

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses about some topics related to the definition of teaching speaking, factors to consider developing adult EFL students' speaking abilities, definition of speaking, component of speaking, type of speaking, the elements of speaking, the definition of difficulty in daily English speaking activity, Factors Affecting Speaking Performance , and Psychological Problems in Speaking.

A. Teaching Speaking

There are four important skills that students have to master in English. One of them is speaking skills. In previous explanation, speaking is important skill use to communication each other. In the class student must be active in speaking to inform their idea or others. Moreover, in Florez's journal (1999:37), (Brown, 1994; Burns & Joyce, 1997) defines that speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. It means that speaking is a crucial part of language and it became a communicative skill for the students.

Hornby quoted that teaching means giving the instruction to (a person): give a person (knowledge, skill etc) (Hornby, 1995:37). While speaking means to make use of words in an ordinary voice, so teaching speaking is giving instruction to a person in order to communicate. Many

students equate being able to speak a language as knowing the language therefore view learning the language as learning how to speak the language.

Speaking is fundamental to human communication. Just think of all the different conversation we have in one day and compare that how much the written conversation we do in one day. In our daily lives most of us speak more than we write, yet many English teachers still spend the majority of class time on reading and writing practice almost ignoring speaking and listening skills. If the goal of English course is truly to enable the students to communicate in English, then speaking skill should be taught and practiced in the language classroom. Classroom activities that develop the ability of learners to express themselves through speech would therefore seem an important component of a language course and it is usually called an effective speaking activity.

B. Factors to Consider Developing Adult EFL Students' Speaking Abilities

Learning to speak a foreign language requires more than knowing its grammatical and semantic rules. Learners must also acquire the knowledge of how native speakers use the language in the context of structured interpersonal exchange, in which many factors interact. Therefore, it is difficult for EFL learners, especially adults, to speak the target language fluently and appropriately. In order to provide effective guidance in developing competent speakers of English, it is necessary to examine the factors affecting adult learners' oral communication, components underlying

speaking proficiency and specific skills or strategies used in communication (Kang Shumin, in Jack and Willy's book, 2002:204).

1. Factor Affecting Adult EFL Learners' Oral Communication

a) Age or maturational constraints:

The interactive behavior of EFL learners is influenced by a number of factors. Age is one of the most commonly cited determinant factors of success or failure in L2 or foreign language learning. Krashen, Long, and Scarcella (1982) argue that acquirers who begin learning a second language in early childhood through natural exposure achieve higher proficiency than those beginning as adults. Oyama's study (1976) also shows that many adults fail to reach native like proficiency in a second language. Their progress seems to level off at a certain stage, a phenomenon which is usually called "fossilization"—the permanent cessation of second language development. This shows that the aging process itself may affect or limit adult learners' ability to pronounce the target language fluently with native like pronunciation (Scarcella & Oxford, 1992). Even if they can utter words and sentences with perfect pronunciation, problems with prosodic features such as intonation, stress, and other phonological nuances still cause misunderstandings or lead to communication breakdown. Adult learners do not seem to have the same innate language-

specific endowment or propensity as children for acquiring fluency and naturalness in spoken language.

b) Aural Medium:

The central role of listening comprehension in the L2 or foreign language acquisition process is now largely accepted. And there is little doubt that listening plays an extremely important role in the development of speaking abilities. Speaking feeds on listening, which precedes it. Usually, one person speaks, and the other responds through attending by means of the listening process. In fact, during interaction, every speaker plays a double role—both as a listener and as a speaker. “While listening, learners must comprehend the text by retaining information in memory, integrate it with what follows, and continually adjust their understanding of what they hear in the light of prior knowledge and of incoming information” Mendelsohn & Rubin, 1995, p. 35). If one cannot understand what is said, one is certainly unable to respond. So, speaking is closely related to or interwoven with listening, which is the basic mechanism through which the rules of language are internalized. The fleetingness of speech, together with the features of spoken English—loosely organized syntax, incomplete forms, false starts, and the use of fillers—undoubtedly hinders EFL learners’ comprehension and affects

the development of their speaking abilities. The central role of listening comprehension in the L2 or foreign language acquisition process is now largely accepted. And there is little doubt that listening plays an extremely important role in the development of speaking abilities. Speaking feeds on listening, which precedes it. Usually, one person speaks, and the other responds through attending by means of the listening process. In fact, during interaction, every speaker plays a double role—both as a listener and as a speaker. “While listening, learners must comprehend the text by retaining information in memory, integrate it with what follows, and continually adjust their understanding of what they hear in the light of prior knowledge and of incoming information” Mendelsohn & Rubin, 1995, p. 35). If one cannot understand what is said, one is certainly unable to respond. So, speaking is closely related to or interwoven with listening, which is the basic mechanism through which the rules of language are internalized. The fleetingness of speech, together with the features of spoken English—loosely organized syntax, incomplete forms, false starts, and the use of fillers—undoubtedly hinders EFL learners’ comprehension and affects the development of their speaking abilities.

c) Sociocultural Factors:

Many cultural characteristics of a language also affect L2 or foreign language learning. From a pragmatic perspective, language is a form of social action because linguistic communication occurs in the context of structured interpersonal exchange, and meaning is thus socially regulated (Dimitracopoulou, 1990). In other words, “shared values and beliefs create the traditions and social structures that bind a community together and are expressed in their language” (Carrasquillo, 1994, p. 55). Thus, to speak a language, one must know how the language is used in a social context. It is well known that each language has its own rules of usage as to when, how, and to what degree a speaker may impose a given verbal behavior on his or her conversational partner (Berns, 1990). Because of the influence or interference of their own cultural norms, it is hard for nonnative speakers to choose the forms appropriate to certain situations. For instance, in Chinese culture, paying a compliment to someone obligates that person to give a negative answer (such as “No. It is not so good.”) to show the modesty whereas in North American culture such a response might be both inappropriate and embarrassing.

In addition, oral communication, as mentioned, involves a very powerful nonverbal communication system, which sometimes contradicts the messages provided through

the verbal listening channel. Because of a lack of familiarity with the nonverbal communication system of the target language, EFL learners usually do not know how to pick up nonverbal cues. As a result, ignorance of the nonverbal message often leads to misunderstanding. The following example is a case in point. One day, when a Chinese student heard “Let’s get together for lunch sometime,” he immediately responded by proposing a specific date without noticing the native speaker’s indifferent facial expression. Undoubtedly, he was puzzled when his interlocutor left without giving him an expected answer. It is evident that the student had not understood the nonverbal message, which illustrates that the sociocultural factor is another aspect that greatly affects oral communication.

d) Affective Factors:

“The affective side of the learner is probably one of the most important influences on language learning success or failure”(Oxford, 1990, p. 140). The affective factors related to L2 or foreign language learning are emotions, self-esteem, empathy, anxiety, attitude, and motivation. L2 or foreign language learning is a complex task that is susceptible to human anxiety (Brown, 1994), which is associated with feelings of uneasiness, frustration, self-doubt, and apprehension. Speaking a foreign language in public,

especially in front of native speakers, is often anxiety-provoking. Sometimes, extreme anxiety occurs when EFL learners become tongue-tied or lost for words in an unexpected situation, which often leads to discouragement and a general sense of failure. Unlike children, adults are concerned with how they are judged by others. They are very cautious about making errors in what they say, for making errors would be a public display of ignorance, which would be an obvious occasion of “losing face” in some cultures. Clearly, the sensitivity of adult learners to making mistakes, or fear of “losing face,” has been the explanation for their inability to speak English without hesitation.

2. Components Underlying Speaking Effectiveness

a) Grammatical Competence

- ✓ Grammar (morphology, syntax)
- ✓ Vocabulary
- ✓ Mechanics (basic sounds of letters, pronunciation, intonation, and stress)

b) Discourse Competence

Affective speakers should acquire:

- ✓ A repertoire of structures
- ✓ Discourse markers to express ideas
- ✓ Show relationships of time
- ✓ Indicate cause

- ✓ Contrast
- ✓ Emphasis

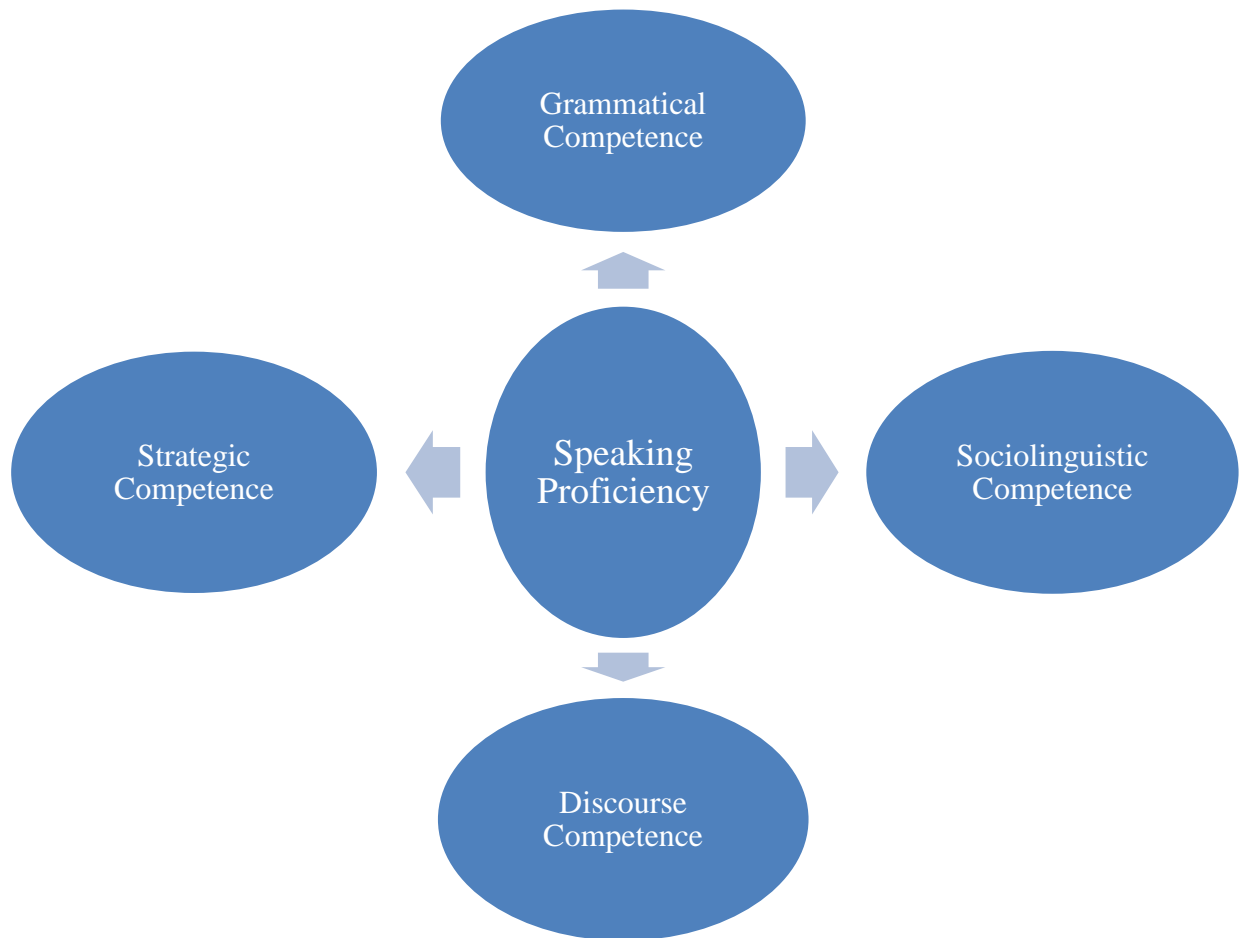
c) Sociolinguistics competence

Knowing what is expected socially and culturally by users of the target language, this lead to know:

- ✓ What comments are appropriate
- ✓ How to ask questions during interaction
- ✓ How to respond nonverbally according to the purpose of the talk

d) Strategic Competence

- ✓ To know when and how to take the floor
- ✓ How to keep a conversation going
- ✓ How to terminate conversation
- ✓ How to clear up the communication breakdown
- ✓ Comprehension problem



3. Interactions as The Key to Improving EFL Learners' Speaking Abilities

The functions of spoken language are interactional and transactional. The primary intention of the former is to maintain social relationships, whereas that of the latter is to convey information and ideas. In fact, much of our daily communication remains interactional. Being able to interact in a language is essential. Therefore, language instructors should provide learners with opportunities for meaningful communicative behavior about relevant topics by using learner-earner interaction as the key to

teaching language for communication because “communication derives essentially from interaction” (Rivers, 1987, p. xiii).

Communication in the classroom is embedded in meaning-focused activity. This requires teachers to tailor their instruction carefully to the needs of learners and teach them how to listen to others, how to talk with others, and how to negotiate meaning in a shared context. Out of interaction, learners will learn how to communicate verbally and nonverbally as their language store and language skills develop. Consequently, the give-and-take exchanges of messages will enable them to create discourse that conveys their intentions in real-life communication.

1) Small Talk

The ability to get along with people in society may correlate somewhat with how well a person can engage in brief, casual conversation with others or in an exchange of pleasantries. Talk of weather, rush-hour traffic, vocations, sports events, and so on may seem “meaningless” but such talk functions to create a sense of social communion among peers or other people. So, at the initial stage, adult EFL learners should develop skills in short, interactional exchanges in which they are required to make only one or two utterances at a time. For example:

1. A: I hate rush-hour traffic.

2. B: Me, too.

3. A: Boy, the weather is lousy today.

4. B: Yeah. I hope it'll stop raining.

As learners get more experience, they will be able to use some of the simple exchanges and know how to open conversations.

2) Interactive Activities

- ✓ Instructors should be based on authentic or naturalistic source materials.
- ✓ Enable learners to manipulate and practice specific features of language.
- ✓ Allow learners to rehearse in the class, communicative skills they need in the real world.
- ✓ Active psycholinguistics processes of learning.

1. Aural: Oral activities

In practice, student are directed to listen to taped dialogues or short passages and afterwards to act them out.

2. Visual: Oral activities

- Appropriate films
- Videotapes
- Soap operas

3. Material-aided: Oral Activities

Appropriate reading materials facilitated by the teachers and structured with comprehension questions can lead to creative production speech.

4. Cultural Awareness: Oral activities

Teachers can present situations in which there are cultural misunderstandings that cause people to become offended, angry, and confused.

C. Definition Of Speaking

Speaking is one of the most important and essential skill that must be practiced to communicate orally. By speaking, people are able to know what kinds of situations the world. People who have ability in speaking will be better in sending and receiving information or message to another. Speaking is the process of building and sharing meaning through the uses of verbal and nonverbal symbol in various contexts (Emma:1).

Speaking is a spoken productive language skill. It is about how the students produce the language orally. Furthermore, according to Harmer, Speaking refers to the students produce pieces of language and sees how its turns out that information are feed back into the acquisition process. Therefore, speaking focused on output where the learner's attention is on conveying ideas and messages to another person.

Based on quotation above, it can be inferred that speaking is a spoken language productive skill that focused on the students' capability to produce

pieces of the language orally. It is about how the students express their selves such as; exploring ideas, express feeling, etc.

D. Component of Speaking

In speaking skill, the component is used to complete the skill. There are five component of language that influence speaking ability, this is occurring on (Jill, 2008:15) there are;

a. Pronunciation

Jill (2008:66) stated that understanding of the features of pronunciation helps learners understand when they listen to the language. It also helps them to produce the language more accurately, though learners do not necessarily need to pronounce English perfectly, just well enough for other people to understand them. It means, it will create misunderstanding toward listener invited to speak and the messages will be conveyed, will lose and difficult to be comprehended.

Harmer (1998:11) said that user of the language must know how to say a word that is how to pronounce it. It means that the user of the language has to know how to pronounce some word well. This knowledge is made up of three areas; sounds, stress and intonation.

b. Grammar

Grammar is needed for student to arrange a correct sentence in conversation. According to Jiil (2008:24) grammar is a description

of the language system it shows us how we order words in sentences, how we combine them and how we change the form of words to change their meaning. The unity of grammar also leans the correct way gain expertise in a language in oral and written form. Someone who mastering grammar will knows how to arrange word in sentences, the correct tenses will be used etc. So that, grammar is one of components to create a good sentences.

c. Vocabulary

According to Jill (2008:53) said that vocabulary can be presented in dialogues and reading passages where the new words appear in context and in combination with other words. Mastering vocabulary will help us to be a good speakers and listener because we can arrange the sentences when we have a lot of vocabularies. Based on the explanation above, vocabulary is so important for the speaker and listener. The speaker can say fluently when he/she has a lot of vocabularies. In addition, the listener can comprehend the speaker said when the speaker has much vocabularies to make the listener understand. The listener appreciate the speaker too if the speaker can develop the speakers vocabulary.

d. Fluency

Fluency may be defined as the ability to speak accurately. According to Jill (2008:27) stated that fluency is communicating a message. Even though, we have to speak fluency because listeners

are able to respond about the speaker's said. In other words, we have to consider that speech and fluency are rather strongly affected by language problems. It means the listeners will understand the speaker's speaking if the pattern grammar of language is correct. So, we have to consider both grammar pattern and fluency in speaking.

e. Comprehension

In teaching and learning process, the teacher has to speak clearly to comprehend the students. Stated that the teacher needs as good an understanding as we currently have of the nature of comprehension and the process of comprehension. Comprehension is the component of speaking which we needed to avoid misunderstanding between the speakers and listeners.

E. Type of Speaking

According to Brown (1994:271) stated that there are some types of classroom speaking in planning speaking instruction, they are:

1. Imitative

In this kind is carried out not for the purpose of meaning interaction but, for focusing on some particular element of language form.

2. Intensive

Intensive speaking divide to be many steps beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language.

3. Responsive

A good deal of the student speech in the classroom is responsive, short replies to teacher or student initiated question or comment.

4. Transactional (dialogue)

Dialogue conducted for the purpose for the purpose of information exchange such as information gathering interview, role play or debate.

5. Interpersonal (dialogue)

Dialogue is to establish or maintain social relationship, such as personal interview or casual conversation role play.

6. Extensive (monologue)

Extended monologue such as oral reports, oral summarize, or perhaps short speeches.

F. The Elements of Speaking

The basic assumption in any oral interaction is that the speaker wants to communicate ideas, feelings, attitudes and information to the hearer or wants to employ speech that relates to the situation. Therefore, the ability to speak fluently presupposes not only knowledge the language features, but also the ability to process the information and language 'on the spot'. In according to, Harmer states concerning with other elements of speaking that is necessary to be mastered by a successful speaker. The elements of speaking as follows:

a. Language Features

1) Connected Speech

Connected speech is the sounds modifying such as; assimilation, omission, addition or weakened. The effective English speakers need to be able not only to produce the individual phonemes but also to use connected speech fluently. Therefore, the learning activity should involve students in the activities designed specifically to improve their ability.

2) Expressive device

To express the feeling, the native speaker often change pitch and stress of particular part of utterances, vary volume and speed, and show by other physical and non-verbal to convey the meaning.

3) Lexis and Grammar

There are differences between written and spoken grammatical. Spoken grammar has minimal planning opportunities. Thus, the teacher should supply a variety of different language functions. The students are involved in specific speaking context in order they can produce of various stage of an interaction.

4) Negotiation Language

The negotiations language is used to seek clarification and to show the structure of the speakers saying (Harmer, 2011:269).

b. Mental/ social Processing

Speaking skill is productive language skill. It involves the knowledge of language skill such discussed above and also dependent on the rapid processing skill.

1) Language Processing

Language processing involves the retrieval of words and phrase from memory and their assembly into syntactically and propositionally appropriate sequences. The speaking activities aimed to help the students develop habits of rapid language processing English.

2) Interaction With Others

Most of speaking takes the form face-to-face dialogue and therefore involves interaction. The speaking activities involve the students' interaction with the others and understanding each other.

3) (on-the-spot) information processing

The speaker needs to be able to process the information and response to the others' feeling in using the language (Harmer, 2011:271).

c. The Function of Speaking

In designing speaking activities is necessary to recognize the differences functions of speaking. Brown and Yule's frame work state three-part version of the function of speaking: talk as interaction, talk as transaction and talk as performance. It is described as follows:

1) Talk as Interaction

Talk as interaction refers to what we normally mean by "conversation" and describes interaction refers to what server a primarily social function. It is very difficult for the teacher to teach the

students in this case. The teacher should be able to invite the students give feedback even in small conversation.

2) Talk as Transaction

Talk as transaction refers to situations where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially with each other, such as; offering something, asking for directions, classroom discussion, etc.

3) Talk as performance

Talk as performance tends to be in the form of monolog rather than dialog, often follows a recognizable format (e.g., a speech of welcome), and is closer to written language than conversational language. It is focused both on message and audience, and more predictable organization.

G. The Definition of Problem in Daily English Speaking Activity

Student problem in daily English speaking activity means learning problem in achieving the English goals, and speaking mastery of the English. The goal of English language teaching is that students can understand and imitate what the students have listened from the teacher and students can master of speaking. Understand what the students have listened from the teacher means students are able to understand and express the material. Understanding the material means that students recognize to distinguish and listened to sounds. They can answer some question after explanation. The

speaking mastery of the English is simple. The students have the confidence to express an idea that comes out of his mind. Besides, they know the words and their meaning. In achieving the goal, students meet some difficulties, so they can not achieve goal.

The problem in daily speaking English activity can come from the teacher or the students. Teacher's problem means that difficulties of the teacher to transform English knowledge, mastery material, selecting media and technique of English teaching. Pupils may have found English very difficult because of the way English lesson was taught and a change of method could stimulate their interest (Honrby, 1993:16). Then, about the students problems means that the students difficulties in achieving goal. Students admitted and have difficulties in mastering material learner and factors that influence student problems.

The traditional teacher diagnoses the causes of failure to learn very glibly. The failure is the problem during in learning activities process. The weakness in this diagnose is that they have little relation, in most cases no relation, to the fact. These diagnoses may dull the conscience of the teacher and bring him peace of mind, but they do not improve the teaching learning situations (Burton, 1952:623). According to Burton (1952) in *The Guidance of Learning Activities* book's said that, there are many causes of failure: Current discussion of failure thoroughly confused, the first necessity is to distinguish between general and special education, failure must be defined, failure in his traditional elementary school, failure in the modern elementary school, the so called no failure program or continuous progress system, the

lazy, uninterested, antagonistic pupil and failure, pupil responsibility for avoidance of failure, failure as indicative of high standard, the education effect of failure, complexity of problem indicated by difficulty of constructing of logical outlines of causes of failure and the last is an illustrative listing of the causes of failure.

H. Factors Affecting Speaking Performance

According to (Nguyen & Mai, 2015:9) in order to help students overcome problems in learning speaking, it is necessary for the teachers to figure out factors that affect their speaking performance. Students' speaking performance can be affected by the factors that come from performance conditions (time pressure, planning, standard of performance and amount of support), affective factors (such as motivation, confidence and anxiety), listening ability and feedback during speaking activities.

1. Performance conditions

Students perform a speaking task under a variety of conditions. Nation & Newton (2009) believe that performance conditions can affect speaking performance. The four types of performance conditions that Nation & Newton (2009) suggest include time pressure, planning, the standard of performance and the amount of support.

2. Affective factors

One of the most important influences on language learning success or failure is probably the affective side of the learner (Oxford, 1990). Krashen (1982) states that a variety of affective variables has been confirmed to be

related to success in second language acquisition in research over the last decade but most of those studies examined the three categories: motivation, self-confidence and anxiety.

3. Listening ability

Speaking skills cannot be developed unless we develop listening skills (Doff, 1998). Students must understand what is said to them to have a successful conversation. Shumin (1997) shares the ideas of Doff (1998) by stating that when one person speaks, the other responds through attending by means of the listening process. In fact, every speaker plays the role of both a listener and a speaker. Therefore, one is certainly unable to respond if he/ she cannot understand what is said. It means speaking is closely related to listening.

4. Topical knowledge

Topical knowledge is defined as knowledge structures in long-term memory (Bachman & Palmer, 1996). In other words, topical knowledge is the speakers' knowledge of relevant topical information. The information that topical knowledge provides enables learners to use language with reference to the world in which they live. Bachman & Palmer (1996) state certain test tasks may be easier for those who possess the relevant topical knowledge and more difficult for those who do not. Bachman & Palmer (1996) believe that topical knowledge has effects on speaking performance.

5. Feedback during speaking activities

Most students want and expect their teachers to give them feedback on their performance. However, all speaking production should not be dealt with

in the same way. Harmer (1991) asserts that the decisions that the teachers make about how to react to students' performance will depend upon the stages of the lesson, the activities, the types of mistake made and the particular student who is making that mistake. If the teachers correct whenever there is a problem, the conversational flow as well as the purpose of the speaking activity will be destroyed (Harmer, 1991). If the students are corrected all the time, they can find this very demotivating and become afraid to speak. They suggest that the teachers should always correct the students' mistakes positively and with encouragement (Baker & Westrup, 2003).

I. Psychological Problems in Speaking

According to Juhana (2012:101), there are some psychological factors that faced by the students when they speaking in the class:

a. Fear of Mistake

Many theorists argued that fear mistakes becomes one of the main factors of students' reluctance to speak in English in the classroom. Aftat (2008) in Juhana (2012:101) adds that this fear is linked to the issue of correction and negative evaluation. In addition, this is also much influenced by students' fear of being laughed at by other students or being criticized by the teacher. So, the students low of motivation and low in participation in speaking activity. Therefore, it is important for teachers to convince their students that making mistakes is not a wrong or bad thing, because students can learn from their mistakes.

b. Shyness

Shyness is an emotional thing that many students suffer from at some time when they are required to speak in English class. Shyness is the one of common problem in student's speaking performance. Shyness also being a problem in speaking learning class, so paying attention on this aspect is also quit important in order to help the students do their speaking performance in the classroom, Gebhard (2000) in Juhana (2012:101). According to Baldwin (2010) in Juhana (2012:101), speaking in front of people is one of the more common phobias that students encounter and feeling of shyness makes their mind go blank or that they will forget what to say.

c. Anxiety

Anxiety is a feeling of tension, apprehension and nervousness with the situation of learning a foreign language, Horwitz et all (2001) in Juhana (2012:102). Anxiety is one of problems that can make the students do not feel comfortable when they doing speaking performance. Accordin to Horwitz (1991) in Juhana (2012:102), anxiety about speaking a certain language can affect students' performance. It can influence the quality of oral language production and make individuals appear less fluent than they really are. By the explanation above, the teacher should make attempt to create a learning atmosphere which gives students more comfortable situations in their learning activity.

d. Lack of Confidence

Lack of confidence usually occurs when students realize that their conversation partners have not understood them or when they do not understand other speaker. In this situation, they would rather keep silent while others do talking showing that the students are lack of confidence to communicate. Tsui cited Nunan (1999) in Juhana (2012:102) says that student who lack of confidence about themselves and their English necessarily suffer from communication apprehension. By the explanation above, the teacher should more give attention in building student's confidence when they speaking.

e. Lack of Motivation

In speaking performance, motivation influences the success of speaking performance. Motivation also will influence the score of speaking performance. Zua (2018) in Juhana (2012:103) adds that motivation is an inner energy. She says that no matter what kinds of motivation the motivation the learners process it will enhance their study interest. So the students should to have the motivation so that their speaking performance will be successful.