

## **CHAPTER II**

### **UNDERLYING THEORIES**

Chapter II consists of 3 (three sub-chapters) namely theoretical background, theoretical framework, and review of previous studies. Theories which underly this research include theories of English teaching and learning, theories of speaking and speaking habit.

#### **A. Theoretical Background**

##### **1. English Teaching and Learning**

Brown (2000: 54) contended that showing will be appearing or assisting somebody with figuring out how to follow through with something, giving guidance, directing in the investigation of being, outfitting with information, causing to be aware or comprehend. Further, Brown (2000: 69) additionally expressed that instructing is directing and lubing getting the hang of, empowering the student to master, setting the condition for learning. Showing isn't moving the's comprehension educator might interpret a peculiarity to students yet rather than supporting them to foster their approach to seeing peculiarity such that is more significant for them. As one with those thoughts, the specialist's perspective on educating is the cycle to present information and experience to empower them in accomplishing their longing, ability and accomplishment.

Richards and Lockhart (1994: 34) contended that learning is a genuinely unending change in conduct habit and is the consequence of substantiated practice. Brown (2000: 75) had view about learning, in particular: (1) learning is promotion or getting, (2) learning is maintenance of data or expertise, (3) maintenance suggests capacity framework, memory, mental affiliation, (4) learning includes dynamic, cognizant

spotlight on and following up on occasions outside or inside the creature, (5) learning is genuinely perpetual yet likely to neglecting, (6) learning includes some type of training perhaps substantiated practice, and (7) learning is an adjustment of conduct. In accordance with the previous depiction, specialist's purpose in learning is a multi-cycle of securing data, information, experience, capacity to achieve student's point officially and casually.

## **2. The Definition of Speaking**

Speaking is the course of construction and sharing significance using verbal and non-verbal images, in various ways (Chaney in Kayi, 2006). It's intelligent course of building implying that includes creating, conceding, and going back over data (Wallace, 2004). In the mean time, Chaney expressed that speaking is the course of construction and sharing significance using verbal and non-verbal images, in an assortment of climate (Chaney in Paul, 2003: 138). In learning speaking, the students should gain the capability to speak English well in order that they can communicate with others and express themselves. The pronunciation, grammar, or vocabulary should be concerned so that their utterances and ideas are accessible. Speaking is a vital piece of second language learning and educating. Yet, albeit speaking is significant, showing speaking has been underestimated and there are various English language educators who show speaking similarly as an emphasis of drills or retention of discourses.

## **3. Speaking Competence**

In the open model of language educating, teachers assist their students with fostering their speaking capacity by outfitting a few practices that plans students for genuine correspondence circumstances. They assist their students with fostering the capacity to deliver linguistically right, coherently associated sentences that are pertinent to explicit settings, and to do so utilizing satisfactory (that is, open) pronunciation.

a. Fluency

Fluency is the nature of speaking so that words and considerations stream from your mouth in a delicate conduit ([www.speechmastery/fluncy.html](http://www.speechmastery/fluncy.html)). Fluency as the ability to talk with others, a lot farther than the capacity to peruse, compose, or understand oral language. While Brown (2001) states that "f Fluency is probably best accomplished by following the 'flood' of discourse to 'stream'; likewise, as some this discourse gushes out over past understandability, the 'riverbanks' of guidance on certain subtleties of phonology, language structure, or talk can direct the discourse on a further intentional course" (Brown, 2001: 269).

b. Accuracy

Accuracy implies exact (clear, familiar, syntactically, and phonologically right) in which it's accomplished somewhat by permitting students to focus on the components of phonology, language structure, and talk in their verbally expressed yield (Brown, 2001: 269).

c. Pronunciation

The students need to recognize the basis for pronouncing English speech sounds. Pronunciation is about phonetics which a part of phonology which studies how to produce and identify the speech sounds of certain language. In beginner level, the students are just taught spelling and pronouncing word. There is a differentiation of them in which spelling word means to spell or say word as in alphabet, however, pronouncing word means to pronounce the letter of the word. For example the word "church", it is spelled as (cərc) and it is pronounced as si, eic, yu, ar, si, and eic in which there six letters.

#### d. Vocabulary

Vocabulary, in *Oxford Advanced Learner's Dictionary*, means “total numbers of words in language” (p. 461). It is essential to daily communication. Having insufficient vocabulary is an obstacle for learners in learning foreign language.

According to Haycraft (1978:44), there are two types of vocabulary: active vocabulary (words the understudy gets it, can articulate accurately, and involves in speaking and composing) and detached jargon (words the understudy perceives and comprehends when they show up in a specific situation yet can't create accurately himself) (Haycraft, 1978:44).

Additionally, the majority of students develop their vocabulary by incidental learning, such as through ongoing exposure to understandable language in reading, listening, speaking, and writing exercises (Krashen in Fauziati, 2009: 155).

#### e. Comprehension

Comprehension here means that students can grasp basic inquiry and explanations. They can get substance of most discussions of non-specialized subject (ie. point that require no specific information). Then, they can give answer successfully.

In short, all speaking competence are important in learning speaking because to speak has to be effective, then to speak effectively has to fluent and accurate in order to the ideas delivered can be received comprehensively.

### **4. The Strategies to Promote Speaking**

The objective of teaching speaking skill is communicative efficiency (Brown, 2000: 275). Learners should be able to make themselves understood, using correct pronunciation, grammar, vocabulary and communication situation. Some speaking activities are provided below to develop speaking skill.

a. Discussion

In discussion, the students might mean to share thoughts regarding an occasion, or find arrangements in their conversation gatherings. Before the conversation, it is fundamental that the reason for the conversation movement is set by the educator. Along these lines, the conversation focuses are pertinent to this reason, with the goal that students don't invest their energy speaking one another.

b. Role-play

In role-play activities, the teacher gives data to the students, for example, what their identity is and what they think or feel. Consequently, the educator can let the understudy know that "You are David, you go to the specialist and let him know what happened the previous evening, and... " (Zorn in Fauziati, 2009: 18). In pretend, students are allocated jobs and placed into circumstances that they may ultimately experience outside the study hall. Since pretend mimics life, the scope of language works that might be utilized extends extensively. They need to utilize language that is suitable to the circumstance and to the characters.

c. Simulations

Simulations are basically the same as role-play however what makes reenactments unique in relation to pretends is that they are more intricate. In reenactments, students can carry things to the class to establish a reasonable climate. For example, in the event that an understudy is going about as a vocalist, she carries a mouthpiece to sing, etc. Pretends and reproductions enjoy many benefits. In the first place, since they are engaging, they persuade the students. Second, as Harmer (1984) recommends, they increment the fearlessness of reluctant students, in light of the fact that in pretend and reproduction exercises, they will play an alternate part and don't

need to represent themselves, and that implies they don't need to assume a similar liability.

d. Information gap

In this activity, students are should be working two by two. One understudy will have the data that other accomplice doesn't have and the accomplices will share their data. Data hole exercises fill many needs like tackling an issue or gathering data. Likewise, each accomplice assumes a significant part in light of the fact that the undertaking can't be finished on the off chance that the accomplices don't give the data the others need. These exercises are viable in light of the fact that everyone has the chance to talk broadly in the objective language.

e. Picture Describing and Narrating

Another way to use pictures in a speaking activity is to give students one picture and have them describe and retell what they see in it. Students can form groups for this activity, and each group is given a different picture. Students discuss the image in their groups, and then a representative from each group describes the image to the entire class. This activity encourages learners' creativity and imagination, as well as their public speaking abilities.

f. Minimal responses

When others are speaking, language learners who lack confidence in their capacity to contribute meaningfully to oral engagement frequently listen in silence. The development of a stock of minimal responses that these students can employ in various conversations is one technique to encourage them to start participating. For novices, these comments can be extremely helpful. Conversation participants utilize minimal replies, which are predictable and frequently idiomatic phrases, to express understanding, agreement, uncertainty, and other emotions in response to another

speaker. A student can concentrate on what the other participant is saying without having to simultaneously plan a response by having a stock of such responses.

g. Recognizing scripts

There are some communication settings that involve a scripted series of verbal exchanges. When affected by social and cultural conventions, greetings, excuses, compliments, invitations, and other functions frequently follow patterns or scripts. The same is true for the transactional transactions involved in actions like getting information and buying something. In these scripts, it is frequently possible to predict how a speaker's turn will relate to the one that comes next. By providing students with the scripts for various scenarios, instructors can help them improve their speaking skills by enabling them to anticipate what they will hear and how they will need to respond. Through interactive exercises, teachers can teach students how to control and change the language used in various scripts.

h. Using language to talk about language

When they cannot comprehend another speaker or when they become aware that their discussion partner has not understood them, language learners are frequently too ashamed or bashful to say anything. By reassuring them that misunderstandings and the need for clarification can happen in every sort of conversation, regardless of the language proficiency of the participants, instructors can assist students in getting over this reluctance. Additionally, instructors might provide students with words and phrases to use for comprehension checks and clarification. Teachers can establish an authentic practice environment in the classroom by encouraging students to utilize clarifying phrases when there is a misunderstanding in class and by responding favorably when they do. Students will grow more assured in their capacity to handle

the various communication channels as they master control of various clarifying tactics.

The following strategies are summarized by the researcher to promote speaking skill: discussion, role play, simulation, information gap, picture describing and narrating, recognizing scripts, minimal responses, and using language to talk about language. Teachers can use all of these strategies in class to help students improve their speaking skills so that they can speak fluently and accurately.

### **5. Micro-skills for Speaking**

The teacher needs to tell to the students the best way to convey and arrange importance of the language, so the speaking classes can advance the language use. Micro skills for oral communication were stated by Brown (2000: 271) as:

- a. Produce chunk of language of different lengths.
- b. Orally produce differences among the English phonemes and allophonic variants.
- c. Produce English stress pattern, words in stressed and unstressed position, rhythmic structure, and international contours.
- d. Produce reduced forms of words and phrases.
- e. Use an adequate number of lexical units (words) in order to accomplish pragmatic purposes.
- f. Produce fluent speech at the different rates of delivery.
- g. Monitor your own oral production and use of various strategic devices such as pauses, filler, self-correction, backtracking to enhance the clarification of meaning.

### **6. Speaking Habit**

#### **a. Definition of Habit**

Habit is the type of consistent way of behaving of the work to adjust to the environment which contains components of emotional sentiments which is gotten



from activities, impersonation, and reiteration ceaselessly. At the point when individuals do a few activities without thinking previously, it implies that they do propensities. Habit is a simple structure way and didn't require more both concentration and consideration. It can happen while individuals ponder or pay attention to different things. Furthermore, Chettri and Rout (2013:14) expressed that terms habits are frequently thought to be as far as how much thing being finished, the frequency of something that we do as well as the normal time spent on what we do.

Weiner (1976:226) expressed that habit is a reaction that has become relatively programmed through training. Also, habit is acclimated schedules of behavior that are rehashed routinely, and afterward it will in general happen subconsciously, without straight forwardly contemplating them. Knight (2009) additionally defined habit as an impact of rehashed acts and a fitness to recreate them.

Based on some definitions of habit stated above, it can be concluded that basically, habit is related to the hobby. Habit is concerned with something that has been done by someone regularly without anymore both concentration and attention, and it is difficult to be stopped in doing. In this case, speaking habit can be defined as automatic activity of behavior through practice that is repeated regularly and becomes one's daily activity and tends to occur subconsciously almost without thinking.

#### b. Aspects of Habit

Richards and Smith (2002) expressed, habit is an example of conduct that is normal and which has become practically programmed therefore of repetition. Knight (2009) made sense of everyday experience shows that repetition of activities or reaction sprocedure, while possibly not generally a tendency, basically a fitness to act or respond in the same way as ongoing movement. At the point when a demeanor,

activity, or series of actions result from a very much shaped and well established habit, the accompanying perspectives emerge.

- 1) Uniformity and routineness succeed variety and assortment; under the same circumstances and conditions a similar activity repeats perpetually and in the same way, except if a unique exertion is made to hinder it;
- 2) Selection replaces dispersion; after number of endeavors in which the energy is dissipated in a few headings, the legitimate developments and adaption are singled out; the energy currently follows a straight line and goes forth straight forwardly toward the normal outcome;
- 3) Less improvement is expected to begin the interaction, and, where perhaps resistance to be survived, the smallest prompt currently gets the job done to bring about a complex activity;
- 4) Difficulty and exertion vanish; the components of the activity, each one of which used to require particular consideration, succeed one another automatically;
- 5) Where there is just longing, frequently hard to fulfill, or indifference, perhaps occasion repulsiveness, there is currently habit, tendency, or need, and the unwonted interference of a constant activity or method of thinking generally brings about a difficult inclination or disquiet;
- 6) Instead of the reasonable and unmistakable view of the activity in its subtleties, there is just unclear awareness of the cycle in its entirety, together with the feeling of commonality and effortlessness.

In a word, habit is particular, produces snappiness of reaction, makes the cycle be more standard, more wonderful more quick and watches out for automatism. The empire of habit is well-near limitless, and that there is no type of human activity to which it doesn't broaden.

### c. Measurement of Habit Strength

As indicated by Hollingworth (2013), behavioral researchers typically characterize a habit as complex with three key highlights: automaticity, recurrence of repetition and a steady setting. Also, out of the relative multitude of elements, automaticity is - presently in any event - viewed as the critical determinant of habit strength by conduct researchers. So these three markers could be a decent beginning stage. Past these, there perhaps two or three other helpful things to check out: the presence of a prize and whether someone believes a daily practice or constant way of behaving to be important for their personality.

#### 1) Automaticity

Automaticity exists when the way of behaving is unintentional or wild and on the off chance that we don't deliberately start it however essentially find ourselves making it happen or having done it.

#### 2) Frequency of repetition

This generally implies the recurrence of past repetition, or the times everyday or week by week the way of behaving is completed.

#### 3) Stable context

The setting may be the actual area or environment, the social setting, or a specific season of day. The context acts as the trigger or signal to start the way of behaving thus can serve to build or be demonstrative of a habit and hence worth recording. Nonetheless, it may not necessarily in every case show habit strength. There are a lot of engrained habits that are incited by the unique circumstance. It might in any case be valuable to gather or record this data, however depending on it as a sole pointer for habit strength could be misdirecting.

#### 4) Reward or feedback

The presence of a solid prize, inspiration or some kind of input made by the way of behaving can assist with building a habit. However, similar to setting, the presence of an apparent award may not reliably indicate habit strength. Attempting to measure the size or strength of remuneration may not mean strength of habit. Rewards are many times exceptionally perplexing – there could be a few which cross-over, making them challenging to apportion and single.

#### 5) Identity is here and there remembered to be impacted by ongoing behaviours. We complete a way of behaving, talk with a specific goal in mind, or even have certain thought cycles or responses to occasions which we characterize as 'commonly us' and could feel peculiar on the off chance that we didn't do, or accomplished something different.

One of the most widely recognized self-report measures used by behavioral scientists currently is the Self-Report Habit Index (SRHI) by Verplanken and Obell (2003). The points of SRHI are comprised of questions which assess three of the five elements outlined above: frequency or history of repetition, automaticity, and identity.

Based on the explanations above, it can be concluded that the indicators for measuring the habit are automatic activation, behavioral frequency and relevance to self-identity.

## **7. Teaching Speaking**

### a. Definition of Teaching Speaking

Teaching speaking is expected to help the students in accomplishing open expertise. Showing speaking is cycle of move information about the parts of speaking in expanding the students' capacity to convey in growing experience. The reason for showing speaking is to work on students' open capacity. Isnawati (2014: 37) states

that the goal of helping speaking is the advancement of the capacity to communicate effectively in that language. The students can communicate their thoughts, grasp the perspectives that connected with speaking and figure out how to talk with fitting way in correspondence to the questioner can comprehends what the students said. It implies that the educator is expressed outcome in showing speaking if the students ready to foster the language in collaboration with their companions and instructor.

#### b. Principles of Teaching Speaking

Teaching speaking is trouble some in light of the fact that the students need to work on speaking in English. Showing speaking has a standard as a manual for instruct. This guide line will assist the educator in planning the strategy that will with being utilized in speaking class and help the students are agreeable in creating English orally. Brown (2001: 275-276) proposes seven standards for planning speaking procedures. They are:

- a. Employ techniques that address the full range of learner needs, from language-based accuracy to message-based interaction, meaning, and fluency. We must have a goal in mind when teaching speaking. It must provide students with opportunities to improve their public speaking skills. We should use a meaningful strategy or technique that is appropriate for the students' needs to assist them in improving their speaking accuracy and fluency.
- b. Make available intrinsically motivating techniques. The teacher should reflect on how the activity will benefit the students. We should provide an interesting technique to encourage students to participate in class.
- c. Promote the use of natural language in meaningful contexts. Authentic language preparation is difficult because it necessitates extra effort and creativity. Providing

relevant and meaningful authentic language contexts allows students to practice the language outside of class.

- d. Provide constructive feedback and correction. The teacher should provide useful feedback to students in order to help them learn and grow. When providing feedback, the teacher ensures that students understand and can analyze their mistakes. Outside of the classroom, feedback can be obtained.
- e. Take advantage of the natural connection between speaking and listening. Speaking and listening are intertwined abilities. The two abilities can help each other. Language production is frequently initiated through comprehension.
- f. Provide opportunities for students to initiate oral communication. The ability to initiate conversations, nominate topics, ask questions, control conversations, and change the subject is part of oral communication competence. The teacher can create speaking techniques that enable students to initiate language.
- g. Encourage the development of communication strategies. The teacher should devise speaking strategies to help students become aware and practice oral communication.

The following are some strategies for public speaking.

- 1) Asking for clarification (What?)
- 2) Asking someone to repeat something (Excuse me?)
- 3) Using fillers (uh, I mean, Well) in order to gain time to process
- 4) Using conversation maintenance cues (Uh huh, Right, Yeah, Okay, Hmm)
- 5) Getting someone's attention (Hey, Say, So)
- 6) Using paraphrases for structures one can't produce
- 7) Appealing for assistance from the interlocutor (to get a word or phrases, for example)

8) Using formulaic expressions (at the survival stage) (How much does cost? How do you get to the ?)

9) Using mime and nonverbal expressions to convey meaning.

These principles should serve as a guideline when teaching public speaking.

Teaching speaking is difficult because speaking is required of students in social situations. The teacher should encourage the student to use the language in social situations. As a result, when teaching speaking, the teacher must keep these principles in mind..

## **B. Theoretical Framework**

The most important skill is considered to be speaking ability. Learners frequently measure their success in language 2 learning by how well they can use their spoken English. Because of the high demand for spoken English, many researchers have proposed various methods and techniques for improving oral proficiency. For many years, English teachers believed that making students repeat sentences was the most effective way to improve their speaking skills. As a result, students spent countless hours mimicking their teachers, memorizing conversations, and studying grammar structures. As a result, language teachers must use natural strategies such as role plays, group work, projects, and so on to overcome learners' shyness and unwillingness to participate in speaking activities.

As a result, language teachers must use natural strategies such as role plays, group work, projects, and so on to overcome learners' shyness and unwillingness to participate in classroom speaking activities. Furthermore, a language teacher's primary responsibility is to provide opportunities for students by encouraging them to use English not only in the classroom but also in their daily interactions with classmates, teachers, and, if possible, other English speakers..

### C. Review of Related Studies

There are some studies related with the subject matter. First, a research conducted by Arbain and Nur (2017) entitled *Techniques for Teaching Speaking Skill in Widya Gama Mahakam University*. The purpose of this study is to look into techniques for teaching speaking skills in the second semester of Widya Gama Mahakam University's primary school department. This research reveals four techniques used by the lecturer to teach speaking skills: show-and-tell, presentation, dramamaking, and question and answer. Show-and-tell and presentation technique are two types of performance talk that the lecturer used more frequently than the other two techniques (i.e. drama making and questionand answer).

Secondly, a research by Maulidar, et.al (2019) entitled *Teacher's Strategies in Teaching Speaking for Cadets* aims at finding the strategies used in teaching speaking andthe problems faced by the teacher during a teaching process at *BP2IP Malahayati Aceh*. It also looked into students' reactions to teachers' strategies by involving two English teachers and two classes of 58 students. The findings revealed that teachers at BP2IP Malahayati Aceh used five strategies to teach speaking to cadets: roleplay, drilling, games, describing pictures, and discussion groups. Furthermore, three common obstacles were discovered during the teaching process: limited vocabulary, incorrect pronunciation, and students' lack of confidence. This study also revealed that students' reactions to the strategies were positive.

Saliha's study (2017) entitled *Teacher's Strategies in Teaching Speaking at the Daffodils (Case Study Research at Kampoeng Inggris-Pare Academic Year 2017 on 10th-25th Period)* is aimed at founding teacher's strategies used in teaching speaking and the areas of speaking knowledge facilitated by the teacher's strategies teaching speaking processat the Daffodils English course Kampung Inggris-Pare. The findings of the study demonstrated that the teacher employed four tactics to encourage student participation in



speaking lessons. The mechanic, function, and social and cultural norm were the areas of speaking knowledge that were made easier by the teacher's tactics. Recognizing script is the dominant strategy employed by teachers in speaking knowledge areas. The English teacher's tactics were effective in teaching speaking at The Daffodils English Course because they prioritized getting students to speak a lot and get them involved with their comments, even if they were brief. Additionally, the speaking knowledge areas that aided teachers' teaching techniques were particularly beneficial for learning speaking..

A research conducted by Melendez, et.al (2014) entitled *Teaching Speaking Strategies for Beginner* is aimed to train the students on these basicspeaking strategies so that they could use them regularly. The post-task results revealed that the utilization of the methods had increased. Fortunately, the kids improved their oral expression and communication skills..

Razmjoo and Ardekian's research (2011) entitled *A Model of Speaking Strategies for EFL Learners* aims to create a model that describes speaking techniques for EFL students while accounting for the influence of the learners' gender and level of proficiency. Accordingly, it was intended for this study to contain both qualitative and quantitative main analyses. In this regard, the opinions of 30 EFL students were solicited. Based on the replies received, a 21-item speaking method questionnaire was then created and distributed to 210 EFL students. Seven components were then retrieved after factor analysis was used to narrow down the collection of similar replies and eliminate the superfluous ones. These elements made up a model of speaking techniques that was dichotomized based on offline/online concepts or the time of speaking. Interestingly, the study found that the gender and degree of proficiency of EFL learners do not affect their speaking strategy.

Tiruneh's study (2017) entitled *Exploration of factors impeding teacher education college students' speaking skills: The case of Jimma teachers college in Ethiopia* was

designed to look at the influences on speaking abilities of English as a Foreign Language (EFL) students at Jimma Teacher Education College. The study's findings showed that speaking ability was the skill in which the pupils had the most difficulty. The main reasons why students struggle with speaking are lack of exposure to and opportunities for using English outside of the classroom, learners' low socioeconomic status, a lack of opportunities for practice, a lack of confidence and motivation, and fear of speaking in front of their peers and fear of making mistakes.

A study by Mayorga, et.al (2014) entitled *The strategies used by English teacher in the developing of speaking activities at 8 grade in the Public School Maria del Socorro Ponce Chavarria during the second semester of 2014th Managua* is aimed to evaluate the English-speaking techniques employed by Maria del Socorro Ponce Chavarria High School's 8th-grade English teacher. The results of the current study clearly showed that direct tactics are used more frequently than indirect ones during English classes, indicating that the latter are mainly disregarded. In terms of the strategy groups, it was found that students like the memory and cognitive strategy groups the most. Affective and social strategy groups, however, were not used at all. The most often used activities in English lessons that helped students increase their fluency, accuracy, and self-confidence were dialogues, role plays, and readings. These, however, are insufficient to help students improve their speaking abilities. According to the report, the prevalence of the frequency of speaking activities is very low which points out that little time and preparation is dedicated to them; nonetheless, most students recognize activities are very important because they have better language proficiency.

Koran's study (2015) entitled *The Role of Teachers in Developing Learners' Speaking Skill* efforts to find out how much and how frequently natural methods are used in Iraqi language schools by language learners. To further encourage students to use the language,

this study aims to highlight the significance of instructors' roles in creating a welcoming and productive environment. Both qualitative and quantitative methodologies are used in this investigation. The participants are 60 EFL students. The information was gathered through a questionnaire given to the students, the author's observations, and student interviews. The results demonstrate that it is the responsibility of the teachers to expose the students to spoken discourses in order for them to choose the appropriate language type for the psychological and social roles they play in their everyday communications. Native speakers are usually conscious of turn-taking, how/when to speak and how/when to listen. As a result, EFL instructors should instruct students to be aware of such discourses in order to prevent misunderstanding and offending the listeners. Because they don't have the opportunity to utilize it outside of the classroom, the best approach to do that is to encourage them to practice and engage in more verbal engagement in the classroom. By providing diverse speaking activities, teachers can encourage students to practice other language skills while keeping this need in mind. Students require English not just for communication, but also for reading textbooks and comprehending lectures, among other things..

A research by Souriyavongsa, et.al (2013) entitled *Factors Causes Students Low English Language Learning: A Case Study in the National University of Laos* has the primary goal of investigating students'-teachers' weaknesses in English language learning as a foreign language during a Continuing Summer Program for Bachelor's degree in Teacher Education in English at the Faculty of Education (FOE), the National University of Laos (NUOL) in Lao. This question was posed to 30 English students-teachers, who were asked to respond with their own opinions. According to the findings of this study, the following are the main causes: first, the majority of students stated that the English teachers are not well-trained; for example, they use Lao language when teaching, so they cannot perform well to attract the student's interest. Second, students lack a solid foundation in

English. Third, students lack confidence in using English because they are afraid of making mistakes and are self-conscious. Fourth, the curriculum is unsuitable for assisting students in improving their English proficiency. Last but not least, English is difficult to learn because students are not well-motivated, encouraged, or have acquired a learning strategy. Furthermore, students do not practice speaking English with native English speakers, and the classroom environment is crowded and noisy, which is contrary to teaching pedagogy..

Tuan & Mai's study (2015) entitled *Factors Affecting Students' Speaking Performance at Le Thanh Hien High School* was aimed to examine the speaking issues of the students at Le Thanh Hien High School and the elements influencing their speaking execution. The subjects of the review were 200 and three grade 11 students and ten educators of English. The exploration instruments utilized in this review were surveys and class perception. The consequences of the review demonstrate that the students dealt with numerous issues, for example, (1) they talked very little or not by any stretch; (2) they couldn't imagine anything to say; (3) they utilized Vietnamese rather than English when they examine in gatherings or two by two; (4) their support was low or lopsided; (5) they didn't have inspiration to articulate their thoughts; (6) they were unfortunate of analysis or losing face; (7) they had a habit for decipher the data in the reading material into Vietnamese before they talk; (8) they took a gander at their course book when they talk. The outcomes additionally show that there were many elements influencing students speaking execution as follow: (1) effective information; (2) listening skill; (3) inspiration to talk; (4) educators' criticism during speaking exercises; (5) certainty; (6) strain to perform well and (7) time for arrangement.

A paper by Sadiku (2015) entitled *The Importance of Four Skills Reading, Speaking, Writing, Listening in a Lesson Hour* explains that to meet the needs of the pupils in various classes, the instructor is free to employ a variety of teaching and learning tactics. Throughout

the learning process, he blends various approaches and adjusts in accordance with the steady progression of students' independence and language proficiency. The communication method, task-based methods, functional methods, and scenarios that are representative of real life are all fundamental to teaching. Depending on language proficiency, different strategies and procedures are used to implement these methods (listening, speaking, reading, writing). Students and teachers work together to organize teaching and learning. The teacher organizes communication activities effectively to aid in teaching and learning. She also gives and recommends sources of information for the pupils..

Musingafi & Zebron's study (2014) entitled *The Classroom Situation: Improving Study Habits of Secondary School Students in Zimbabwe* was intended to provide secondary school instructors in Zimbabwe with advice on how to help their pupils develop a good study habit, especially those who are in charge of student guidance and counseling. The study used a literature review as its methodology. The results demonstrated that for optimal performance, no child should enter secondary school without receiving advice and counseling because this often causes pupils to set unattainable goals that make them unhappy members of society. A strong guidance and counseling program results in secondary school students developing effective study habits. Students that receive good guidance and counseling are goal-oriented, taking part in all quizzes and exams. The development of a successful study habit will lead to the awareness for regular and steady learning.

A study by Navarro (2015) investigates the various conditions in which speaking abilities develop in young children and adults. In order to concentrate on the actual chances for individuals to obtain a high degree of speaking proficiency, the researcher wants to see the advantages or challenges in both situations. We will examine the role of the teacher in helping students develop their skills, the aspects of oral communication that need to be

strengthened, and the approaches that can be used to get over obstacles. The outcome demonstrates that teachers should teach students how to use and put those strategies into practice in the context of a second or foreign language classroom. The only way to train students in this direction is to provide them with a variety of activities that expose them to the various options available to them. Authors such as Goodwin and Lazaraton provide a diverse list of exercises for use in class: Poems, rhymes, dialogues, monologues, role plays, debates, interviews, simulations, drama scenes, discussions, and conversations are all examples of creative writing..

Similar research is being conducted in Indonesia. Anjaniputra (2013) conducted research on teachers' strategies for teaching speaking to secondary students. In his qualitative study, the researcher observes an English teacher and a regular class of 22 students. Then he distributes a questionnaire to the students and conducts interviews with some of the teachers and students. The results revealed that the teacher's strategies included cooperative activities, role play, creative tasks, and drilling.

A research by Merdekawati (2011), the authors discuss the methods they use to teach English speaking to junior level students in second grade during regular class. Indah uses two observation checklists in her qualitative study to identify the technique, media, strategy, material, learning goal, and, finally, the study evaluation. She conducted the research using interviews as supplementary tools to support the observation. According to the findings of her research, the teacher taught English speaking using four different methods: successful discussion, debate, role-playing, and everyday dialogue.

An investigation by Wahyuni (2013) discusses the L2 speaking strategies used by Indonesian EFL tertiary students in regular class, regardless of proficiency or gender. She collects data for her mixed study (qualitative and quantitative) using a questionnaire, observations, and interviews. Both students and the teacher were observed and interviewed,

and the students were given a questionnaire. The study demonstrates that the students used a wide range of strategies that spread over six strategy groups, favouring metacognitive strategies. It also demonstrates that only speaking proficiency and gender had a significant impact on the use of affective strategies. The study also shows that students used strategies consciously, confidently, effortfully, or persistently because they were useful or enjoyable to use. Consequences for Indonesian EFL teachers, curriculum developers, and students are made.

A study by Maghfiroh (2014) is tied in with showing procedures in value-based Speaking class at IAIN Tulungagung. In her subjective review, she gathers the information of her review with perception, interview and documentation. The examination discoveries were: the action of Speaking English applied in 2B of IAIN Tulungagung, the showing methodologies utilized by the teacher and the students' reactions toward the educating techniques. There was an action happened in the homeroom. Gathering skill or conversation is the movement in the talking homeroom. There are four procedures utilized in educating action. Those are collaboration system, replacement procedure, insignificant reactions and intuitive action. The students' reactions toward the showing procedures are so aware. It will demonstrate that inspiration given by the speaker is totally powerful toward the students. The teacher likewise utilizes the adequate language while conveying material and give model for getting students justifiable profoundly.

A study by Purwatiningsih (2014) is about the methods used by a teacher who is a native English speaker to teach English to students at SMAN 1 Ngunut Tulungagung. She gathers the data for her qualitative study through observation, interviews, and documentation. The research's findings were that the native speaker teacher combined those two teaching strategies into every teaching and learning activity in the EFL classroom with the intention of making both of them supportive of one another, so as to create a more

effective learning environment. The two types of teaching strategies used by the native speaker teacher in her English classroom were cooperative learning and direct teaching..

Previous studies above show teacher's strategies in teaching speaking. The different point between previous studies and this research is that this recent research is emphasized not only on teacher's strategy in teaching speaking, but also on students' speaking habit program.