

CHAPTER II

REVIEW RELATED LITERATURE

This chapter is presented to highlight some theories functioning as the basic of the research. It covers about Speaking, Learning Speaking, Speaking Activities, Evaluation of Speaking Program and Review of Previous Study.

A. Speaking

Speaking is a way to communicate and interact with people. “Speaking is productive Skill. It involves putting a message together, communicating the message and interacting with other people” Lindsay (2006). Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Burns and Joyce, 1997). Speaking is defined as the production of auditory signals designed to produce differential verbal responses in a listener. Speaking is one of the four language skills that is taught in the teaching of English. Many experts have their own ideas in defining the meaning of speaking. Speaking is make use of words in an ordinary voice (Hornby, 1995:1227). When speaking to other people, speakers try to make their communication run well. Speakers have to speak when they want to assert things to change their knowledge. They ask them questions to get them to provide information. In speaking, communication between two people should happen.

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Burns and Joyce, 1997). Speaking is defined as the production of auditory signals designed to produce differential verbal responses in a listener. Speaking skill is the ability to use the language in oral form to express what is on one's mind. In learning speaking, there are a number of components emphasized on: grammar, comprehension, vocabulary, pronunciation, and fluency (Brown, 2004) as the indicators of speaking ability. So, in the process of teaching and learning speaking teacher should facilitate students with such meaningful learning experiences to allow them practice and improve those components. Speaking is one of four English skills which bring many problems for Indonesian students, especially how to speak English fluently in conducting teaching and learning English process (Nurhayati, 2016). It is expected students not only can speak meaningful and fluently but also produce accurate utterances. Learning speaking has a purpose that is to make the students able to use English as a means of communication.

Speaking is the main skills in communication in two ways of process between a speaker and a listener and involved productive and receptive skills of understanding (or listening with understanding) from this definition, it can be inferred that in order to be able to speak, one should master the productive skills and the receptive skills (Carter & Nunan, 2001). Harmer states that speaking is expressive sound counterpart to aid require

somewhat more complex abilities. He adds that oral language or speaking is the most confidential form of immediate communication (Harmer, 2000). While reading and listening are considered to be the two receptive skills in language learning, and writing and speaking are the other two productive skills necessary to be integrated in the development of effective communication. Of all the four macro English skills, speaking seems to be the most important skill required for communication (Zaremba, 2006).

Speaking is an important part of the learning process of English as a second language (Nurhayati, 2016). Speaking skill is the ability to use the language in oral form. From elementary, even kindergarten up to university, this skill is limited to the ability to conduct a simple conversation on some subjects e.g. expressing regret, gratitude, agreement, offer, certainty, etc (Setiyadi, 2006). Among the four skills, speaking skill is a difficult one to assess with precision, because speaking is a complex skill to acquire (Luoma, 2014). The five components generally recognized in analyzing speech process include comprehension, grammar, vocabulary, pronunciation and fluency (Brown, 2004). Speakers talk in order to have some effect on their listeners.

B. Learning Speaking

The importance of speaking skill in learning foreign language, demands the teacher or lecturer to be a creative person in order to help students in learning speaking English (Nurhayati, 2016). Learning activities organized by school should be aimed at equipping students with learning

experiences to achieve the expected goals. These activities are commonly developed and grouped into three categories including intra-curricular, co-curricular and extra-curricular activities (Dakir, 2010).

The ability to speak fluently purposes not only knowledge of language features, but also the ability to process information and language. In learning language especially learning speaking, the learners need to have more practices and more use that language. The English learning process in these classroom interactions among student-student and student-others can be carried out effectively, although there may be some hindrances to face (Nurhayati, 2018). Also, in learning speaking English, the students need to have more practice in speaking English. The ability of speaking needs to have a routine conversation. By practicing speaking the students will build some language features (Harmer, 2007:269) as follows;

- a. *Connected speech*: effective speakers of English need to be able to produce the individual phonemes of English (as in saying *I would have gone*) but also to use fluent connected speech (as in *I'd've gone*). In connected speech sounds are modified (assimilation), omitted (elision), added (linking *r*), or weakened (through contraction and stress patterning). It is for this reason we should involve students in speaking activities designed specially to improve their connected speech.
- b. *Expressive devices*: native speakers of English change the pitch and stress of particular parts of utterances, vary volume and speed, and

show by other physical and non-verbal (paralinguistic) means how they are feeling (especially in face to face interaction). The use of these devices contributes to the ability to convey meanings. They allow the extra expression of emotion and intensity. Students should be able to deploy at least some of such supra segmental features and devices in the same way if they are to be fully effective communicators.

- c. *Lexis and grammar*: spontaneous speech is marked by the use of a number of common lexical phrases, especially in the performance of certain language function. Teachers should therefore supply a variety of phrases for different functions such as agreeing or disagreeing, expressing surprise, shock, or approval. Where students are involved in specific speaking contexts such as a job interview, we can prime them, in the same way, with certain useful phrases which they can produce at various stages of an interaction.
- d. *Negotiation language*: effective speaking benefits from the negotiator language we use to seek clarification and to show the structure of what we are saying. We often need to ask for clarification when we are listening to someone else talk. For students this is especially crucial. Speakers also need to structure their discourse if they want to be understood, especially in more writing-like speech such as giving presentations. They use negotiation language to show the structure of their thoughts, or reformulate what

they are saying in order to be clearer, especially when they can see that they are not being understood.

Besides building the language features that we have discussed above, practicing speaking also will build mental/social processing. If part of speaker's productive ability involves the knowledge of language skills such as those discussed above, success is also dependent upon the rapid processing skills that that talking necessitates. The mental/social processing included (Harmer, 2007:271):

- a. *Language processing*: effective speakers need to be able to process language in their own heads and put it into coherent order so that it comes out in forms that are not only comprehensible, but also convey the meanings that are intended. Language processing involves the retrieval of words and phrases from memory and their assembly into syntactically and propositionally appropriate sequences. One of the main reasons for including speaking activities in language lessons is to help students develop habit or rapid language processing in English.
- b. *Interacting with others*: most speaking involves interaction with one or more participants. This means that effective speaking also involves a good deal of listening, and understanding of how the other participants are feeling, and a knowledge of how linguistically to take turns or allow others to do so.

c. *(On-the-spot) information processing*: quite apart from our response to others' feelings, we also need to be able to process the information they tell us the moment we get it. The longer it takes for the penny to drop the less effective we are as instant communicators. However, it should be remembered that this instant response is very culture-specific, and is not prized by speakers in many other language communities.

According to Harmer (2007:123) stated there are three reason for speaking, they are:

- a. Speaking activities provide opportunities and chance to practice in real life
- b. Speaking task in trying to use oral language and provide feedback for both teacher and students.
- c. Students have opportunities to active in various elements of language.

C. Activities in Learning Speaking

There are many kinds of activities that can be applied when the teacher teaches speaking plan have been supporting in the plans realize in introduction to foreign language learners. The activities should be arranged in a good sequence in order to get the best result in teaching speaking. Teacher also should consider about the activities will be applied to the students. "We can help learns speak by helping them to find ideas and supporting them so they feel confident enough to speak (Jill, 2008:105).

Taking the curriculum of Islamic boarding school into consideration where it puts its emphasis more on religious lessons and practices (Amrizal, 2011; Rasyid, 2012), The religious lesson takes more place in the boarding school. English, one of the non-religious subjects is exceptional since students at the Islamic boarding school, particularly the modern one, are also highly encouraged to master English, in this case speaking skills with daily conversation activity (Mastuki, 2005; Tahir, 2017) Students in Islamic Boarding school must able to speak in English language.

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According to Lackman (2010), some activities used in Speaking are:

1. Fluency

Students practice speaking with logical flow without planning or rehearsing.

2. Accuracy with Words and Pronunciation

Students practice using words, structures and pronunciation accurately.

3. Appropriacy

Students practice using language appropriate for a situation and making decision about formality and choice of grammar or vocabulary.

4. Turn-taking Skills

Students practice ways of interjecting, eliciting an interjection or preventing one.

5. Relevant Length

Students practice speaking at a length appropriate to a situation

6. Responding and Initiating

Students practice managing a conversation by making responses, asking response or introduce a new topic or idea.

7. Repair and Repetition

Students practice repeating or rephrasing parts of a conversation when they suspect that what was said was not understood

8. Range of Words and Grammar

Students practice using particular grammar and/or vocabulary for speaking on a specific topic or for doing a specific task. The students can create the task by their creativity. Word as a part of language has important role to develop their varieties (Nurhayati, 2015).

9. Discourse Maker

Students practice using words/phrases which organize a talk or making a conversation, speech, etc.

The teacher has to know about the role in the classroom. According to Harmer (2007:275) there are three roles of the teacher in speaking activities, they are:

a. Prompter

The students sometimes get the difficulties to say about something fluency. The teachers can leave them to struggle out of such situation. The teachers may be able to help them and be active to progress to offering discrete suggestion.

b. Participant

The teachers should be good animators when asking students to produce language. In other times, the teachers may want to participant in certain classroom activities.

c. Feedback Provider

During students having activities, the teacher corrects the students' progress. After finishing the activities, the student progress and the teacher gives the opinion about it.

The teacher's role is also important to motivate the students. So motivation in this aspect is needed. The students feel that the teacher believes that they have skill and talent to be improved. So, the teacher has to awaken the student confidents by giving some motivations to speak English fluency.

D. Evaluation in Speaking

Evaluation is process through which a value judgment or decision is made from a variety of observation and from the background and training of the evaluation (Phopam, 1974:253). Besides, Djiwandano (1996:1) in Test Bahasa dalam Pengajaran defines evaluation as procedure or a series of activities that are used to get behavior samples of someone to give sign about

their abilities certain subject. In conclusion, evaluation is way or process to know students' abilities in order to know their English learning problems or their attitudes.

Speaking assessment can be applied with listening, writing or reading, as such retelling story after reading passage or listening conversation. Meanwhile communication test are concerned primarily (totally) with how language is used in communication (Heaton, 1998:19). So evaluation of speaking can be conducted with integrating with other skills.

The speaking English program evaluation can be in the form of test or students exercises. The most commonly used spoken test types are;

- a. Games: Among informal assessment devices are variety of games that directly involve language production. The teachers should prepare the games that are appropriate with the lesson explained before. So, it can be used to assess students speaking ability appropriately (Brown, 2003: 176). Besides, games provide an enjoyable atmosphere, a situation in which communication is essential, and a distraction from the study of language itself (Nurhayati, 2015).
- b. Oral presentation. In the academic and professional areas, it would not be uncommon to be called on to present a report, a paper, a marketing plan, a sales idea, a design of a new product, or a method (Brown, 2003: 179).
- c. Translation: Translation of word, phrases, or short sentences was mentioned under the category of intensive speaking. The advantage of

translation is in the control of the content, vocabulary, and to some extent the grammatical and discourse features (Brown, 2003: 182).

- d. Reading aloud: Test involving reading aloud is generally used when it is desired to assess pronunciation as distinct from the total speaking skills. In this type of examination, the students are required to retell a story they have just read.
- e. Interview: These are relatively easy to set up, especially if there is a room apart from the classroom where learners can be interviewed. The class can be set some writing or reading task (or even the written component of examination) while individuals are called out one by one, for their interview. Such interviews are not without their problems, though. The rather formal nature of interviews (whether the interviewer is the learner's teacher or an outside examiner) means that the situation is hardly conducive testing more informal, conversational speaking styles. Not surprisingly, students often underperform in interview-type conditions (Thornbury, 2005:125).
- f. Role Play: Most students will be used to doing at least simple role play in class, so the same format can be used for testing. The role play should not require sophisticated performance skills or a lot of imagination situations grounded in everyday reality are best they may involve using data that has been provided in advance. For example, students could use the information in a travel brochure to make a booking at a travel agency. This kind of test

is particularly valid if it closely matches the learners' needs (Thornbury, 2005:126).

E. Review of Previous Study.

There are four previous study in this research they are:

1. A thesis by Syaiful Ma'arif 2015. This research find on study in teaching and learning speaking in Islamic Boarding School of Anwarul Haromain Baruharjo Durenan Trenggalek. The difference is in the finding result, in the previous study focused in technique used and the explanation of the theory of teaching and learning speaking at all English learning and teaching process at Islamic Boarding School of Anwarul Haromain Baruharjo Durenan Trenggalek. While this study focused on the language program that is the speaking program of students at Darul Hikmah Modern Islamic Boarding School. This study served the descriptive information of the program during several time on the rules in the boarding school with the explanation of the activity, facility and the evaluation of the program.
2. A thesis by Miftahurrohmah 2012. This research focused on the language speaking activities conducted at Islamic Boarding School Jawaahirul Hikmah Besuki Tulungagung and includes the description of activities of English language learning in the school and the purpose of language speaking activities conducted at Islamic Boarding School Jawaahirul Hikmah Besuki Tulungagung. While this study focused on the language program of modern boarding school that is the speaking program of

students at Darul Hikmah Modern Islamic Boarding School with all the process, activities, facilities and evaluation of the program.

3. The previous study by Nurma 2018. The focus of data in the research was the process in implementation of daily conversation towards students' speaking ability. While this research focused on the speaking program with the activities and evaluation in Darul Hikmah Modern Islamic Boarding School.
4. A thesis by Danisa Puji Wahyuni 2014. The aim of the research was to improve the speaking skills of grade VII D students at SMPN 1 Mlati, Sleman in the academic year of 2013/2014 through video clips. The research was classified into action research which was conducted in two cycles with three meetings in the first cycle and three meetings in the second. While this research focused in describing speaking programs with all the activities and evaluation of the program at Darul Hikmah Modern Islamic Boarding School.