

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents any review of related literature, including conceptual idea of speaking, nature of speaking, aspects of speaking, purposes of speaking, speaking skills, teacher's roles during the speaking lesson, factors affecting speaking skills, learning environment, and previous studies.

A. Speaking

1. Conceptual Idea of Speaking

Speaking derives from the word "Speak". According to Oxford dictionary, "Speak" means say things; talk, be able to use a language, make a speech, express ideas, feelings, etc. Fulcher, G. (2003:79) Speaking is the verbal use of language to communicate with others. In addition, Hughes. (2007:57) explain that speaking in interactive and according to accomplish pragmatic goals through interactive discourse with other speaker of language.

Speaking is the productive aural/oral skill. It consists of producing systematic verbal utterances to convey meaning. Commercial language schools around the world hire people with no training to teach conversation. Although speaking is totally natural, speaking in a language other than our own is anything but simple according by Nunan, (2003:48).

According to Chaney (1998:13), speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts.

Speaking is the delivery of language through the mouth. To speak, we create sounds using many parts of our body, including the lungs, vocal tract, vocal chords, tongue, teeth and lips.

This vocalized form of language usually requires at least one listener. When two or more people speak or talk to each other, the conversation is called a "dialogue". Speech can flow naturally from one person to another in the form of dialogue. It can also be planned and rehearsed, as in the delivery of a speech or presentation. Of course, some people talk to themselves! In fact, some English learners practice speaking standing alone in front of a mirror.

According to Tomasz P. Szynalski said that speaking can be formal or informal:

- Informal speaking is typically used in everyday conversation and in personal letters. For example, with family and friends, or people you know well.
- Formal speaking occurs in business or academic situations, or when meeting people for the first time.

Speaking is probably the language skill that most language learners wish to perfect as soon as possible. It used to be the only language skill that

was difficult to practice online. This is no longer the case. English learners can practice speaking online using voice or video chat and services like Skype. They can also record and upload their voice for other people to listen to.

Speaking is the productive skill. It could not be separated from listening. When we speak we produce the text and it should be meaningful. In the nature of communication, we can find the speaker, the listener, the message and the feedback. Speaking could not be separated from pronunciation as it encourages learners to learn the English sounds.

Harmer, (in Tarigan, 1990: 12) writes that when teaching speaking or producing skill, we can apply three major stages, those are: (1) Introducing new language (2) Practice (3) Communicative activity.

Speaking has been regarded as merely implementation and variation, outside the domain of language and linguistic proper. Linguistic theory has mostly developed in abstraction from context of use and source of diversity. Therefore, Speaking is fundamentally an instrument act. Speakers talk in order to have some effect on their listener. It is the result of teaching learning process. Students' skills in conversation is core aspect in teaching speaking, it becomes vitally aspect in language teaching learning success if language function as a system for expression meaning and the successful in speaking is measured through someone ability to carry out a conversation in the language. We confess that there are many proponent factors that influence

teaching speaking success and there are many obstacle factors why it is not running well.

Good speaking activities can and should be extremely engaging for the students. If they are all participating fully and if the teacher has set up the activity properly and can then give sympathetic and useful feedback. So, they will get tremendous satisfaction from it.

It has been mentioned before that speaking is considered as the most difficult skill to be mastered by the students. In speaking, the students have to apply their knowledge of the language when they converse with others. However, it becomes a complicated process to the students because they have limited vocabularies and grammar knowledge.

Language is a tool for communication. The communicative with others, to express our ideas, and to know others' ideas as well. Communication takes place, where there is speech. Without speech cannot communicate with one another. The importance of speaking skills, hence is enormous for the learners of any language. Without speech, a language is reduced to a mere script. The use of language is an activity which takes place within the confines of community. Use language in a variety of situations. People at their work places, i.e. researchers working either in a medical laboratory or in a language laboratory, are supposed to speak correctly and effectively in-order to communicate well with one another. Any gap in commutation results in misunderstandings and problems.

According to Alfitri, (2012), a research proved that in internet, more than 80% of the sites use English as the medium language while 20% of the rest use the other languages such as Indonesian, Chinese, and the other It indicates that if people do not learn English as their second language they will only acquire less than 20% of the new knowledge, for nowadays new knowledge is mostly shared through the internet.

Sneddon, (2003), as a global language, it is obvious that English plays an important role in the international interaction. International interactions include economic relationship among countries, international business relationship, global trading, and others. In this kind of international interactions, English mainly acts as a global lingua franca. Lingua franca is a language that is used to communicate among different people from different countries.

B. Nature of Speaking

When people hear someone speak, they pay attention to what the speaker sounds like almost automatically. On the basis of what they hear, they make some tentative and possibly subconscious judgement about the speaker's personality, attitudes, home region and native/non-native speaker status. As speakers, consciously or unconsciously, people use their speech to create an image of themselves to others. By using speed and pausing, and variations in pitch, volume and intonation, they also create a texture for their talk that supports and enhances what they are saying. The sound of people's speech is meaningful, and that is why this is important for assessing speaking.

Johnson and Morrow (1981: 70) say that speaking which is popular with term ‘oral communication’, is an activity involving two or more people in which hearers and speakers have to react to what they hear and make their contributions at a speed of a high level.

Richards (2008: 19) states that the mastery of speaking skills in English is a priority for many second language or foreign language learners. Consequently learners often evaluate their success in language learning as well as the effectiveness of their English course based on how much they feel they have improved in their spoken language proficiency.

Cameron (2001: 40) says that speaking is the active use of language to express meanings so that other people can make sense of them. Moreover, it is recognized as an interactive, social and contextualized communicative event. Speaking requires learners to be possession of knowledge about how to produce not only linguistically connect but also pragmatically appropriate utterances (Martinez Flor, 2006: 139). In brief, learners need to know how to use the language in context.

C. Aspects of speaking

Regarding language skills, many people judge that someone's ability or English language skills are shown by the speaking ability of that person. This view is reasonable considering that the most important function of language is as a means of communication, and communicating using language means speaking or writing. In language teaching especially English, speaking is one of the basic skills that must be taught from the beginning. In the real world,

speaking skills can be witnessed in formal and informal forum forums such as seminars, workshops, speeches, panel discussions, plenary meetings, dramas, campaigns, and so on. On an international scale, English is of course the main medium for carrying out these forums. To achieve skills in speaking, we need to know the aspects that exist in speaking itself.

Eventually, aspects of the speaking skill need to be closely scrutinized and put into consideration. These aspects pose some challenges and identify some guidelines for understanding this skill and hence design instructional activities to prepare learners to communicate effectively in real life situations.

- 1) Speaking is face to face: Most conversations take place face to face which allows speakers to get immediate feedback, i.e. “Do listeners understand? Are they in agreement? Do they sympathize (Cornbleet & Carter, 2001:16). Thus communication through speaking has many assets, such as facial expressions, gestures and even body movements. Speaking also occurs, most of the time, in situations where participants or interlocutors are present. Such factors facilitate communication (El Fayoumy, 1997: 10, Widdowson, 1998 & Burns, 1998).
- 2) Speaking is interactive: Whether we are speaking face-to –face or over the telephone, to one person or a small group, the wheels of conversation usually turn smoothly, with participants offering contributions at appropriate moments, with no undue gaps or everyone talking over each other (Bygate, 1998: 30 and Cornbleet

& Carter, 2001: 27) Turn taking, a main feature in interaction, is an unconscious part of normal conversation. Turn takings are handled and signaled differently across different cultures, thus causing possible communication difficulties in conversation between people of different cultures and languages (Mc Donough & Mackey, 2000: 84).

- 3) Speaking happens in real time: During conversations, responses are unplanned and spontaneous and the speakers think on their feet, producing language which reflects this (Foster et al., 2000: 368). These time constraints affect the speaker's ability to plan, to organize the message, and to control the language being used. Speakers often start to say something and change their mind midway; which is termed a false start. The speaker's sentences also cannot be as long or as complex as in writing. Similarly, speakers occasionally forget things they intended to say; or they may even forget what they have already said, and so they repeat themselves (Miller, 2001: 27).

D. Purposes of Speaking

It was argued that the purpose of speaking can be either transactional or interactional. Apparently, there are some differences between the spoken language used in both transactional and interactional discourse.

In transactional discourse, language is used primarily for communicating information. Language serving this purpose is 'message'

oriented rather than 'listener' oriented (Nunan, 1989: 27). Clearly, in this type of interaction, accurate and coherent communication of the message is important, as well as confirmation that the message has been understood. Examples of language being used primarily for a transactional purpose are: news broadcasts, descriptions, narrations and instructions (Richards, 1990: 54-55). Speaking turns serving this purpose tend to be long and involve some prior organization of content and use of linguistic devices to signal either the organization or type of information that will be given (Basturkmen, 2002: 26).

Nunan (1999) proposed a rearrangement of this scheme. It means that rather than being two different categories of event, the informational and interactional functions represented two different dimensions of interaction. In the other words, the expository and evaluative subroutines were features of service and social interactions. The difference can be used in a variety of ways, in particular, it can be used for the functional analysis of transactional and interactional interactions. This information in turn can also be used in designing courses for speaking and oral interaction.

E. Speaking Skills

Humans are social beings who need interaction between one with the other to exchange ideas, share information and experience. Someone interacts or communicates with others through talking. As explained that speaking is the ability to say words in order to convey or express intentions, ideas, ideas, thoughts and feelings that are compiled and developed in accordance with the

needs of listeners so that what is conveyed can be understood by listeners (Riadi, 2013). In line with the development of science and technology, the ability to speak must be trained, someone is required to be able to speak well. So as to be able to transfer well what is said and able to be understood by the listening or the other person.

Problems with speaking skills are not only found in the community but also in school and lecture benches. Not all students and students have good speaking skills, this is due to the absence of habitual factors. We can see from everyday life that there is fear or nervousness when they want to convey ideas, so they choose to be more silent. Even though speaking, it will be broken in conveying because it is in a condition where fear or shame is in the mind.

Speaking skills or rhetoric is the art of talking speaking that someone has. The art of speaking belongs to someone naturally or even by using special exercises Tarigan (1979). In other hand, Abidin, (2013) this speaking skill is an art of speaking which is a means of communication with spoken language including the process of conveying thoughts, ideas, ideas with the aim of reporting, entertaining, or convincing others.

According to Abidin, (2013), in the process of delivering ideas there are several things that need to be considered, including:

1. Speaker.
2. Opponent speaks (listener).
3. Symbol (oral language).

4. Messages, intentions, ideas.

Speaking skills is the ability to talk at any time and in any situation. When it comes to speaking skills, part from who are you? What is your job? With whom do you speak? And you need to use your language, you need speaking skills.

If want to be sociable, have a good connection with friends, transfer the meaning to others and try to make a good impression so that they enjoy talking with you, you have to know everything about speaking skills. First, you must improve your verbal power. You have to use public techniques and practices. You must know to whom you are talking and make them enjoy so that you can reach your goals the way you want. If someone knows the skills to talk, it doesn't mean he is a good speaker, lecturer or negotiator. If someone has good skills to talk, he has an excellent background to be a fantastic lecturer, negotiator or teacher!

It is a common desire for students to speak a second language well. They need to know what skills are required to become a good speaker. In the Binus (University Faculty of Humanities) accessed four important skills that you need to develop:

a. Fluency

Thornbury (2005) defined fluency as the ability to converse or to express a sequence of ideas fluently, but what is fluently or fluency? Fluency can be defined as the features of a second language oral

performance that serve as reliable indicators of how efficiently the speaker is able to mobilize and temporally integrate, in a nearly simultaneous way, the underlying processes of planning and assembling an utterance in order to perform a communicatively acceptable speech act. It is the ability to describe and report actions or situations in precise words (Segalowitz, 2010: 47).

According to Wikipedia 2013, Harrell (2007) defined fluency as a speech language pathology term which means the smoothness or flow with which sounds, syllable, words and phrases are joined together when speaking quickly.

People can be said as fluent speakers if their speaking includes the pauses management by, fit timing, correctness fill, meaningful transition points and words between pauses. Foster and Skehan in Nunan (2004) proposed a model in assessing speaking fluency by considering the total number of seconds of silence and time spent saying 'um' and 'ah' by subjects as they complete a task.

b. Pronunciation

Students are always confident about not making mistakes while producing the language. Teachers' aim of speaking lessons is to help students spend less time on becoming accurate. So accuracy means the use of the correct forms here utterances don't contain errors affecting

the phonological, syntactic, semantic or discourse features of a language (Byrne, 1986).

Thornbury (2005) defined pronunciation as the student's ability to produce comprehensible utterances to fulfill the task requirements. In a wider meaning, Dalton (1994) defined pronunciation as the production of significant sounds in terms of pure sounds and meaningful sounds in contexts.

Pronunciation is of important significance as a part of any language code in which we can distinguish English, Arabic, or Russian. As well as, pronunciation is important to achieve meanings being conveyed within a context. Here, codes are combined with other factors to make communication possible. Therefore, pronunciation is the act of speaking. Both perceptions lead us to believe that pronunciation is greatly connected to utterances.

c. Grammar

Grammar is a system of rules governing the structure and arrangement of language (Parsons, 2004:8). It is true that languages have rules, but people put these rules to their spoken words. Languages started by people making sounds which evolved into words, phrases and sentences (Alvarez, 2010: 14). The fact is that all languages change over time for a variety of reasons (Barry, 2002: 84). Grammar is simply a reflection of a language at a particular time (Alvarez, 2010:14).

Huddleston (1984:47) classified grammar into two categories: descriptive grammar which aims to present the grammar that underlies the actual usage of speakers of the language, while perspective grammar aims to tell its readers what grammatical rules they should follow: the difference is one of goals.

d. Vocabulary

Vocabulary is one of the most important objectives of teaching a second/foreign language, because it is the basis of the speech (Shafaei & Nejati, 2010: 32). Semantic development continues from early childhood through adulthood. As children grow, they continue to develop vocabulary through further practice (Angell, 2008: 99).

Vocabulary learning serves communication (Kim, 2008: 1) and acquiring new knowledge. The goal of vocabulary development is to help students become independent learners to infer or learn meanings of unknown words (Cooper, Kiger, Robinson & Slansky, 2011: 228).

F. Teacher's Roles during the Speaking Lesson

There are three teacher's roles during the speaking lesson as Harmer (2007: 347-348) states. The first role is a prompter. The teacher helps the students when they lose their fluency by offering discrete suggestions. If this can be done supportively, without disrupting the discussion or forcing the students out of role, it will stop the sense of frustration that some students feel when they come to a dead end of language or ideas. Although prompting is

necessary, the teacher should give it sensitively and sympathetically like when she/he gives a correction (Harmer, 2001a). The second role is as a participant. The teacher acts as a participant when she/he participates in discussions or role-plays and also when she/he is in dialog with the class. However, the teacher's participation should not be dominating. It is better for the teacher to stand up in the back to watch and listen when the students are practicing the tasks so that the students will appreciate the teacher's participation more in the appropriate level (Harmer, 2001a). The last role is as a feedback provider. The teacher's feedback on the students' speaking depends on the teacher's tact and situation. The teacher can give feedback on the content of the activity and the language used directly after the students complete an activity or later at the end of a meeting.

It is clear that teacher's role in a speaking class is mainly to facilitate the activities, to participate in the activity without dominating it as well as to monitor in the classroom, and to give feedback or correction for mistakes in the end of the activity.

A good teacher is the one who assesses their students speaking skill by means of both observations and quizzes or exams designed to evaluate oral proficiency of the learners. However, in most language instruction courses, assessment of the students' speaking skill is usually ignored. For perfecting students' speaking skill the teachers have the role of an assessor (R M. Harden & J. Crosby, 2000). Organizer is one of the most important roles of teachers during speaking activities. This is more than just explaining or doing some oral

exercises. Teacher should know what kind of activity to use at first or what to do after that. This role includes different aspects of teaching contexts. For example: what kind of method and materials the students need, how to organize an activity and how long it should last or to have alternative activities if something goes wrong with the current activity.

According to Harmer (2001:275-6) there are three important roles that teachers can play if they want to get their learners to speak fluently. One of them is the prompter. It is when students are not sure about how to do a task, teachers often play the role as a prompter. During the speaking tasks, learners might demonstrate a kind of struggling when they try to express themselves. In this case, the teacher usually gives hints, suggests phrases or vocabulary. However, the teacher should be careful when he/she gives prompts to students during oral tasks because the primary purpose of prompting is to give the right amount of motivation and encouragement. We should not “take the initiative away from the students” (Harmer, 2007: 109). One more role is that of the participant. This is when teachers participate in discussions not as teachers but as peers of L2 learners. The teacher usually assigns students to perform a speaking activity and from time to time intervenes to give feedback or corrects mistakes only when necessary. This role enables teachers to understand difficulties learners face during speaking activities. When giving any task to the students, the teachers can actually do the task themselves so that they can anticipate the difficulties that the students might encounter and better equip them with the strategies for that task. As a participant, the teacher can also make

sure that students participate and are involved in the task. On the other hand, he/she shouldn't dominate the discussion. The next role according to Harmer is a "feedback provider". This is when teachers give feedback after the oral activity. Teachers should be very careful when they give feedback since over-correction might hinder students' motivation to talk. But encouraging responses may drive students to carry out the oral tasks with self-confidence which will in turn improve their speaking ability.

The role of the teacher during the speaking lesson is the teacher as a guide for students in learning during discussion to assist students in making understanding material together. The teacher is also an advisor for students in learning to speak and motivate students who feel weak and have difficulty speaking so that they feel good and English is very easy for them. Others, if the students incorrectly expresses the language structure or pronunciation so, automatically the teacher as a corrector in justifying so that students can be good speakers.

G. Factors Affecting Speaking Skills

There are several of determinants and problems that effect to the students' learning English as a foreign or second language in a non-native speaking country. Those factors may derive from many components including social environmental issues, the difference of culture, social economic extension, and etc. These issues cause students to have poor performance in language learning, particularly in the bottom billion countries.

If teachers want to help learners overcome their difficulties in learning speaking skill, they should identify some factors that influence their speaking performance. Learners' speaking performance are influenced by factors like performance conditions, affective factors, listening skill, and feedback during speaking tasks (Tuan & Mai, 2015).

1. Factor is pertinent to performance conditions. Learners carry out a speaking activity under different conditions. Performance conditions impact speaking performance and these conditions involve time pressure, planning, the quality of performance, and the amount of support (Nation & Newton, 2009).
2. Factor is related to affective ones. Oxford (1990) said that one of the important factors in learning a language is the affective side of students. According to Krashen (1982), a lot of affective variables have been connected to second language acquisition and motivation, self-confidence, and anxiety were the three main types that have been investigated by many researchers.
3. Listening ability factor. 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.

4. Topical knowledge factor. Bachman and Palmer (1996) defined it as the knowledge structures in long term memory. That is, 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. Bachman and Palmer (1996) assert that topical knowledge has a great impact on the learners' speaking performance.
5. Factor is related to the feedback during speaking activities. A lot of learners expect their teachers to give them the necessary feedback on their speaking performance. According to Harmer (1991), the decisions that instructors adopt towards their learners' performance depend on the stages of the lesson, the tasks, and the kinds of mistakes they make. Harmer (1991) also continued that if instructors directly correct their students' problems, the flow of the dialogue and the aim of the speaking task will be spoiled. Baker and Westrup (2003) supported the above statement and said that if learners are always corrected, they will be demotivated and afraid of talking. It has been suggested that instructors should always correct their learners' mistakes positively and give them more support and persuasion while speaking.

According to Mahripah (2014), EFL learners' speaking skill is affected by some linguistic components of language like phonology, syntax, vocabulary, and semantics and psychological factors such as motivation and

personality. Phonology is a difficult aspect of language learning for EFL learners. As we know, English is not a phonetic language. That is, pronunciation of English words are not similar to their spellings. Words with similar spellings are sometimes pronounced differently because of their surrounding contexts like tenses and phonemes that come after them. This can cause a lot of problems for non-native speakers of English and they sometimes get confused in producing the English words.

EFL learners should have the knowledge of words and sentences. They should comprehend how words are divided into different sounds and how sentences are stressed in specific ways. Grammatical competence can help speakers apply and perceive the structure of English language correctly that leads to their fluency (Latha, 2012). Native speakers say what they want without having any problems because they are familiar with the language. If they have problems in expressing some concepts, they try to use other ways of telling those things. They may make certain mistakes syntactically but these mistakes do not change the meaning of the sentences they want to express and this doesn't create serious problems for the listeners to comprehend them. But the mistakes non-native speakers commit are those that change the meaning of utterances they want to convey and can create some problems for their understanding (Mahripah, 2014).

In this study, it has several factors that influence students 'speaking skills including students' interest in learning English, they want to develop their speech because English is an international language throughout the country.

Factors related to affective students, they have motivation in learning English. Listening factor, by listening to develop students' speaking skills through expressions. Factor of topical knowledge, the speaker knows what is conveyed and feedback factors, the teacher give feedback the material until students can speak correctly.

H. Learning Environment

Learning environment refers to the diverse physical locations, contexts, and cultures in which students learn. Since students may learn in a wide variety of settings, such as outside of school locations and outdoor environments, the term is often used as a more accurate or preferred alternative to classroom, which has more limited and traditional connotations a room with rows of desks and a chalkboard, for example The term also encompasses the culture of a school and characteristics, including how individuals interact with and treat one another as well as the ways in which teachers may organize an educational setting to facilitate learning e.g., by conducting classes in relevant natural ecosystems, grouping desks in specific way's, decorating the walls with learning materials, or utilizing audio, visual, and digital technologies. And because the qualities and characteristics of a learning environment are determined by a wide variety of factors, school policies, governance structures, and other features may also be considered elements of a "learning environment. "Educators may also argue that learning environments have both a direct and indirect influence on student learning, including their engagement in what is being taught, their motivation to learn, and their sense of well-being, belonging,

and personal safety. For example, learning environments filled with sunlight and stimulating educational materials would likely be considered more conducive to learning than drab spaces without windows or decoration, as would schools with fewer incidences of misbehavior, disorder, bullying, and illegal activity.

A learning environment is a learning setting consisting of the physical environment, psychological factors and social relationships (Finnish National Board of Education, 2004).

- The physical environment refers to the buildings, premises, furniture and equipment used for the work. The physical environment also covers the technical learning environment, which refers to educational technology.
- The psychological learning environment covers the cognitive environment, which means the information and skills to be learnt, and the emotional environment, which includes emotions and motivation.
- The social learning environment includes the social network, structure and system, which are influenced by all the people involved in the learning situation and the interaction between them.

The learning environment can also be viewed from a pedagogical perspective. The pedagogical learning environment covers the pedagogical methods and practices used in learning and teaching (Silander & Ryymin, 2012). The learning environment must enable the use of diverse studying and working methods. According to a recent study (Çubukçu, 2012), teachers

regard the psycho-social dimension as the key factor in the learning environment. This may be because teachers are still unfamiliar with the significance of the physical environment, or feel that they have the least opportunity to influence the physical environment.

The planning of teaching is based on the learning objectives set. What type of competence is created through the learning process is the basis for selecting both the contents and the pedagogical approaches and methods used for learning the content. Teaching methods are used to develop key working life skills, including problem-solving, co-operation and collaboration, and learning to learn. This is why the choice of studying and working methods is important. The choice of teaching method is influenced by numerous factors. The learning environment is a key factor to be taken into account during planning in order for the environment to support the teaching method to be used. Changes in teaching methods and the related ICT set new challenges for the adaptability of the learning environment.

The visual environment influences the perception of visual stimuli as well as the learning outcomes and learning attitudes. Dim lighting calms down and relaxes the learner, whereas bright lighting supports an active approach. Lighting must be adjustable to suit the needs of various teaching methods.

Colors have been found to increase the efficiency of learning by 5–10%, to reduce absences and to support the moral dimension of those using the room. Colors can calm down, increase interest and affect emotions. A positive

classroom color scheme reaches further than the individual classroom: it establishes a positive image of the entire campus as well as the culture and image of the educational institution.

The sonic environment is a very important factor in learning. Disturbing sounds make it more difficult to concentrate, and a high noise level prevents communication and impedes interaction. Dockrell & Shield (2012) studied the impact of the sonic environment on children's learning by making comparisons between a regular classroom environment and a classroom with a public address system. A favorable sonic environment has a positive effect on information processing speed and listening comprehension. In a good acoustic environment, pupils gave a significantly higher number of correct answers to the teacher's questions.

Educational institutions acquire new technology and expect it to solve some of the problems in the teaching and learning process. The use of new technology should not be brought to the fore in learning situations. This may happen if the teacher does not master the technology used in the learning environment or if the equipment and software are too hard to use. The technical environment must be designed on the basis of pedagogy and user-friendliness.

According to Lei (2010), the physical learning environment has an influence on how students experience teaching. When no attention has been paid to the quality of the physical learning environment, students are more

dissatisfied with the quality of teaching. More focus should be put on the development of learning environments to make them better support learning.

Environmental learning theory is the understanding that the child's environment shapes learning and behavior. It is also thought that behavior and learning are reactions to the environment. This perspective encourages families, schools, and educators to understand the child develops and learns new skills in reaction to items she finds around her. Psychologists such as Albert Bandura found through observational learning, that the young child will observe and copy behavior of others, leading to decision-making skills and development.

I. Previous Studies

In this section, some studies pertinent to the factors influencing speaking skill are reviewed. Park and Lee (2005) investigated the connection between second language learners' anxiety, self-confidence, and speaking performance. One hundred and thirty two Korean learners participated in this research. The results obtained from this research showed that students' anxiety level had a negative relationship to their oral performance.

Boonkit (2010) carried out a study on the factors increasing the development of learners' speaking skill. The results represented that the use of appropriate activities for speaking skill can be a good strategy to decrease speakers' anxiety. The results also revealed that the freedom of topic choice

urged the participants to feel comfortable, persuaded to speak English, and increased the speaking confidence among EFL learners.

Ali Dincer and Savas Yesilyurt (2013) carried out a study towards teachers' beliefs on speaking skills based on motivational orientations. The results of their study indicated that the teachers had negative opinions about speaking instruction though they believed that it was of great significance in speaking skill. The results also revealed that the teachers felt unskilled in oral communication though they had various motivational orientations towards speaking English. The researchers indicated that that learners have different opinions about the significance of speaking skill in English language and this difference is related with the learners' motivational orientations and their competent/incompetent feelings in speaking skill. The results demonstrated that learners' self-assessment about their speaking skill was negative and they expressed themselves as incapable speakers of English. Just some of them expressed that they had a good position in taking part in speaking tasks.

Tanveer (2007) examined the factors caused anxiety for learners in learning speaking ability and the impact of anxiety on target language communication. The obtained results indicated that learners' feeling of stress and anxiety stop their language learning and performance abilities. The researcher emphasized that the high anxiety lowers the learners' speaking performance.

Eissa, Misbah, and Najat (1988) performed a study towards the difficulties of using English as a means of instruction and communication. The results of this study displayed that learners had many difficulties in using English language as a means of instruction. A lot of participants stated that their learners have low English proficiency. The results also indicated that a lot of learners faced serious difficulties in understanding the lectures' content without translating or applying L1 to deliver the content of the lectures.

In this study, factors that affect students' speaking ability there are several factors, learning methods, teacher roles, activities and environments that develop students' speaking skills in communicating with others. Some of the students who are not influenced by these factors will get the attention of the teacher in particular and the teacher will update the techniques in teaching and methods in delivering the material so that students can develop their speaking skills.