

**CHAPTER II**  
**REVIEW OF RELATED LITERATURE**  
**MODELS OF TEACHING SPEAKING IN THE ADVANCED LEVEL**

**A. THEORITICAL FRAMEWORK**

**1. Learning Process.**

Learning is behavior change process that is caused by experience and exercise. It means that the purpose of learning process is behavior change (knowledge and attitude). The most important of learning process not only depends on the teacher and the students, but also using a good method has a big contribution in learning process. Beside that the ability of the students will be considered by using appropriate method with the purpose. It means that the purpose of using exactly method it's appropriate with standard of successful study in certain purpose.

**2. Definition of Speaking**

According to Anne Smith, speaking is many things, it is thinking of what one wishes to say, choosing the right words from our vocabulary, putting the words in the proper grammatical framework, communicating the feelings we have, and so on.<sup>1</sup>

Speaking according to Merriam Webster that involves talking or giving speeches.<sup>2</sup>

In other words speaking is an interactive task and it happens under real time processing constraints. It means that they will be able to use words and phrases fluently without very much conscious thought.

As skill that enables us to produce utterances, when genuinely communicative, speaking is desire (and purpose driven), in other words

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<sup>1</sup> Anne Smith ,<http://www.stutteringhelp.org/Default.aspx?tabid=417>, Retrieved: 26 June 2011

<sup>2</sup> Merriam Webster, *Op.Cit.*

we genuinely want to communicate something to achieve particular end.<sup>3</sup>

Effective speakers need to be able to process language in their own heads and put it into coherent order so that it comes out in forms that are not only comprehensible, but also convey the meanings that are intended.<sup>4</sup>

For most 2<sup>nd</sup> or foreign language learners, speaking skill is what difficult. This probably because they think that the target language is difficult with their native language. And sometime they feel it effects the mastery of another language.

According to Hornby, speaking is making use of language in a dictionary voice; uttering words; knowing and being able to use a language; expressing oneself in words; making a speech.<sup>5</sup>

More ever in Munjid Arabic dictionary, speaking is to talk with something and about something or speak and give information.<sup>6</sup>

### 3. The Definition of Teaching Speaking

In the Communicative Model of Language Teaching, instruction help their students develop this body of knowledge by providing authentic practice that prepares students for real-life communication situations. They help their students to 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.<sup>7</sup>

In teaching speaking most speaking involves interaction with one or more participants. This mean that effective speaking also

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<sup>3</sup>Jo McDonough and Christopher Shaw, *Materials and Methods in ELT; A Teacher's Guide*, (UK: Blackwell Publishing Ltd, 1993), p. 134

<sup>4</sup>Jeremy Harmer, *Op. Cit*, p. 271

<sup>5</sup>A S Hornby, *Oxford Advance Learner's Dictionary*, (Walton Street: Oxford University Press, 1995), p.827

<sup>6</sup>المنجيد في اللغة و الأعلام ,جميع القوق محفوظة (Riad El-Solh, Beyrouth: Dar el-Marchreq Sarl, 2002), p.121

<sup>7</sup><http://www.nclrc.org/essentials/speaking/spindex.htm>, Retrieved: July 19, 2010

involves a good deal of listening, an understanding of how the other participants are feeling, and a knowledge of how linguistically to make turns or allow others to do so.<sup>8</sup>

#### **4. Models of Teaching**

Model of teaching is relation between approaches, strategy, method, technique, also tactics of teaching combined into one unit. Model of teaching is the description of teaching learning activities from the first till the end activity that specifically given by teacher. In other words, model of teaching learning is a frame of the approach, method, and technique teaching learning in one pack.<sup>9</sup>

Model of teaching is defined as a pattern that can explain the process of learning, and mentions certain to produce a learning environment so students can interact which in turn results in changes in student behavior specifically. Through the understanding of various teaching models developed in the classroom, a teacher can develop learning strategies through the thinking behind the desk before the relevant deal with students. Teaching model can help teachers in the mastery of skills and skills related to efforts to change the behavior of students in line with the plan that has been established.<sup>10</sup>

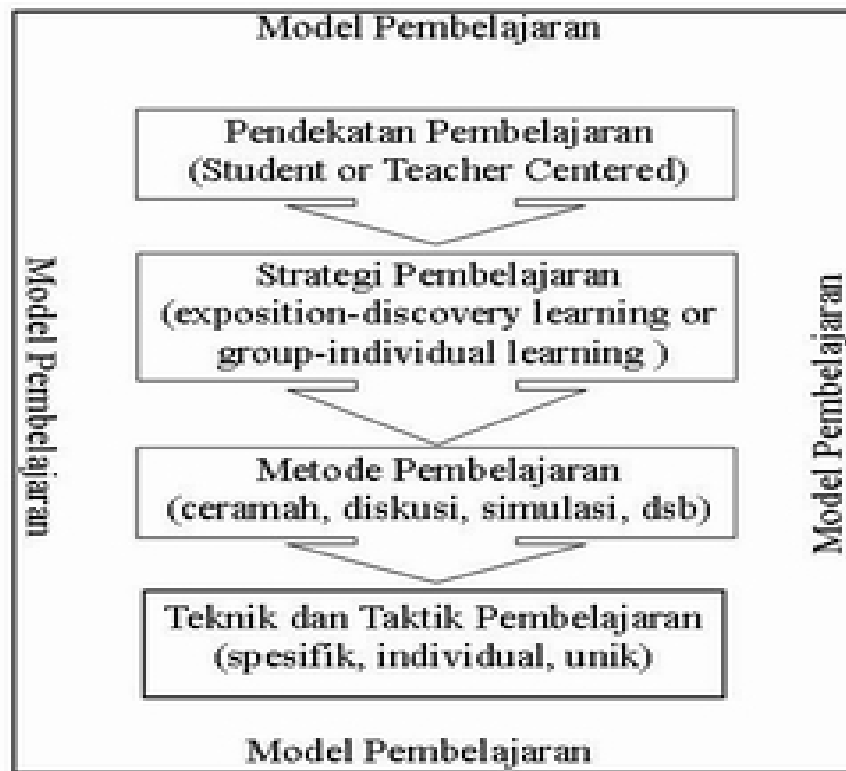
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<sup>8</sup> Jeremy Harmer., *Op.Cit*, p. 271

<sup>9</sup> <http://www.suhadinet.wordpress.com>, Retrieved: May 28, 2009

<sup>10</sup> <http://pembelajaranuru.wordpress.com/2008/05/21/inovasi-pembelajaran-mipa-di-sekolah>, Retrieved: August 29, 2009

### Scheme Models of Teaching:



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#### a. Four Types of Models of Teaching

##### 1) Models of Information Processing

These models is based on the principles of information processing in ways humans respond to stimuli from the environment, organize data, identify problems and try to find a solution, and developing concepts and language to address the problem. Models in this family-related problem-solving ability, general intellectual ability, emphasis on concepts and information that comes dare academic disciplines.<sup>12</sup>

<sup>11</sup> Akhmad Sudrajat, <http://akhmadsudrajat.files.wordpress.com> , Retrieved: September 12, 2009

<sup>12</sup> Ading Mulyadi dan Susi Susilawati, <http://smpn1singajaya.wordpress.com/2009/08/28/aplikasi-model-model-pembelajaran>, Retrieved: June 14, 2010

There are types of models of teaching that clustered such as:

**Table 1:**  
**Information Processing Models**

No.	Model Type	Goals / Benefits
1	<i>Inductive thinking</i>	This model is intended for the formation of inductive thinking skills that are needed in academic activities and necessary in life in general.
2	Exercise inquiry	This model is designed to involve students in thinking of causation and train asking questions and appropriate OPIC.
3	<i>Concept attainment</i>	Designed to teach the (establishment) of concepts and to help students become more effective in learning the concept of (inductive thinking skills).
4	<i>Mnemonic</i> (Remembering strategies and receive information)	This model is designed to assist teachers in preparing teaching materials and ways to help students both individually and cooperatively in the study of information or concepts.
5	Cognitive development	This model aims to assist teachers in establishing the ability to think / developing intellectuals in general, especially to think logically. This capability can be applied to the social and moral development.
6	<i>Advance Organizer</i>	This model is designed to enhance capacity of ability to process information in a form and connect with new knowledge on existing cognitive structures
7	<i>Synectics</i>	Designed to help students break sets in problem solving and writing activities to gain new insight to an OPIC based on many things from the field.

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<sup>13</sup> Ading Mulyadi dan Susi Susilawati, *Loc.Cit*

## 2) Individual Models

These individual models cluster focusing on personal development. This model emphasizes the process to construct and organize reality which views human beings as meaning makers.

Several models that include individual model of teaching these clumps among others:

**Table 2:**  
**Individual Models**

No.	Model Type	Goals / Benefits
1.	Non-directive teaching	This model emphasizes the teacher-student partnership. Teachers try to help students understand their roles in their own education. This model also emphasizes the establishment of self-learning ability to achieve self-understanding and discovery, forming self-concepts
2.	Awareness exercises	This model is useful for improving the capability / capacity of a person in explore and realize their own self-understanding.
3.	System Conceptual	This model is designed to enhance personal and complexity feasibilities.
4.	Class Meeting	This model is intended to develop understanding and responsibilities on yourself and social groups.

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## 3) Social Models

These models combine social learning family and society. Position learned here is that cooperative behavior is not only a social encouragement, but also intellectually. Instead the tasks that are often done in social life can be designed to enhance learning /academician. Type of teaching model of social clusters, among others:

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<sup>14</sup> Ading Mulyadi dan Susi Susilawati, *Loc.Cit*

**Table 3:**  
**Social Models**

No	Model Type	Goals / Benefits
1.	Partners in learning / group work	This model is designed to provide guidance to students to define / find the problem, explore various views on issues, and study together to master the information, ideas, and skills that simultaneously develop social competence.
2.	Jurisprudential	This model is designed to train the ability to process information and solve social issues with the frame of reference or way of thinking jurisprudential (the science of human laws).
3.	Role Playing	This model is designed to encourage students to explore personal values and socially through their own behavior and values that become the source of the investigation. Play a role also helps students collect and organize information on social issues, develop a sense of empathy to friends, and develop the social skills of students.

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#### 4) Behavior Models

These models based on a theory of knowledge which refers to behaviors such as learning theory, social learning theory, behavior modification or behavior therapy. Teaching model is concerned with the creation learning environment that allows the manipulation of behavior reinforcement effectively forming a desired pattern of behavior.

**Table 4:**  
**Behavior Models**

No.	Type Model	Model Characteristics
1.	Mastery Learning, Direct Instruction, and Social Learning Theory	The materials will be studied students splite in units the simple to the complex. Students learned the materials by an individual are generally studied through various media.

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<sup>15</sup> Ading Mulyadi dan Susi Susilawati, *Loc.Cit*

2.	Self Control	This learning model relies on how students should behave and students learn from the impact of these behaviors, as well as controlling the environment so that behavior can be productive.
3.	Learning from simulation	In certain situations, individuals will modify their behavior according to feedback received from the environment. They will arrange the surroundings and patterns of response to inputs from the environment.
4.	The condition of learning	This model emphasizes learning outcomes: what is expected of tasks / functions of instructional teacher.

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## b. Approaches of Teaching

Akhmad Sudrajat asserted that approach of teaching can be interpreted as a point of departure or point of view to the learning process, which refers to the view of the occurrence of a process that is still very common in nature, in which embody, inspirated, strengthen, and the underlying teaching methods with a particular theoretical coverage.<sup>17</sup>

### 1) *Student centered approach*

Approach of teaching learning that oriented or centered on the students.<sup>18</sup> Student-centered learning (also called child-centered learning) is an approach to education focusing on the needs of the students, rather than those of others involved in the educational process, such as teachers and administrators. This approach has many implications for the design of curriculum, course content, and interactivity of courses. Student-centered learning is focused on the student's needs, abilities, interests, and learning styles with the teacher as a facilitator of learning. Student-centered learning allows students to actively participate in discovery learning processes from

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<sup>16</sup> Ading Mulyadi dan Susi Susilawati, *Loc.Cit*

<sup>17</sup> Akhmad Sudrajat. *Loc. Cit*

<sup>18</sup> Akhmad Sudrajat. *Loc. Cit*



an autonomous viewpoint. Students consume the entire class time constructing a new understanding of the material being learned without being passive, but rather proactive.<sup>19</sup>

In brief, the Student-Centered approach that students who are given the freedom to explore areas based on their personal interests, and who are accompanied in their striving for solutions by a supportive, understanding facilitator not only achieve higher academic results but also experience an increase in personal values, such as flexibility, self-confidence and social skills. This approach, also known as experiential learning, requires specific personal attitudes on the side of the instructor who takes over the role of a facilitator. These attitudes are highly transparent, open communication, positive regard towards students and the seeking for deep understanding (Rogers, 1983; Aspy, 1972).<sup>20</sup>

## 2) *Teacher centered approach*

Approach of teaching learning that oriented or centered on the teacher (*Teacher Centered Approach*).<sup>21</sup> Teacher-centered learning has the teacher at its centre in an active role and students in a passive, receptive role. Student-centered learning requires students to be active, responsible participants in their own learning. In the teacher-centered classroom, teachers are the primary source for knowledge. Therefore, the focus of learning is to gain information as it is proctored to the students.<sup>22</sup>

### c. **Strategies of Teaching**

Strategy of teaching is in ways that will be used by teachers to select learning activities that will be used for teaching and learning

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<sup>19</sup> [http://en.wikipedia.org/wiki/Student-centred\\_learning](http://en.wikipedia.org/wiki/Student-centred_learning), Retrieved: October 27,2010

<sup>20</sup> Renate Motschnig-Pitrik and Andreas Holzinger, [http://www.pri.univie.ac.at/Publications/2002/Motschnig\\_IEEE20002](http://www.pri.univie.ac.at/Publications/2002/Motschnig_IEEE20002), Retrieved: September 10, 2010

<sup>21</sup> Akhmad Sudrajat. *Loc. Cit*

<sup>22</sup> [http://en.wikipedia.org/wiki/Student-centred\\_learning](http://en.wikipedia.org/wiki/Student-centred_learning), Retrieved: October 27, 2009

process. Learning strategy should contain an explanation of the methods / procedures and techniques used during the teaching learning process.

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Winna Senjaya asserted that teaching strategy is a learning activity to be done so that teachers and students learning goals can be achieved effectively and efficiently. Furthermore, by quoting the thoughts of J. R David and Winna Senjaya (2008) stated that meaning is contained in the teaching strategy planning. This means that the strategy is still basically a conceptual on decisions to be taken in an execution of learning.<sup>24</sup>

#### 1) Exposition-discovery learning

By exposition we mean the delivery of learning content to the learner with little or nothing in the way of interaction. The learner is not choosing the content; it is delivered according to an established curriculum. Any passive content can be used in this way – web pages, podcasts, e-books, videos, slide shows and so on. The absence of built-in interaction may seem a restriction, but independent and more experienced learners are quite likely to cope well with this format – they can create their own interaction by taking notes, testing out the ideas in their own work or by discussing aspects of the content with their peers. Exposition may also work well as an element in a blended programmer incorporating other strategies.<sup>25</sup>

Exposition includes those verbal methods in which some authority or expert (textbook, speaker, film, video, fact sheet) presents information without overt interaction taking place

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<sup>23</sup> Hamzah B.Uno, *Model Pembelajaran Menciptakan Proses Belajar Mengajar yang Kreatif dan Efektif*, (Jakarta: P.T Bumi Aksara, 2009) p.3

<sup>24</sup> Akhmad Sudrajat. *Loc. Cit*

<sup>25</sup> Clive Shepherd, <http://onlignment.com/2010/05/four-strategies-for-online-content>, Retrieved: May 24, 2010

between the expert and the learners. Common examples of the expository method are lecture, video or textbook reading.

Discovery learning is a method by which learners develop inquiry skills and information processing skills. The learners are totally involved with materials, people, and the environment and use these to develop concepts and facts. Reading, listening to verbal information from the leader and other forms of exposition are very limited.<sup>26</sup>

## 2) Group-individual learning

Group learning is working together to accomplish shared goals. Within cooperative situations, individuals seek outcomes that are beneficial to themselves and beneficial to all other group members (Johnson, Johnson, & Holubec 1998 p.1:5).

The terms group learning and cooperative learning are often used as if they meant the same thing. In fact, group work means several students working together and working together doesn't necessarily involve cooperation. "Cooperative learning is an arrangement in which students work in mixed ability groups and are rewarded on the basis of the success of the group"(A.Woolfolk, 2001, p.340).<sup>27</sup>

### **d. Methods of Teaching**

Akhmad Sudrajat asserted that teaching methods can be interpreted as the means used to implement a plan that had been prepared in the form of concrete activities and practical to achieve learning goals. There are several methods which can be used to implement the strategy of teaching learning.<sup>28</sup>

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[http://www.eurasianjournals.com/index.php/ejpce/article/viewPDFInterstitial/219/pdf\\_66](http://www.eurasianjournals.com/index.php/ejpce/article/viewPDFInterstitial/219/pdf_66), Retrieved: march 11, 2010

<sup>27</sup> [http://www.intime.uni.edu/coop\\_learning/ch1/definition.htm](http://www.intime.uni.edu/coop_learning/ch1/definition.htm), Retrieved: July 19, 2010

<sup>28</sup> Akhmad Sudrajat. *Loc. Cit*

Teaching method is defined as the ways in which teachers, which in its function is a tool to achieve the goal of teaching learning.<sup>29</sup>

Methods of teaching speaking:

1) The Direct Method

Freeman states that, the direct method is used as method when the goal of instruction become learning how to use a foreign language to communicate.<sup>30</sup>

2) The Audio-Lingual Method

The audio lingual method is an oral-based approach. This method drills students in the use of grammatical sentence patterns and it also has a strong theoretical base in linguistics and psychology.<sup>31</sup>

3) Silent way Method

The silent way is the method that teaches to practice new sounds and learn to produce accurate intonation and stress patterns with the words and sentences. This way of teaching doesn't use any verbal language but just by written and the teacher appoint the object of material.<sup>32</sup>

4) Community Language Learning Method

This method usually used by teacher because wants to their students to learn how to use the target language communicatively and to learn how to learn from one another.<sup>33</sup>

5) Total Physical Response Method

Total Physical Response Method by the way the students listen to the teacher using the target language communicatively from the beginning of instruction. They don't speak at first. The teacher helps the students to understand her by using pictures and

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<sup>29</sup> *Opcit.*Hamzah B.Uno, p.2

<sup>30</sup> Diane Larsen freeman, *Technique and Principles in Language Teaching*, (NY: Oxford University Press, 1986), p.18

<sup>31</sup> *Ibid*, p.35

<sup>32</sup> *Opcit*, Diane Larsen Freeman, p.53

<sup>33</sup> *Ibid*, p.89

occasional words in the students' native language and by being as expressive as possible.<sup>34</sup>

6) . Communicative Language Teaching

Communicative language teaching aims broadly to apply the theoretical perspective of the communicative competence the goal of language teaching and by acknowledging the interdependence of language and communication.<sup>35</sup>

7) PPP

PPP (or the "3Ps") is the method of teaching English language that stand for *Presentation*, *Practice* and *Production*, a common approach to communicative language teaching that works through the progression of three sequential stages.

*Presentation*, represents the introduction to a lesson, and necessarily requires the creation of a realistic (or realistic-feeling) "situation" requiring the target language to be learned. This can be achieved through using pictures, dialogs, imagination or actual "classroom situations". The teacher checks to see that the students understand the nature of the situation, and then builds the "concept" underlying the language to be learned using small chunks of language that the students already know. Having understood the concept, students are then given the language "model" and engage in choral drills to learn statement, answer and question forms for the target language. This is a very teacher-orientated stage where error correction is important.

*Practice*, usually begins with what is termed "mechanical practice" - open and closed pair work. Students gradually move into more "communicative practice" involving procedures like information gap activities, dialog creation and controlled role plays. Practice is seen as the frequency device to create

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<sup>34</sup> *Opcit*, Diane Larsen Freeman, p.107

<sup>35</sup> *Ibid*, p.121

familiarity and confidence with the new language, and a measuring stick for accuracy. The teacher still directs and corrects at this stage, but the classroom is beginning to become more learner-centered.

*Production* is seen as the culmination of the language learning process, whereby the learners have started to become independent *users* of the language rather than *students* of the language. The teacher's role here is to somehow facilitate a realistic situation or activity where the students instinctively feel the need to actively apply the language they have been practicing. The teacher does not correct or become involved unless students directly appeal to him/her to do so.

*It* has also been criticized considerably for the very characteristic that makes it the easiest method for 'beginner' teachers, that is, that it is far too teacher-orientated and over controlled. A nice alternative to 'PPP' is Harmer's 'ESA' (Engage/Study/Activate).<sup>36</sup>

#### 8) Cooperative Learning Method

This method focused in using small groups to makes condition of teaching learning maximal to achieve the targeted of study.<sup>37</sup> Cooperative learning is activity organized so that learning is pendent to the socially structure exchange of information between learners in groups and in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others.<sup>38</sup>

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<sup>36</sup> [http://www.englishraven.com/method\\_PPP.html](http://www.englishraven.com/method_PPP.html), Retrieved: July 02, 2010

<sup>37</sup> Sugiyanto, *Model-Model Pembelajaran Inovatif*, (Surakarta: Mata Padi Presindo, 2009), p.35

<sup>38</sup> Jack C. Richards, *Approaches And Methods In Language Teaching* 2<sup>nd</sup> Edition, (UK: Cambridge University Press, 2001), p.192

**e. Techniques/ tactics of teaching**

1) Technique of teaching is the way of people in implementing a method specifically. For example, the use in the classroom lecture method with a relatively large number of students who require special techniques, which would technically be different with the use of classroom lecture method in which a limited number of students. Similarly, with the method of discussion, it is necessary to use different techniques in the classroom that students classified as active with classes that students classified as passive. In this case, the teacher can alternate technique in the corridor even though the same method.

2) Akhmad Sudrajat asserted that tactic of teaching is a style of teacher in doing method or technique of teaching with individual character. In its presentation, which one tends too many interspersed with humor because he has a good sense of humor, while the other one lacks a sense of humor, but more use of electronic aids because he controlled that area. In the learning style will look uniqueness or distinctiveness of each teacher, according to the abilities, experience and personality type of teacher who pertinent.<sup>39</sup>

**B. PREVIOUS STUDY**

Researches about developing of speaking skill have been conducted by so many people. To research the developing of speaking skill, the researchers also have many differences method and manner, because every researcher has different view of method and manner in developing speaking skill. Both of the researchers who have developed for speaking skill are Munip Riyanto and Arda Ksatria Kinasing Gusty.

The first researcher is Munip Riyanto conducted a research entitled “The Use of Film as a Medium to Improve Students’ Narrative Speaking

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<sup>39</sup> Akhmad Sudrajat. *Loc. Cit*

Skill” of the Second Grade Students of Assalafiyah Siranggal Brebes in the Academic Year of 2009/2010. ). His research produced results of the practice model of teaching speaking as the formulated below: the approach is student centered, because in every activity the teacher begins it from the students. The strategy used group-individual strategy by the way the teacher divided all students into several groups and other side the teacher asked one of each group to explain the task. And the method was discussion method. The technique was discussion in the classroom that students classified as active with classes that students classified as passive. The tactic was electronic aids as used the film, and the other side by using the film the class is controlled well. From all the classroom activities that observed by Munip Riyanto at Assalafiyah Siranggal Brebes Grade XI in the Academic Year of 2009/2010 is about Social Model of teaching on the type Partners in Learning/group work.<sup>40</sup>

The second researcher is Arda Ksatria Kinasiting Gusty conducted a research entitled “Improving Student’s Ability in Speaking by Using Role Play in Teaching Transactional Conversation” (A Classroom Action Research at MAN Bahu Jepara Grade X in the Academic Year of 2008/2009) in Jepara. His research produced results of the practice model of teaching speaking as the formulated below: the approach is student centered because all of activities in the classroom focused to all students and every explanations of the material the teacher begins to stimulate the students. So the strategy that used was both of the Exposition-discovery learning and, as we know the teacher explained the material in detail and always interacted with the students by asking did they understand the material or not. The method that used was role play; the teacher gave the students some cards about the topic of conversation than asked them to practice in front of the class in a pair. The technique that used in implementing the method was role play to mix between active students

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<sup>40</sup> Munip Riyanto, 31032420, “The Use of Film as a Medium to Improve Students’ Narrative Speaking Skill” of the Second Grade Students of Assalafiyah Siranggal Brebes in the Academic Year of 2009/2010), IAIN Walisongo (Semarang, 2010).



and passive students. The tactic was body visual with the real expression in teaching conversation. From all the classroom activities that observed by Arda Ksatria Kinasiting Gusty at MAN Bahu Jepara Grade X in the Academic Year of 2008/2009 is about Social Interaction Model of teaching which in model type of role playing.<sup>41</sup>

The equation models of teaching speaking English in this study with the studies in formal school speaking by Munip Riyanto, 31032420, "The Use of Film as a Medium to Improve Students' Speaking Skill Narrative" of the Second Grade Students of Assalafiyah Siranggal Bradford in the Academic Year of 2009/2010 ), MT Faculty of IAIN Walisongo (Semarang, 2010) and Arda Knights Kinasiting Gusty 3104184, "Improving Student's Ability in Speaking by Using Role Playing in Teaching Transactional Conversation (A Classroom Action Research at MAN Shoulder Jepara Grade X in the Academic Year of 2008 / 2009), MT Faculty of IAIN Walisongo (Semarang, 2009) which both use the same way teaching and learning with the formal school by not leaving approach, strategy, method, technique, and tactic of a series of application of learning materials. Every student in the hope should be able to practice speaking English/ conversation in front of the class. So what is the skill focus of these materials can be achieved quickly.

There is also a difference between Mentor College Semarang with formal school in general as the study above in teaching speaking English. teaching speaking in formal school generally all teaching materials are customized to the learning curriculum set by the government, but Mentor College Semarang in teaching advanced level did not use reference materials to curriculum that has been set, but with material that has been in provided by a Mentor College Semarang who has been in the international environment to adjust to the situation where the latter Mentor College Semarang graduates will work. Thus giving training to speak English in

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<sup>41</sup> Arda Ksatria Kinasiting Gusty 3104184, "Improving Student's Ability in Speaking by Using Role Play in Teaching Transactional Conversation (A Classroom Action Research at MAN Bahu Jepara Grade X in the Academic Year of 2008/2009), IAIN Walisongo (Semarang, 2009).

class was done in a flash with optimal results and maximum, which is nearly 80% of class meetings are used to practice speaking English / conversations.