

## 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 speaking ability, the component of speaking, and the problem of speaking.

#### A. Definition of Speaking

Speaking is a productive skill<sup>3</sup>. It is an activity from human to express their idea in a real time. 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."<sup>4</sup>

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."<sup>5</sup> 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."<sup>6</sup> Another definition of

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<sup>3</sup>Rachel Carrillo Syrja, *How To Reach & Teach English Language Learners* (Jossey-Bass, 2011), p 102.

<sup>4</sup>Jodih Rusmajadi, *Terampil Berbahasa Inggris* (PT Indeks, 2010), p 55.

<sup>5</sup> M Soenardi Djiwandono, *Tes Bahasa Dalam Pengajaran* (Bandung : ITB, 1996), p 68.

<sup>6</sup> David Nunan, *Practical English Language Teaching* (Singapore: McGraw-Hill, 2003), p 48.

speaking as likes in Henry Guntur's book, states that "speaking is the ability to say articulation sounds or words to express thought, idea, and feeling."<sup>7</sup>

Furthermore, Chaney & Burk (1998:13) mentions "to speak means to produce some words representing one's ideas". It is a process of sharing meaning through the use of verbal and non-verbal symbols, in variety of context." Simply speaking is the activity in producing utterance from speaker to his interlocutor through verbal or nonverbal 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.<sup>8</sup>

In conclusion, speaking is an activity that involves producing, receiving, and processing information that people use in daily life for communicating with another people.

## **B. Definition of Speaking Ability**

Speaking ability is an ability to express an idea of making some words to communicate with the other people. It will make easy to understand when they try to express their idea as they can. According to Maidar G Arsjad and Mukti U.S :

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<sup>7</sup> Henry Guntur Tarigan, *Berbicara Sebagai Suatu Keterampilan Bahasa* (Bandung: Angkasa, 1984), p 15.

<sup>8</sup> Sartika & Muhammad Amin. "What Contributes To Students' Success In Learning To Speak English". *JEELS*, (2014), Volume 1, Number 1 : 32-33.

“The speaking ability is the expressing ability of sentences to express thought, idea and feeling.”<sup>9</sup>

The ability to speak English is a very complex task when one considers the nature of what is involved in speaking, it is not unusual that all of the students in an EFL speaking class do not have the courage to speak (Cahyono and Widiati, 2011).<sup>10</sup> Speaking ability can be used to communicate with another person in daily life. It is very important because it can build the students’ power and creativity in speaking.

### **C. The Component of Speaking**

Speaking is an activity that explore and has some components. According to David, the component in speaking are pronunciation, grammar, vocabulary, fluency, and comprehension.<sup>11</sup>

#### **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 means that their pronunciation should be at least adequate for that purpose. Though most of us think in terms of speech production, the Longman Dictionary of Applied Linguistics emphasizes “the way sounds are perceived by the listener” to define

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<sup>9</sup> Maidar G Arsjad and Mukti, *Pembinaan Kemampuan Berbicara Bahasa Indonesia* (Yogyakarta: Erlangga, 1988), p 23.

<sup>10</sup> Ahmad Zubaidi Amrullah, *Developing Language Games To Teach Speaking Skill For Indonesian Senior High School Learners* (State Islamic Senior High School 2 (MAN 2) Gresik, Indonesia)

<sup>11</sup> David P Haris, *Testing English As A Second Language* (New York: McGraw-Hill Book Company, 1969), p 81.

pronunciation.<sup>12</sup>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).<sup>13</sup>

## 2. Grammar

Grammar is generally thought to be a set of rules specifying the correct ordering of words at the sentence level. The Longman Dictionary of Applied Linguistics defines it as a description of the structure of a language and the way in which units such as words and phrasee are combined to produce sentences in the language.<sup>14</sup>

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.<sup>15</sup>

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<sup>12</sup>David Nunan, *Practical English Language Teaching First Edition* (New York: McGraw-Hill, 2003), p 112.

<sup>13</sup>A C Gimson, *A Practical Course of English Pronunciation A Perceptual Approach* (London: Edward Arnold, 1975), p 2.

<sup>14</sup>David Nunan, *Practical English.*, p 154.

<sup>15</sup>Jeremy Harmer, *The Practice of English Language Teaching* (New York: Longman Group, 1991), p 13.

### 3. Vocabulary

Words are clearly vocabulary. According to Pawley and Syder, if learners want to use language fluently and want to sound like native speakers, they need to be able to put words together quickly in typical combinations.<sup>16</sup>

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

### 4. Fluency

Fluency is the ability which speakers use the language quickly and confidently.<sup>17</sup> It is important to see fluency as being related to each of the four skills of listening, speaking, reading, and writing with fluency needing to be developed independently in each of these skills. 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 :

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<sup>16</sup>David Nunan, *Practical English*, p 130.

<sup>17</sup>Jill Hadfield & Charles Hadfield, *Introduction Teaching English* (New York: Oxford University Press, 2008), p 106.

- 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.<sup>18</sup>
5. Comprehension

According to John B, 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 memory store, as a result of his whole prior development and experience, including educational experiences.<sup>19</sup>

#### **D. 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,

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

<sup>19</sup>John 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.

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.<sup>20</sup>

According to Ur, there are many factors that cause difficulty in speaking, and they areas follows:<sup>21</sup>

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.
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.

In addition, Rababa'h pointed out that there are many factors that cause difficulties in speaking English among EFL learners. Some of these factors are related to the learners themselves, the teaching strategies, the curriculum, and the environment. For example, many learners lack the necessary vocabulary to get their meaning across, and consequently, they cannot keep the interaction going. Inadequate strategic competence and communication competence can be another reason as well for not being able to keep the interaction going. Some learners also lack the motivation to speak English. They do not see a real need to learn or speak English. Actually, motivation is the crucial force which determines

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<sup>20</sup> Jill Hadfield & Charles Hadfield, *Introduction Teaching*, p 106.

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

whether a learner embarks in a task at all, how much energy he devotes to it, and how long he preserves (Littlewood, 1984, p.53). The development of communicative skills can only take place if learners have the motivation and opportunity to express their own identity and relate with the people around them (Littlewood, 1981).<sup>22</sup> Personality, motivation, attitude, and many other factors influence language learning, and it also has an impact if the learner has a strict self-critical attitude towards language learning or whether (s)he is open-minded toward other cultures and languages or not.<sup>23</sup>

According to Miss Orisa Sursattayawong's Journal in Bove'e and Thill book states that some barriers to speaking are poor listening, mispronunciation, emotion interference, and cultural difference, vocabulary, and lack confidence.<sup>24</sup>

According to I.S.P Nation from the point of vocabulary, there are two reasons why learners may not be able to say what they want to say. First, they may not know enough vocabulary. Second, the learners may know enough vocabulary, but they are unable to put this vocabulary to productive use.<sup>25</sup>

According to Abdul Chaer, the other problem of speaking is environment. Language environment is important for the students to study about new language.

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<sup>22</sup>Samira AlHosni, "Speaking Difficulties Encountered by Young EFL Learners". International Journal on Studies in English Language and Literature (IJSELL), (2014), Volume 2.

<sup>23</sup>Paakki, Henna. "Difficulties in Speaking English and Perceptions of Accents A Comparative Study of Finnish and Japanese Adult Learners of English". Master's thesis English language and culture School of Humanities University of Eastern Finland, 2013.

<sup>24</sup> Miss Orisa Sursattayawong, *A Survey Of English Speaking Problems of Nurses At Rajavithi Hospital* (The Graduated of Srinakharinwirot University, 2006), p 13.

<sup>25</sup> I.S.P Nation, *Teaching & Learning Vocabulary* (Boston: Heinle & Heinle Publishers, 1990), p 94.



For example English Language. If the students stay in English environment or in English Community, it will be easier for the students to speak English fast.<sup>26</sup>

Sometime, the other problems come from the 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.<sup>27</sup> The method in teaching speaking can involved the motivation of the students to improve their speaking ability.

It can be conclude that the problems of speaking can be indicated from two aspects. They are textual aspect and contextual aspect. Textual aspect is included the structure, pronunciation, intonation, stress, fluency, and vocabulary. Meanwhile, the contextual aspect is included themotivation, moods, the teaching strategies, the curriculum, the environment, the method of language teaching, etc.

#### **E. How to Solve the Problem**

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:<sup>28</sup>

1. Controlled activities
2. Activities to help recall the form of a word
3. Activities to improve access to vocabulary

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<sup>26</sup> Abdul Chaer, *Psikolinguistik Kajian Teoritik* (Jakarta: PT Rieneka Cipta, 2009), p 257-258.

<sup>27</sup> Sarinee Anivan, *Language Teaching Methodology For the Nineties* (Singapore: Seameo Regional Language Center, 1990), p 2.

<sup>28</sup> I.S.P Nation, *Teaching*, p 94-113.

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:<sup>29</sup>

1. Learners talk as much as possible of period of time allotted to the activity is an fact occupied by learner talk.
2. 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.
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 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.<sup>30</sup>

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<sup>29</sup> Penny Ur, *A Course In Language .*, p 120.

<sup>30</sup> Jill Hadfield and Charles Hadfield, *Introduction.*, p 106.