

CHAPTER II LITERATURE REVIEW

2.1 Speaking Activity

Speaking is “the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts” (Chaney and Burk, 1998:13). Speaking is important aspect because it is related with producing language or communicating in teaching and learning process. Speaking is also one of types of classroom activity. According to Sardiman (2016:100), activity is related both physically/body and mentally/spiritual. It means that speaking activity is a situation where people communicate each other physically and psychology.

When person participates on activity, he/she will show participation not only physically but also psychology such as emotion. For instance, people who attend the football match on stadium would wear costume or same uniform and make some noise to support their favorite team. From that situation can be assumed that those people participate on football match as supporters. Similarly when people hold demonstration about certain problem, they get own role on that demonstration. Someone can be the narrator, field coordinator, and people who bring banners or flags. They create long march and gather in the place having been determined. Through involving themselves on that activity means that those people are participant in demonstration.

Likewise on classroom activity is filled with participation from learning subject—the whole of students—who involve themselves on every activities of classroom such as giving opinion toward certain topic to be discussed. Classroom is a built-in environment where formal learning process takes place. It is an important context where both students and instructor come into contact to share information in their quest for knowledge (Abdullah et al., 2012:516). For instance, teacher delivers teaching material and students are expected to listen, understand, and participate on learning activities. Those activities are taken place in a classroom. Through involving in classroom activities, they can be called as participant on teaching learning processes.

By engaging or involving themselves on teaching learning activity, students move their senses. They move their hand on writing activity, their mouth on speaking activity, their eyes on reading activity, their ears on listening activity, and other senses on other activities. It can be assumed that learning activity is process where students are able to respond the stimulus comes to them as mention on behaviorist theorist that there is change of behavior caused by interaction between stimulus and response on teaching learning activity (Aqib, 2013:66).

The result of their response toward stimulus would create activity on classroom. In addition, basic of studying is association between sense impression and impulse (stimulus) to get action. In other words, learning is formation of association between stimulus and response, between action and reaction (Sardiman, 2016:33). From students' activity occurring can be called as their participation on lesson. According to Petress (2006) in Czekanski and Wolf (2013:3), class participation includes three evaluative dimensions: quantity,

dependability and quality. He pointed out common distracting classroom behaviors and alternatives: long-winded contributions (answers, questions and expressions of support for classmates need to be concise, specific and as relevant as possible), repetitive responses (students should be attentive and not go over old ground), participation mobilizes (students encourage low frequency contributors) and responses that discourage others from contributing (signs of impatience, boredom or superiority expressed verbally or nonverbally). Students characterized as participation-dependable attended class regularly and did not chat privately, come to class late, early or unprepared or fail to pull their weight with classmates.

Weaver and Qi in Warayet (2011:42) said that classroom participation as involvement matters and it is usually a concern to both instructors (teachers) and students. Students will get much benefit from participating actively in classroom discussion. Thus, it seems that the more students actively participate in the teaching learning process, the more they learn.

As like explanation above, this research will focus on students' activities. Their activity on classroom; saying, asking, answering, discussion, will be observed as students' oral participation, yet not all of the students can participate well on classroom activity here are some factors influencing students' participation in classroom. Mustapha (2010:94—95) describes factors which influence students' participation as in Table 1 below.

TABLE 1
FACTORS INFLUENCING STUDENTS' PARTICIPATION

1.	Factors that encouraged students to participate	Lecturer traits: - Energetic/enthusiastic
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		<ul style="list-style-type: none"> - Encouraging remarks/praises/supportive - Did not scold students <p>Graded participation:</p> <ul style="list-style-type: none"> - Award of marks <p>Classmates' attitude:</p> <ul style="list-style-type: none"> - Supportive - Like sharing ideas
2.	Factors that discouraged students from participating	<p>Lecturer traits:</p> <ul style="list-style-type: none"> - Impatient - Scold/yell at students <p>Classmates attitude:</p> <ul style="list-style-type: none"> - When friends were disruptive i.e. talked too much/noisy - When friends were dominating <p>The class was physically uncomfortable:</p> <ul style="list-style-type: none"> - Too hot/air-conditioner not working well - Chair too hard - Construction noise outside <p>Topic/Subject matter discussed was not interesting</p>

From table above, both lecturer or teacher and students take role in classroom activity. Teacher plays a major factor in any classrooms. He/she not only should be able to encourage the students to involve actively on learning activity but also should behave positively. As like Achmad and Yusuf (2014) in Gudu (2015:61) states that in speaking class, teachers need to create communicative and interactive activities by giving students a great deal of opportunities to practice or use the target language. Essentially, teachers are as one of the facilitators for speaking exercises.

In addition, students' attitude gives effect on their activity. According to Aidinlou & Ghobadi (2012:133) said that studies has displayed that learners are more willing to make easy and thus contribute more in group dialogues compared to in whole-class discussions.

However, students' activity shows active classroom participation which takes crucial role in improving the process of education as well as students' personal development (Tatar in Warayet, 2011:42). Participation enables students to achieve their aims by active interaction rather than merely being passive listeners. Therefore, classroom participation decides whether the educational purpose on teaching learning process can be reached or not. The classroom participation was categorized by Lee in Aidinlou & Ghobadi (2012:132) into two parts; oral participation and non-oral participation where oral participation tends show students' speaking activity, while non-oral participation show students' activity without using speaking sense.

In case of oral participation shows students' speaking activity such as speak in the class, answer and ask questions, make comments or opinion, and take part in discussions activity (Lee in Aidinlou & Ghobadi, 2012:132). Thus their speaking participation on lesson creates learning situation which involve students' role in classroom.

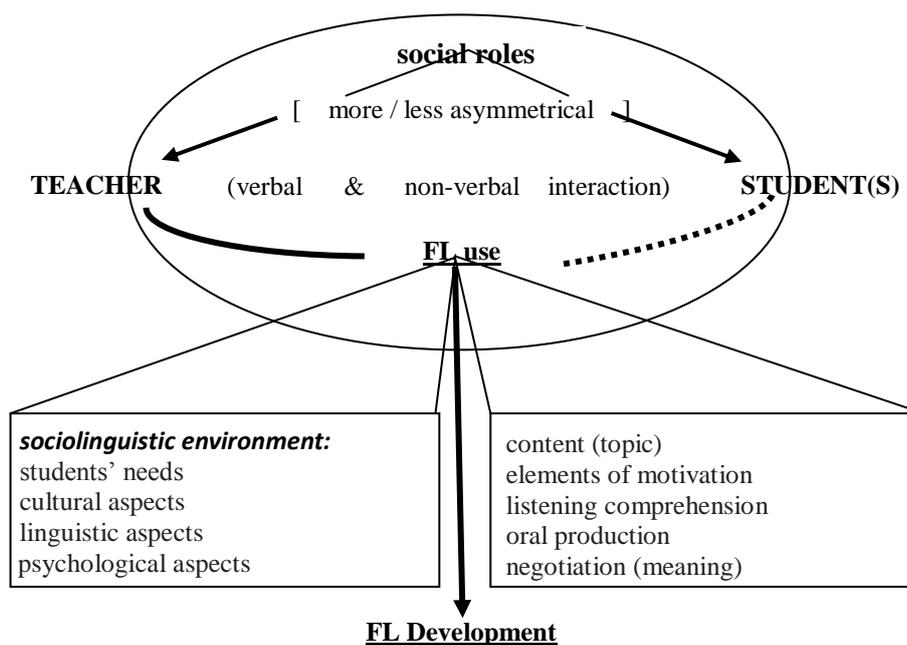
Basically students' activity can be looked at based on the interactional activity which occurs. The interesting concern is in analyzing classroom participation for educational reasons related to the teacher's teaching and the students' learning, yet in this research was focus on students' learning. Their oral or speaking activity will be prior thing in this research.

2.2 Concept of Speaking Activity in English Subject

Based on the above discussion, the present study aims to extend existing knowledge about students' speaking activity by describing what is actually going on in classroom.

According to Sardiman (2016:111), students are one of human components that place in central position on teaching and learning process. Yet not all of the students in classroom participate on learning activity. Tepfenhart (2011:5-6) said that a recent study on Chinese EFL (English as a Foreign Language) students found that students were least likely to participate in oral activities in class that required them to respond to teachers' questioning. They were much more likely to participate if it involved working in a pair with a peer (Liu & Jackson in Tepfenhart, 2011:6). Thus, students' activity has relationship with the way how teacher manages classroom activity.

To make students participate on classroom activity, teacher needs to arrange the parts of learning activity which can enhance students' role on classroom. Therefore that they may share their ideas or opinions, show their expression, even tell their experiences. It means that participation on classroom involves interaction between teacher and students. Consolo (2006:47) describes the characteristics of classroom oral interaction in contexts of foreign language teaching, involving a teacher and students, seem to fall within a scope of facts and factors illustrated in the diagram in the following Figure 1 below.



PICTURE 1
CLASSROOM INTERACTION IN FOREIGN LANGUAGE LESSON

The social roles of teacher and student influence the characteristics of language and patterns of classroom discourse, usually asymmetrical. When cooperation and negotiation occur on learning activity, it may lead to less asymmetrical interactive patterns.

The broken line connecting foreign language use and students represents the limitations students face in their oral proficiency when they engage in whole-class interaction. For instance when students interact on whole-class grouping, they do not have much of opportunity to say anything on their own or their ideas (Harmer, 2007:162). As for the teacher, it is expected that he or she should be able not only linguistically competent and proficient in the language but also able to manage classroom interaction in a way to motivate and favor student participation in the lessons. Likewise Consolo (2006:48) said that competence in the target language

is one of the requisites for a foreign language teacher so that he or she can encourage students to participate in oral interaction in the classroom and thus contribute to their oral language development.

Students' needs, cultural aspects, linguistic aspects and psychological aspects, and the elements in the rectangle on the right — content, elements of motivation, comprehensibility of language by means of listening skills, motivation generated in the classroom environment, the quality of oral production and the opportunities for negotiation of meaning which determine effects on sociolinguistic environment, may provide for desirable conditions to foster language development.

2.3 Students' Speaking Activity

English is taught in Indonesia as foreign language. It is taught in schools, often widely, but it does not play an essential role in national or social life. As English Foreign Learner (EFL), Indonesia's students learn English as a lesson in their school. Broughton et al. (1980:6-7) state that foreign learners have choice of language variety to a larger extent than second language learners. Through learning English as foreign language, students would see their own perspective; they recognize that there are other ways of saying things, other ways of thinking, etc.

In teaching English, teacher needs to consider to use approach or way. Because most of students tend to think that English is difficult lesson to be learned. However, English purpose on teaching learning process must be reached. Students are expected to be able in using English in their classroom activities. It

means that they are expected to take role in the classroom as participant who involved actively in every activity.

In English as a foreign language context, teachers always encourage their students to speak in the classroom, and their participation is often evaluated according to the amount and quality of their talk, even though opportunities are not always available for everyone to participate orally. However, participation enables students to achieve their aims by active interaction rather than merely being passive listeners.

One of the general principles of teaching English stated by Monsalve and Correal (2006:132) is active and interactive methodologies. Active and interactive methodologies give opportunity for students to learn a foreign language by doing actions with it. Students take role on classroom activity as actors who use the language to convey meaning in real situations both inside and outside the classroom. Thus, on learning English needs students' action to use the language and produce the language.

To create students' English production, teacher often gives task for students. On doing that task, teacher asks students to do various activities like discussion, conversation, and demonstration in order students involve on classroom activities (Harmer, 2007:111). By allowing students involve on various activities, it means that teacher gives opportunity for students to participate on teaching learning process so that they can produce English.

Students might use or produce English when they have pair-work discussion and group-work discussion. When they have pair-work discussion, it would give students to increase the amount of speaking time and also interact to each other

independently (Harmer, 2007:165). In addition, Harmer explains that group-work discussion also give opportunity for students to have much speaking time. Then from those activities would create students' speaking participation on English lesson. For instance, they interact with others on discussion group then present their discussion result in front of class. The other students might give comment or suggestion of group having performed. Absolutely that situation gives effect on students' speaking participation.

Students' speaking activity is seen here also based on Allwright's (1984) in Consolo (2006:35) three types of oral engagement language lessons. In the most frequent type, called 'compliance', students' utterances are very much dependent on the teacher's management of classroom communication, for example, when they reply to the teacher's questions. In the second type, known as 'navigation', learners take the initiative to overcome communication breakdowns, as in requests for clarification of what has been said. This may be seen as a simpler type of negotiation of meaning that can help comprehension and may contribute to language development. The less frequent type is 'negotiation', and when it occurs, the teacher's and the students' roles may become less asymmetrical, and interlocutors attempt to reach decision making by consensus.

2.3.1 Forms of Students' Speaking Activities in English Subject

Active classroom involvement helps students learn not just by sitting in class listening to teachers talking, but by talking about what they are learning, writing about it, relating to past experiences and applying it to their daily lives.

Students' participation means students' involvement on certain activity which is showed through physical behavior and psyches. In other words, students' activity in classroom creates their participation in teaching learning process. When students participate on classroom activities, they contribute to build optimal teaching learning situation.

Hasibuan & Moedjiono (2006:7) state that students' participation is needed on determining purpose and on teaching learning activity. It assumed that students' participation determines success of educational process. Students' participation can be seen from several activities; discussing, listening, giving opinion, writing report, etc.

Basically classroom participation can be studied in two dimensions which consist of oral and non-oral participation. Thus, speaking include as oral participation on classroom activities. Lee in Aidinlou & Ghobadi (2012) say in oral participation, students tend to speak in class, then answer and ask questions, make comments or opinion, and taking part in discussions activity.

According to Sardiman (2016:101), students' oral activities can be seen through saying, formulating, asking, giving suggestion and opinion, interview, discussion, and interruption. For instance, students and teacher interact with each other which create communication in classroom. In that communication pattern, students often say their ideas (e.g. *I think my friend is interesting topic to describe*). Then in formulating, students often participate in formulating the sentence such as in tenses material where they formulate sentence while the teacher write down in the board. Also when students do not understand enough about the material discussed, they often ask the teacher or other students. Giving

suggestion and opinion is the usual thing students do in certain activity such as in presentation or performance activity. Then grouping or pairing students will allow them to have more speaking time to exchange their ideas. In discussion activity might allow students to interrupt others to get clear explanation.

When students interact with others on learning activity, it means that they cooperate on taking their role as learning subject. Cooperative learning could stimulate students' interest in learning through their involvement with their peers. Gillies et al. (2008:239) explain that "Students who cooperate show increased participation in group discussions, engage in more useful help-giving behaviors, and demonstrate more sophisticated levels of discourse than students who do not cooperate with their peers (Gillies and Ashman 1998; Shachar and Sharan 1994)."

However students' interaction could be done in pair-work or group-work discussion. When they have pair-work discussion, it would give students to increase the amount of speaking time and also interact with others independently (Harmer, 2007:165). In addition, Harmer pointed out that group-work discussion also gives opportunity for students to have much speaking time.

In other way, according to Vygotsky's socio-cultural theory, students perform at their best when they are working within their zone of proximal development (Berk in Critelli and Tritapoe, 2010:3). The zone of proximal development (ZPD) refers to a level of understanding in which a child is challenged but still able to comprehend and perform a particular skill. For instance, teacher frequently asks questions pertaining to newly presented information in which the students are challenged to go beyond formulating simple responses and demonstrate higher lever thinking. When teacher presents these types of questions, it is expected that

they will follow-up and provide guidance through probing, allowing students to create their own responses with minimal assistance (Berk in Critelli and Tritapoe, 2010:3). Thus, questions from teacher about certain information give opportunity for students to speak up and also show their speaking participation on learning activity.

In addition, students' speaking activities not only can be seen from several activities revealed above (e.g. pair-work discussion, group-work discussion, answering from teacher's questions) but also acting from a script (Harmer, 2007:348). It can show students' speaking activity. It ensures that acting out is both a learning and a language producing activity.

In addition, students' speaking activity is kind of students' participation in teaching and learning process. Then, Dancer and Kamvounias (2005:448) elaborated final criteria for assessment of class participation which can be used to assess students' participation as follows:

1. Preparation: the extent of students' reading, analyzing and understanding of the material, demonstrated by contribution to discussion.
2. Contribution to discussion: the extent to which students volunteered answers, asked relevant questions, expressed their own opinion and analyzed contributions of others.
3. Group skills: the extent to which students allowed others to contribute, avoided class domination, shared ideas with others, assisted others, provided positive feedback to others and exhibited tolerance and respect for others.
4. Communication skills: the quality of students' expression, clarity, conciseness, use of appropriate vocabulary, confidence.

5. Attendance: includes punctuality.

2.3.2 The Importance of Speaking Activities

Speaking activities on language learning need frequency of using the target language. Students are expected to produce or use the language. It means that teacher enhances opportunity for students to use the language. Therefore giving students opportunity to elicit information from their friends or partners may expand students' talk and their speaking activity (Monsalve and Correal, 2006:141), yet the teacher still gives feedback and encouragement, she/he does not take part in the activity in order to enhance students' participation. By involving themselves on that speaking activity, thus, Monsalve and Correal (2006:141) said that it promoted the development of children's communicative abilities.

Another importance of speaking activity is that the quality of observable interactive patterns of students participation in classroom discourse correlate with learning outcomes (Consolo, 2006:34). As like Allwright's (1984) in Consolo (2006:34) claims on the importance of classroom interaction in language learning, in foreign language lessons it is "inherent in the very notion of classroom pedagogy itself".

However students' speaking activity gives positive effect for them. For instance, when they have group discussion, it encourages students to express their own opinion (Suyanto & Jihad, 2013:118). Thus, it means that they speak up on learning activity. Likewise when students having performed their presentation are given comment from others, it has positive effect on group cohesion (Harmer,

2007:150). He elaborated that giving feedback to each other encourages students to monitor each other. Therefore, it helps them to become better at self monitoring.

Based on the various types of classroom behaviors, to be active learners, whenever in the classroom, students must engage actively by playing the roles of information seekers. The acts of asking questions, give opinions or simply answering questions posed by the instructor or fellow students are examples of active type of classroom participation. According to Davis (2009) in Abdullah et al. (2012:517), student's enthusiasm and willingness to participate in a classroom through these verbal engagements will create a conducive classroom environment. Thus from explanation above can be summed that students' speaking participation is important aspect on learning activity.

2.4 Related Previous Research

Study about students' activity which is related with students participation was conducted by Lee (2009). The research study entitles Speaking up: Six Korean students' oral participation in class discussions in US graduate seminars. The purpose of the study was to explore the factors that influenced the oral classroom participation of six Korean students attending graduate school in the US, and how the factors impacted their oral interaction in class discussions.

The data was collected through interview and class observation. And the result shows that all six students were generally attentive as demonstrated by backchannel cues such as nodding and eye contact, but they rarely spoke. The researcher found the major categories factors that influenced Korean students'

oral participation in class discussions: English language ability, socio cultural differences, individual differences, and classroom environment.

Another study was conducted by Putra (2013). The study entitles Students' Participation during Cooperative Learning Activities in Classroom in SMP Negeri 1 Salatiga. The purpose of study is to describe about students' participation while the students were in group or pair work activities.

The participations were described through five categorizations based on contributions or role mode by the students, which are negotiating, questioning, clarifying and summarizing. The data was collected through observation in two classes and also interview. The result of study shows that the students have high quality of questions, answer and comments. However, almost all participations were done in Indonesia language. In conclusion, the result of study shows the use of cooperative learning can increase students' participation by providing opportunity for the students to deliver their thoughts and ideas in the group discussion.