

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter presents several theories underlying this study. They are definition of speaking, elements of speaking, problem in speaking, teaching speaking, theory of grammar, the concept of grammar mastery, theory of confidence, the definition of islamic boarding school. That section will be divided into sub section; it is aimed to make the readers easier to understand the content of the study.

#### 2.1 Speaking

This section present several theories of speaking such as definition of speaking, Elements of Speaking, Problem in Speaking, and Teaching Speaking.

##### 2.1.1 Definition of Speaking

Speaking is one of the language skills as a symbol of communication that is used by people in the world. Speaking is the process of building and sharing meaning about anything. According to Bygate, speaking is one of skill which has to give attention every bit as much, in both first and second languages. Our learners often need to be able to speak with confidence to carry out many basic transactions. It is the skill they must be practice.<sup>1</sup> It can be said that speaking is the ability to pronounce the sounds of articulation or words that used to communicate with people.

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<sup>1</sup> Bygate, *Speaking* (Oxford: Oxford University Press, 2000), 2.

Brown and Yule as quoted from Richards' book made a useful distinction between the interactional functions of speaking, the transactional functions, and the performance function. (1) Talk as interaction refers to establish and maintain social relations. (2) Talk as transaction refers to the exchange of information. There are two types of talk as a transaction: (a) The first type involves situations where the focus is on giving and receiving information and where the participants focus primarily on what is said or achieved (e.g., asking someone for directions). Accuracy may not be a priority, as long as the information is successfully communicated or understood. (b) The second type is transactions that focus on obtaining goods or services, such as checking into a hotel or ordering food in a restaurant. (3) Talk as performance refers to public talk. Talk as performance transmits information before an audience, such as classroom presentations, public announcements, and speeches.<sup>2</sup>

From the definition above, it can be inferred that the main goal of speaking is communication. Speaking is one of the important skills in learning that need to be learned, because by speaking they can express their feeling, ideas, opinions, and to make good relationships with other people. This can be seen in daily life, people often speak with friends, family, and workmates.

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<sup>2</sup> Jack Richards, *Con conversationally Speaking: Approaches to the Teaching of Conversation* (New York: Cambridge University Press, 2008), 67.

## 2.1.2 Elements of Speaking

There are some elements of speaking that must be considered by teachers and learners in pedagogy. According to Harmer, there are four elements in the speech process, they are:<sup>3</sup>

### 2.1.2.1 Pronunciation

Pronunciation a difficult component in learning speaking ability.

Pronunciation itself is defined as how a word is pronounced.

### 2.1.2.2 Vocabulary

Vocabulary means the appropriate diction which is used in conversation. Without having a sufficient vocabulary, one cannot communicate effectively or express ideas in both oral and written. Having a limited vocabulary is also a barrier that precludes learners from learning a language. Language teachers, therefore, should possess considerable knowledge on how to manage an interesting classroom so that the learners can gain great success in their vocabulary learning.

### 2.1.2.3 Grammar

It concerns on how to arrange a correct sentences in conversation. It is line with explanation given by Heaton that the students' ability to manipulate structure and to distinguish appropriate grammatical forms from inappropriate ones. The utility of grammar is also to learn the correct way to gain expertise in a language, both in oral and written form.

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<sup>3</sup> Jeremy Harmer, *The Practice of English Language Teaching* (London: Pearson Longman, 2007), 266- 271

#### 2.1.2.4 Content

Content is something that determines the speaker understands the content that they are talk or not. When learners speak to others, they should understand the topic or the meaning of the information that they talk.

### 2.1.3 Problems in Speaking

According to Ur says that “there are some problems faced by the learners in speaking activities. The problems include inhabitation, the lack of theme to be spoken, the low of participation, and the use of mother tongue”. Those problems can be explained as follows:<sup>4</sup>

#### 2.1.3.1 Inhibition

Unlike writing, reading, and listening activities, speaking requires some real-time exposure to an audience. Learners are often inhibited about trying to say things in a foreign language in the classroom, such as worried about making mistakes, fearful of criticism, or shy of the attention that their speech attracts.

#### 2.1.3.2 Nothing to say

Some learners get the difficulties in thinking of anything to say, they have no motivation to express themselves beyond the guilty feeling that they should be speaking.

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<sup>4</sup> Penny Ur, *A course in Language Teaching* ( Great Britian. Cambridge: Cambridge University Press, 2008), 121.

### 2.1.3.3 The low or uneven of participation

Only one participant can talk at a time if he or she is to be heard. In a large group, this means that each one will have only very little time to talk. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

### 2.1.3.4 Mother – tongue use

In several classes, the learners share the same mother tongue. They may tend to use it because of some reason. Firstly, it is easier. Secondly, it feels unnatural to speak to one another in a foreign language. If they are talking in small groups, it can be quite difficult to keep using the target language.

## 2.1.4 Teaching Speaking

Brown stated some issues related to oral communication in pedagogical research as follows; conversational discourse, teaching pronunciation, accuracy and fluency, affective factors, and the interaction effect. Therefore, those theories should be used in applying teaching speaking skill.<sup>5</sup>

Thornbury mentioned some criteria used for speaking skills assessment: grammar, vocabulary, discourse management, pronunciation, and interactive communication. Thornbury stated who gives some activities in teaching speaking skills, including; presentations and talks, stories, jokes, anecdotes, drama, role play, stimulation, discussion, debate,

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<sup>5</sup> H. Douglas Brown, *Principle of Language Learning And Teaching* (New York: Prentice Hall, 2004)

conversation, chat, and outsidetalking class. Those activities can be some inspirations for the teacher to teach speaking skill which is more fun, enjoy, meaningful, and improving.<sup>6</sup> Besides, Thornbury stated that, there are some things should be done by the teacher in the teaching speaking skill, such as; the target language is always used, ask the students some questions to test their abilities, not interrupting the students, give the students tolerate silences time to try speaking, give them a long chance to speak, pay attention to the message than to the structure of language and give the comment at the end, it is better to give a lot of feedback more than only evaluating and judging on students conversation and do not overpraise them, the latter is an obvious complement of their efforts as an example to others.<sup>7</sup>

Based on the explanation about teaching speaking, the teacher should be teach speaking skill, such as; grammar, vocabulary, pronunciation, content, also including; presentations and talks, stories, jokes, anecdotes, drama, role play, stimulation, discussion, debate, conversation, chat, and outside-speaking class.

## **2.2 Theory of Grammar**

Grammar is used to mean the analysis of a language system, and the study of grammar is not just considering an essential feature of language learning, but it is think to be sufficient for learners to actually acquire another language.<sup>25</sup> Grammar is a very important to produce a language because without getting grammar the learners cannot use the

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<sup>6</sup> Thornbury, *How to teach vocabulary* ( UK: Pearson Education Ltd, 2002)

<sup>7</sup> Thornbury, *How to teach vocabulary* ( UK: Pearson Education Ltd, 2002)

language well. Hossein Nassaji stated that, For thousands of years, grammar was the center of language pedagogy.<sup>8</sup> It means that grammar is very important element when someone communicating or speak with others. Without grammar we cannot convey our ideas, think, and feeling.

Langacker argued that grammar is meaningful. This is so in two respects. For one thing, the elements of grammar like vocabulary items have meanings. Additionally, grammar allows us to construct and symbolize the more elaborate meanings of complex expressions (like phrases, clauses, and sentences). It is thus an essential aspect of the conceptual apparatus through which we apprehend and engage the world. And instead of being a distinct and self-contained cognitive system, grammar is not only an integral part of cognition but also a key to understanding it.<sup>9</sup> It is supported by Kroeger states that we can often understand a sentence perfectly well even if it is not grammatically correct, we cannot fully explain the form of an utterance while ignoring meaning and function; at the same time, we cannot account for the form of an utterance by looking only at its meaning and function.<sup>10</sup> Grammar is the appropriate diction which is used in communication. Without having a sufficient grammar, one cannot communicate effectively or express idea in both oral and written form. Grammar is needed in

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<sup>8</sup>Hossein Nassaji and Sandra Fotos, *Teaching Grammar in Second Language Classrooms* (New York: Routledge, 2011), 2.

<sup>9</sup> Ronald W. Langacker, *Cognitive Grammar: A Basic Introduction* (New York: Oxford University Press, 2008), 3- 4.

<sup>10</sup> Paul R. Kroeger, *Analyzing Grammar* (New York: Cambridge University Press, 2005), 2.

learning and using language, especially in speaking, it means that when we want to speak something we use the grammar. It is clear that grammar is important to be mastery, because with grammar the student can convey their ideas and communicate well each other.

From the statement above, the writer concludes that grammar plays an important role in language which makes language more meaningful. Without grammar it is impossible for someone to learn a language. Grammar is very important in producing a language. Grammar is fundamental aspect of the language and it is impossible to learn language without grammar.

### **2.2.1 The Concept of Grammar mastery**

Mastering grammar means mastering the meaning and the function to use them in context. The grammar, then, is what we know. It represents our linguistic competence. To understand the nature of language we must understand the nature of grammar, and in particular, the internalized unconscious set of rules that is part of grammar of every.<sup>11</sup> It means that by mastering a great number of grammars, the students can learn foreign language easier. In other words, that grammar mastery is students' ability to comprehend and use the properties of word in English.

In communication, grammar plays an important role, without mastery of grammar it is impossible to make communication through language. Maxom says that around the world there are thousands of languages, each with its own

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<sup>11</sup> Victoria Fromkin, Robert Rodman, and Nina Hyams, *An Introduction to Language* (Massachusetts: Wadsworth, a Part of Thomson Corporation), 14.



grammatical system. This means that students can easily get it wrong when they try to put words together to make a sentence in English.<sup>12</sup> It means that grammar is the vital part of language, without mastering grammatical system we could not make our communication well. We will get difficult to share our point to our partner of speaking.

Grammar is one of the most important aspect of learn foreign language. In learning English, learners have to know grammatical system. Grammar should be mastered in language learning especially in teaching and learning English. Learning grammar is important, if we mastering the grammar we are able to speak, write, and listen nicely.

From the statement above, the writer assumes that grammar mastery is learners' ability to speak clearly and easily. It means that mastering grammar useful in teaching learning process especially in English. Learners that have mastery grammar well can convey their feeling, ideas, though in spoken or written. When we get a conversation with foreign people from other countries, our grammar is helpful to make them understand what we talk about actually.

### **2.2.2 Teaching Grammar**

Brown states there are techniques in teaching grammar.<sup>13</sup> a) using chart. b) Using object. Object brought into classroom not only lives up the context but provides some kinesthetic, hand-on dimension to your

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<sup>12</sup> Michelle Maxom, *Teaching English as a Foreign Language for Dummies* (Chichester: John Wiley and Sons, Ltd, 2009), 211.

<sup>13</sup> Brown .H. Douglas. *Principles of Language in Learning and Teaching* (New Jersey: Prentice Hall,Inc, 1994), 354-359.

teaching. To teach the possessive to beginning level students, for example, bring in a few things like: a necklace, a purse, and some glasses. Then ask them to build sentences by using those objects. c) Using map and simple drawing. d) Using dialogues. e) Using written text.

Teaching grammar is not easy; the teacher should be able to know about their goal carefully. The teachers have to know the purposes when they teach their students about grammar, according to level of the students. According to Graham<sup>14</sup> to avoid teaching grammar being again discredited, there are a number of things that happen, 1) First, teaching needs to be informed by descriptions of grammar. 2) Second, grammar teaching needs to be integrated into teaching of speaking, listening, writing and reading skills. 3) The last, grammar needs to be taught through engaging learners in meaningful and motivating activities.

### **2.3 Theory of Confidence**

Confidence is an essential aspect of personality in a person. Without confidence, it will cause many problems for someone. Confidence is the most valuable attribute in a person because, with confidence, someone can actualize all potential within them. Confidence can also influence the students by the abilities and skills they possess. Students who have high confidence will be accessible when following the learning process and can express opinions without any doubt, respect for opinions of other people, and act and think positively in decision making. Heyde in Brown stated that on the contrary, students with low confidence

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<sup>14</sup> Graham Lock, *Functional English Grammar* (USA: Cambridge University Press, 1996), 27.

will find it challenging to communicate and argue and feel that he is not like their friend. Students can positively correlate differences in the level of high confidence with oral performance.<sup>15</sup>

### 2.3.1 The Nature of Confidence

Nadiah Ma'mun in Nadiah, Arina, and Ikhrom stated that Self-confidence is the feeling or worthy that one feels for himself/herself.<sup>16</sup> Confidence significantly contributes to the learner's willingness to communicate in a foreign language.<sup>17</sup> In another study by Sar, Avcu, and Isiklar these two factors were found from their study, and they described these factors as follows:<sup>18</sup> "confidence can be classified into two groups as inner confidence and outer confidence. Various factors may also affect confidence in individuals in four ways: objective capabilities, selective appraisal, self presentational influences and temporal variations.

According to Park and Lee there are several characteristics and indicators of confidence in speaking performance: The first is situational confidence. Situational confidence is students' confidence about how they view themselves and feel about themselves.<sup>19</sup> For example, situational confidence can be seen when

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<sup>15</sup> H. Douglas Brown, *Principles of Language Learning and Teaching* (Longman: San Francisco State University, 2007), 154.

<sup>16</sup> Nadiah, Arina & Ikhrom, The Students' Self-Confidence in Public Speaking. *ELITE Journal*, 1 (1) (2019), 5.

<sup>17</sup> Petter MacIntyre, Conceptualizing willingness to communicate in a L2: A situational model of L2 confidence and affiliation. *Modern Language Journal*, 82 (2004), 545-562.

<sup>18</sup> Ali Haydar Şar, Ramazan Avcu, and Abdullah Işıklar, Analyzing undergraduate students' self confidence levels in terms of some variables. *Procedia Social and Behavioral Sciences* 5, (2010), 1207.

<sup>19</sup> Hyesook Park & Adam R Lee, L2 Learners' Anxiety, Self - Confidence and Oral Performance. *Proceedings of the 10th Conference of Pan-Pacific Association of Applied Linguistics* (2004), 107-208.

students feel “I’m a good student or I’m the most important member of my group”. The second is communication confidence. Communication confidence is students’ confidence about how they feel when they communicate using English; for example, they don’t shy when using English with their classmates to communicate and perform in front of the class. The third is language potential confidence. Language potential confidence is how students view themselves in future when using English as a communication tool. For example, they are optimistic about gaining a score of A in class, or they are optimistic will be able to speak English perfectly. The last is language ability confidence. Language ability confidence is defined as students’ confidence in their ability to speak English.

### **2.3.2 Factors the Influencing of Confidence**

Two factors influence confidence, namely internal and external. Which was included in the internal factor such as;<sup>20</sup> 1) self-esteem and feeling needed. Individuals will feel happy if others need them; fulfilment of self-esteem, appreciation and reasonable adjustment is essential in forming confidence, 2) a success, such as success in study, art, sports, and others can influence individuals in looking at themselves. The more often individuals succeed, the easier it will be for them to have a sense of confidence if failure continues to happen; then, individuals tend not to dare to step back and feel meaningless, 3) Physical Condition, a condition that appears directly and is inherent in the individual. Confidence in individuals starts from physical self-recognition, how individuals

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<sup>20</sup> Argo Yulan Indrajat, Peningkatan Percaya Diri Melalui Metode, Journal Writing pada siswa kelas XI SMK Negeri 1 Depok (*Thesis*, Universitas Negeri Yogyakarta, 2013), 40-43.

judge, accept or reject their image. Individuals who feel satisfied with their physical condition tend to have high confidence. 4) Experiences or things that individuals have experienced can also influence the next life. When an individual has a bad experience in his past can affect an individual's future life, as well as his confidence. Likewise, the experience of success in individuals can strengthen people's confidence.

The external factor such as; 1) The family environment, which will provide the initial formation of a person's personality pattern, especially parents. The assessment and expectation of parents towards the individual become an assessment in looking at themselves; if the individual cannot fulfil most of these expectations or if parents do not recognize his success, it will lead to feelings of inadequacy and inferiority, 2) Formal or school environment, the school is the second place always to practice individual confidence. Students who are much punished and reprimanded tend to find it more challenging to develop confidence than students who are much more praised and receive awards from teachers because of their achievements, 3) Friends; recognition from peers will determine the formation of a picture of the individual; if individuals feel accepted, liked, and respected by their friends, they will tend to feel confident and encouraged to develop their potential.

### **2.3.3 Problems with Students' Confidence**

Tseng stated there are seven problems that result in students' low confidence;<sup>21</sup> 1) self perceptions; it can be defined as how students view themselves, people with low self-confidence worry about what their peers think; they are concerned with pleasing others. It makes them fail to gain high selfconfidence in performing their speaking ability; 2) social environment and limited exposure to the target language; it could also be problems for students' self confidence. In country which English becomes a foreign language, it is difficult for students to confidently speak English outside academic environment or their daily life; 3) culture difference; 4) social status and self-identity; 5) gender, strict and formal classroom environment; 6) presentation in the classroom; and 7) fear of making mistakes and apprehension about others' evaluation.

## **2.4 Islamic Boarding School**

This section present several theories of Islamic boarding school such as the definition of Islamic boarding school and the goal of modern Islamic boarding school.

## **2.5 The definition of Islamic Boarding School**

Islamic Boarding School is a place of activities carried out in order to create a conducive learning environment about religion and foreign language, especially English. A conducive environment is needed in developing foreign languages, especially when wanting to develop speaking skills. Because mastering speaking

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<sup>21</sup> Shu-Feng Tseng, The factor cause language anxiety for ESL/ EFL learners in learning speaking:*An interdisciplinary journal*, 63, (2012), 75- 90.

skills requires a high intensity of dialogue training. Therefore, a conducive and supportive environment such as a guiding tutor, supportive activities, and friends with one goal can develop speaking skills effectively.

Speaking are widely implemented in various places, both in formal and non-formal educational institutions. One of them is in Al-kautsar Modern Islamic Boarding School. Information from ms. Vina Suroya as the general curriculum said that the language mandatory was a program that had been running for 29 years since 1993. This program is one of the leading programs because it is believed to provide good output even though every year development must be carried out because it sees the state of student objects that are always dynamic, so the approach must always be innovated. Some of the activities carried out in this Islamic Boarding School include:

#### 2.5.1.1 Use English as the language of daily communication

Every student must use English every day and every situation, even in the class. In this Islamic boarding school also have language devition to control all of the students when not using English and will be get punishment when the students not using language three times.

#### 2.5.1.2 Memorize vocabulary every morning and evening

Every morning the students memorize three vocabularies with the tutor and they will be got signatures from the tutor, in the evening students review three vocabularies before.

#### 2.5.1.3 Final Examination vocabularies every semester

After 6 month they have memorize vocabularies, the students will be got the test all of vocabularies with the teacher.

#### 2.5.1.4 English lesson in every week

Beside English lesson from national curriculum, the students also get the English lesson from pesantren that more focus on grammar.

#### 2.5.1.5 Ishlahul Lughoh (language justification) every Tuesday and Friday

Many students still having speak errors, so it is solution from pesantren to justification every weakness from the students in order to can use language well.

#### 2.5.1.6 Muhadhoroh (speech) every Saturday night

In this pesantran also applying speech every week. In the Monday students must make the text by theirselves and then collect the text to the teacher and the teacher will correct it. If the students got signature from the teacher, students can continue to memorize the text for come forward in saturday night.

#### 2.5.1.7 Choice of Princess Language in the end of the year

Pesantren also choose princess language to give appreciation for the students, the categories of princess language are who can to speak fluently, confidence, good pronunciation, intonation, and low grammatical errors. They also have supportive achievement especially nothing get punishment from language deviation.

### **2.4.2 The Goal of Modern Islamic Boarding School Al-kautsar Banyuwangi**

With the implementation of this program, there are several objectives to be achieved. Among others are:



2.4.2.1 Promotes a conducive environment for developing speaking skills

2.4.2.2 Improve the quality of speaking skills

2.4.2.3 Can apply English as a communication tool every day

## **2.5 Previous Studies**

Some studies related to this research such as study has been done by Muzayyanah Awaliyah which the aims of her study were to describe: 1) The planning of English day program in improving speaking skill at Darul Hikmah English area of Pondok Pesantren Kyai Syarifuddin Lumajang. 2) The implementation of English day program in improving speaking skill at Darul Hikmah English area of Pondok Pesantren Kyai Syarifuddin Lumajang. 3) The evaluation of English day program to improve speaking skill at Darul Hikmah english area of Pondok Pesantren Kyai Syarifuddin Lumajang.<sup>22</sup> The case study was used for this study. The research result of this study showed that the administrator is recommended to be able to spread to all members' rooms so that they can be controlled by all activities, especially daily speaking English activities.

A research conducted by Ulya Zuhairati, Asnawi Muslem, and Dohra Fitriasia which the aims of their study were to analyze the policy regarding the language used and to know students' perceptions about the use of English language for daily communication.<sup>23</sup> The mixed method was used for

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<sup>22</sup> Muzayyanah Awaliyah, "The Implementation of English Day Program in Improving Speaking Skill (A Case Study at Darul Hikmah English Area of Pondok Pesantren Kyai Syarifuddin Lumajang) (*Thesis*, IAIN Jember, 2020)

<sup>23</sup> Ulya Zuhairati, Asnawi Muslem, and Dohra Fitriasia, "An Analysis of English Language Used in Daily Communication by Students of Dayah or Islamic Boarding School, *English Education Journal (EEJ)*, 13(1), 2022

this study. The research result of this study showed that the students perceive using English as daily language plays a good role in their speaking skill development, the students expected daily language program that can help them improve their English speaking skill, and the students perceive English language speaking implementation was good enough.

Another research conducted by Rahmi Soraya which aims of her study were to find out grammar mastery and speaking ability, and whether there was a contribution of grammar mastery toward their English speaking ability of second year students at MAN 2 Model Pekanbaru.<sup>24</sup> The correlation study was used of this study. The research result of this study showed that there was positive contribution of Grammar Mastery toward Speaking Ability of Second Year Students at MAN 2 Model Pekanbaru.

Sarip Hidayatullah also conducted a study were to know whether there was a correlation between students' grammar mastery and their speaking accuracy at the first semester of tenth grade of SMAN 1 Lemong Pesisir Barat.<sup>25</sup> The correlation study was used of this study. The result of this research is showed that there is a correlation between students' grammar mastery and their speaking accuracy at the first semester of tenth grade of SMAN 1 Lemong Pesisir Barat.

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<sup>24</sup> Rahmi Soraya, "The Contribution of Grammar Mastery Toward Speaking Ability of Second Year Student at MAN 2 Model Pekanbaru" (*Thesis*, UIN Sultan Syarif Kasim Riau Pekanbaru, 2012)

<sup>25</sup> Sarip Hidayatullah, "The Correlation Between Students' Grammar Mastery and Their Speaking Accuracy at The First Semester of Thetenth Grade of SMAN 01 Lemong Pesisir Barat in The Academic Year of 2016/2017" (*Thesis*, UIN Raden Intan Lampung, 2018)

While Deby Setiawaty Ningsih conducted a research which the aims of this study were to test the effect of increasing teachers on students' confidence in speaking performance.<sup>26</sup> This study was used quantitative method. The result of this research is showed that the teachers' reinforcement had contribution on students' self-confidence in speaking performance. It means that there is a significant influence of teachers' reinforcement on students' selfconfidence in speaking performance at state senior high school 12 Pekanbaru.

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<sup>26</sup> Deby Setiawaty Ningsih, "The Influence of Teachers' Reinforcement on Students' Self-confidence in Speaking Performance at Senior High School 12 Pekanbaru" (*Thesis*, UIN Sultan Syarif Kasim Riau, 2020)