CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter includes several theories related to the research that can help guide the research. It includes speaking, english speech program, motivation, and previous study.

A. Speaking

1. Definition of Speaking

Speaking is considered important in language learning, especially in the context of communication. Harmer (2007) states that in English, the four main skills in English are listening, speaking, reading, and writing. Speaking ability is a main component in learning a foreign language, speaking ability is an indicator of success in learning a foreign language. Parupalli (2019) states that speaking fluency is the most important skill for language learners. However, fluency is not easy to achieve, because speaking requires great effort. Good mastery of speaking skills allows students to communicate with confidence, which is the goal of language learning (Mandasari & Aminatun, 2020).

Harmer (2007) states that speaking requires the ability to express ideas easily, it is not only an understanding of linguistic elements, but also the ability to process language and information quickly. Nunan (2003) explains that speaking is a step in the formation of shared meaning, which involves the production and reception of information. Mazouzi (2013) supports this by saying that the nature of speech consists of linguistic and non-linguistic components, such as eye contact, facial expressions, and

body language, which influence the flow of conversation. In addition, the role of culture in speaking is very important as it affects the way English is taught and learned (Thornbury, 2005).

From the point of view of productive skills, speaking can be observed directly and empirically (Brown, 2003). Brown (2000) says that a person's ability to speak a language shows them to have a good conversation. Language learning ability is often assessed based on the ability to achieve goals through interaction with foreign language speakers. Brown (2003) emphasizes that speaking involves the creative construction of language sequences, in which the speaker makes conscious choices regarding lexicon, structure, and discourse. Indramawan & Dr. Akhyak (2013) argue that in addition to fluency, speaking competence also includes the ability to participate in meaningful conversations. They emphasize that speaking is an interactive and reciprocal process that involves feedback and awareness of the listener's needs. Through direct practice, students gradually improve their conversational skills. Thornbury (2005) says that speaking is closely related to everyday interactions that involve the production of conversation as part of daily routine activities. Speaking is considered a creative process that involves interaction between the speaker and the listener. This process requires the use of pronunciation, grammar, and vocabulary to achieve effective communication (Murcia, 2002).

From the definitions above, speaking is an important skill in language learning that involves communicating ideas quickly and effectively. Speaking is not only fluent, it also involves interactive

components, such as choosing vocabulary, grammar, and paying attention to what the listener needs. According to Richards (2008) the importance of speaking as a way to construct and share meaning by using verbal and nonverbal symbols to form and share meaning in a variety of situations. With practice and real interaction, students can better improve their speaking skills (Leong & Ahmadi, 2017).

2. **Affecting Speaking Factors**

There are several things to consider in order to achieve good language skills. This depends on the perspective: language has long been seen as a social tool (sociolinguistics), as a representation of behavior (behaviorism), and often considered as a system of mental rules and symbols (psycholinguistics). In addition to the previous three perspectives, several components including physical, psychological, neurological, semantic, and linguistic, also affect speaking ability. According to Silaban et al. (2024) Speech is a form of human behavior that utilizes these five factors. In line with that, Padmawati et al. (2019) stated that physical, psychological, neurological, semantic, and linguistic factors greatly affect students' speaking ability. This is the explanation:

a.   Physical Factors: These include the speech organs such as the mouth, tongue and vocal cords, as well as facial expressions and gestures. Physical problems affecting the tongue or lips can affect the sound and pronunciation of words.

b. Psychological Factors: Emotions, confidence and anxiety levels affect speech fluency. Feelings of fear or nervousness can cause voice trembling, intermittent speech, or difficulty conveying ideas clearly.

c. Neurological Factors: The motor nerves that connect the brain to the speech organs are very important. Disorders of the nervous system, such as from a stroke or neurological disorder, can lead to speech disorders, such as stuttering or slow speech.

d. Semantic Factors: This factor relates to understanding the meaning of words or sentences. Clear, effective and contextually appropriate sentences make it easier for listeners to understand the speaker's point. Semantic errors can lead to miscommunication.

e. Linguistic Factors: This relates to the use of good language, such as pronunciation, word choice, sentence structure, and mastery of the topic. Accuracy in these aspects supports the clarity of the message and captures the attention of the listener in both formal and informal situations.

In addition to the factors above, the environment also affects speaking skills. Students who are habituated to using English in their daily lives, both inside and outside the classroom, tend to speak more fluently. An environment that encourages the use of the target language, such as the English Speech program, can help improve students' speaking ability.

3. The Purpose of Speaking

Tarigan (2008) states that the main purpose of speaking is to communicate. Speaking is an important tool to communicate or deliver thoughts

to others. When you want to speak well, it is important to know the purpose of the conversation. According to Tarigan (2008) there are 3 important purposes in speaking, which are as follows:

a. To Inform

According to Tarigan (2008) the main purpose of speaking is to inform, the term inform refers to the speaker's desire to provide information, share ideas, deliver feelings or opinions to listeners, and provide knowledge with a specific purpose. In this case, the speaker only wants to deliver facts and help listeners understand the topic being discussed.

b. To Entertain

Entertaining shows that the speaker is trying to make listeners feel happier with the chosen material, especially based on its entertainment value (Tarigan, 2008).

c. To Persuade

Persuade is defined as the speaker's attempt to convince the listener to perform certain activities (Tarigan, 2008). In addition to delivering information, the speaker must provide evidence in accordance with the information delivered. Persuasive communication is an effort to influence the attitudes, behaviors, values, and beliefs of the audience.

From the explanation above, it can be concluded that speaking is very important. The essence of the purpose of speaking is to communicate. As we know, the purpose of speaking is to communicate with others. By speaking, we can convey ideas, provide information, entertain people, and persuade effectively so that listeners can understand well.

4. The Elements of Speaking

There are several aspects that students must fulfill when speaking. These aspects can be used as a measure to evaluate our speaking ability. These elements are fluency, comprehension, grammar, vocabulary, and pronunciation. The following is the explanation according to Brown, (2000).

a. Fluency

Fluency is a person's ability to speak fluently and easily without any obstacles, such as difficulty in choosing words or in organizing ideas.

b. Comprehension

Comprehension is the ability of students to understand the message delivered to them by the speaker. It is used to avoid misunderstandings between speakers and listeners.

c. Grammar

Organizing words into correct sentences is called grammar. Mastery of the appropriate grammar is very important because it will make it easier for them to speak good English.

d. Vocabulary

Vocabulary is the core of language. Without vocabulary, we cannot express anything. Vocabulary refers to the selection of words in a conversational context. Speakers who have enough vocabulary are able to convey their ideas correctly and accurately.

e. Pronouncation

Pronunciation is an important element of language. Correct pronunciation makes sure the listener can understand the spoken word clearly. It involves aspects such as rhythm, stress, and intonation. Therefore, it is important for students to have good pronunciation so that people can easily understand what they are saying.

B. English Speech Program

Learning English is not enough in the classroom, students need additional practice outside of course hours to improve their language skills in real life. English speech program is one of the extracurricular activities that support this. English speech program provides a place for students to improve their speaking skills in a relaxed environment. With a relaxed and supportive environment for language practice, this program can encourage their motivation to be more active in using English on various opportunities, apply the learning that has been learned in class, and add to their experience in learning English.

This program was restrated two years ago because it had stopped because there was no coach. Now it is active again and has coach named Mrs. Piranti, S. Pd. This program gives students the opportunity to practice speaking frequently and confidently without fear of mistakes. In addition, this program is designed to prepare students to become school representatives in various competitions in the field of English, such as PORSENI or many other competitions. So that it can provide a great experience for them in academic competition. By joining this English

speech program, students can organize ideas systematically and deliver opinions in English with confidence. The program is also designed to create a habit of speaking in English consistently, so that students' language skills can be formed naturally. With an interactive approach and supportive environment, this program not only provides learning experience but also equips students with English language skills and confidence in various academic and non-academic competitions, both regional and national levels by using good English speaking skills.

The Purpose of English Speech Program

The English speech program is organized by the school to enhance students' speaking skills in English. The purpose of English speech is to train students to speak confidently and develop their speaking skills. In addition, English speech aims as a place for students to practice and improve their English skills, especially speaking skills in a comfortable and fun environment. By joining English speech regularly, it is expected that students' speaking skills can develop meaningfully.

English Speech is also very helpful for students to share knowledge and improve English speaking skills. The program allows students to share problems and find solutions to problems encountered in a supportive speaking practice environment. The purpose of establishing English speech is to enhance the English learning experience outside the classroom, provide new insights into the concepts in extracurricular English speech, and interest students to participate in these activities.

Another aim of extracurricular English Speech is to enhance students' academic achievement and improve students' English language skills. By joining english speech program, students can participate in various activities that are adapted to their goals, and have the opportunity to participate in English competitions at the national and international levels. In addition, by joining English Speech, students become more independent and confident, enhance their speaking skills, learn new vocabulary, share knowledge, and become better speakers.

C. Motivation

1. Definition of Motivation

Motivation is one of the psychological components that is very important in the learning process because it acts as the main driver that directs, activates, and increases student participation in the learning process. Harahap et al. (2021) state that motivation can come from certain stimulation that students remember, so that it can encourage them to be more active in learning. This process results in motivation which is very influential in guiding student learning activities. In general, motivation is divided into two types, namely: intrinsic motivation and extrinsic motivation.

a. Intrinsic Motivation

The term "Intrinsic Motivation" refers to the willingness that comes from inside a person. Deci & Ryan, (1985), in their Self Determination Theory (SDT), state that intrinsic motivation is the drive within an individual to gain knowledge in order to achieve personal satisfaction,

interest, or the achievement of goals that have personal meaning. This motivation is associated with better learning outcomes, deeper understanding, and high engagement in academics. One example is the desire to learn English because of an interest in the language.

b. Extrinsic Motivation

Extrinsic motivation is motivation that comes from outside the individual, such as rewards, praise, or punishment. Thus, extrinsic motivation is different from intrinsic motivation, which motivates a person to do an activity just because it is fun, not because of its instrumental value (Ryan & Deci, 2000). An example is the desire to get a high score or an award from the teacher, which is the main driver for students in completing assignments or studying.

2. The Role of Motivation in Language Learning

Motivation has a role in providing a spirit of learning. Students who have strong motivation have many reasons to learn (Anggraeni et al., 2024). This is because they believe and realize the importance and benefits of learning. Having motivation can influence the willingness to learn English, increase passion, increase spirit, and increase confidence in speaking English. Teachers as educators must motivate students to learn in achieving goals. Sanjaya (2010) states two functions of motivation in the learning process:

a. Encourages students to do activities. Everyone's behavior is caused by an internal drive known as motivation. The size of a person's motivation to learn is determined by the size of the person's

motivation. Students are very excited to complete teacher assignments on time and aim to get good scores because these students have high motivation to learn.

b. As a director of Behavior, Behavior shows that everyone is motivated to meet their needs or achieve predetermined goals.

3. Factors Affecting Motivation

Motivation strongly influences student success in the learning process. The success of students in the learning process is strongly influenced by the motivation that exists in them. High student motivation is a main indicator of learning quality. Students who have high motivation will be encouraged to take action in achieving certain goals or results (Emda, 2018). There are several factors that can influence students' desire to learn English:

a. Learning Environment

One of the external factors that can affect student motivation is the learning environment. A positive and supportive environment can increase students' learning motivation. Students prefer to follow an interactive and fun classroom environment. A conducive learning environment will make students feel more comfortable, which can improve their concentration and memory ability in learning. A comfortable environment such as a clean and tidy classroom can also shape student behavior either directly or indirectly (Havidz & Mujakiah, 2023). This is the key to success in developing students' behavioral skills.

b. Teacher's Role

According to Winarti (2019), teachers are an important factor in motivating students to learn English. The role of teachers in increasing students' learning motivation is very important. Supportive teachers can increase students' learning motivation by providing academic and emotional support. In addition, innovative teaching styles and the relevance of material to the real world can also increase motivation.

c. Personal Goals

Students who have clear goals for their learning, such as wanting to go to a favorite school, continue their education abroad, or get a job in an international company are more motivated to study. They set specific goals to stay focused and committed to the learning process.

d. Social Support

In addition, support from friends, family and community plays an important role in increasing motivation. Students who feel supported and appreciated by the people around them will be more motivated to learn (Emda, 2018).

D. Previous Study

There are several previous studies related to English language programs that affect students' speaking skills. These previous studies have many similarities and differences with this research. The first study entitled "Student's Perception Towards English Speaks Up Club To Improve Speaking Skills" written by Jayanti et al. (2022). This study aims to identify if speaking clubs help students improve their speaking skills. This study

used a descriptive qualitative research design to gain insight into students' perceptions of joining an English speaking club. The results of this study showed that most of the students who participated in the club showed significant improvement in their English speaking ability, especially in pronunciation, vocabulary, and fluency. In addition, the speaking activities conducted in the club increased their confidence in expressing their ideas.

The second study was titled "Improving Students' Speaking Ability Through Morning English Program Extracurricular Activities In Indonesia" written by Anshori (2023). This study aims to explore the activities in the Morning English Program (MEP) and its impact in improving students' speaking ability in vocational high schools. This study uses a qualitative descriptive method by collecting data through online questionnaires and direct interviews with students. The results showed that MEP activities, such as speaking, reading aloud, storytelling, and group discussions, significantly improved students' speaking skills, especially in grammatical accuracy, pronunciation, vocabulary acquisition, and speaking fluency.

The third research is "Speaking Activities Implemented In An English Club: Students' Voices" by Maros et al. (2023). This study aims to explore students' experiences with various speaking activities in English clubs and their impact on speaking skills. The study used a qualitative approach with thematic analysis, collecting data through semi-structured interviews with open-ended questions to capture students' perspectives. The results showed that speech activities and story-based activities helped improve speaking components such as pronunciation, vocabulary,

comprehension, fluency, and grammar, while debate and news reading activities were less effective, especially in vocabulary development.

The fourth study was entitled "Students' Perception Toward English Meeting Club of Their Speaking Skill." written by Harzanah et al. (2024). This study aims to assess students' perceptions of the English Meeting Club and its impact on their speaking skills. The study used descriptive qualitative methodology. Data was collected through observation and semi-structured interviews with advanced students from Pesantren Istiqlal. The results showed that most students had a positive perception of the club, considering that participation in the club improved their speaking skills, especially in terms of articulation and pronunciation. In addition, the English Meeting Club helped the students overcome their public speaking anxiety and boosted their self-confidence.

The fifth study was "The Importance of English Club: A Case at English Education Study Program Universitas Muhammadiyah Palembang" by Rositasari et al. (2021). This research examines how important English club activities to improve students' English skills, especially in speaking skills. This study used a qualitative method, the researcher distributed a questionnaire with 20 items to 47 fourth semester students. The results showed that participation in the club helped students organize ideas, made them more comfortable and made it easier to communicate and understand in English, This study concludes that English club activities play an important role in assisting students' effective learning and speaking skills.

Based on the description above, there are some similarities and differences in this study with previous studies. The similarities are that both focus on speaking skills, use a qualitative research approach, and explore how the English program affects their speaking skills. However, there are also differences. This study is different from previous studies in terms of the subjects studied, the methodology, the location of the study, as well as the main focus. While the previous studies only focused on how the program improved students' speaking ability and did not specifically highlight the motivational aspect, this study focuses on two important aspects of speaking ability as well as students' motivation. Based on these differences and similarities, the researcher intends to conduct further research with the title "Students' Perceptions on the Role of the English Speech Program in Students' Speaking Skills and Motivation at MTsN 2 Kota Kediri" to explore how motivation and ability play a role in improving speaking skills through the English Speech program.