a collaborative activity, where students work in pairs or groups to research and present information together, so they can exchange ideas with one another to achieve the desired target.

j)   Playing Cards

Playing cards, in the context of language learning, refers to using a deck of cards as a tool for various speaking activities or games. Each card may have a prompt, question, or assignment that students need to respond to orally, either individually or in groups. Playing cards can be an effective and interesting way to improve students' speaking skills. with this activity students can also increase their vocabulary, think critically, and increase self-confidence. According to Kayi cited in Halimah (2009), said that playing card games is activities to promote speaking. Games can be fun for students. That way, students can learn more comfortably and pleasantly. So, they can receive learning from the teacher well.

k)   Picture Narrating

Picture narration is a strategy that asks students to describe or tell a story based on the picture or series of pictures given. Picture narration is a form of teaching in which pictures or images are used as prompts for narrative or discourse. Students are asked to explain, evaluate, or analyze the visual information supplied in the image using this approach. Because it

encourages students to use their imagination and creativity to construct their own interpretations and explanations, it is a popular approach for improving students' speaking abilities.

l)   Picture Describing

Picture describing is a teaching approach in which pictures or images are used as prompts to describe the intricacies, features, and qualities of the visual information offered in the picture. Students are expected to describe the image in as much detail as possible using descriptive language in this manner. According to Leon et al., (2022) teaching learning process would be fun as it's the principle of describing picture and students are interested in the describing picture. So, describing picture can be a good strategy for developing students' speaking ability.

m)   Find the Difference

Find the differences is a teaching strategy that includes showing students images or pictures with minor changes and asking them to identify and explain those differences. Students are expected to view and compare two images in order to identify and describe the differences between them. As a result, finding differences is an excellent method for developing students' vocabulary, observation skills, critical thinking, and fluency. This is a fun and interesting technique to encourage children to talk more and enhance their language skills.

The strategies above are strategies that can be used by English teachers in teaching students' speaking skills. By choosing the right strategy, the teacher can teach students' speaking skills effectively. So that students can express and be active during the learning process.

2.5 Study of the Relevant Research

There are some relevant researches which have relevance to this research. The first research is from Maulidar et al. (2019). This study aimed at finding the strategies used in teaching speaking and the problems faced by the teacher during a teaching process at BP2IP Malahayati Aceh. This study uses qualitative research. This study involved 2 teachers and two classes consisting of 58 students. to collect data in this study, researchers used class observations, interviews and questionnaires. The results of this study the researchers found that there were five strategies used by the teacher in teaching speaking namely, role-playing, drilling, games, describing pictures and group discussions. The researcher also found 3 obstacles that students experienced during learning, namely limited vocabulary, improper pronunciation and lack of confidence. This study also showed that students' responses towards the strategies were positive.

The second study is from Anggraeni et al. (2020). In this study, researchers used a qualitative method. This study aimed to determine the teacher's strategy in teaching speaking. Participants in this study were 2 teachers from SMAN 1 Palopo who took English as their subject. The results of this study state that there are only 2 teachers who use strategies in teaching speaking. The first teacher applies several strategies such as Discussion, Role Playing, Brainstorming, Storytelling, Interviews, Reporting, Drawing Pictures and Projects for the best learning. The second teacher uses strategies such as Discussion, Simulation, Role Play, Brainstorming, Story Telling, Interviews, Reporting, Drawing Pictures, Playing Ice Ball and Debate. But of all these strategies, teachers have a main strategy that they often use in teaching speaking. The first teacher used the best brainstorming, discussion and project learning strategies. While the second teacher used the strategy of Playing ice ball, Role Play, Brainstorming and Debate. These strategies can be used by teachers in teaching and improving students' speaking skills.

The third study is from Dewita & Amri (2020). This study aimed to describe what techniques are most used by English teachers in teaching speaking at SMAN 3 Padang. This study used descriptive qualitative method. This research involved 2 English teachers teaching eleventh grade. The instrument of this research is observation. The results of this study show that there are three techniques that are often used by teachers in teaching speaking skills, namely Role Play, Brainstorming, and Pictures Description.

The forth study is from Hanif et al. (2022). The purpose of this study is to describe the strategies used in teaching speaking. This type of research is qualitative. the researcher took teachers and students of IPA1 SMA Negeri 3 Rejang Lebong 12 as research subjects and data sources. Observations and interviews are a way of collecting data in this study. The results of this study indicate that English teachers at SMA Negeri 3 Rejang Lebong use clear learning objectives, show and tell, ask questions to check understanding, provide feedback to students in learning English.