CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents reviews of related literature used in this study. The reviews of related literature have a goal of providing previous studies and information concerning with the research problems, including overviews of the definition of speaking, the speaking ability, the component of speaking, the problem of speaking, and the way how to solve the problem.

A. Definition of Speaking

Speaking is an activity to explore some utterances from human to express their own idea in a real time. For instance David Nunan, in his book "Practical English language teaching" states that "speaking is the productive aural/oral skill. It consists of producing systematic verbal utterance to convey meaning".[5].

According to M. Soenardi Djiwandono, in his book, states that " speaking is the activities using language which is important in daily life. By speaking, person can try to express their idea and their feeling to another person through spoken[6].

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[5] David Nunan, *Practical English language Teaching* (Singapure: McGraw-Hill, 2003), p 48.
[6] M soenardi Djiwandono, *Tes Bahasa Dalam Pengajaran* (Bandung : ITB, 1996), p 68

According to Scott Thornbury :

> Speaking is a skill and such needs to be develop and practice independently of the grammar curriculum. So speaking is a difficult skill than other skill so it needs to be thought more.[7]

There are many definitions of speaking, they are:

a. "Speaking is the ability to say articulation sounds or words to express thought, idea and feeling."[8]

b. "Speaking is the verbal use of language to communicate with other."[9]

c. "Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information.[10]

In addition, speaking is also a specific spoken discourse that is primarily social and engaged in for social purposes and in social contexts. It entails three areas of knowledge. First, the mechanical elements of language (pronunciation, grammar, and vocabulary), which allows the speaker to use the right words in the correct sequence and appropriate pronunciation. Second, the speaking functions (transaction and interaction), which enables the speaker to know when the clarity of the message is needed (as in carrying out the transaction or in exchanging of information) and when a deep understanding is not necessary (as in the development of relations). Third, the sociocultural norms (such as turn-

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[7] Jodih Rusmajadi, *Terampil Berbahasa Inggris(* PT indeks, 2010), 55

[8] Henry Guntur Tarigan, *Berbicara sebagai Suatu Ketrampilan Bahasa* (Bandung: Angkasa, 1984), p15

[9] Glenn Fulcher, *Testing Second Language Speaking* (Great Britain: Longman, 2003), 23

[10] Kathleen M Bailey, *Practical English Language Teaching; Speaking* (Singapore: Mc Graw, Hill Companies, Inc, 2005), 420

taking, rate of speech, length of pauses between speakers, relative roles of participants) which enable an individual to realize the conversational situation, whom he is talking to, and what the purpose of speaking is. By understanding these elements, an individual will know when he takes a turn to speak and when to listen, how quickly he should speak, and how long he should pause.[11]

In conclusion speaking is an activity that involves producing and receiving and processing information that people use in daily life for communicating with another people. Speaking is difficult skill than other skill because we must practice directly in front of people. When we speak in English we must think many aspects as like grammatical, vocabulary, pronunciation, etc. To express his/her idea effectively, the speaker must understand with everything that she/he wants to express. She/he must able to evaluate the effect of his/or her communication with the listener[12].

B. Definition of Speaking Ability

Speaking ability is an ability to express an idea of making sentences to communicate with the another person. They try to express their idea as they can. So it makes easy to understand.

According to Maidar G Arsjad and Mukti U.S :"The speaking ability is the expressing ability of sentences to express thought, idea and

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[11] Situjuh Nazara, *"Students' Perception on Efl Speaking Skill Development"* , *Journal of English Teaching*, 1 (februari, 2011), 31

[12] Henry Guntur Tarigan, *Berbicara Sebagai Suatu Keterampiloan Berbahasa*, P 15

feeling.[13] Speaking ability can be used to communicate with the other people in the daily life. Speaking is so important since it can build the students' creativity. It will enable students to express their thought, idea and feeling.

C. The Component of Speaking Skill

Speaking is complex skill requiring the simultaneous use of a number of different abilities which often develop at different rates. Either four or five components are generally recognized:

1. Pronunciation (including segmental features- vowels and consonants and the stress and intonation patterns)

2. Grammar

3. Vocabulary

4. Fluency

5. comprehension[14]

D. Problems of Speaking

Problem of speaking are condition where the students find the difficulty and encounters the obstacles.[15] This problem is caused by condition which is unable to reach or fail in the problem solving. The

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[13]Maidar G Arsjad and Mukti, *Pembinaan Kemampuan Berbicara Bahasa Indonesia* (Yogyakarta :Erlagga, 1988), p 23.

[14] David P Haris, *Testing English As A Second Language* (New York : Mc Graw : Hill Book Company, 1969), p 81

[15] Edward D. Allen and rebecca m. Vallete, *modern language testing.* (Boston: Harcount Brace Javanovich Publisher, 1977) P.128

human or speaker get problem when speaker tries to speak and explore their idea because a speaker should think idea to express while there are many aspects should consider such a vocabulary, grammar, and situation. As we know that speaking is difficult construct to define. It is not only indicating from textual aspect (structure, pronunciation, intonation, stress, and vocabulary). [Structure deals the ability to make grammatically correct sentences], but also it is indicated from the contextual aspects (aspects motivation, and moods). It can be divided into the following:

1. Accuracy is the student's ability to produce correct sentences using correct grammatical and vocabulary.

2. Fluency is the ability which speakers use the language quickly and confidently

3. Confidence is student's feeling that they believe that they are capable to speak English. Confidence maybe makes the students more optimistic to speak English without they think that they speak better or not. [16]

There are some problems with speaking activities as follows:[17]

a. Inhibition

Unlike reading, writing, and listening activities. Speaking requires some degree of real time exposure to an audience. Learners

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[16] Jill Hadfield And Charles Hadfield, *Introductiont Teaching English* (New York: Oxford University Press, 2008), P 106.
[17] Penny Ur, *A Caurse In Language Teaching Practice and Theory* :(USA : Cambridge, 1996),p 121

are often inhibited about trying to say thing in foreign language in the classroom, worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracting.

b. Nothing to say

Learners complain that they cannot think of anything to say, they have no motive to express their selves beyond the guilty feeling that they should be speaking.

c. Low or uneven participation

Only one participant can talk at time if he or she is to be heard and in a large group this means that each one will have only very little talk time. This problem compounded by the tendency of some learners to dominate, while others speak very little or not at all.

d. Mother- tongue use

In classes where all or a number of the learners share the mother tongue, they may tend to use it because it is easier, because it feels unnatural to speak to one another in foreign language because they feel less exposed if they are speaking in their mother tongue. If they are talking in small groups, they are difficult to get some classes-particularly the less disciplined or motivated ones- to keep to the target language.

According to Miss Orisa Sursattayawong's jurnal in Bove'e & Thill book stated that there are some barriers to speaking that are: Poor

listening, mispronunciation, emotion interference, and cultural difference, vocabulary, and lack confidence.[18]

According to Abdul Chaer other problem of speaking is environment. Language environment is important for the student to study about new language for example English Language. If the student stays in English environment or in English community it will be easier for the student to study English or speak English fast.[19]

The second are types of problems in method of language teaching. Method is a set prescription as to what teacher and learners should do in the classroom. The teacher's job is to make his or her teaching style as well as the learner's learning style match the method[20].

The third are types of problems in motivation. Motivation is probably the most often used catch-all term for explaining the success or failure or virtually any complex task. It is easy to figure that success in a task is due simply to the fact that someone "motivated". It is easy in second language learning to claim that a learner will be successful with the proper motivation[21].

The last are types of problems in confidence. It could easily be claimed that no successful cognitive or effective activity can be

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[18] Miss Orisa Sursattayawong, *A Survey Of English Speaking Problems of Nurses At Rajavithi Hospital" (The Graduated of* Srinakharinwirot University,2006) P13

[19] Abdul Chaer, *Psikolinguistik Kajian Teoritik:* (Jakarta, Pt Rineka Cipta, 2009), P 257-258

[20] Sarinee Anivan, Language Teaching Methodology For The Nineties. (Singapore : Seameo regional Language Centre, 1990),P 2.

[21] H Douglas Brown, *Principles of Language Learning And Teaching.* (San Francisco State University, Prentice Hall Regents, Inc. 1987), P.114

carried out without some degree of self esteem, self confidence, knowledge of yourself, and belief in your own capabilities for that activity. Hence, the students who have lack of confidence, they feel that they do not have an ability to speak English[22].

E. How to Solve the Problem

The teachers can help learners speak by helping them to find ideas and supporting them so they feel confident enough to speak. they can give them opportunities to practice enough to become fluent, and the teachers can get to improvise and stretch the language that they know to cope with a range of different situations. they can give them opportunities to interact with others and help them with useful phrases and expressions for turn- taking, changing the topic, expressions interest, etc.

Characteristics of a successful speaking activity are[23]

1. Learners talk a lot: as much as possible of period of time allotted to the activity is in a fact occupied by learner talk. This may seem obvious, but often most time is taken up teacher talk or pauses.

2. Participation is even. Classroom discussion is not dominated by a minority of talkative participants: all get chance to speak and contributions are fairly evenly distributed.

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[22] Ibid, p. 101
[23] Penny Ur, *A Caurse In Language Teaching Practice and Theory* :(USA : Cambridge, 1996), p 120

3. Motivation is high: learners are eager to speak, because they are interested in the topic and have something new to say about it, or because they want to contribute to achieve a task objective.

4. Language is of an acceptable level: learner expresses themselves in utterances that are relevant, easily comprehensible to each other and of acceptable level language accuracy.

According Jill Hadfield and Charles Hadfield there are some ways to develop student speaking skill[24]

➤ Developing confidence

Learners who are shy to speak in their own language my find it even more difficult in a new language

There are some ways to develop confident: solution is for the students themselves. They can have an English conversation club that consists of their own classmates. They can share and talk about anything in English during that time. In this club, they can learn together. Students can correct each other without feeling embarrassed. English will become students' routine by doing that activity (Hetrakul, 1995).

➤ Developing fluently

Learners learn to speak by speaking. This means the student needs to be given by the teacher plenty of opportunities for

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[24] Jill Hadfield and Charles Hadfield, *Introduction to Teaching English*, 106.

communicating in different situations and on different topics. To develop fluency, learners need as much practice as possible. This means organizing lesson and much opportunity to speak as possible and getting learners to work.

➤ Finding ideas

Learners need help in finding things to say there are several ways in which you can help learners get over this problem

a) Provide some initial input in the form of a short reading passage or listening text on the topic. This will contain some useful vocabulary and can get student thinking around the topic and stimulate ideas.

b) Provide help with what to say. The teacher can provide learners with the role cards or information cards which give them an outline or suggestions of what they can say. They can then expand the ideas on the card, adding ideas of their own.

c) Set a precise task. It can help if there is a goal or final outcome rather than open ended discussion.