

CHAPTER 2

LITERATURE REVIEW

2.1 English Speaking

Speaking is an activity of delivering message that occurs between speaker and listener orally. In other words, the main point of speaking activity is that speakers communicate their message to the listeners. In this case, the speaker and listener should be able to understand each other. The speaker can produce the sounds that involve the messages and the listener can receive, process, and respond to the messages. Nunan (1991) defines speaking as the use of language quickly and confidently with few unnatural pauses, which is called as fluency.

According to Byrne (1984) speaking is oral communication. It is a two ways process between speaker and listener and involves productive and receptive skill of understanding. Meanwhile, Huebner (1969) states that speaking is the main skill in communication. Based on this idea it is understood that through speaking, someone can communicate or express what she or he wants in order to understand one another.

Furthermore, in speaking, there are some aspects that should be concerned. As Burkart (2004) stated language learners need to recognize that speaking involves three areas of knowledge:

1. Mechanics (pronunciation, grammar, and vocabulary): Using the right words in the right order with the correct pronunciation.

2. Functions (transaction and interaction): Knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building).
3. Social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants): Understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.

In the communicative model of language teaching, tutors help their tutees develop this body of knowledge by providing authentic practice that prepares tutees for real-life communication situations. They help their tutees develop the ability to produce grammatically correct, logically connected sentences that are appropriate to specific contexts, and to do so using acceptable (that is, comprehensible) pronunciation.

2.2 Teaching Speaking : A Concise Account

Speaking is an activity of the use of language that can express meaning, thought, opinion, ideas and feeling (Cameron, 2001). By speaking, someone can understand what others say and they can interact with each other. In addition, it pushes the tutors in teaching speaking to make it easy in expressing what the tutees want to say. The teaching of speaking depends on there being a classroom culture of speaking, and that classrooms need to become 'talking classrooms'. In other words, tutees will be much more confident speakers (and their speaking abilities will improve) if this kind of

speaking activation is a regular feature of lessons (Thornbury, 2005). Brown (1994) considers seven principles for teaching speaking; Focus on both fluency and accuracy, provide intrinsically motivating techniques, encourage the use of authentic language, provide appropriate feedback and correction, capitalize on the natural link between speaking and listening, give tutees opportunities to initiate oral communication, and encourage the development of speaking strategies.

There are some characteristics of successful speaking activity i.e. the students talk a lot and they all get a chance to speak, the motivation is high (Ur, 1996). Students speak the target language. All of these characteristics can be done if the teacher can teach speaking in a good way and fits with the goals of learning.

The goal of teaching speaking is communicative efficiency (Bahrani & Soltani, 2012). It means tutors should help the tutees to develop communicative efficiency in speaking. Tutors who implement the recommended English language syllabus should ensure that tutees are equipped with comprehensive language usage and can express themselves in all situations. Many language learners regard speaking ability as the measure of knowing a language. In addition, learners are interested in speaking rather than other language skills. Therefore, good environment helps the tutees to speak actively and correctly. Thus, the tutors should try to ease tutees' nervousness, fear and anxiety with encouraging words.

2.3 Tutors' Competence And Performance

In teaching, tutors should be able to adapt to the changing needs of tutees in the rapidly changing social, cultural, and technological world. They should also reflect on their own teaching needs in the context of the learning environment. Thus, there is competence; it is described as a complex combination of knowledge, skills, understanding, values, and attitudes (Poro, Yiga, Enon, Mwosi and Eton, 2019). Having competence means that one not only has component resources but is also able to properly mobilize these resources and guide them at the right time in complex situations. Likewise in the context of teaching, competence includes the knowledge that a tutor has and how to convey that knowledge to tutees.

To be fully effective in teaching and capable of adjusting to the changing needs of learners, a tutor should have more than just knowledge about content and pedagogy, but they also should have the knowledge of how to effectively use pedagogy in order to teach content to others (Shulman, 1987). This means that tutors should be able to transform content and ideas into techniques and practices that are appropriate for learning for their target audience. Richards (2011) stated tutors with relevant content knowledge should consequently be able to make better and more appropriate decisions about teaching and learning and to arrive at more appropriate solutions to problems. According to Richards (2011), Pedagogical content knowledge refers to knowledge that provides a basis for language teaching. It is the

knowledge that is drawn from the study of language teaching and language learning itself and which can be applied in different ways to the resolution of practical issues in language teaching. It could include coursework in areas such as curriculum planning, assessment, reflective teaching, classroom management, teaching the four skills, and so on.

A further important component of professional knowledge in today's classrooms has been termed "technological pedagogical content" knowledge, or TPCK (Mishra and Koehler, 2006) that is, the ability to incorporate and integrate technology into teaching. Reinders (2009) points out that depending on the tutors' level of technological expertise, this could involve "being able to first, use a certain technology; second, being able to create materials and activities using that technology; and third, being able to teach with technology." The use of technology in teaching becomes more important in present times because tutors also have to be able to keep up with the technological knowledge of their tutees. Young learners today have more access to information and more tools available to them to manage their own learning. Therefore, there is a new knowledge that is created when tutors combine technological knowledge, pedagogical knowledge, content knowledge, technological pedagogical knowledge, and technological content knowledge known as Technological Pedagogical Content Knowledge (TPACK). This is necessary for the effective use of technology to teach content in pedagogically meaningful ways.

2.4 Challenges and Potential Solutions of Teaching Speaking in EFL Context

Teaching speaking is not an effortless activity since it has several challenges that have to be considered. According to Ur (1996), there are many factors that cause difficulty in speaking, and they are as follows:

1. Student's inhibition. They are worried about making mistakes, fearful of criticism, or simply shy.
2. Nothing to say. Students have less motivation to express themselves, they are afraid about saying something wrong or incomprehensible.
3. Low or uneven participation. This problem is often caused by the tendency of some students to dominate in a group.
4. Mother-tongue use. Students who share the same mother tongue tend to use it because it is easier or feel natural to express themselves in their native language.

Moreover, there are some problems faced by the tutors during teaching speaking according to Abrar (2016):

1. Lack of learners motivations

Lack of learners' motivation such as shyness, fear of making mistakes and not interested to study related with the tutees' willingness to participate in classroom activities. When the tutees have no willingness or feel reluctant to get involved in learning the language comfortably, it is an indication of lack of motivation.

2. Insufficient time, resources and materials

Insufficient time, resources and materials become the major problems in teaching and learning English. The three components of this theme need to elaborate one another in order to be successful in teaching and learning (Lynch, 2008).

3. Over-crowded English classes

A classroom is generally defined as a room in a school environment in which the lesson takes place. When a tutor has more than the suggested tutees' number, the class is really crowded, known as over-crowded class. Over-crowded class is denoted by over capacity of classroom or too many tutees in a class.

Tuan and Mai (2015) pinpoint the factors that affect tutees' speaking performance such as motivation, confidence, anxiety, time, planning, and amount of support, standard performance, listening ability, and feedback during speaking activities. Another problem that is faced by tutor according to Behroozi and Amoozegar (2014) are low proficiency in speaking, disability in using new technology in teaching, inadequate pedagogical knowledge and disability in planning oral activities. Moreover, Lynch (2008) contends insufficient time, resources and materials are some of the major problems in teaching and learning English, including limited time, limited resources, limited facilities and difficult materials to be taught.

Above situations often occur in language classrooms. To solve the problems in speaking, tutors should use some strategies in teaching learning. There are some suggestions which proposed Ur (1996) in order to overcome the problem in the speaking class. The strategies are; use the group work, base the activity on easy language, give some instruction or training in discussion skills and keep students to speak the target language.

Tutors need to play a number of different roles during different speaking activities (Harmer, 2007):

1. Prompter, tutees sometimes get lost, they cannot think of what to say next or in some other way lose the fluency we expect of them. The tutor has choices, to leave them to struggle out of such situation on their own or help them to progress by offering discrete suggestions.
2. Participants, tutors should be good animators when asking tutees to produce language. This can be achieved by setting up an activity clearly and with enthusiasm.
3. Feedback provider, it depends upon out fact and appropriate feedback that tutors give in particular situations.

It could be supported by English courses such as in *Kampung Inggris*. Teaching learning in this place usually starts from basic understanding (Fitriyah, 2017).

2.5 *Kampung Inggris* as Non-Formal Education to Learn English

Kampung Inggris is one of the famous places to learn English in Indonesia. In addition, to be a good place to improve the English language, this place also has facilities and many programs that are very supportive to its learning activities (Mahruf, 2019). This place is situated within the district of Pare, Kediri, East Java. The development of Pare image, as a well-known “*Kampung Inggris*” cannot be separated from the role of Muhammad Kalend. He is the founder and director of Basic English Course (BEC), the first English course built in Pare.

The institution was officially established on June 15, 1977 with six students as participants (Rasyad & Riyanto, 2018). Mohammad Kalend also encouraged the alumni of BEC to make English learning institutions in order to accommodate students who want to learn more about English due to the increasing overflow of the prospective students who came to learn English in Pare. Gradually, the English learning institutions in Pare grew in number. This place is also considered as a large environment of non-formal education particularly for English courses in Indonesia since more than 150 English courses registered officially in this area until now (Mahruf, 2019).

Non-formal education promotes the learning of essential skills and competences. “Non-formal education is any organized, systematic, educational activity carried on outside the framework of the formal system to provide selected types of learning to particular sub-groups in the population, adults as well as children.” (Coombs & Ahmed, 1974).

Learning characteristics in non-formal environment (Tudor, 2013):

1. In terms of group age, tutees are not included in the same age as it tends to be inter-generation. Group interactions are based on cooperation and tend not to compete against each other.

2. In terms of motivation, there is intrinsic motivation because tutees attend classes according to their own will and interests.

3. Teaching in a non-formal educational system is also well-organized; tutors devise well planned activities that have a purpose related to learning.

4. In terms of settings, learning is more casual. Tutor or tutee relationships tend to have certain restrictions, while in non-formal, tutees view tutors as friends or as partners in the learning process. This relies on active methods of cooperation and on group-dynamic processes. All the activities enhance participatory learning.

Viewed from educational regulations, Non Formal Education, such as *Kampung Inggris* is regulated in Law on the National Education System (No. 20/2003) namely, Non Formal Education Part 5 Article 26 also in Indonesian Ministry of Education and Culture (N0. 81/2013) on the establishment of Non Formal Education under the Education Board with operational permits of the Training Board and English Language Course.