

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous study

The writer reviews some related previous studies before conducting the study. The previous studies give a view about the issues that are discussed in the study.

First related to this study, The writer took a thesis written by Alice Y.W. Chan in titled 'Helping Cantonese ESL learner overcome their difficulties in the production and perception of English speech sounds' as the previous of study. The main research findings were: Cantonese ESL learners speech production and speech perception abilities have great impact on their learning of English pronunciation. This article attempts to give a brief summary of documented speech production and perception difficulties encountered by Cantonese ESL in Hongkong and provide some principles which Underlie effective pronunciation teaching and learning. It is suggested that observable articulatory features should be highlighted, subtle differences between confusable sounds pairs should be focused on, and mother tongue interference should be tackled. It is also argued that perceptual training is one inevitable component of an L2 pronunciation program going hand in hand with production training.¹

¹ Alice , '*Helping Cantonese ESL learner overcome their difficulties in the production and perception of English speech sounds*, Department of English City University of Hong Kong

Second, related to this study, the writer took thesis written by B.Lekova in titled“ Language interference and methods of its overcoming in foreign Language Teaching ” as the previous study. The result this scientific article focuses on the theoretical grounding in language interference by means of studying the relations between bilingualisme and interference. Consecutively, The article considers the variety of language interference with its typical influence on french language learning by students. Special attention is paid to contrastive analysis and error analysis the basic way forr overcoming inteference mistakes. A body of preliminary measures is presented, as well corrective strategies for dealing with interference in studying foreign language with the aim of improving the quality of language knowladge and its transformation into language competence.²

Related to the Explanation above,the writer explores a different case of this study.The writer took Teacher strategies on Overcoming students English Speaking, The writer deferrences study with the previous study above is in the subject and the object of the study. The subject of this study is the Teacher strategies On Overcoming students English Speaking. Then the purpose of this study is to know how the English teacher preparation, The problems and Language and the problem solvings in Teacher strategies Overcoming students English Speaking.

² Lekova ,*Language Interference and Methods of its Overcoming in foreign Language Teaching*,faculty of education ,Trakia University ,2009

Third related to this study the writer took a thesis written by Hanunah in the titled “ Students Strategies In Overcoming Speaking Problems In Speaking Class Of Second Semester At English Departement Of Tarbiyah Faculty IAIN Sunan Ampel Surabaya. In Academic 2009 as the previous study.

The result of the research showed that the students’ had difficulties in their speaking ability particularly in term inhibition, nothing to say, low or uneven participation, mother tongue used. It was because they did not master the tree primary elements of speaking namely, vocabulary, grammar, and pronunciation, As a result, Many students are not really good at speaking. The result of this study also revealed the strategies used by the students to cope with the problems. The problem of inhibitions was solved by increasing their English by English speaking out of class with their friends. When the students had nothing to say, they were drilled to be more active and confident in speaking in class and tried to understand the difficult topic.³

Related to the explanation above, the writer explores a differents case of the study. The writer took Teacher strategies as the material of research, the writer differences study with the previous study above is in the subject and the object of this study. The subject of this study are English Teacher and student and the students of MAN MODEL Palangka Raya. The Object of this study is the Teachers Strategies On Overcoming Students’ English Speaking. Then to purpose

³ Hanunah, *Students Strategies In Overcoming Speaking Problems In Speaking Class Of Second Semester At English Departement Of Tarbiyah Faculty IAIN Sunan Ampel Surabaya*, 2009

of this study is to know How the Teacher Strategies On Overcoming Students' English Speaking.

B. Teacher's Strategy on Speaking

Teacher is a person who teaches especially in a school.⁴ Teacher is teaching a students. Strategy is A plan designed for a particular purpose. The process of planning something or carrying out plan in skilful a way.⁵ Chamot, Barhardt, El-Dinary and robbins stated “differences between moreeffective learners and less strategies were applied to the task, and in whether they were appropriate for the task.⁶ Teacher strategies are especiallly useful for the latter learners learning should be selected to much the activity.⁷ Teacher may teach their students some strategies, yet these strtegies might not fit them all the time, wheteher teacher teach students optional startegies is definitly an important factor and will affect whether they can be proficient English learner. As their learning styles are different, their prefferred learning strategies are different too. If they can find the strategies which are effective for studying they will be able to study succesful.⁸

According to Brown, principles in teaching speaking are:⁹

⁴ Hornby ,*Oxford Advanced Learner's dictionary of current english,oxford University* fifth edition ,1995,p'1225

⁵ Ibid,p'1179

⁶ Chamot, A. U., Barnhardt, S., El-Dinary, P. B., Robbins, J, *The learning strategies handbook.*, NY:Longman,1999,p'166

⁷ Chiya Shiho,*The Importance of learning styles and learning strategies in EFL Teaching in Japan,Susaki Technical high school Kochi Prefecture*,2003

⁸ Chamot, A. U., Barnhardt, S., El-Dinary, P. B., Robbins, J, *The learning strategies handbook.*, NY:Longman,1999,p'166

⁹ . Brown H. Douglass, *Teaching By Principal*,second editions,san Fransisco, California, 2000. P.275

1. Use techniques that cover the spectrum of learner needs, from languages based focus on accuracy to message – based focus on interaction, meaning, and fluency.

In our current zeal for interactive language teaching, we can easily slip into a pattern of providing zesty content-based, interactive activities that don't capitalize on grammatical pointers or pronunciation tips. When you do a jigsaw group technique, play a game, or discuss solutions to the environmental crisis, make sure that your tasks include techniques designed to help students to perceive and use the building blocks of language. At the same time, don't bore your students to death with lifeless, repetitious drills. As noted above, make any drilling you do as meaningful as possible.

2. Provide intrinsically motivating techniques.

Try at times to appeal to students' ultimate goals and interests, to their need for knowledge, for status, for achieving competence and autonomy, and for "being all that they can be." Even in those techniques that don't send students into ecstasy, help them to see how the activity will benefit them. Often students don't know why we ask them to do certain things; it usually pays to tell them.

3. Encourage the use of authentic language in meaningful contexts.

This theme has been played time and again in this book, but one more reminder shouldn't hurt! It is not easy to keep coming up with meaningful interaction. We all succumb to the temptation to do, say, disconnected

little grammar exercises where we go around the room calling on students one by one to pick the right answer

4. Provide appropriate feedback and correction

In most EFL situations, students are totally dependent on the teacher for useful linguistic feedback. In ESL situations, they may get such feedback mostly there beyond the classroom, but even then you are in a position to be of great benefit. It is important that you take advantage of your knowledge of English to inject the kinds of corrective feedback that are appropriate for the moment.

5. Capitalize on the natural link between speaking and listening

Many interactive techniques that involve speaking will also of course include listening. Don't lose out on opportunities to integrate these two skills. As you are perhaps focusing on speaking goals, listening goals may naturally coincide, and the skills can reinforce each other. Skills in producing language are often initiated through comprehension

6. Give students opportunities to initiate oral communication

A good deal of typical classroom interaction is characterized by teacher initiation of language. We ask questions, give directions, and provide information, and students have been conditioned only to "speak when spoken to. "Part of oral communication competence is the ability to initiate conversations, to nominate topics, to ask questions, to control conversations, and to change the subject. As you design and use speaking techniques, ask yourself if you have allowed students to initiate language

7. Encourage the development of speaking strategies

The concept of strategic competence is one that few beginning language students are aware of. They simply have not taught about developing their own personal strategies for accomplishing oral communicative purposes. Classroom can be one in which students become aware of, and have a chance to practice, such strategies as :

- a. asking for clarification
- b. asking someone to repeat something
- c. using fillers in order to gain time to process.
- d. using conversation maintenance cues
- e. getting someone's attention
- f. using paraphrases for structures one can't produce
- g. appealing for assistance from the interlocutor
- h. using formula expressions
- i. Using mime and nonverbal expressions to convey meaning.

C. Strategies on overcoming language in Speaking

Hornby mentioned that Overcome is to succeed in dealing with or controlling something¹⁰. Overcoming limitations is definitely a valuable strategy in learning. The teacher can know how to teach students well.

According to Rebecca there are some Overcoming limitations strategies in speaking teaching :¹¹

¹⁰ Hornby ,*Oxford Advanced Learner's dictionary of current english,oxford University* fifth edition ,1995,p'826

¹¹ Rebecca L. Oxford, *Language Learning Strategies*,The university of Alabama, Heinle-heinle,Boston,1990. p.94

1. Switching to the mother tongue

This strategy, some times technically called “code switching” is used for speaking and involves using the mother tongue for an expressions without translating it. Here are some examples Geraldo, a spanish speaker learning English, uses balon for balloon, and tirtil for carterpillar. Trudy, an English-speaking student of French, Says, Je suis dan la wrong maison (I’m in the wrong house), inserting “wrong” when the French word is unknown. Leslie, an English speaker learning French, states, Je ne pas go to school, thus switching back to English in midstream. June, another learner French, uses exspressions le livre de Paul’s (Paul’s book),including the non French word Paul’s. And Henri a French speakers learning English, declarese, I want a couteau, a knife.

2. Getting Help

This strategy involves asking someone for help in a conversation by hesitating or explicitly asking for the missing expression. This strategy is somewhat similar to the strategy of asking for clarifications or verification; the difference is that in getting help, the learner wants the other person to simply provide what the learner does not know, not to explain or clarify. For example, Clive, a learner of Spanish, signals a desire for help by saying only the first part of the sentence, as in El quierre...? (He wants?), and Hector, a native Spanish speaker, Finishes the sentence with que te vayas (the whole sentences means, “ He wants to you go “) Edna, a learner of French, ask in English, How do you say “

staple “ in French ? Terry, another learner of French, says, Je veux, uh, how do you say it ? (I want...). Often this strategy is combined with the next one, using mime or gesture, in order to ask for help.

3. Using Mime and Gesture

In this strategy, The learner uses physical motion such as Mime or gesture, in place of an expression during a conversation to indicate the meaning. Following are some examples. Kristen does not know the expression for large wooden desk with drawers, so she makes gesture indicating the size of the desk, the hardness of the wood and the way the drawers pull out. Not able to say, “I am afraid” Jaime instead mimes the emotion of fear by crouching with his arms Crossed over his head. Aviva does not yet know how to say, “ Put it over there, please, “ and instead points to the place, hoping the other person will catch the meaning and put the object down in the right spot. Not knowing how to express approval verbally, Tonio claps loudly to indicate approval, then nods in an exaggerated fashion while saying “ yes ”.

4. Avoiding Communication Partically or Totally

This strategy involves avoiding communication when difficulties are anticipated or encountered. It includes a total avoidances in certain situations, as when required to use persuasive skills or to complete with other for a turn speak. It also includes avoiding certain topics for which the learner does not know the words, concepts, or grammatical structure in the new language. This strategy goes against the aim of speaking as much as

often as possible, but it does have an advantage of keeping the learner emotionally protected and possibly more able to speak about other things later in conversation. The avoidance of a specific expressions is illustrated by Constanze, a learner of English, who avoids

5. Selecting the Topic

When using this strategy, the learner chooses the topic of conversation. The reasons for this are obvious. Learner want to make sure the topic is one in which they are interested and for which they possess the needed vocabulary and structures. For example, Rashid, a learner of English, is interested in football and knows a lot about it, including useful terms, so he often direct conversations to this theme.

6. Adjusting or Approximating the message

This strategy is used to alter the message by omitting some items of information, make the ideas simpler or less precise, or say something slightly different that has similar meaning. Here some examples. Omitting details that the learners cannot yet say is illustrated when Nita, asked about his family, say he has two children but does not indicate that they are now fully grown adults; another learner, Nina, says she has to leave now, but does not indicate that she has an appointment at the dentist's in 20 minutes.

7. Coining Words

This simple strategy means making up new words to communicate a concept for which the learner does not have the right vocabulary. For

instance, Zoltan might say airball to mean ballon. A German learner of English, Gottfried, does not know the expressions bedside table and therefore coins the expressions night table, a direct translations of the German, does not know Nachttisch.

8. Using a Circumlocution or Synonym

In this strategy the learner uses a circumlocution (a roundabout expression involving several words describe or explain a single concept) or synonym (a word having exactly the same meaning as another words in the same language) to convey the intended meaning.

D. Teaching English Speaking for young learner

Teaching English Speaking is a process to convey knowledge of English from teachers to students in some ways example at Senior high school. First, teaching English as a first language. Second, teaching English as a foreign language. In Indonesians, English is taught as a foreign language, because Indonesians do not speak English in their daily activities.

An course in English, there are four skills that must be taught by teachers, namely: reading, writing, speaking and listening. Reading activities needs accuracy to understand words in each paragraph so they know true information. Learners needs accuracy structure in arranges words in writing skills. listening needs accuracy in analyse what native speaker's say. Speaking needs accuracy in pronounce English words and intonation.

Reading is one of language skills. Teachers have to teach reading words, phrases, sentences, or texts in English. Reading skill is taught by teachers to make students have a lot of understanding of vocabulary.

Writing is a part of English skill. Teachers have to teach how to arrange words into a phrases, sentences, or texts. Sub skills that supports students in writing is structure or grammar so that can produce a good sentences.

Listening is activity to hear and understand the native speaker's word or someone who speaks English. Teachers have to teach students how to pronounce English words like way of native speakers' do speaks. Also, teachers drill students in listening to infer information through speaker's intonation.

Speaking is producing words in a certain language orally. Speaking is not only a process to say something, but also pronouncing words with acceptable intonation and stressing. Teachers have to teach students how to accurately respond a statement by pronounce words correctly. In teaching speaking, there are three kinds of lessons that improve. Students' speaking skill:

1. Building fluency

Fluency is students' ability to speak English very well.

2. Teaching grammar

Teaching grammar is teaching students about rules by which words change their form and are combine into sentences. In teaching, teacher grammatically correct students speaking context.

3. Teaching pronunciation

Teaching pronunciation will be explain in following part

Teaching pronunciation is teaching about aspects that influence meanings of sentences through segmental phonemes. It is important to teach, because pronunciation is a basic sub skill in speaking, if we pronounce words well, we can speak well. Therefore, good pronunciation avoid misunderstanding in communication. When people says, for example, “*soap*” in a situation such as a restaurant where they should have said “*soup*”, the inaccurate production of a phoneme can lead to misunderstanding. It happens because Indonesian students have difficulties in pronouncing English words due to influence of students’ first language and environment.

As Daniel Jones state that : The difficulties of pronunciation are: The student of spoken English or any other spoken language is faced at the outset with difficulties of five kinds in the matter of pronunciation. They are as follows:

- 1) He must learn to recognize readily and with certainty the various speech – sounds occurring in the language, when he hears them pronounced; he must more over learn to remember the acoustic qualities of those sound;
- 2) He must learn to make the foreign sounds with his own organs of speech;
- 3) He must learn to use those sound in their proper places in connected speech;
- 4) He must learn the proper usage in the matter of the ‘sound-attributes’ or as they are often called (especially length, stress and voice – pitch);

5) He must learn to catenate sounds, i.e. to join each sound of a sequence on the next, and to pronounce the complete sequence rapidly and without stumbling.¹²

Teaching and learning process is an activity the teacher as a transmitter of a message or subject matter and students and students as recipients of a lesson. In teaching and learning are both actively prosecuted resulting in a harmonious interaction and communication for the achievement of learning objectives. Learning objectives are none other than the form or shape of a curriculum that has established or planned in the form of teaching programs. In other words the teaching process is a real activity or operation of the curriculum that has been set. Teaching and learning process is also an activity to affect their students in a situation that allows the interaction between teachers and students, pupils and students or students with the environment.

E. The Importance of Speaking Skill

Speaking is one of the four language skills that must be provided by English teacher in teaching and learning English. Speaking skill is very important to be learned, because by mastering speaking, we also master the language. Speaking is not only to produce sounds of words or sentences but also to express our idea, opinions, and every thing that we want to say.

Fulcher state “ Speaking is the verbal use of language to communicate with others, the focus of its skill is to increase the students’ ability to communicate in the target language.”¹³

¹² Daniel Jones, *An outline of phonetics English*

Wilkins in Athena said that among the four skills; reading, listening, speaking, and writing, spoken language should be the primary objectives in language teaching. All learners in foreign language teaching must be able to communicate one other in using the target language.¹⁴ Certainty, teacher should be able to stimulate the students' interest to speak up, but there are still many teachers who did not have much time to give practice drills. This is not the aim of speaking. As long as the students get the message of speaking communication have been done. It seems that the students have this skill to further life, to get job or another reason.

F. Speaking Learning Activities.

Activities of learning should be conducted to develop the students' ability in speaking. These activities can involve some styles. According to Kavi, there are several activities that can be used in learning speaking, such as discussion in group, story telling, role-play, speech in front of audience, debate, etc.¹⁵

1. Discussion in group

The students' are divided into two groups to discuss any interesting topic.

They may aim to arrive at a conclusion, share ideas about an event or find solution in the discussion.

2. Story Telling

¹³ Glen Fulcher, *Testing Second Language Speaking*, Pearson:Longman.2003.p.23

¹⁴ Tera Athena," *Students Non linguistic*....., p.10

¹⁵ Hanunah, *Students Strategies In Overcoming Speaking Problems In Speaking Class Of Second Semester At English Departement Of Tarbiyah Faculty IAIN Sunan Ampel Surabaya*, 2009.p.10

Students' can briefly summarize a tale or story heard from somebody beforehand, or they create their own stories to tell their classmate. Story telling fosters creative thinking, it also helps students' express ideas in the format of beginning, development and ending, including the characters and setting a story has to have.

3. Role play

In this activity, the teacher give information to the learner such as who they are and what they think or feel, the teacher can tell the students that they are David, you go to doctor and tell what happen last night.

4. Speech in front of audience

This is a rather hard activity to be done by students'. In this case, the students' should be able to make a paper to be presented in front of audience, and then students' will present one of the topics of their idea.

5. Debate

In this activity, students' are divided into two groups, teachers will give one topic to debate. They will be free to express their opinion on the topic. At the 14 end of it, teacher might like to put the issues to vote or make conclusion about the topic that has been already debated.

6. Dialogue

This traditional language learning technique that has gone somewhat out of fashion in recent years. The learner think a brief dialogue and they might learn by heart. They perform privately in pairs or publicly in frond of their friends. Learners can be asked to perform the dialogue in the

different topic such as their relationship in their family, culture, and other ideas.

7. Reporting

It can be used to make students' speak up. In this activity teacher asked students' to read news paper or magazine before coming to the class, in the class they report to their friends what they find as the most interesting news.

According to Harmer, there are five kinds speaking activities that can be used. In speaking class, such as ; information – gap, favourite objects, survey, photographic competition, and the portrait interview .¹⁶

1. Information – Gap Activities

Information – gap is where two speakers have different bits of information, and they can only complete the whole picture by sharing that information – because they have different information, there is gap between them. For example : *describe and draw* (one of popular information – gap activity).

1. Favourite Objects

Favourite objects is an activity in which students' asked to talk about their favourite objects (things like MP3 players, instruments, clothes, picture, ect). They think about how they would describe their favourite objects in

¹⁶ Hanunah, *Students Strategies In Overcoming Speaking Problems In Speaking Class Of Second Semester At English Departement Of Tarbiyah Faculty IAIN Sunan Ampel Surabaya*, 2009.p.10

terms of when they got them, why they got them, what they do with them, and why they do so important to them, ect

3. Survey

It can be used to get students' interviewing each other. For example, they can design a questionnaire about people sleeping habits with questions like 'how many hours do you normally sleep?', 'have you ever walked in your sleep or talked in your sleep?', ect.

4. Photographic Competition

In this activity students' divided it several groups, teacher told them that they going to be the judges of a photographic competition. The teacher brings four or five kinds of picture, for example: a picture of for men with different kinds activity. Before they see the picture, they decide the criteria that they going to use to make their choice. They have to choose the winning of the photograph by using the criteria that they have decided. Finally the groups have to report back on their choices and say why they have chosen.

5. Portraits Interview

In this activity, the students' are put into four or five groups, each groups gets a copy of picture from the teacher. They should make a question based on the picture. Finally a students' from each groups come to the front of class and play a different characters and interview in the same way.

G. Problems in Teaching Speaking

language learning has two problems, they are linguistic factor and non-linguistic factor:

1. Linguistic factors are factors related to language. They are pronunciation, grammar, vocabulary and language culture background.
2. Non-linguistics factors are factor of non-language such as the student, the teacher, method, material, facilities, motivation and etc.

1. Linguistic Problems

The linguistic problem includes all the difficulties found in the target language it self encountered by one who is studying the language. Linguistic problem has some categories they are:

a. Pronunciation

The outer manifestation of speech is sound. The speaker must first decide what to say, be able to articulate the words, and create the physical sounds that carry meaning.

Second language learners therefore need knowledge of the language they wish to speak, an understanding of the phonetic structure of the language at the level of the individual word, and understanding of intonation.¹⁷

b. Grammar

Like most words in our language, the word “grammar” is used in several different senses. It may mean a particular kind of book, a textbook for learning a language, or a reference of book for looking up various point of usage. Grammar

¹⁷ Glenn Fulcher, *Testing*, p. 25

is a description of the language form and pattern we use in communication. According to Ur, grammar is sometimes defined as ‘the way words are put together to make correct sentences’.¹⁸

Harmer states that grammar is partly the study of what forms or structure are possible in language. Thus a grammar is a description of the rules that govern how a language’s sentences are formed.¹⁹

c. Vocabulary

Vocabulary is one of important component in language acquisition. we can not communicate without mastering an adequate number of vocabularies. Vocabulary can be defined, roughly, as the words we teach in the foreign language (Ur).²⁰

However, a new item of vocabulary may be more than a single word: for example, *post office* and *mother-in-law*, which are made up of two or three words but express a single idea.

Burns and joys in Kurniasari states that vocabulary or context word are first recognisable element of spoken language to develop.²¹

According to Harris and Spat in kurniasari vocabulary is concept of explaining things (noun), action (verb), observable qualities (adjective and adverb), and relationship (function, conjunction, and preposition).²²

¹⁸ Penny Ur, “*A course in language teaching (practice and theory)*”, (Combridge university press,1996), p.75

¹⁹ Nunik Lukitasari, “*The Problems.....*”, p. 16

²⁰ Penny Ur, *A course.....*, p. 60

²¹ Vida Kurniasari,” *Students Strategies.....*, p. 1

²² *ibid.*,p.11

Murcia and Mc Intosh in lukitasari confirms this hunch as a general rule, but he also isolates five specific factors that make a word relatively easy or difficult to learn:²³

- 1) The intrinsic difficulty of the word to be learned
- 2) The interaction between a group of words to be learned at the same time
- 3) The interaction between groups of words to be learned in sequence
- 4) The effect of repeated presentation of words to be learned

2. Non Linguistic Problems

a. The Student Factor

In teaching and learning process students play an important part. They come to classroom with different background, ability, style, attitude, etc. They are different from others. The nature of the factors of students (pupils properties) can affect the learning process.²⁴

According Brown and Segaran in Athena, student factors include such of some points that have relationship with age, opportunity, motivation, talent, attitudes, persistence, and also the bravery of drilling to speak up in front of audience.²⁵

About the opportunity, the best time to learn English is when the learners' need of this language appears and there is a spare time. If there are high motivation and opportunity, at that time, the learners can learn well.

²³ Nunik Lukitasari, "*The Problems*.....", p. 12

²⁴ Wina Sanjaya, *Strategypembelajaran berorientasi standar proses pendidikan*,jakarta,2009,p.54

²⁵ Tera Athena, "*Students Non Linguistic*.....", p. 15

The success of learning English does not only depend on the ability, but also depends on persistence. Good potential does not give much success if the opportunity to learn is not used. So, the ideal terms in the combination of the potential and persistence that should run well.

The learners' attitude about the learners' language can fulfil what they need in communication and put on the meaning of his or her though clearly.

Another factor is that the learners who have sociable character and take the opportunity to speak English with other person incline more success when they make communication and relation. In this case, they should force themselves to take this opportunity to speak up in English. In this occasion, the bravery is quite important and embarrassed sense should be disappeared, because it sense can obstruct the capability in learning English speaking.

b. The Teacher Factor

Teacher is a figure that has an important role in teaching and learning activities. Teacher is a model, a manager, and a controller in the classroom. He or she takes a significant position in effectiveness and efficiency of teaching and learning process. Teacher also demanded to create an enjoyable and acceptable condition in order to make teaching and learning process will run well.

According to Athena, an English teacher plays a very important rule in English instruction since he or she is one of the factors that determines whether the teaching will be successful or unsuccessful. Nunan states that in terms of acquisition teacher talk is important, because it is probably the major source of comprehensible target language input the learner is likely to receive. Long and

Richards in Nanik state that in the widest sense, the teacher is human agent responsible for presenting foreign language material to a learner. He or she may be either physically presents (as in the conventional case of a teacher working with a class or group), or, in the case of self-study courses, embodied within the handbook and possibly in accompanying recordings, or in a computer-assisted instruction, known to the learner only through instruction he receives as to his optimum learning procedures.²⁶

c. Motivation

Motivation is important for students. It pushes them positively. Without motivation, the students will be lazy and having bad mood in the classroom. For creative construction to take place, motivation must probably be based on communication need for the second language. The need may be immediate or longer-term. In skill learning, it may also be due to factors related directly to the context of instruction, such as shortterm behavioural objectives, which have little to do with communication as such littlewood.²⁷ Learning outcomes will be optimal if there is motivation.²⁸ People will be motivated if the believed that the results have a positive value for him.²⁹ There is positive and significant correlation between motivation and achievement.

²⁶ Nanik H, "*The Problems Of Teaching.....*", p. 14

²⁷ William T Littlewood, *Foreign And Second Language Learning (Language Acquisition Research And Its Implication For The Classroom)*, (Combridge University Press),p.78

²⁸ Sardiman, *Interasi dan motivasi belajar*,PT Raja Grafindo,p.84 2006

²⁹ Martinis Yamin, *Strategy pembelajaran berbasis kompetensi*,ciputat , Gaung persada press

According to Nunan in Lukitasari, there are some effort can be done to built up learners motivation:³⁰

- 1) Make instructional goals explicit to learners
- 2) Break leaning down into sequences of achievable steps
- 3) Link learning to the needs and interest of learners
- 4) Allow learners to bring their own knowledge and perspective into the leaning process
- 5) Encourage creative language use
- 6) Help learners to identify the strategies underlying tasks they are engage in
- 7) Develop ways in which learners can record their own progres

d. Method

It is the way of teaching language based on a particular set of theory dealing with the nature of language, learning, and teaching that is applied in the classroom.

According to Brown, method is a generalized prescribe set of classroom specifications for accomplishing linguistic objectives. Method tends to be primarily concerned with teacher and students roles and behaviours, and secondarily with such features as linguistic and subject-matter objectives, sequencing and materials.³¹ The method used limited support for the objectives to be achieved.³² The system as an integral component of the inter-related to each

³⁰ Nunik Lukitasari, "*The Problems of*....., p. 16

³¹ . H Douglas Brown, *Principle*....., p, 171

³² Aswa Z dan Djamarah, *Strategi belajar mengajar*, rineke citra, jakarta 2002, p.8

other and interact with each other to achieve an optimal expected results in accordance with its intended purpose.³³

e. Material

In material development and classroom teaching the goal is to develop a sequence of activities that leads the teachers and learners through a learning route that is at an appropriate level of difficulty, is engaging, that provides both motivating and useful practice. Good materials do many of the things that a teacher would normally do as part of his or her teaching.

Tomlinson in Richards suggests that good materials have the following characteristics:³⁴

- 1) Material should achieve impact
- 2) Materials should help learners feel at ease
- 3) Material should help learners to develop confidence
- 4) What is being taught should be perceived by learners as relevant and useful
- 5) Material should require and facilitate learners self-investment
- 6) Material should provide the learners' with opportunities to use the target language to achieve communicative purpose

f. Facilities

Text book, teaching media laboratories, classroom, and library are facilities of teaching and learning process. Meanwhile teacher, students, method, material, and facilities are instrumental input which influences teaching and

³³ Wina S, *strategy pembelajaran berorientasi standar proses pendidikan*, jakarta 2009

³⁴ Jack C Richards, *Curriculum Development In Language Teaching*, (Combridge University), p. 263

learning process. If the facilities in the school are available, the goals of teaching and learning process will be easy to be reached.

H. Another Possible Problems

In learning speaking, students get problems to talk. Ur stated that there are some problems faced by students in learning speaking, they are:³⁵

1. Inhibition

Unlike reading, writing, and listening activities, speaking requires some degree of real-time exposure to an audience. Learners are often inhibited about trying to say things in the classroom, worried about making mistakes, fearful of critics or losing face, or simply shy of the attention that their speech attracts.

2. Nothing to say

Even if they are not inhibited, you often hear learners complain that they cannot think of anything to say, they have no motivation to express themselves beyond the guilty feeling that they should be speaking.

3. Low or uneven participation

Only one participant can talk at a time if he or she is to be heard; and in large group this means that each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

4. Mother-tongue used

³⁵ Penny Ur, *A Course In.....*, p.121

In classes where all, or a number of, the learners share the same mother tongue, they may tend to use it: because it is easier, because it feels unnatural to speak to one another in a foreign language, and because they feel less 'exposed' if they are speaking their mother tongue. If they are talking in small groups it can be 'quite difficult' to get some classes- particularly the less disciplined or motivated ones to keep to the target language.

Moreover, Ur stated about the characteristic of successful speaking activity, they are:

1. Learners talk a lot

As much as possible of the period of time allotted to the activity is in fact occupied by learners talk. This may seem obvious, but often much time is taken up by the teachers talk or pauses.

2. Participation is even

Classroom discussion is not dominated by a minority of talk active participants but all get chance to speak, and contributions are fairly evenly distributed.

3. Motivation is high

Learners are eager to speak because they are interested in the topic and have something new to say about it, or because learners want to contribute to achieve a task objective.

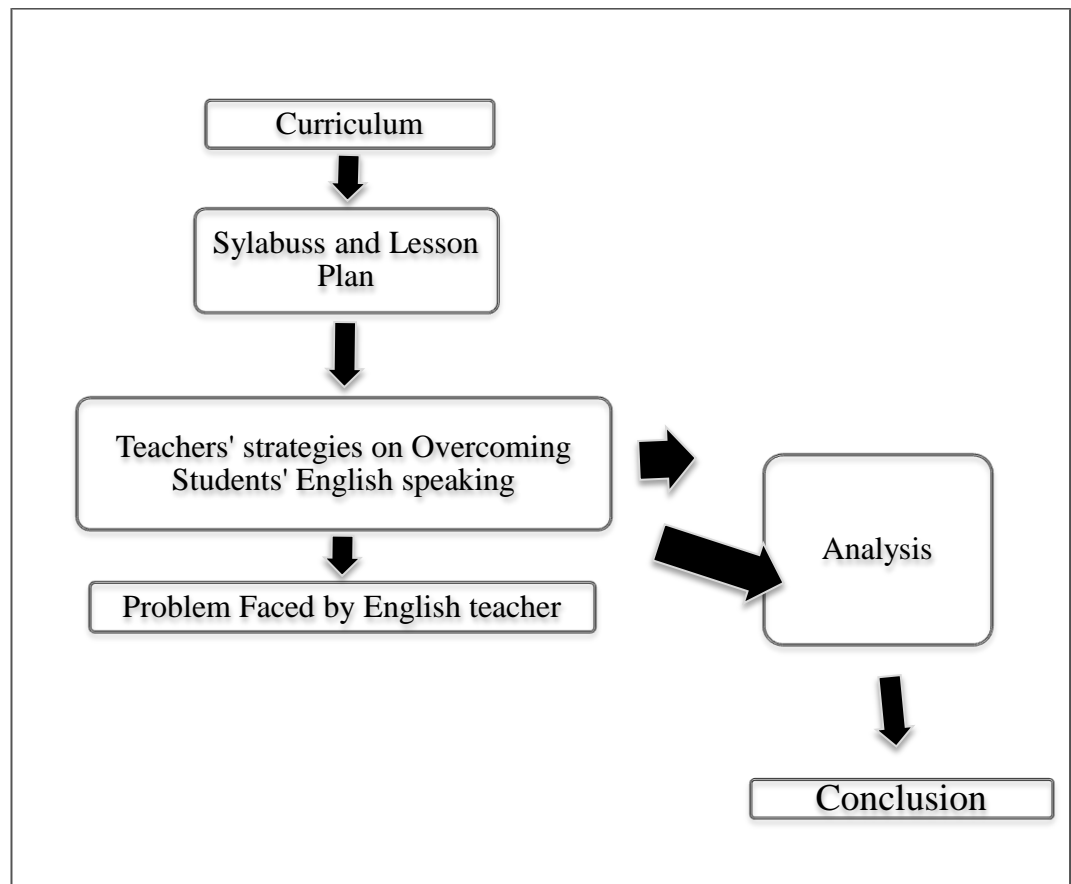
4. Language is of an acceptable level

Learners express themselves in utterances that are relevant, easily comprehensible to each others, and of acceptable level of language accuracy.

Wendra advice should be considered to deal with this situation,namely.:³⁶

1. Seeks to increase students's knowledge of rhetoric preparation, preparation,and delivery of the conversation,and
2. Creating oppurtunities for students to practice speaking
3. Use of Teaching Methods.

G. Frame of thinking



³⁶ I wayan wendra, *keterampilan berbicara(buku ajar)*, Universitas pendidikan Ganesha, 2006