CHAPTER II

LITERATURE REVIEW

This chapter discusses about the review of related literature. It covers speaking and *Kampung inggris* Pare toward speaking skills.

A. Speaking

This part discuss some topic related to speaking. They are definition of speaking skills, aspect in speaking skills and the elements of speaking skills, influencing factors in speaking skill and difficulties in speaking skill, developing speaking skills.

1. Definition of speaking skills

There are some definitions of speaking, acording to Nunan "Speaking is the productive aural/oral skill. It is consisting of producing systematic verbal utterances to convey meaning.

According to Kathlen (2005) speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Speaking is a part of daily life that we take it for communication. We need good Speaking ability to get good communication.

Tormbury (2006) speaking ability means the ability to use the language appropriately in social interaction. The interactions involve not only verbal communication but also elements of speaking ability such as grammar, vocabulary, pronounciation and fluency. In other

words, speaking ability is the ability or communication competence to express a sequence of ideas to other listener fluency. from the explanation above, the researcher concludes that speaking is what we say to what we see, feel and think. When we feel something, we want someone can hear us. So, in this process we can call it is an interaction between two sides.

Brown said, "Speaking in a foreign language is a complex process because of two". The first, fluent speech contains reduced forms. Such as constructions vowel reduction, so that learners who are not exposed to or who do not get suffcient practice with reduce speech will retain their rather formal sounding full forms. The second, spoken english is almost accomplished via interaaction with at least one other speaker. It means that a lot exposures and practice are need in improving speaking achievement.

2. **The elements of speaking skills**

Speaking skill has some elements. According to Harmer (2007) speaking skill consist of three elements : pronounciation, fluency, and stress and intonation.

a. The first is pronounciation, Manser (1995) pronounciation is a way in which a language or practicular word or sound in spoken. It means that the sound of the word is same as the structure of the word in phonology. If we get it then we can speak better. If we want to be able to pronounce the word correctly, we must learn and

practice prounciation every day and every time. If we do it, so we will be able to speak better.

b. The second is fluency, Manser (1995) fluency is an important element in speaking. Speaking fluently will help us to be able to speak well in front of people. Speaking fluently will help us to be able to speak well in front of people. Speaking fluently is difficult. If we want to speak fluently, we must practice every day and every time. We can practice in front of the mirrorr by our self. Then we must watch movie and listen music program that use English language. As we know that, foreign people can speak fluently. So we can learn from them.

c. The third is stress and intonation. Crowther (1995) Stress in extra force used when pronouncing a particular word or syllable. Then intonation is the rise and the fall of the voice in speaking. If we get both of them, we will be able to speak better.

3. **Influencing factors in speaking skill**

According to Tuan & Mai (2015) there are some factors can influence student in speaking skill. The teachers can overcome their difficulties in learning speaking skill such as performance conditions, affective factors, listening skill and feedback during speaking tasks.

a. The first factor is performance conditions. Nation & Newton (2009) learners carry out a speaking activity under different conditions.   Performance   conditions   impact   speaking

performance and these conditions include time pressure, planning, the quality of performance, and the amount of support.

b. The second factor is affective ones. Oxford (1990) noted that the affective side of the learner is one of the significant variables in learning a language. Many affective variables were related to second language learning. According to Krashen (1982) motivation, self-confidence and anxiety were the three key forms examined by many researchers.

c. The third is listening ability. Doff (1998) says that learners cannot improve their speaking ability unless they develop listening ability. Learners should comprehend what is uttered to them in order to have a successful dialogue. Shumin (1997) represented that when students talk, the other students answer through the listening process. Speakers have the role of both listeners and speakers. It can be concluded that students are not able to reply if they cannot comprehend what is told. That is to say, speaking is very closely related to listening.

d. The fourth is topical knowledge factor. Bachman and Palmer (1996) defined that topical knowledge is the speakers' knowledge of related topical information. It enables students to apply language with respect to the world in which they live.

They also assert that topical knowledge has a great impact on the learners' speaking performance.

e. The sixth factor is feedback during speaking activities. Feedback is very important for students speaking performance. Most students want their teacher to give feedback on their performance. Besides feedback is good to increase students' performance, feedback can also de-motivate students. If students are corrected all the time, they can find this very de-motivating and become afraid to speak.

4. Difficulties in speaking skill

Many learner argue that speaking is the hard skill to learn. It is hard because there are many aspects that learners should learn in speaking skill. According to Hosni (2014), there are many factors that cause difficulties in speaking that are inhibition, nothing to say, low or uneven participation, and mother-tongue use.

a. Nothing to say. The researcher has previously described that motivation is very important to encourage students in the learning activity. In other word nothing to say is a problem that cause by students' motivation. In nothing to say, learners must have motivation in learning in order they can convey their feeling and opinion confidently. Motivation can encourage learners to be an active student and an active student usually talks active in the class.

b. Low or uneven participation. This problem relates to the condition of teaching and learning process where there are some active/dominate student in the class. Learners usually learn in a group or big classes to discuss some tasks and there are usually one or two students who always present the findings of discussion. Because of many participants in the class and the tendency of students who dominate the class, it makes some learners think that it is not really important to get involved in the class. Only students talk active who dominants in the class while others speak very little or not at all.

c. Mother-tongue. According to Sinta (2011) this problem is mostly used by foreign language learners. Because of mother tongue or first language is a natural thing to do, in the learning activity students will often to use mother-tongue than foreign language, especially English. Whereas, the use of English in the speaking activity is a must for foreign or second language learners. The limited of vocabulary and grammar knowledge make students prefer to use mother-tongue.

Hosni (2014) also mentioned that there are many factors that cause difficulties in speaking English among EFL learners. Some of these factors are related to the students themselves, The teaching strategies, the curriculum, environment and motivation. "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" .

The environment can also cause difficulty toward students' speaking skills. Students usually get easily to get involved with the environment around. This environment may come from their teachers or their friends. A good environment will bring good effect for students themselves and vice versa. Students should learn in good environment that can help them to improve their skills.

Then, motivation is another factor that causes difficulty in students' speaking skills. The researcher has mentioned before that some learners are usually lack of motivation in learning English. According to Hosni (2014) "Motivation is the crucial force which determines whether a learner embarks in a task at all, how much energy he devotes to it, and how long he preservers". The motivation is significant for both students and teachers. For teachers, motivation determines whether students take the learning seriously or not. Then teachers should find a way to increase their motivation.

5. Developing speaking skill

There are many ways to overcome in developing speaking skill such as reading, communicative activities includes discussion, problem-solving and role-playing.

a. The one is through reading. Mart (2012) through reading, learners may develop their vocabulary and grammar knowledge which effectively contribute to their speaking skills. Through reading students can improve their vocabulary knowledge which will facilitate their speaking performance and the usage of structure in the target language will develop. Reading will help learners to acquire vocabulary and grammar.

b. Oradee (2012) stated that speaking skill can be developed using three communicative activities that are discussion, problem-solving, and role-playing. These activities will create interaction in the classroom. Besides that, communicative activities will encourage students to be an active learner. Additionally, communicative activities can motivate learners to establish good relationship between teachers and students to increase speaking skill, students must have strategy to reach the goal.

   Speaking strategy can be define as the on how students express something properly as accurate as possible. According Sinta (2011) she explains that speaking strategies are the skill that require students on how to asking for difficulties (what), asking someone to repeat something (pardon me?), using filler (uh, emm, err), get time to process using conversation cues (uh-uh, right, yeah, ok, hmm), getting someone's attention (hey,

so). Speaking strategies use more non-verbal than verbal expression like above.

B. Impact of studying English at *Kampung Inggris* Pare toward their speaking skills

This part discusses some topic such as, *Kampung Inggris* Pare course profil, method and strategy applied in *Kampung Inggris* Pare, *Kampung Inggris* Pare programs and the influence of *Kampung Inggris* Pare toward speaking skill.

1. *Kampung Inggris* Pare course profile

According to Anitasari (2012) *Kampung Inggris* is a name of Tulungrejo village, Pare district, and Kediri regency. It was named *Kampung Inggris* because its region ability to develop English. The existence of *Kampung Inggris* can change Tulungrejo village become a new land of investment in Pare district and surrounded. Before the existence of *Kampung Inggris*, the livelihood of people in Tulungrejo village is as farmer and cow breeder. Wiyaka, Kusumawardhani, Susanto, Setyorini, & Fani (2012) besides known as *Kampung Inggris*, Pare is also known as language village. It is because not only English course that have been there but also there are any another language courses like Arabic, Mandarin, Japan, and Korea course.

Nowadays, Pare as an English language centre in learning English has known almost in around java even outside java. It is because the courses in Pare are cheap, effective and efficient. Besides the

surrounding citizen who live there, many experts who teach in *Kampung Inggris* Pare course and staff who take care the course. Dynamic English Course is very selective in recruit the instructors or teachers for the course. Besides that, the facility in Tulungrejo village is quite easy to adequate. There are many boarding houses for students and staff. That is why many people want to go to Pare .

2. **Method and strategy applied in *Kampung Inggris* Pare**

Method and strategy used is important to determine a successful of course. It also should be appropriated with the language learners' needs. In *Kampung Inggris* Pare, there is an alternative ways to enhance students' speaking skill. Such as : English base camp, repition and drilling.

a. The first, method is base camp. English base camp is one of programs in *Kampung Inggris* Pare. The course instructors use varied teaching methods in English base camp, especially for regular class.

b. The second, method is repetition and drilling. Ahsanu, Februansyah, Handoyo (2012) this method is quite appropriate with the learning atmosphere in the base camp since the method focus on the learners' understanding and memorization. Henceforth, the students are also trained to memorize some common words and phrases on daily basis.

c. The third, is communication strategy. Mariana, Kencanawati, Kurniawan (2012) this is important for the successful learning process. In *Kampung Inggris* Pare, learners' use some speaking strategy like word coinage (to say something in English followed by a simple description), asking for help, using translation, and use code switching (a mixture of the source and the target language phrase).

3. *Kampung Inggris* **Pare programs**

In *Kampung Inggris* Pare, there are so many english courses in *Kampung Inggris* Pare that are Dynamic English Course, Language Centre, Pare-dise, The Master, DC Two English Course, Mahesa English Course, Universal English, Access ES, Brilliant English Course, Mr. Bob English Club Pare, Elfast Pare, Global English, The Daffodils, Kresna, Test, International Language Academy, Webster, and Alfalfa Camp (*Kampung Inggris* website). So learner can choose an appropriate course institute based on the program they want to take. An appropriate course program will determine students' success in learning.

For speaking program students can choose Dynamic English Course, LC Language Centre, Paredise, The Master, DC Two English Course, Mahesa English Course, Universal English, Access ES, Brilliant English Corse, Mr. Bob English Club Pare, Global English, and The Daffodils course institutes. For grammar program students

may choose Mahesa English Course, Elfast Pare, Global English, and Kresna course institutes. Then, students can take Test, Elfast Pare, Global English, Mahesa English Course, Oxford ILA, and Kresna course institutes for TOEFL program.

For IELTS program students may choose Test, Elfast Pare, Global English, and Webster course institutes. Students can take DC Two English course and Global English course institutes for pronunciation program. For vocabulary program students can choose DC Two English Course, Webster, and Global English course institutes. For the last program that is camp program, Alfafa Camp course institute is more appropriate (Kampung Inggris website).

4. **The influence of *Kampung Inggris* Pare toward speaking skill**

Kampung Inggris Pare has a many English courses, The learner should adjust the course institute with the course program. *Kampung Inggris* Pare can influence students' speaking skill in some reasons. *Kampung Inggris* Pare has many programs and many english course that has mentioned by the researcher before. The one of the program is speaking. The course institutes like Dynamic English Course, LC Language Centre, Pare-dise, The Master, DC Two English Course, Mahesa English Course, Universal English, Access ES, Brilliant English Corse, Mr. Bob English Club Pare, Global English, and The Daffodils course institutes relate to speaking program. Each course

institute delivers a different way in teaching the students but with the same goal that is for speaking improvement.

Besides that, Setiawan (2014) the learning condition in *Kampung Inggris* Pare can be relaxing the learners and it makes students enjoy in the learning process. So this condition students do not need to worry about the effectiveness of the learning process. Even the condition in learning activity is informal education likely at home condition, but the teachers have had some way in reach the goal of the course. The teachers are the experts in English language teaching. In line with this, there is a course institute that really selective in recruit the instructors or teacher for the course in Pare.