

CHAPTER II

LITERATURE REVIEW

In this chapter, some of the theoretical foundations used by the author will be presented in conducting this research. The theoretical basis here includes related research, definitions, and theories contained in books or scientific papers.

A. Speaking Skill

Speaking skills are a person's ability to speak and communicate fluently and effectively in a particular language. The ability to speak well is very important in various aspects of life, both in formal and informal situations. In an academic context, good speaking skills are necessary for presentations, discussions, and active participation in class. In the world of work, good speaking skills can help one in negotiations, project presentations, and forging effective business relationships. In addition, in social situations, good speaking skills can help someone to express opinions, express ideas, and establish good interpersonal relationships.

1. The Definition of Speaking

Speaking is an art of communication that is very effective in describing ideas or messages (Torky & Zaher, 2005). Speaking involves mixing sounds in a recognized and systematic fashion, according to language's particular criteria, to generate meaningful utterances, speaking is defined as the ability to pronounce articulation sounds or words to express, state, and convey thoughts, ideas, and feelings (Torky & Zaher, 2005). Speaking is essentially a communication process because in it there is a message from one source to another (Lunenburg, 2010). From the understanding that has been mentioned, it can be concluded that speaking is a process to express, state, and convey ideas, thoughts, ideas, or hearts to others by using spoken language that others can understand. According to Rivers, interaction entails not only the expression of one's own ideas but also the comprehension of those of others, as well as listening to others (directly or indirectly) (Rivers, 1981). When the speaker and the listener have a common understanding, communication is successful.

All of the definitions above convey the activity of speaking which involves both the speaker and the listener. The act of communication through speaking is usually carried out in direct interaction in the form of conversations that lead to understanding (Torky & Zaher, 2005). In speaking class, students are expected to contribute ideas, information, opinions, and feelings to others.

2. The Importance of Speaking

Speaking have an important role in developing students' communication skills. The ability to speak well is becoming an invaluable skill in an increasingly connected world. Speaking lessons help students develop self-confidence, speak in public, convey ideas clearly, and interact effectively with others (Shriberg & Wren, 2019). In addition, Speaking Lessons are also important in the development of students' social skills. Through the interactions and discussions in the Speaking Lessons, students learn to share ideas, listen to the perspectives of others, and work collaboratively. This helps them build healthy relationships and broaden their horizons about the world around them.

Research also shows that speaking lessons have a positive relationship with students' literacy skills. Good speaking skills have an impact on students' reading and writing abilities (Rao, 2019). Students who have strong speaking skills have better abilities in understanding sentence structure, using appropriate vocabulary, and organizing ideas orally. Thus, Speaking Lessons have a positive impact on the development of student's communication, literacy, and social skills. Citing the sources that have been mentioned, the importance of Speaking lessons in education can be supported empirically (Shriberg & Wren, 2019).

3. Speaking Process

The process of Speaking is an important stage in oral communication in which individuals convey their ideas, information and thoughts to others (H.Douglas Brown, 2000). This process involves choosing the right words, organizing ideas, using appropriate intonation, and other verbal skills. Through the Speaking process, one can communicate effectively and influence listeners' understanding and responses. According to, Richard and Schmidt, the speaking process involves several important steps. First, individuals need to plan and

organize the ideas to be conveyed. They must consider the purpose of their communication, choose an appropriate structure, and choose the right words. Furthermore, individuals need to carry out or express their ideas orally. They must use vocal skills, appropriate intonation, and nonverbal strategies to support their communication. Lastly, individuals need to assess their Speaking process, either independently or through feedback from listeners, in order to improve their speaking skills in the future.(Richards & Schmidt, 2013)

The speaking process can also be influenced by contextual factors, such as the communication situation, audience, and social interests.(Celce-Murcia, 2001) For example, in a business context, the Speaking process may involve using formal language and persuasive strategies to influence business decisions. On the other hand, in a social context, the speaking process may be more relaxed and informal. In order to improve speaking skills, individuals can involve themselves in structured exercises, such as role-playing, group discussions, and simulations of real communication situation.(Richards, 2015) Through practice and practical experience, individuals can gain confidence, improve their speaking skills, and become more effective communicators.

In conclusion, the Speaking process is an important component of oral communication. Through planning, executing, and evaluating, individuals can develop their speaking skills. By paying attention to contextual factors and engaging in structured practice, individuals can improve their speaking skills over time.

4. Components of Speaking

There are several components that students need to pay attention to according to Harmer, there are five specific components which include: grammar, vocabulary, pronunciation, fluency, and comprehension.(Harmer, n.d.) Which the author will explain as follows:

a. Grammar

Grammar helps sentence structure so messages can be conveyed clearly and in an organized way. By understanding and applying grammar properly, one can convey ideas effectively, avoid confusion or ambiguity, and express oneself in

greater detail. Grammar also helps understand the relationship between words in sentences, such as subjects and predicates, objects, and adverbs of time, thus strengthening one's ability to communicate well.

b. Vocabulary

A wide and rich vocabulary is very important in speaking. Through the use of appropriate vocabulary, one can convey messages more accurately and enrich their communications. Having a wide vocabulary allows one to express thoughts, emotions, and concepts more precisely and specifically. A good vocabulary also allows one to choose the right words to create the desired nuance in conversation, such as words that are more formal or informal, words that have positive or negative meanings, and words that reflect a certain personality or culture.

c. Pronunciation

Pronunciation, or the way we produce and articulate sounds in speech, plays a crucial role in effective communication. Clear and accurate pronunciation helps ensure that our spoken words are easily understood by others. It enables us to convey our ideas and messages without ambiguity or misinterpretation. By mastering pronunciation, individuals can enhance their overall fluency and intelligibility in spoken language. Pronouncing words correctly also contributes to the natural flow and rhythm of speech, making it easier for listeners to follow along and engage in conversation.

d. Fluency

Fluency in speaking is the ability to express oneself fluently and without obstacles in speaking. This skill allows one to flow in a conversation without too many noticeable pauses or vacillations. Fluency plays an important role in effective communication because it allows messages to be conveyed smoothly and without interruption, thereby facilitating listener understanding and engagement.

e. Comprehension

Comprehension, or the ability to understand spoken language, is crucial in effective communication. When engaging in conversation, comprehension allows individuals to grasp and interpret the meaning behind what is being said by others. It involves actively listening, processing information, and extracting key points or

messages from the speaker's words. By developing strong comprehension skills, individuals can engage in meaningful and meaningful interactions, as they are able to fully understand the content, context, and intentions of the speaker.

B. Teaching Speaking

Teaching speaking skills is a crucial aspect of language education, as it empowers learners to effectively communicate in the target language. Educators play a pivotal role in guiding students to develop the necessary skills for fluent and coherent oral expression. According to Brown, providing ample opportunities for students to practice speaking in a supportive and interactive classroom environment is key to fostering their speaking abilities (H.Douglas Brown, 2000). Furthermore, Thornbury, emphasizes the importance of incorporating authentic and meaningful communication tasks into speaking instruction to enhance students' engagement and motivation (Thornbury, 2005).

To effectively teach speaking, educators can employ various strategies and techniques. Celce-Murcia, suggest using communicative activities, such as role plays, debates, and discussions, that encourage students to actively participate and express their thoughts orally.(Celce-Murcia, 2001) These activities not only promote the development of speaking skills but also foster critical thinking and collaboration among learners. Providing constructive feedback is another essential element in teaching speaking. According to Brown, feedback should focus on both accuracy and fluency, helping students improve their pronunciation, grammar, and overall communication effectiveness (H.Douglas Brown, 2000).

The process of teaching speaking encompasses a systematic and comprehensive approach to developing students' oral communication skills.(Manurung & Ria, 2018) Educators play a crucial role in guiding students through various stages of the speaking process, which involves pre-speaking, speaking, and post-speaking activities. According to Nation and Newton, explicit instruction and ample practice opportunities are key factors in promoting speaking proficiency (Nation & Newton, 2009).

In the pre-speaking phase, educators can engage students in warm-up activities, discussions, or brainstorming sessions to activate their prior knowledge

and generate ideas related to the speaking topic (Nation & Newton, 2009). This stage helps students build confidence and familiarity with the topic, preparing them for the speaking task ahead. During the speaking phase, students engage in interactive activities, such as role plays, debates, presentations, or conversations, where they can express their thoughts and opinions orally. Educators provide guidance, model appropriate language use, and encourage active participation to facilitate the development of fluency and accuracy in speaking.

The post-speaking phase involves feedback and reflection. Educators provide constructive feedback on students' speaking performance, focusing on pronunciation, grammar, vocabulary, and overall communication effectiveness (Nation & Newton, 2009). This feedback helps students identify areas for improvement and encourages them to reflect on their speaking skills. Educators can also provide opportunities for students to self-evaluate or peer-assess their speaking tasks, promoting metacognitive awareness and encouraging collaborative learning.

C. Problem in Teaching Speaking

There are various problems in teaching speaking skills faced by teachers at various levels of education. These problems can affect the effectiveness of learning and the development of students' speaking skills. Lack of student confidence is also a problem in teaching speaking (Nety et al., 2020). Some students feel afraid or embarrassed to speak in front of the class or with classmates. This fear can hinder the development of their speaking skills. Teachers need to create an atmosphere that supports and motivates students so that they feel comfortable speaking the target language.

Lack of student motivation is one of the problems that often arise in teaching speaking skills. Low motivation can hinder students' willingness to actively participate in speaking activities, affect their interest in language learning, and overall hinder the development of speaking skills. Several factors can lead to students' lack of motivation including lack of relevance of the material, disbelief in their abilities, and lack of support and encouragement from the teacher.

Furthermore, the lack of support and encouragement from the teacher can also affect students' motivation in learning to speak. Teachers have an important

role in providing encouragement, praise, and constructive feedback to students. If students feel that their efforts are recognized and valued by the teacher, they will be more motivated to continue practicing and improving their speaking skills. Conversely, the lack of support or negative feedback can reduce student motivation.

D. Motivation level

Motivation plays a crucial role in students' learning and can have a significant impact on their academic drive. Research conducted by Groot, shows that high motivation is associated with more active student involvement in the learning process (Pintrich & De Groot, 1990). Students who have a high level of motivation tend to be more enthusiastic in learning, more focused, and have high persistence in achieving their goals. Motivation also influences students' attitudes towards the challenges faced in learning. In a study by Dweck, it was found that students who had high motivation saw challenges as opportunities to learn and grow, while students who were less motivated tended to feel hopeless and tended to avoid challenges (Dweck, 2006). High motivation encourages students to face obstacles with confidence and determination, so that they are better prepared to face difficulties in the learning process.

Intrinsic and extrinsic motivation approaches also have an important role in student learning. Intrinsic motivation is related to students' internal drive to learn and develop, while extrinsic motivation involves external factors such as gifts or rewards from the surrounding environment. Research by Ryan and Deci, shows that intrinsic motivation has a more positive relationship with academic admonition than extrinsic motivation (Ryan & Deci, 2000). Students who are intrinsically motivated tend to have a motivation that is sustained and founded on their own desire to learn, while students who rely more heavily on extrinsic motivation tend to experience greater fluctuations in motivation.

Related to the theory of motivation in the context of language learning, there are two interrelated motivational factors (Krashen, 1988).

1. *Instrumental motivation* refers to motivation that is driven by the desire to achieve goals or the practical benefits associated with learning a language. Someone with an instrumental motivation may be interested in learning a

foreign language because they see the benefits in terms of career advancement, business opportunities, access to information resources, or daily needs.

2. *Integrative motivation* refers to motivation that arises from an individual's desire to be actively involved in the culture and community of speakers of the native language being studied. Someone with an integrative motivation wants to better understand the culture and values of native speakers of that language and wants to broaden their horizons and develop social relationships with native speakers.

Both types of motivation are important in language learning. While instrumental motivation focuses on practical benefits and external goals, integrative motivation emphasizes the personal and social connections that result from understanding and participating in the culture of the language being studied. The combination of these two motivations can provide a strong impetus for individuals to learn languages more effectively and sustainably.

In conclusion, motivation plays an important role in student learning. A high level of motivation can increase students' involvement in the learning process, their attitude towards challenges, and their academic demands. Through the use of appropriate educational strategies, educators can help increase students' motivation and help them reach their full potential in learning.

E. Self-Confidence

Self-confidence is a solid foundation for individual development. Confidence in your abilities and a willingness to rely on yourself form a strong foundation for achieving goals and overcoming obstacles. (Ortiz, 1999) emphasizes that self-confidence is not just a positive self-esteem, but also a deep belief in oneself that involves recognition of one's abilities and potential. One key aspect of self-confidence is the ability to manage emotions wisely. In a study conducted by (Abdullah et al., 2019), it was revealed that the ability to manage strong emotions effectively is an important foundation for fast and efficient problem solving. This means individuals who have high self-confidence tend to be better able to overcome challenges and face difficult situations calmly, allowing them to find optimal solutions.

In education, students' self-confidence has a significant impact on their learning outcomes. When students have high confidence in their learning abilities, they are more likely to be involved in the learning process. High self-confidence triggers intrinsic motivation, which means students learn because they feel capable and want to learn, not just to meet academic demands.

Confident students are also more likely to overcome failure with a positive attitude. They see failure as an opportunity to learn and grow, not as an obstacle that stops them on their way to success. Therefore, educators have a very important role in building students' self-confidence by providing support, positive reinforcement, and opportunities for achievement.