

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses about some aspects related to the literature of this research. The review of literature consists of definition of speaking, function of speaking, and speaking learning strategies.

A. Speaking

1. Definition of Speaking

Speaking is the most difficult component in learning foreign language than writing, listening and reading. It happens, because when we speak in English, we are prosecuted to imitate the language like target language. Based on Cambridge Advanced Learner's Dictionary, speaking is to say words, to use the voice, or to have a conversation with someone.¹ Actually, speaking is a part of our life. The speakers do speaking everyday and also they can produce many words in a day. Speaking involves putting a message together, communicating the message, and interacting with other people. We also put a message together using all elements of the language.²

Speaking is needed to communication in verbal. There is an interactive of constructing meaning that involves producing and receiving, and processing information.³ Every people do speaking more than writing. Speaking is easy to do than writing. When we need to communication with each other, we can convey the information orally. Writing need more

¹Cambridge Advanced Learner's Dictionary, Third Edition.

²Lindsay, Cora and Paul Knight. 2006. *Teaching English. A course for Teachers*. New York:Oxford University Press. 57

³Kathleen. M. Bailey, "*Practical English Language Teaching: Speaking*",(New York: Mc Graw Hill, 2005), 2

energy to make the reader understand what the writer means, but speaking we can clarify what the speaker means easily.

2. The Problem of Speaking

There are some characteristics that can make speaking difficult. As Brown demonstrates some characteristics of spoken language can make oral performance easy as well as, in some cases difficult.⁴

a. Clustering

Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically (in breath group) through such clustering.

b. Redundancy

The spoken language is redundant which means that it is possible for the learners to repeat, rephrase, and use these expressions such as; “I mean” or “you know” from time to time during their oral performance in order to make their meaning understood.

c. Reduced forms

The spoken language has several reduced forms; it might be phonological , morphological, and syntactic. Such reductions might be hard for students who have been studying “full forms” of the language.

d. Performance variables

Second language learners are subject to hesitation, false starts, correction, teachers should help their students to think at the same time of their oral performance using (uh, um...etc).

e. Colloquial language

⁴H. Douglas Brown, *Principle of Language Learning and Teaching* (New York: Prentice Hall.2001) p.274

It is very difficult for students to get used to the colloquial language (idioms, slang, and cultural knowledge) the role of the teachers is to get his students communicate using these forms.

f. Rate of delivery

Another problem which may face second language learners is to communicate fluently using the target language, here, the teacher have to speak the language rapidly and fluently.

g. Stress, Rhythm, and Intonation

These are characteristics of English pronunciation and they are considered to be very important to convey meaningful speech.

h. Interaction

Interaction helps the student to develop their language when they are negotiating meaning. (Giving feedback, asking for explanation) they learn new words and structures.

3. Function of speaking

Numerous attempts has been made to classify the functions of speaking in human interaction. Brown and Yule (1983) made a useful distinction between the interactional functions of speaking(in which it serves to establish and maintain social relation), and the transactional functions (which focus on the exchange of information). Jack C. Richards expanded it into three parts⁵:

a. Talk as Interaction

It refers to the normally “conversation” and also describes about how the people interaction as social function. The focus is more on the speakers and how they wish to present themselves

⁵Jack C.Richards, “*Teaching Listening and Speaking*” from *Theory to Practice*, (New York: Cambridge University Press, 2008), 21

to each other than on the message. The main features of talk as interaction can be summarized as follows:

- Has a primarily social function
- Reflects role relationships
- Reflects speaker's identity
- May be formal or casual
- Uses conversational conventions
- Reflects degrees of politeness
- Employs many generic words
- Uses conversational register
- Is jointly constructed

b. Talk as Transaction

This study is focus on what is said or done. It makes the other person understands what we want clearly and accurately. The situation like, giving and receiving information and where the participants focus primarily on what is said or achieved. Accuracy may not be a priority as long as information is successfully communicated or understood. The main features of talk as transaction are:

- It has a primarily information focus
- The main focus is the message and not the participants
- Participants employ communication strategies to make themselves understood
- There may be frequent questions, repetitions, and comprehension checks as in the example from the classroom lesson above
- There may be negotiation and digression

- Linguistic accuracy is not always important.

c. Talk as Performance

This refers to public talk, it transmits information to the audience, like public announcements and speech. The form of this type is monolog but, sometimes the form is dialog. It is closer to written language than conversational language because this type need to make an impact on the listener. The main features of talk as performance are:

- There is a focus on both message and audience
- It reflects predictable organization and sequencing
- Form and accuracy is important
- Language is more like written language
- It is often monologic

4. Assesment of Speaking

Learning speaking needs assesment to make learners have a goal of the speaking. There are two points to assess learner' speaking. The points to assess will probably also depend on⁶:

a. Focus on accuracy

Accuracy is the ability to produce grammatically correct sentences and it focuses in correct use of grammar and vocabulary and other skills. It can be broken down into several specifics point about accuracy:

1) Vocabulary

⁶Ellis, Gail. & Sinclair, Barbara. (1989). *Learning to Learn English. A course in Learner Training*. (New York: CAmbriage University Press). 72

The usage of vocabulary can influence the meaning of the words. Because one and another words will have the different meaning. It can make the speakers' meaning can be different with the listeners' meaning.

2) Grammar

When learners learn about speaking, it can be influenced by tenses, prepositions and also question tags.

3) Style

The style of the speaking are foemal and informal style. The level of formality depends on:

- *who* you are communicating with and what your relationship with that person.
- *The situation*
- *The topic*
- *Your reason for speaking*
- *Your mood*

4) Pronunciation of sounds

Non-native English people in different countries have different problems when they speaking English language. They may find some difficulties when pronounce some letters in English language but they still can effort to make it better by using many strategies of speaking. Pronunciation of speaking is important and it's considered as a key to avoid pronunciation errors which frustate successful communication.

5) Stress

English words with two or more syllable usually have a stress on one of these syllables. Make right stress is so important. Stressing different words in a sentence can change its focus. When learning new words to use in speaking, make sure to know where the right stress is and how to pronounce the word.

6) Intonation

Intonation is the way your voice rises or falls when you speak English. It can indicate: what the speaker means and how the speakers feels.

b. Focus on fluency

It is not only concerned with assessing correctness of spesific points but it can be general effects for learner' spoken English. According to Hedge (2000:261) who claims that⁷:

Fluency means responding coherently with the turns of conversation, linking words and phrases using intelligible pronunciation and appropriate intonation, and doing all this without undue hesitation.

B. Learning Strategies

1. Definition of learning strategies

Learning strategies is instruments that are used by learners to make their works easier to understand the material in learning processes and it takes by the learners consciously⁸. Each

⁷ Hedge, T. (2000). *Teaching and Learning in the LAnguage Classroom*. Oxford: Oxford University Press.

⁸Cohen, A. D., (1998). *Strategies in learning and using a second language*. Harlow: Longman.

students have different strategy in the learning process. Learning strategies are strategies which contribute to the development of the language system which the learner constructs and affect learning directly⁹.

2. Learning strategies classification

Language learning strategies have been classified by many researchers. These taxonomies are presented as follows:

a. Rubin's (1987)¹⁰

Rubin categorizes language learning strategies into three kinds of strategies which contribute directly and indirectly to language learning: learning strategies, communication strategies, and social strategies. Learning strategies included cognitive and metacognitive strategies. Cognitive strategies are the step to problem solving in directly related to learning. Cognitive strategies comprised clarification/ verification, guessing/inductive inferencing, deductive reasoning, practice, memorization and monitoring. Metacognitive strategies are used to oversee which indirectly involve learning process. Planning, setting goals and self-management belong to metacognitive strategies. Communication strategies are very important to communicative knowledge for the speaker. It is to help the speaker for ease the difficulties of communication. Social strategies are those activities learners engage in which afford them opportunities to practice their knowledge.

b. O'Malley and Chamot (1990)¹¹

⁹Rubin, J. (1987). Learner strategies: theoretical assumptions, research history and typology. In A. Wenden & Joan Rubin (Eds.), *Learner strategies and language learning* (pp.15-29). Eaglewood Cliffs, NJ: Prentice Hall.

¹⁰Rubin, J. (1987). Learner strategies: theoretical assumptions, research history and typology. In A. Wenden & Joan Rubin (Eds.), *Learner strategies and language learning* (pp.15-29). Eaglewood Cliffs, NJ: Prentice Hall.

They categorized these strategies into three broad categories: metacognitive strategies, cognitive strategies and social/affective strategies. Metacognitive strategies are higher overall control that involves reasoning, planning, monitoring, and self-evaluation of learning process. Cognitive strategies are the strategies which directly affect to the language learning on incoming information. Social/affective strategies refer to strategies involving the interaction with others and the management of personal emotions, attitudes, and motivations.

c. Oxford (1990)¹²

Oxford categorizes learning strategies into two kinds of strategies which contribute directly and indirectly to language learning strategies. Memory strategies, cognitive strategies and also compensation strategies belongs to direct category. Indirect category includes metacognitive strategies, affective strategies and social strategies. Memory strategies help the students to store and retrieve new information. Cognitive strategies enable students to learn and produce language by various methods. Compensation strategies make learners use language despite their insufficient knowledge. Metacognitive strategies allow learners to control their own cognition. Affective strategies are concerned with helping students regulate their emotions. Social strategies involve communication and interaction with other people.

d. Stern (1992)¹³

Stern proposed language learning strategies into five main strategies. It includes management and planning strategies, cognitive strategies, communicative-experiential strategies,

¹¹O'Malley, J.M. & Chamot, A. U. (1990). *Learning strategies in second language acquisition*. Cambridge: Cambridge University Press.

¹²Oxford, R. & Crookall, D. (1989). Research on Language Learning Strategies: Methods, Findings, and Instructional Issues. *The Modern Language Journal*, 73, 404-419

¹³Razmjoo, S. A. (2011). *A Model of Speaking Strategies for EFL Learners*. The Journal of Teaching Language Skills.

interpersonal strategies and affective strategies. Management and planning strategies are sets of reasonable goals for learners to choose appropriate methods and techniques and also to evaluate their ability. Cognitive strategies related to problem solving and analysis procedures. Communicative-experiential strategies is used to overflow of communication. Interpersonal strategies are used by learners to evaluate their own performance. Affective strategies are used by learners to deal with their emotional problems.

C. Speaking Strategies

1. Definition of Speaking Strategies

Students' speaking strategies is the way to ease their understanding in speaking. It is used to improve students' ability in speaking English as foreign language. It will help the students to discover the easier tricks and technique learning speaking in English language.

2. Type of Speaking Strategies

Nakatani (2006) groups speaking strategies into eight different strategies which are described as follows¹⁴:

- Strategy type 1: Social affective strategies. This strategy concerned in affective factors in social context. In this strategy, the learners try to control their feeling during oral communication happen. The questionnaire items that representative this strategy is number: 28, 27, 29, 26, 25, 23.
- Strategy type 2: Fluency-oriented strategy. This strategy concerned in the fluency of communication. The learners focus in rhythm, intonation, pronunciation, clarity of their

¹⁴Nakatani, Yasuo .(2006). *Developing an Oral Communication Strategy Inventory*. The Modern Language Journal

speech and also rejected taking time to send inappropriate message. The items for this strategy are number: 13, 11, 14, 12, 9, 10.

- Strategy type 3: Negotiation for meaning while speaking. This strategy is concerned to the communication between speaker and hearer that need negotiate for their interaction and avoid a communication breakdown. The items for this strategy are: 22, 21, 19, 20.
- Strategy type 4 : Accuracy-oriented strategy. It is concerned with a desire to speak accurately. The learners try to speak like a native speaker although it is not the easy goal. The items for this strategy are: 7, 18, 17, 8, 30.
- Strategy type 5 : Message reduction and alteration strategy. The learners try to reduce the original message to avoid a communication breakdown. They use a similiar expression or simplifying their utterances to change unfamiliar words although they know that it can change their meaning. The items for this strategy are: 4, 3, 5
- Strategy type 6 : Non-verbal strategy while speaking. The learners use nonverbal communication like eye contact, gesture and facial expression to help them in a communication. It can help the listreners guess what the learners want. The items are: 15, 16
- Strategy type 7 : Message abandonment strategy. This strategy is usually used by the speaker in the low proficiency level of a foreign language. It happens when the learners get the difficulties to express their original verbal plan. They will leave the message unfinished or they will ask a help to other for continue conversation. The items are: 24, 6.

Strategy type 8 : Attempt to think in English strategy. In this strategy, the learners try to think as much as possible in the foreign language during actual communication. The items are: 1, 2.