

CHAPTER II

LITERATURE REVIEW

This chapter discusses about some aspect related to the literature review of this research study. The literature reviews of this study consist of definition of willingness to communicate, definition of general speaking, speaking fluency, and speaking accuracy.

2.1 Speaking Skill

In English language there are two productive skills that should be learned, there are speaking and writing skill. Speaking is auditory, using rhythm and stress intonation, temporary and immediate reception. Speaking is defined as a way to verbally communicate for mostly interpersonal and somewhat transactional purposes (Nunan, 1999). Speaking is an interactive process that are involve producing and receiving and processing information (Brown, 1994). Based on cambrigde Advanced Learners' Dictionary, Speaking is to say word, to use the voice or to have communication with someone. Speaking is being a part of our life, people do speaking everyday and they also produced more than a thousand word each day. Speaking involves putting a massage together, communicating the massage, and also interaction with another people. In here we put together a massage using all element of the language. Richard (2008) say that An important dimension of conversation is using a style of speaking that is appropriate to the

particular circumstances. Different styles of speaking reflect the roles, age, sex, and status of participants in interactions and also reflect the expression of politeness.

2.2 Fluency and Accuracy in Speaking

Richards and Schmidt (2010) define fluency as a feature that provides naturalness and normality of speech, can be like native speakers using pauses, rhythm, intonation, stress, speed of speech, use of interjections and interruptions. In other words saying fluency can be defined as the ability to easily produce spoken or written language, the ability to speak politely but is basically not a command of grammar, vocabulary, and perfect intonation. Fluency can also be defined as the ability to deliver ideas effectively and formulate continuous speech without failing to run speech without difficulty or communication disruption (Biria and Jouybar, 2016). Kormos and Danes (2012) argues that fluency in speaking is the main goal to be achieved in obtaining command over the target language and there is no consensus on what variables underlie the listener's perception of language (Biria and Jouybar, 2016).

Listeners' perception of the fluency of the speaker shows that stopping is just as important. If the speaker produces one word at a time, no matter how accurate the results are, they will not be judged as fluent speakers. The pause frequency is more significant than the pause length. Proper placement of pauses is also important. Natural-sounding pauses are pauses that occur at the intersection of clauses, or after groups of words that form meaningful units. Another important factor in fluency perception is the duration of running. The longer it runs, the more fluent the speaker sound is. Based on that explanation we can conclude that the

feature of fluency are: 1) Pauses may be long but not frequent, 2) Pauses are usually filled, 3) Pauses occur at meaningful transition points, 4) there are long runs of syllables and words between pauses.

According to Brown in *teaching by principle* second edition (2000) states that the accuracy is clear, clear, grammatically and phonologically correct. This means that speakers who speak accurately must consider it, so that they not only speak faster but they must examine the use of their fluent, grammatical, and phonological language. Douglas also stated that fluency was the initial goal in language teaching but accuracy was achieved to a certain extent by allowing students to focus on phonological, grammatical, and discourse elements in their oral results. Accuracy increased only slightly for half of the participants, mostly when the grammatical context was repeated but not for errors involving inflection. Strategies used by speakers to tailor their speech to less time include eliminating unnecessary details and changing grammatical constructions, which in some cases involve more complex sentences. Arevart and Nation (1991) replicate the study with a greater number of participants and find that the speed of speech (words per minute) and doubts per minute increase significantly on retellings.

2.3 Function of Speaking

Brown and Yule (1983) cited in Richards (2012) made a useful distinction between the interactional functions of speaking, in which it serves to establish and maintain social relations, and the transactional functions, which focus on the exchange of information. Based on Brown and Yule stated above, the function of

speaking is divided into three parts, that are talk as interaction, talk as transaction and talk as performance.

2.3.1 Talk as Interaction

According to Richards (2012) talk as interaction refers to what we normally mean by “conversation” and describes interaction that serves a primarily social function. When people meet, they exchange greetings, engage in small talk, recount recent experiences, and so on because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speakers and how they wish to present themselves to each other than on the message. Such exchanges may be either casual or more formal, depending on the circumstances, and their nature has been well described by Brown and Yule (1983). The main features of talk as interaction can be summarized as follows: 1) Has a primarily social function. 2) Reflects role relationships. 3) Reflects speaker’s identity. 3) May be formal or casual. 4) Uses conversational conventions. 5) Reflects degrees of politeness 6) Employs many generic words. 7) Uses conversational register. 8) Is jointly constructed.

Richards also says that mastering the art of talk as interaction is difficult and may not be a priority for all learners. However, students who do need such skills and find them lacking report that they sometimes feel awkward and at a loss for words when they find themselves in situations that require talk for interaction. They feel difficulty in presenting a good image of themselves and sometimes avoid situations that call for this kind

of talk. This can be a disadvantage for some learners where the ability to use talk for conversation can be important. Talk as interaction is perhaps the most difficult skill to teach since interactional talk is a very complex and subtle phenomenon that takes place under the control of unspoken rules.

2.3.2 Talk as Transaction

Richards (2012) explain about Talk as transaction refers to situations where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially with each other. Burns (1998) distinguishes between two different types of talk as transaction. The first type involves situations where the focus is on giving and receiving information and where the participants focus primarily on what is said or achieved. Accuracy may not be a priority, as long as information is successfully communicated or understood. The main features of talk as transaction are: 1) It has a primarily information focus. 2) The main focus is on the message and not the participants. 3) Participants employ communication strategies to make themselves understood. 4) There may be frequent questions, repetitions, and comprehension checks, as in the example from the preceding classroom lesson. 5) There may be negotiation and digression. 6) Linguistic accuracy is not always important

Talk as transaction is more easily planned since current communicative materials are a rich resource of group activities, information-gap activities, and role plays that can provide a source for

practicing how to use talk for sharing and obtaining information, as well as for carrying out real-world transactions. These activities include ranking, values clarification, brainstorming, and simulations.

2.3.3 Talk as Performance

The third type of talk that can usefully be distinguished has been called talk as performance. This refers to public talk, that is, talk that transmits information before an audience, such as classroom presentations, public announcements, and speeches. Talk as performance tends to be in the form of monolog rather than dialog, often follows a recognizable format, and is closer to written language than conversational language. Similarly, it is often evaluated according to its effectiveness or impact on the listener, something that is unlikely to happen with talk as interaction or transaction. Some examples of talk as performance are: conducting a class debate, giving a speech of welcome, making a sales presentation, giving a lecturer, and soon. The main features of talk as performance are: 1) A focus on both message and audience. 2) Predictable organization and sequencing. 3) Importance of both form and accuracy. 4) Language is more like written language. 5) Often monologist.

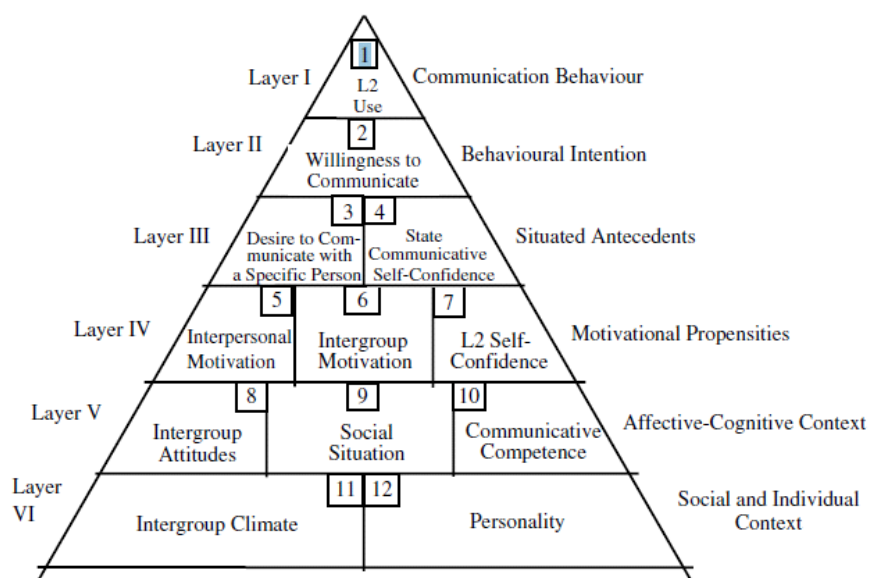
2.4 Willingness to Communicate

The term of willingness to communicate (WTC) was first introduced in the context of first language acquisition by McCrosky and Richmond in 1987, however

it has been change in context of second and foreign language learning. Willingness to communicate is defined as greatness to communicate given choices, continues to establish itself as a determinant of the construct in realizing success or failure in learning a second language (Dornyei, 2005, Peng & Wooddrow, 2010 cited in Valadi, Rezaee & Bharvand, 2015). MacIntyre et al (2003) also define WTC as the predisposition toward or away from communicating, given the choice. The purpose of buildstudents' WTC is to capture the main implications of communication fear, introversion, reticence and shame in communication behavior. it can be assumed that learning in a second or foreign language and the ability to communicate in that language are the main objectives of WTC, simply say the higher feelings of students' WTC, the more they will succeed in learning second language (Valadi, Rezaee & Bharvand, 2015).

Individuals' WTC is affected by many factors such as fear of seeping, lack of self esteem and individual are introvert or extrovert. WTC is a conceptual model in second language proficiency. According to leger and Storch, model of WTC included two main variables: perceived communication and communication anxiety. Based on this model, it is estimated that high of level of perceived communication competence felt together with low anxiety result in higher WTC and higher in probability of communicative interaction in second language (Biria & Jouybar, 2016). MacIntyre, Clement, Dornyei and Noels (1998) have devised WTC model in which different component contributing to a person's WTC (see figure 1)

Figure 1. Schematic representation of WTC Constructs From MacIntyre, Clement, Dornyei, and Noels (1998).



Situation in using second language is more convoluted than in using first language, because the second language has many additional variables. Thus, MacIntyre et. al. (1998) argue for conceptualizing second language WTC as a situation specific construct that includes both state and trait characteristic, they also defined the concept as the individual readiness to enter into discourse at a particular specific person using second language. They also purposed multi layer “Pyramid Model” under which they subsumed a range of linguistic and psychological variables including linguistic self-confident, desire to affiliate with a person, interpersonal motivation, intergroup attitudes, motivation and climate, parameters of social situation, communicative competence, experience, and various personality traits (see figure 1) (Valadi, Rezaee & Bharvand, 2015).

2.5 Previous Study

There are some previous study conducted by some researcher which has topic related to this Study. The first study was done by Yousefi and Kasaian (2014) which have target population Iranian EFL Learners in the title of study Relationship between Willingness to Communicate and Iranian EFL Learner's Speaking Fluency and Accuracy. The finding of this study contains positive relationship between willingness to communicate and speaking fluency. It can be concluded that both trainers and trainees can employ willingness to communicate as one of the tools to increase fluency and accuracy level of learners speaking.

Another study was done by Atdersi and Rahimy (2016) with the title of study The Relationship between Willingness to Communicate and Two Types of Speaking Task: Narrative and Dialogue. The significance of this study lies in its theoretical contributions to the WTC construct and the pedagogical implications in second language teaching and learning. The result of this study indicated a positive correlation between the WTC level and the narrative speaking as well as the dialogue speaking scores, i.e., the high L2 WTC leads to a better performance in L2 speaking skill in general. However, the correlation between WTC and dialogue speaking was stronger than the WTC and narrative speaking, i.e., WTC level affects dialogues better than narrative /monologue.