

CHAPTER II

REVIEW OF RELATED LITERATURE

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

A. The Definition of Speaking

Speaking is one way to communicate which ideas and though a message orally. To enable students to communicate, we need to apply the language in real communication. Speaking is speech or utterances with the purpose of having intention to be recognized by speaker and the receiver processes the statements in order to recognize their intentions.⁷ 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.⁸ Speaking is the first mode in which children acquire language, it is part of the daily involvement of most people with language activities, and it is the prime

⁷Rachel Carrillo Syrja, *How To Reach & Teach English Language Learners*(Jossey-Bass, 2011), p 102.

⁸Jodih Rusmajadi, *Terampil Berbahasa Inggris* (PT Indeks, 2010), p 55.

motor of language change. It also provides our main data for understanding bilingualism and language contact.⁹

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.”¹⁰ According to David Nunan, in his book “Practical English language Teaching”, states that speaking is the the productive aural/oral skill. It consists of producing systematic verbal utterance to convey meaning.”¹¹ There are many definition of speaking. Likes in Henry Guntur’s book, states that “speaking is the ability to say articulation sounds or words to express thought, idea, and feeling.”¹²

Simply speaking is the activity inroducing utterance from speaker to his interlocutor through verbal or non- verbal way in appropriate condition, so the speaker not only focuses on his message but also the context before he delivers the message. Consequently, it is not surprising if many learners assume that speaking is difficult because they need more skill rather than just speak.¹³

In addition, speaking is also a specific spoken discourse that is primarily social and engaged in for social purposes and in social contexts.

⁹Dedi Efrizal, *Improving Students' Speaking through Communicative Language Teaching Method at Mts. Ja-Alhaq*, (International Journal, Vol.2, No. 20. October 2012), p. 127.

¹⁰M Soenardi Djiwandono, *Tes Bahasa Dalam Pengajaran* (Bandung : ITB, 1996), p 68.

¹¹David Nunan, *Practical English Language Teaching* (Singapore: McGraw-Hill, 2003), p 48.

¹²Henry Guntur Tarigan, *Berbicara Sebagai Suatu Keterampilan Bahasa* (Bandung: Angkasa, 1984), p 15.

¹³Sartika & Muhammad Amin. “What Contributes To Students' SuccessIn Learning To Speak English”. *JEELS*, (2014), *Volume 1, Number 1* : 32-33.

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 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.¹⁴

B. The Components of Speaking

Speaking is an activity that explore and has some components. According to Haris, the component in speaking are pronunciation, grammar, vocabulary, fluency, and comprehension.¹⁵

1. Pronunciation

People need to be sure that the other can be understood when they speak. They need to be able to say what they want to say. This

¹⁴Situjuh Nazara, *Students' Perception on EFL Speaking Skill Development*, (Journal of English Teaching, February 2011), p. 31.

¹⁵David P Haris, *Testing English As A Second Language* (New York: McGraw-Hill Book Company, 1969), p 81.

means that their pronunciation should be at least adequate for the purpose. The pronunciation system of language operates with a finite number of significant elements, which it is the learner's first task to distinguish in listening and speaking. For English, these may conveniently be divided into two categories : the segmental elements (the vowel and consonant sounds) and the prosodic elements (accentuation and intonation).¹⁶

2. Grammar

Grammar is important in language. Linguist have been investigating the native speaker's knowledge for years, just as they have been trying to think of the best way of describing that knowledge and the grammatical system. What they have found is that the grammatical system is rule-based and the competent users of the language know these rules in some way.¹⁷

3. Vocabulary

The competent speakers of the language must know the lexis (vocabulary) of a language although that knowledge will vary depending, for example, on their education and occupation. They know what words mean and they also know the subtleties of some of those meanings. They know how words operate grammatically and they are sensitive to change in word value. Without this lexical

¹⁶A C Gimson, *A Practical Course of English Pronunciation A Perceptual Approach* (London: Edward Arnold, 1975), p 2.

¹⁷Jeremy Harmer, *The Practice of English Language Teaching* (New York: Longman Group, 1991), p 13.

knowledge, they would not be able to use the grammar to generate sentences with meaning.

4. Fluency

When we looked someone speaks the language fluently, it is called fluency. Speed is a factor, but it is by no means the only or even the most important one. Research into listeners' perceptions of a speaker's fluency suggests that pausing is equally important. The features of fluency can now be summarized :

- a. Pauses may be long but not frequent.
- b. Pauses are usually filled.
- c. Pauses occur at meaningful transitions points.
- d. There are long runs of syllables and words between pauses.¹⁸

5. Comprehension

Defining Language Comprehension: Some Speculations John B. Carroll Educational Testing Service The concept of comprehension is of major relevance to education. In the most general sense of "being educated," an "educated" person possesses a certain body of knowledge, competences, abilities, and skills. On the one hand, this implies some sort of structure that has been laid down in the individual, presumably in his nervous system, or, one might say, in a

¹⁸ Scott Thornbury, *How To Teach Speaking* (England: Longman, 2006), p 8.

memory store, as a result of his whole prior development and experience, including educational experiences.¹⁹

C. The Problems of Speaking

Problem of speaking is usually happens to the students when they try to communicate with the other people. This problem is caused by condition which is unable to reach or fail in the problem solving. There are some problems with speaking activities. 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. Jill stated in his book that one of the problem in speaking is fluency. Fluency is the ability which speakers use the language quickly and confidently.²⁰

According to Ur, there are many factors that cause difficulty in speaking, and they are followed:²¹

1. Inhibition. Students are worried about making mistakes, fearful of criticism, or simply shy.
2. Nothing to say. Students have no motive to express themselves.

¹⁹John B Carrol. "Defining Language Comprehension: Some Speculations". Paper presented at the Research Workshop on Language Comprehension and the Acquisition of Knowledge, *Quail Roost Conference Center*, Durham, North Carolina, March 31-April 3, 1971.

²⁰Jill Hadfield & Charles Hadfield, *Introduction Teaching English* (New York: Oxford University Press, 2008), p 106.

²¹Penny Ur, *A Course in Language Teaching Practice and Theory* (USA: Cambridge, 1996), p 121.

3. Low or uneven participation. Only one participant can talk at a time because of large classes and the tendency of some learners to dominate, while others speak very little or not at all.

According to Miss OrisaSursattayawong's Journal in Bove'e and Thill book states that there are some barriers to speak that are poor listening, mispronunciation, emotion interference, and cultural difference, vocabulary, and lack confidence.²²

According to Abdul Chaer, the other problem of speaking is environment. Language environment is important for the students to study about new language. For example English Language. If the students stay in English environment or in English Community, it will be easier for the students to study English or speak English fast.²³

The other problem is 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.²⁴

²² Miss OrisaSursattayawong, *A Survey Of English Speaking Problems of Nurses At Rajavithi Hospital* (The Graduated of Srinakharinwirot University, 2006), p 13.

²³ Abdul Chaer, *PsikolinguistikKajianTeoritik* (Jakarta: PT RienekaCipta, 2009), p 257-258.

²⁴ H. Douglas Brown, *Principles of Language Learning and Teaching*, (San Francisco State University, Prentice Hall Regents. 1987), P. 114.

D. The Ways How the Students Solve the Problem

According to Kavin Hetrakul (1995), there are two ways to encourage students to overcome their problem in speaking.²⁵ The first one is a way for the teacher to do. It is considered necessary for the teacher to force the student only to speak English during the class. The teacher himself must be able to convince his student to be brave to speak English, does not matter if they have very bad grammar. Just say whatever the student want to say. And the teacher must convince his students that making errors is a normal thing in learning. This way will raise students confidence to try to speak English . it will be better if the teacher does not give correction every time his student make errors, but he should give feedback and give explanation for every error after the students finish t heir speech.

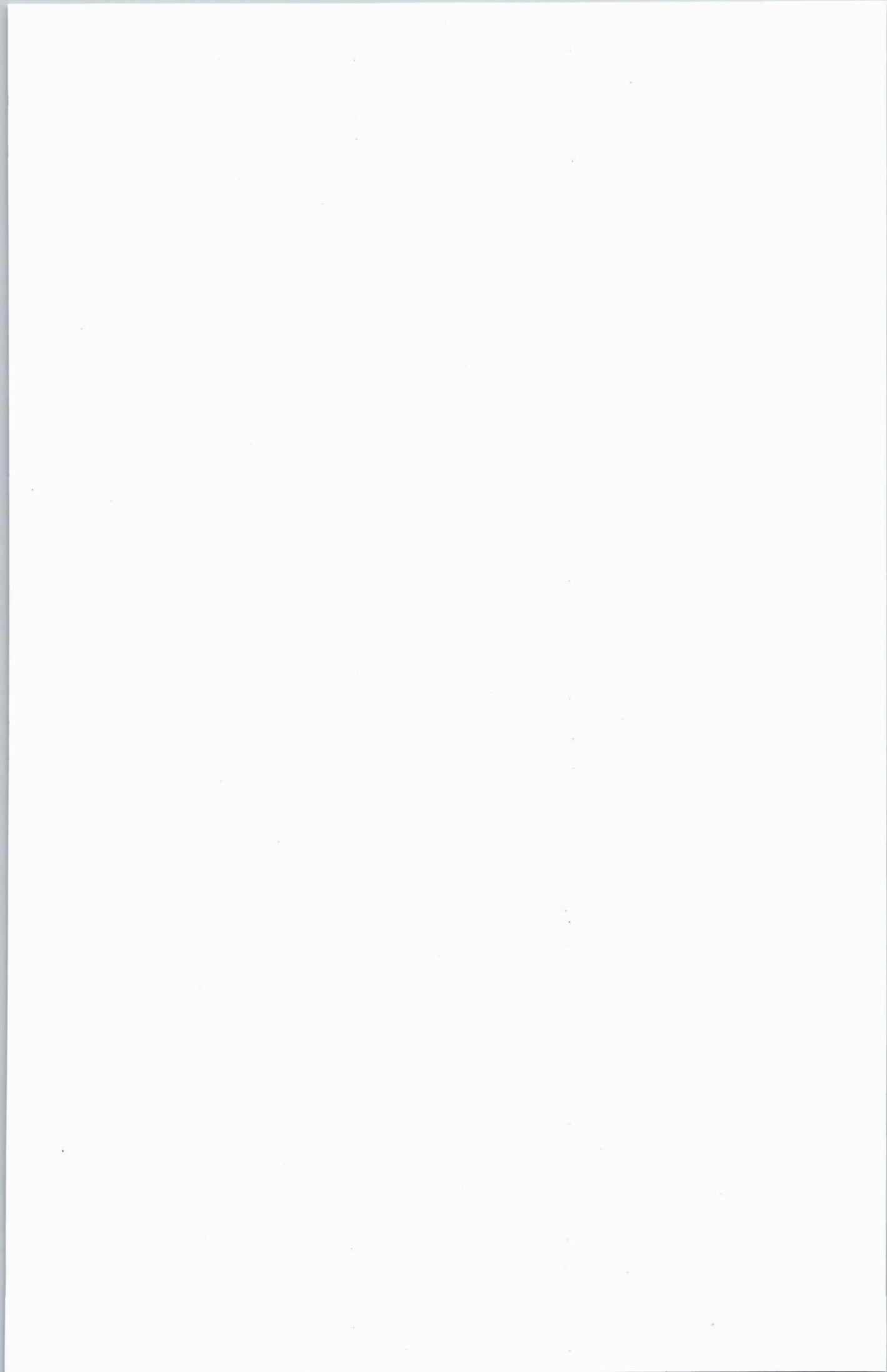
The second solution is for the student themselves. They can have an English conversation club that consists of their own classmates. They can share and talk about anything in English during the time. In this club, they can learn together. Student can correct each other without feeling embarrassed. English will become student routine by doing that activity.

The teachers can help students to improve their speaking ability by giving some activities that can apply by them. Some activities that related with the problem such as vocabulary are:²⁶

1. Controlled activities
2. Activities to help recall the form of a word

²⁵ Kavin Hetrakul, *The Second Language* , <http://eserver.org/courses/spring95/76-100g/KavinHetrakul.html>, (Accessed on October 2, 2005).

²⁶ L.S.P Nation, *Teaching*, p 94-113.



3. Activities to improve access to vocabulary
4. Pair activities which give help with vocabulary
5. Repetitive activities to improve fluency
6. Paraphrase activities to make the fullest use of known words

Characteristics of a successful speaking activity are:²⁷

- a. Learners talk as much as possible of period of time allotted to the activity is an fact occupied by learner talk.
- b. Participation is even. Classroom discussion is not determined by a minority of talkative participants, all get chance to speak and contributions are fairly evenly distributed.
- c. 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.
- d. Language is of an acceptable level, learner expresses themselves in utterances that are relevant, easily comprehensible to each other and acceptable level language accuracy.

According to Jill Hadfield and Charles Hadfield there are some ways to develop student speaking skill. They are developing confidence, developing fluently, and finding ideas.²⁸

²⁷Penny Ur, *A Course In Language* ., p 120.

²⁸Jill Hadfield and Charles Hadfield, *Introduction*, p 106.