

CHAPTER II

LITERATURE REVIEW

This chapter discussed about literature review that consisted of the concept of teaching speaking, concept of teaching speaking, concept of hybrid learning and previous related study.

A. Theoretical Framework

1. Concept of Teaching Strategies

Strategy is various technique that use by teachers in teaching learning process. The strategy is a teacher's tool to deal with any problem in the learning process to promote effective learning outcomes. Strategies in teaching are very important since they determine teachers' success in achieving teaching goals. The teachers has to apply the strategy to balance between the method which the teacher's use and the way of the teacher's use to apply the materials.

According to Brown (2010), strategies are specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned design for controlling and manipulating certain information. Haidir & Salim (2012) stated the word strategy is often interpreted by technique or method, which is a way to convey a message in this case subject matter to students to achieve the stated learning goals. In other words, strategy is related to the way, tactics or methods to do something.

Teaching strategy is a teacher's plan in teaching and learning process to achieve a purpose which has planned (Bahri, 2010). According to Bahri (2010) in Nur (2020), the strategy referred to here and at the same time used as a theoretical basis is a basic strategy in teaching and learning speaking, namely as follows:

- a. Identify and establish specifications and qualifications for the expected changes in behavior and personality of students.
- b. Choosing a learning approach system based on the aspirations and outlook of life of the community.
- c. Selecting and determining procedures, methods and teaching techniques that are considered the most appropriate and effective so that they can be used as guidance by the teacher in carrying out their duties as a teacher.
- d. Establishing norms and minimum limits of success or criteria and standards of success and can be used as guidelines by teachers in evaluating learning outcomes which will then be used as feedback to perfect the instructional system as a whole.

Based on theories above, the writer used theory from Bahri (2010) about basic strategy in teaching and learning speaking: identify and establish specifications and qualifications for the expected changes in behavior and personality students; choosing a learning approach system; selecting and determining procedures, methods and teaching technique; establishing norms and minimum limits of success or criteria and standards of success.

2. Concept of Teaching Speaking

a. Definition of Teaching Speaking

Teaching has basic meaning as the process to give information to students. Teaching needs to be seen as a process, includes someone who teaches, has the learner, the material, and also the setting. Which all of the components needed in teaching have to be maximized to achieve effective teaching. To achieve effective teaching, the teacher should namely providing skill, experience, knowledge, and certain information to themselves to be able to guide and facilitate learners.

Teaching speaking is the action of guiding the students to be able to communicate and show any interaction to another person involved in the conversation. According to Kayi (2006), teaching speaking is delivering the English language by saying the voice, sound system, an intonation, words, and emphasizing sentence in understandably value to express the meaning. The goal of teaching speaking is communicative efficiency.

According to Al-Hosni (2014), teaching speaking focuses on improving the oral production of learners. Nunan (2003) stated that teaching speaking is to teach ESL learners to produce the English speech sounds and sound patterns and to use the language quickly and confidently with few unnatural pauses. In other words, the ability of the students to communicate in a foreign language fluently can signify the success of students in speaking.

From the explanation above, the writer concluded that teaching speaking is very important factor in language learning, because, for student this activity became chance to practice language knowledge in their real life. The aim of teaching speaking is to improve students' ability and competence in communicative skill, so that students can express their words, feeling, and ideas to others and will be able to communicate with others in successful ways.

b. Teachers Roles in Teaching Speaking

According to Bryne (1997) in Nur (2020), the teachers also need to know their roles in teaching speaking. They have specific roles at different stages, as follow:

1. The presenting stage; when the teachers introduce something new to be learned, the teachers play a role as informants.
2. The practice stage; when the teachers allow the learners to work under their direction, the teachers have a role as conductors and monitors.
3. The production stage; when the teachers give the learners opportunity to work on their own.

It can be concluded that there are three roles in teaching speaking, they are the presenting stage, the practice stage, and the production stage. In the presenting stage, the teachers conveyed about the material that would be learned. The teachers give the direction about the material and knowledge. In practice stage, the teachers control the students when they

do work under the teachers direction. The production stage, the teachers give the students task to do by their own.

c. Teaching Speaking Strategies

Teaching speaking is a complex activity. Teacher must have many strategies and interesting method to teach the student who have many characteristic. Teaching strategy means various methods or ways that are implemented by teachers in teaching learning process. The students need a strategy in gaining the materials from the teacher. The teachers need speaking strategies to make the learning process run well and can help students speak well and correctly. Using strategies in teaching is very important since they determine teachers' success in achieving teaching goals. As stated by William & Burden (2003), strategies used by teachers are the factor of success or failure in language learning for it is ultimately the strategies that determine what language instructions are and how they are conducted.

According to Bashir et al., (2011), speaking strategies used by teacher consist of using minimal responses, recognizing scripts, and using language to talk about language. Meanwhile, Thornbury (2005), classified teaching speaking into three different categories; awareness-raising activities, appropriation activities, and towards autonomy.

1) Awareness-raising activities are the activities that are used to uncover the gaps that the students face in their English speaking learning. The awareness-raising activities itself involves the

process of how learners pay attention, noticing and understanding things being spoken. The English speaking teaching strategies can be used to support awareness-raising activities including using recording and transcripts, using live listening and noticing-gap activities.

2) Appropriation activities are the activities that are used to facilitate learners to learn their English speaking from other person as appropriation itself is created to capture better sense of learning. The English speaking teaching strategies can be used to support appropriation activities include drilling and chants, writing tasks, dialogues and task repetition.

3) Toward autonomy is the condition where the English speaking teaching strategies are taken further to make the learners build their autonomy. The English speaking teaching strategies can be used towards autonomy that included presentation and talk, stories, jokes and anecdotes, drama, role play and simulation, discussion and debates, conversation and chat, and outside class speaking.

Based on Thornbury (2005) theory, the strategies that can be used to promote the second language learners to speak based on those three categories mention above are as follow:

1) Using Recordings and Transcripts

This strategy is done to raise learners' awareness of features of spoken language. It is to expose them to instances with

playing recordings of monologue talk. By doing this activities, the learners will know how the speaking activity goes and how discourse management is in progress. Example: Teacher gave transcript about one topic that suitable with recording. When it play, students listen and speak based on transcript and students imitate the native speaker from that recording.

2) Using Live Listening

This strategy is used to raise learners' awareness of features of spoken language too. By using live listening the students has a bigger chance to engage in a learning activity with their teacher. Example: Teacher told about a topic, then students paid attention, students asking questions, and giving critics or argumentation based on topic that explained.

3) Noticing-Gap-Activities

This strategy is used by making the learners to get important messages about their current state of proficiency by attending to their own output, and by making comparisons between their output and others. Example: Students make a group, each group have a same topic, then they told about the content of the topic and compare it to other group.

4) Drilling and Chants

Drilling and chants are the strategies regard to appropriation activities. Drilling that is imitating and repeating words, phrases and even whole utterances. Chants, on the other hand, is a more playful form of practice that replicates the repeating and chunking nature of drilling is the use of chants. Example: Students imitate some words and then they memorize it. After that, students back to mention those words again.

5) Writing Tasks

Writing tasks are the strategies regard to appropriation activities too. Writing has a useful role to play as an initial stage in the appropriation of newly encountered language for speaking. The form of the activities can be in dictation, paper conversations, computer mediated chat and rewriting.

6) Dialogues

Dialogue is one of the strategy based on communicative language teaching which provides "whole task practice", allows natural learning, and creates a context which supports learning (Liu, 2010). Dialogue practice provides a useful change of focus from teacher-led classroom interaction. Example: Students got a pair with their friends, they practice a dialogue about the topic which has given by teacher.

7) Task Repetition

This strategy is also influence the students' accuracy and complexity of production. With the advent task-based learning, it is found that by manipulating the condition of speaking tasks:

- a) Giving learners unlimited time when performing a task increases their accuracy, but at the expense of their fluency.
- b) Allowing time for pre-task planning enhances fluency, resulted faster speech and fewer silent pauses.
- c) Likewise, pre-task planning has a possitive effect on the complexity of the language that is produced.
- d) Repeating a task shown gains in accuracy (including pronounciation), fluency, and complexity.

8) Presentation and Talks

Presentation is a technical way to solve students' problem in speaking. Nadia (2013) stated that presentation is an activity which uses oral expression course to develop students' speaking skill. Example: Teacher give the topic of presentation, and students find the information and present about the topic, then another student will ask it.

9) Stories, Jokes and Anecdotes

Storytelling is a good way to combine instruction and entertainment. As (2016) stated that through storytelling, the

teacher can create an atmosphere in which the students can learn English being entertained. When the teacher tells stories to the students, the teacher communicates with the students, entertains them, and passes on information.

Storytelling can be a method to improve the students' speaking. Speaking an active activity, so the students need to make utterance. She also add about the procedure of this method. First, students can briefly summarized a tale or story they heard, or they create their own stories to tell their classmates. This strategy also helps students to express and develop ideas from beginning up to the ending of the story about the characters and the setting the story (Kayi, 2006). Second, students also can tell riddles or jokes. Example: at the beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening. Through the use of descriptive oral language, students can improve their speaking ability. It has good potential to motivate students in speaking.

10) Drama, Role-play, and Simulation

Speaking activities involved a drama element, in which learners take an imaginative leap out of the confines of the classroom, provide a useful springboard for real-life language use. Moreover, role-play all students to practice speaking target language before they do it in a real environment (Nunan, 2003). In

role-play activities, the teacher gives information to the students such as who they are and what they think or feel. In this context, students are provided an opportunity to be more creative in using language. On the other hand, simulations are very similar to role-play, in simulation, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on.

11) Discussion and Debates

Discussion is a strategy that involves a topic or issue to be discussed together in group. This strategy aims to make a conclusion, share ideas about a topic, or find solutions in their group discussion (Kayi, 2006). It is become important to the teacher to be able to raise the situation where discussion and debate can be formed in more formal way for teaching English speaking. Example: Teacher gave students a topic, then teacher divided students to some groups. After that students asked by teacher to debate about the pro and contra of the topic content.

12) Conversation and Chat

Conversation and chat provide a good condition in English as a second language class. Conversation and chat is best to be applied in a traditional grammar-focused class. Example: Teacher asked students to have practice with their friends.

13) Outside-class Speaking

Students can improve their speaking ability with the ease of the transition from classroom to the outside class, the teacher can use this strategy to do the task in the outside-class. Example: Teacher asked students to observe around of them. Then teacher asked tge students to tell what have they seen about their environment orally.

From the some explanation above, the writer can conclude that there are so many strategies can be used by the teacher in teaching speaking. All of those strategies is very good because they can improve the students' vocabulary where can be known it is the main component in speaking skill.

3. Concept of Hybrid Learning

a. Definition of Hybrid Learning

The world is currently facing a pandemic cause Corona virus. This pandemic not only affecting the health sector but all aspects of life, including education from elementary to higher education level. Consequently, the students are "force" to study fron home because face-to-face learning is assumed can prevent the transmission of Covid-19. Due to the condition above, nowadays the government of the Republic of Indonesia make regulation, which makes students and teachers have to carry out the Hybrid Learning process.

According to Charlier et al., (2012), hybrid learning is an entire educational programme that combines face-to-face and remote phases. Peterson & McGuire (2014) the term hybrid learning to refer to the entire programme structure, not only a combination of online and face-to-face modes of teaching. This idea also supported by Kukhareno (2013) mentions two types of interpretation of hybrid learning:

- a) in a narrow sense, it stands for a combination of elements from traditional and online courses;
- b) in a broader sense, “this is a teaching methodology, a delivery, and an approach that combines traditional methods in the classroom with computer-mediated learning activities. The strengths of this method are the combination of different technologies into a single integrated learning approach”. So, it may be assumed that many researchers understand the issue of hybrid learning as an entire programme or system that combines classroom and virtual phases.

Halverson & Graham (2012), define hybrid learning as "adiverse and expanding area of design and inquiry that combines face-to-face and online modalities". As Sorden (2012) stated, hybrid learning is not a mere combination of face-to-face and online learning. It is a combination of training methodologies, which uses the best delivery method for the successfull achievement of the learning objective.

Hybrid learning as an integration of face-to-face teaching and learning methods with online approaches. Dziuban et al., (2005) stated that

hybrid learning is about a mixture of instructional modalities (i.e. onsite, web-based and self-paced learning), delivery media (e.g. the Internet, classroom sessions, web-based courses, CD-ROMs, video, books, or PowerPoint slides), instructional methods (i.e. face-to-face or technology-based sessions), and web-based technologies, both synchronous and asynchronous (e.g. chat rooms, wikis, virtual classrooms, conferencing tools, blogs, textbooks or online courses). Hybrid learning allows students to solve problem strategically through the experiences encountered in online learning. Additionally, the blending of face to face and online learning gives the students an opportunity to reflect and develop specific critical thinking strategies during the learning process.

b. Types of Hybrid Learning

Hybrid learning is known as learning that combines one or more learning model. Hendrayati & Pamungkas (2016) stated that the hybrid program that develops is a combination of one or more dimensions:

a) Face-to-face learning

Face-to-face learning is held in the form of learning activities in in class, practical activities in the laboratory, mentoring or on the job training. Learning activities in the classroom include the delivery of material through learning face to face, discussion presentations, exercises and exams.

b) Synchronous Virtual Collaboration

Synchronous Virtual Collaboration is a teaching format that is collaborative that involves interaction between teachers and students delivered on time the same one. This collaborative activity is carried out by utilizing Instant Messaging (IM) or chat. This facility will be used to communicate between teachers and students class hours students.

c) Asynchronous Virtual Collaboration

Asynchronous Virtual Collaboration is a teaching format that is collaborative that involves interaction between teachers and students delivered on time different. The facility used in this learning activity is online discussion discussion boards or forums and E-mail.

d) Self-Pace Asynchronous

Self-Pace Asynchronous is a self-learning model in different times where students can learn the material provided by the teacher in the form of a material module teach or do assignments and exercises online. Besides self-pacing asynchronous students can learn the subject matter by means of links to other teaching resources.

Hybrid learning is the learning strategy that is very important to facilitate learning more effectively, efficiently and appealing for students since it is related to technology. Thus, in the implementation of hybrid learning, the appropriateness method and delivery strategies are the important key.

B. Previous Related Studies

Previously, to avoid unnecessary replication, the writer reviewed several studies that have correlated with this study. The writer can make a comparison of the result of each strategy used by the teacher and also the writer can conclude what extend the strategy helps the teacher throught learning class. There are two previous studies that related with teacher's strategies in teaching speaking during hybrid learning process.

The first study conducted by Fitri, et al. (2021) entitle "Teacher's Strategies in Teaching Speaking during Covid-19 Pandemic" from English Education Department of Education and Teacher Training Faculty of PGRI Palembang University 2021. The result of this study show the strategies used by the teachers in teaching speaking for students are direct learning strategy, assignment method, discussion, expository learning strategy. The similarity was the writer focuses to find out the strategies used by the teachers in teaching speaking. The difference was the variable of the study, Fitri, et al. used VII grade students and also the English teachers as the subject. While this study used specific focus Teachers' Strategies in Teaching Speaking and used three English teachers of VIII grade at SMP Negeri 1 Martapura as the subject, without students.

Second, the study by Fanshuri (2019) entitled "The Teachers' Strategies in Teaching Speaking at MTs An-Nur Tangkit". The result revealed that the strategies used by the teachers in teaching speaking were using recording and transcripts, dialogues, discussion, classroom conversation and casual chat. The

similarity was the writer focuses to find out the strategies used by the teachers in teaching speaking. The difference were the subject of study used an English teacher at VIII grade of MTs An-Nur Tangkit. While this study used three English teachers of SMP Negeri 1 Martapura as the subject.