CHAPTER II

REVIEW OF RELATED LITERATURE

In this" chapter," the writer presents" about "the result of reviewing of related literature" covering "definition of speaking," components "of speaking," types of" speaking," level of speaking, purpose of speaking, criteria of good speaking, problem in speaking, "speaking activities, definition of" learning strategy, and presented "previous study."

A. Definition of Speaking

"We get many speaking definition from the expert. Huebner (1969), said that"speaking is the" main skill in communication. By using speaking, we can communicate with the other to build a good relationship and maintain our social relation in our environment. Thornbury (2005:01) said that people still underestimate speaking in their daily life. "Speaking is" an activity to communicate with others in daily life. "People can express their" ideas "and purposes orally to the" listener by using speaking. Most speaker need active listeners who directly respond to what they say during the interaction. The listener can respond by oral or gesture directly to the speaker. This shows that the listener knows what the speaker is talking about.

Speaking is the way to exchanges information between speaker and listener. It can be question and answer activity, greeting, asking and giving help and direction, retell or explain something, and so on. Brown (2004:

140), said that when we talk, we are doing a process between producing, receiving and also taking information. According to Byrne (1984), "speaking is oral communication between "speaker and listener that involves productive" and receptive skill of understanding." Moreover, Nunan (2003: 48) stated that speaking is a way to produce a verbal communication to express meaning systematically so that it can be understood. So, there should a good relation between "speaker and listener" in order to get the message about the conversation.

The speaker should use a simple word to make the listener accept and understand what the speaker said easily. Therefore, both of the speaker and the listener will understand each other. It is supported by Cameron (2001: 40) who states that speaking is the activity of using language actively to show meaning so that other people can understand it well..

"Speaking has been classified" to "monologue and dialogue. Monologue focuses on giving" an interrupted oral presentation and dialogue focuses on interacting with other speakers" (Nunan, 1989: 27)." The use of speech depends on the purpose of the speaker. "We need speaking for many reasons" such as "educators, governments," employers, etc. Speaking helps us to "access up-to-date information in" different fields of sciences (Baker & Westrup, 2003: 5)." Hence, people need "to master in speaking because" it is useful for our needs."

B. **"Components of Speaking**

"There are some components" when we do an interaction with other people. "According to Vanderkevent (1990)," "there are three components in speaking:"

1. The speakers

"Speakers are people who produce sound" to express their opinion, feelings, and everything in their mind to the hearer. If there is no speaker so there will no topic to respond to.

2. "**The listeners**

"Listeners are people who receive or get the" information from the "speaker. They will listen and" give respond to what the speaker talking about. If there is no listener, speaker can express what their feel and their opinion in form of written.

3. **The utterances**

"Utterances are" words, "sentences,' or" paragraph that" produced by' the' speaker and accepted by the listener. The utterances can be form of story, opinion, question, and so forth. "If there is no utterance," both' of' speaker and' listener "will use sign" or there will be no communication.

In addition, "Fulcher and Davidson (2006) state that there are" five components of speaking skill" which "can be defined as follows:"

1. Pronunciation

    Pronunciation has an important position in speaking. Pronunciation makes the sentences conveyed are heard clearly (Goh, 2007 as cited in Abbaspour, 2016: 145). "Mispronouncing a single" sound or various uses of" stress "and intonations" because "the learner's misunderstanding, whereas," the "learners are not necessary to produce English perfectly." "They just need to make the listeners get" the point on what they are talking about." "Harmer (1998: 11) stated that" the user of the language must know how to" pronounce a word appropriately." "This knowledge is made up of three areas;" sound, stress, and intonation." "If the speaker does not pay attention on" "pronunciation, it will make the make" the message difficult to understand by the listener."

2. **Grammar**"

    "Grammar is needed for the students to arrange correct sentences in conversation' both in written and oral forms." It "acts a key role in learning the structure of

English." According" to Jill (2008: 24)," grammar is a description of the language system it shows us how" we order word in sentences," how we combine" them and how we change the form of words to change their meaning."

3. Vocabulary

"Vocabulary is the knowledge "of meanings of words." "Someone who has many inputs of vocabulary will be easier" to produce language." Vocabulary can improve through "reading and listening. According to Jill (2008: 53)," vocabulary can be presented in" dialogues and reading passages where the" new words appear in context and in combination with other words." Without" having a sufficient vocabulary," speaker "cannot communicate effectively or express their ideas both oral and written form."

4. "**Fluency**

"Fluency is" defined as "the ability to speak fluently and accurately." Other "define, accuracy is the use of correct forms where utterances" do not contain errors affecting the phonological, syntactic, and semantic or discourse" features of a language (Lan, 1994 as cited in" Abbaspour, 2016)."

5. Comprehension

"Comprehension is" an "ability to" acknowledge "and process" stitches "of discourse, to formulate representations of the sentences meaning." "As speaker, it is necessary to speak clearly to" comprehend the listener for avoiding misunderstanding between both of them."

C. Types of Speaking

Before we speak to other people, we should know the "basic types of speaking" first. "Brown (2004:" 271) "stated on his book that there are five basic types of speaking:"

1. "**Imitative**

"The first of the" type "of speaking performance is the ability to" imitate a word, a phrase, or a complete sentence" "to practice an intonation and focusing on some particular" elements of language form "by using drilling. The important thing here is focusing on pronunciation.

2. Intensive

"The second type of speaking is the" production of short stretches of oral language to" practice some phonological and grammatical aspects that is done in pairs "or group work" such as "reading aloud, reading dialogue with partner," etc.

3. Responsive

The third is "interaction and comprehension at" a "limited level of very short conversation," giving instructions "and" directions, greeting, "small talk, simple request and comment." For "example, when the teacher asks a question" and "the students" answer it.

4. Interactive

This type of speaking almost same as responsive speaking, the difference between both of them is "the length and complexity of the interaction which" sometimes includes multiple exchanges or multiple participants."

5. "**Extensive (monologue)**

"Extensive speaking can be in" the form of oral reports, summaries," story telling, "short speeches," presentations, and so on.

D. The level of Speaking Proficiency

Speaking is divided in some levels. Charles (1992) states that the grade of speaking proficiency is divided into four levels, namely:

1. Novice

The novice level is usually use simple language in daily situation to communicate with the other. The novice level has difficulty communicating although when they interacting with non-native speaker.

2. Intermediate

The intermediate level can combine elements of language so that they can ask and answer the questions also speak about their environment.

3. Advanced

The advance level can describe a narrative, present, past, and future events into a paragraph and also can revealed in their mind, discuss concrete and factual topics of personal or public.

4. Superior

The superior level has ability to participate effectively and explain in detail into formal or informal conversation, abstract or real topic, and support or defend opinions on controversial matters.

E. Criterias of Good Speaking

"A good speaker synthesizes this array of skills and knowledge to succeed in a given speech acts. Florez (1999) highlights the following skills underlying speaking, they are:"

1. Using. body language.

2. Using grammar structure accurately.

3. "Producing sounds, stress patterns, rhythmic, structures, and intonations of the language."

4. "Assessing characteristics of the target audience," "including shared knowledge, status and power relations, or differences in" perspective.

5. "Applying strategies to enhance comprehensibility, such as emphasizing keywords" and "rephrasing, or checking for listener's comprehension."

6. "Selecting vocabulary which is understandable and appropriate" "for the audience, the topic being discussed, and the setting in which the speech act occurs."

7. "Paying attention to the success of the interaction" and "adjusting components of speech such as vocabulary, rate of speech," and "complexity of grammar and structure" to "maximize listener comprehension and involvement."

F. Speaking Activities

A good teaching strategy in speaking will affect speaking performance. Therefore, not only the teacher, but also the students must choose their own activities especially in mastering speaking English as their international second language. There are some speaking activities for supporting speaking skill based on Harmer (2007:348):

1. Acting from a script

    Here, the students will learn how to speak through acting based on the script that they have.

a) Playscript

Participants act as if they really belong to the roles listed in the script. Starting from gestures, intonation, facial expression. Mark Almonds (2005: 10-12) as cited in Harmer (2007) stated that drama builds students' self-confidence in order to have empathy for others through role.

b) Acting out with dialogue

The teacher will select suitable students to play the script and give time to understand it before presenting it in front of the class.

2. Games

Hadfield (1996: 4) stated that a game is an activity with rules, a goal and an element of fun. There are three types of games, those are cooperative games, competitive games, and communication games based on Klaueur (1998), they are:

a) Cooperative games

This game is centered on teamwork. This game is suitable for shy children because it requires all the roles of group members, so that all group members will actively participate.

b) Competitive games

> This game is to compete from one group against other groups. The more points collected the better and he will be the winner.

c) Communication games

> The main objective in this type of game is getting the message over to the other players and reacting appropriately to their messages. The result is language that produce by the student by trust her or his friends.

3. Discussion

> Discussions range from highly formal, whole-group staged event to informal small group interactions.

a) Buzz groups

> The class will be divided into several groups to answer and present answers. According to Harmer (2001), in a buzz group students are given the opportunity to discuss within a certain time and then are asked to convey their ideas.

b) Instant comment

> Students respond to a given topic quickly and smoothly without the need for discussion.

c) Debate

In a debate, students prepare arguments to support or oppose a given topic and present them with confidence. Before speaking, there will be sufficient time to plan what points to present in front of the peopleUnplanned discussion.

d) Unplanned discussion

The discussion happened unplanned in the middle of the lesson but went well. If the teacher can arrange the class to be fun, then the students will succeed in learning.

e) Reaching a consensus

It provides activities that require students to reach certain decisions between some choices.

f) Prepared talks

An activity where students make presentations on a topic of their own choice so that they master what they have to say.

g) Questionnaires

A questionnaire is a research instrument that contains questions to collect information from respondents. students can make a questionnaire with a specific topic for conversation preparation.

h) Simulation and role-play

A simulation is an imitation of real life that students do as if they are experiencing it. This activity can practice speaking and adapting skills in unexpected situations.

G. Factors That Support Speaking

The ability to speak does not only arise from within the speaker but is also supported by the environment and learning media. There are several factors that affect student's speaking, they are:

1. Internal factor

Internal factors come from the individual herself or hisself. As the examples, the student choose the activity that suitable in learning speaking; the student motivate and force hisself or herself to reach the goal of speaking. This is done to achieve the target in speaking English. Brown (2007) stated that internal factors come from the students themselves, namely about motivation, attitudes, study habits, and personal practice. These things that affect students in learning foreign languages.

2. External factor

External factors come from outside the individual herself or hisself. Here, the students involve other person or social in their learning process. As the examples, the students join English club in the school. Browns (2007) stated that external factors can be

different for each individual, but their common attribute is that they are based solely on the circumstances outside of the control and influence of the learner.

3. Utilizing social media to get language model

Social media is one way to communicate and find information using the internet. Now, education is starting to direct students to be wiser in social media and students are expected to be able to use social media as a new learning tool that is more interesting, flexible and fun. Some examples of social media that are popular among teenagers today are Blog, Twitter, YouTube, Facebook, Whatsapp, Instagram, and others. Gibbins & Greenhow (2016); Hashemifardnia, Namaziandost, & Sepehri (2018) stated that the use of social media as a tool to improve students' listening and speaking/communicative skills would find an enthusiastic welcome from the learners' part as it goes hand to hand with their interests. In the other hand, according to Amjah (2014), there was positive correlation and significance between student intensity of using English content on internet and student interest in English learning.

H. Previous Study

"Previous study is the result of the research from the previous" researchers "related to this study. There are some" researcher "who are

interested to study about the" strategies "that used by the EFL students in maintaining their speaking skill."

"The first" researcher is Ira Pratiwi (2013) entitled "Improving the Speaking Skill through Communicative Activities of the Eight Grade Students of MTsN 1 Mlati in the Academic Year of 2012/2013. It uses Classroom Action Research (CAR) research design. It aims to' improve the student's speaking skill by using communicative activities. The result showed that the implementation of communicative activities, i.e. group work activitiy, role-play the students' speaking skill increased. The differences of Ira's study with this study are the research design and the subjects of the study. In Ira's study, the research design is using Classroom Action Research (CAR) research design, while in researcher study is using narrative inquiry. The subject of Ira's study are second grade students at MTsN 1 Mlati, while in researcher study used one debater student of Senior High School 1 Trenggalek.

The second researcher is Mukhlas (2019) Abrar entitled "Re-telling: A Narrative Inquiry of Indonesian Graduate Students' Speaking Experiences in a United Kingdom University." It aims to understand their speaking challenges and strategies to overcome the challenges both in the classroom and university-surrounding setting in United Kingdom University. The results showed that issues related to language, individual factors, and cultural differences prevented participants from being actively involved in verbal communication. To overcome these challenges, the participants

implemented a communication strategy by asking for clarification and repetition. The differences of Mukhlas' study with this study are the subject of the study and data collection method. In Mukhlas' study, the subjects are two Indonesian graduated students' speaking experiences in a United Kingdom University. In the researcher study, the subjects is one student of Senior High School 1 Trenggalek who good in speaking and winner of debate competition. The data collection method is using interview, while in researcher study are using interview and documentation.

The third researcher is Bikri Faridatur Rofiqoh (2018) entitled "The Activities of Everest Public High School Alumna for Supporting Extensive Speaking." It aims to find out the activities that support extensive speaking. The result is the activities that support the subject's extensive speaking are reading journal or any English text, individual power point presentation,, spontaneous speaking, individual short talk, watching video of English presentation, watching English animation or cartoon movies, class discussion,, and listening English song. The differences of Bikri's study with this study are the subjects and data collection method. In Bikri's study, the subject is one Everest Public High School alumna who is also senior student at SMAN 1 Kauman, while the researcher study, the subject is one student who good in speaking and winner of debate competition from Senior High School 1 Trenggalek. The data collection method is

using **interview, while in researcher study are using interview and documentation**