

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

In this section the theoretical framework used in this research will be presented as the followings.

#### **A. The Review of speaking**

##### **1. Definition of Speaking.**

As the key of communication, speaking has many definitions. There are some experts who try to define what speaking is. Tarigan (1990: 15) states that “Speaking is the ability to pronounce articulation of sounds or words for expressing, stating and conveying thought, ideas and feeling. Speaking is so complex because it includes many aspects such as grammar, pronunciations, fluency and vocabularies. So, it will not easy to get speaking skill because we should master those aspects.

Speaking is important part of the learning process of English as second language (Nurhayati, 2016). Speaking is one important and essential skills that must be practices to communicate orally by speaking, people are able to know what kinds of situations the world. People who have ability in speaking will be batter in sending and receiving information or message to another.

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 it turns out that information is 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.

Hornby (1995: 1227) defines speaking is make use of words in an ordinary voice. According to Tarigan (1993: 15) states that speaking ability is a skill to communicate a speech articulation or to speak a talk for expressing an idea and a message. It means that speaking is the ability of some who throws up their ideas in communicative with the listeners by produce an utterance. The language users have to know what a word sound like (its pronunciations) and what it looks like (its spelling). These are fairly obvious characteristics and the other will be presented by the item for language user when encountering the item for the first time (Ur in Nurhayati, 2008a & 2015b).

Speaking is to say words orally, to communicate as by talking, to make a request and to make a speech. Speaking is the process of making and sharing meaning by using verbal and non-verbal symbols in different contexts. According to Burns cited by Ann (2000: 1007) speaking can be also defined as an interactive process of making meaning that includes producing, receiving and processing information. According to Meanwhile Lwin (2008: 11) states, that "speaking ability is the main aspect and mainly appears from verbal intelligence and linguistic intelligence". Speaking ability can be called by verbal intelligence.

Practically, the student need interaction with others (teachers, friends) to communicate by gate in Lwin's books (2008; 11) acquaints that "interaction skill

involves the ability to use language in order to satisfy particular demands. First, it is related to the internal conditions of speech. Second, it involves the dimension of interpersonal in conversation. According to Despite (2008: 11) the fact that it is taken for granted, speaking is very important in people's everyday life. In addition, by gate states that speaking is the vehicle: part excellent of social solidarity, of social making of professional achievement of business. It is through their way of speaking that people are most frequently judged.

Furthermore, speaking is the term used for verbal communication between people when two people are engaged in talking to each other, the writer is sure that they are doing communication. In communication it is normal to start and finish our communication when we meet someone (Nurhayati, 2017). Communication between people is an extremely complex and ever-changing phenomenon. There are certain generalizations that we can make about the majority of communicative event and these have particular relevance for the learning and teaching process.

#### 1) Pronunciation

Jill (2008; 66) stated that and 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 will create misunderstanding toward listener invited to speak and the message 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.

## 2) Grammar

Grammar is needed for student to arrange a correct sentence in conversation. According to Jill (2008; 24) Grammar is a description of the language system it shows us how we change the form of word 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 know how to arrange word in sentences, the correct tenses will be used. So that, grammar is one of components to create a good sentence.

3) Vocabulary 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. Mastering vocabulary will help us to be a good speaker 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 appreciates the speaker too if the speaker can develop the speaker's vocabulary.

### 3) Fluency

Fluency may be defined as the ability to speak accurately. Jill (2008; 27) stated that fluency is communicating a message. Even though, we have to speak fluency because listeners are able to response about the speakers said. In other word. We have to consider that speech and fluency are rather strongly erected by language problem. It means the listeners will understand the speakers speaking if the pattern grammar of language is correct. So, we have to consider both grammar pattern and fluency in speaking.

### 4) 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. From the description above, it is concluded that students' speaking ability is their ability to retell the contents of communication given to their friends by using their own words, with measuring of their pronunciations, grammar, vocabulary, fluency and also comprehension of dialogue.

## **2. Function of Speaking**

The mastery of speaking skills in English is a priority for many second and foreign language learners. Several language experts have attempted to categorize the functions of speaking in human interaction. According to Brown and Yule there are

three function of speaking, "...three-part version of Brown and Yule's framework (after Jones 1996 and Burns 1998): talk as interaction: talk as transaction: talk as performance. Each of these speech activities is quite distinct in term of form and function and requires different teaching approaches.

1) Talk as interaction

Our daily communication remains interactional with other people. This refers to what we said as conversation. It is an interactive communication which done spontaneous by two or more person. This is about how people try to convey his message to other people. Therefore, they must use speaking skill to communicate to another person. The main intention in this function is social relationship.

2) Talk as transaction

In talk as transaction is more focus on message that conveyed and making others person understand what we want convey, by clearly and accurately. In this type of spoken language, students and teacher usually focus on meaning or talking what their way to understanding.

3) Talk as performance

In this case, speaking activities is more focus on monolog better than dialog. Function of speaking as performance happened at speeches, public talks, public announcements, retell story, telling story and so on.

### 3. Aspects of Speaking

In teaching speaking, there are some aspects which need to be considered by the teacher. Brown (2001: 268-269) proposes four aspects of speaking skills, namely fluency, accuracy, pronunciation, and vocabulary. They become the main requirements that must exist for the teacher to design the speaking activities for his/her students. Therefore, a good speaking activity has to cover all these four following aspects

#### a) Fluency

A speaker is considered as a fluent speaker if he/she can use the language quickly and confidently, with few hesitation or unnatural pauses, false start, word searches, etc. (Nunan, 2003: 55). Speakers need to know where he/she has to pause and stop his/her speaking in appropriate place. Furthermore, it can be said to speak fluently if a speaker does not produce word per word at a time in his/her speaking. Therefore, a good speaker is demanded to be able to produce words in his/her speech into groups of words that form a meaningful unit (phrases or clauses).

#### b) Accuracy

Nunan (2003: 55) states that accuracy happens when students' speech matches what people actually say when they use the target language. Specifically, accuracy deals with the grammatical structures which cover some aspects like part of speech, tense, phrase, sentence, etc. Thus, in order to achieve

the level of accuracy the students are demanded to use the correct grammatical structures in their speech.

#### c) Pronunciation

At the beginning level, the goal of teaching pronunciation is focused on clear and comprehensible pronunciation. Furthermore, at the advance level the pronunciation goals can focus on elements that enhance communication which will cover stress pattern, intonation, voice quality, etc.

#### d) Vocabulary

Vocabulary becomes a very important part of language learning which can be used to determine students' English speaking fluency. They can generate sentences only by using words so it is impossible to speak fluently without having an ample site of vocabulary. In fact, some students have only limited vocabulary so they meet some difficulties in speaking. Therefore, it is necessary for the English teacher to put some effort in order to enrich the students' vocabulary. Nunan (2003) proposes four principles for teaching vocabulary:

##### 1) Focus on the most useful vocabulary first.

The most useful vocabulary that every language learner needs whether they use the language for listening, speaking, reading or writing or whether they use the language in formal and informal situations is the most frequent 1000-word families of English.



2) Focus on the vocabulary in the most appropriate way.

The teachers need to clearly distinguish the way they treat high frequency words from the way they treat low frequency words.

3) Give attention to the high frequency words across the four strands of a course. High frequency vocabulary should get attention through teaching and study and should be met and used in communicating messages in listening, speaking, reading and writing.

4) Encourage learners to reflect on and take responsibility for learning. The learners need to realize that they must be responsible for their own learning.

## **B. Types of Speaking**

### Two Types of Speeches

- Informative: Informative speaking generally centers on talking about people, events, processes, places, or things.

- Persuasive: Persuasive speaking is the type of speaking that most people engage in the most. This type of speech can involve everything from arguing about politics to talking about what to eat for dinner.

According to Harmer (2007: 123) Good Speaking activities can and should be extremely engaging for the students. Types of activities should be appropriate to be applied to the student's level, and should be beneficial to improve speaking skills.

According to Harmer (2007: 129) here, some kind of speaking activities:

### 1. Information gap activities

An information gap is where two speakers have different bits of information, and they can only complete the whole picture by sharing that information, there is a gap between them. Finally, by having the discussion they will get the information that is appropriate with the pictures. The students are absolutely asked to use English when discussing the pictures.

### 2. Telling story

We spend a lot of our time telling other people stories and anecdotes about what happen to us and other people. Students must be able to tell story in the target language, in this case is English. The research can encourage the students to retell stories which they have read in their books or found in newspaper or in internet. The best stories of course are those which the students tell about themselves and their family or friends.

### 3. Favorite objects

It is an activity in which the students are asked to talk about their favorite objects. It can be done in pairs or in groups. In addition, the teacher also can use this activity for individual task. Each student is asked to talk about the characteristics of their favorite thing, while other students or the audiences try to guess what the favorite thing is.

#### 4. Meeting and greeting

Student's role plays a formal or business social occasion where they meet a number of people and introduce themselves. It is usually taught in the beginner level of language learners. The students try to use meeting and greeting expressions in front of the class with two or more students.

#### 5. Describing things or person

Students are asked to describe something or someone with detail characteristics to other students. They can describe in front of the class or in pairs with two students. It is almost the same with describing favorite objects, but the other students or the audiences do not need to guess what the object is. Sometimes the teachers may provide certain things or person, and then students will describe those kinds of things and person.

##### **a) The Informative Speech**

An informative speech may be a five-minute overview of an object or an event, a three-hour seminar covering an abstract concept, or anything in between. But it's true that virtually any informative speech will benefit from good supporting information. General Reference resources are a good place to start.

##### **b) The Persuasive Speech**

Nothing makes an argument more persuasive than a solid factual base. Use the library's collections to get statistics, research, and other information to craft the best possible argument.

### **C. Factors influencing speaking ability**

Speaking is one of the most important skills to be developed and enhanced as means of effective communication. Speaking skill is regarded one of the most difficult aspects of language learning. Many language learners find it difficult to express themselves in spoken language. They are generally facing problems to use the foreign language to express their thoughts effectively. They stop talking because they face psychological obstacles or cannot find the suitable words and expressions.

The modern world of media and mass communication requires good knowledge of spoken English. This paper aims at establishing the need to focus on the factors affecting on language learners' English-speaking skill. This review paper traces out the body of research concerning the term speaking, the importance of speaking, and characteristics of speaking performance, speaking problems, and factors affecting speaking performance. According to the review of literature, appropriate speaking instruction was found to be the learners' priority and a field in which they need more attention. This study can be useful to teachers and researchers to consider their language learners' speaking needs in English language teaching and learning context.

1. Most of the renaissance Ability to speak English at a level moderate.
2. Factors affecting English speaking students are student factors such as tactics. Learning and habits in the use of language and basic information is level. Learning outcomes affect English speaking.

#### **D. Teaching Speaking Material**

Teaching speaking is a challenging responsibility as there are many problems related to every day practice. According to Ur (1999: 121), some fundamental problems that appear in the speaking class include inhibition, complete silence, and low participation. Learners often afraid to say things in foreign language classroom. They are usually worried in making mistakes fearful of criticism or losing face, or simply shy of the attention that their speech attracts, (Cahyono, 2010; 15). In addition, learners often complain that they cannot think of anything to say; they have no motive to express themselves beyond the guilty feeling that they should speak up. In the speaking class, only one participant can talk at a time if the students to be heard. In a large group this means that each participant will have only very little time to talk. The problem is compounded by the tendency that some learners are dominant, while others speak very little or not at all. In another case, there is a tendency for them to use mother tongue because it is easier.

The teacher is expected to design an activity that will be able to overcome those problems. Ur (1999: 120) states that suggest four characteristics of successful speaking class. First, much of the time should be used for the activity involving the learners to talk. Second, classroom activity should not be dominated by talkative participants. All learners should get a chance to speak and contributions are distributed evenly. Third, learners are eager to speak because they are interested in the topic. Learners have something new to say about it, or because they want to contribute to achieve a task objective. Last, the learners express themselves in utterances that are relevant, easily

comprehensible to each other, and of an acceptable level of language accuracy. One of the ways to realize a successful speaking class is through task-based language learning. So, any four characteristics of successful speaking class, the students must have activity to improve their speaking skill in the class, the students must be diligent to improve sentences in any topics. The students should be having new creativities to achieve task objective, and the students must express their skill in level speaking. From the explanation above by designing the attractive, it is hoped that the successful speaking class can be reached.

The descriptions about imply that teaching speaking is how the teacher is able to handle every problem. Research and provide creative ways so that foreign language learning can be well received. Teaching speaking must also be able to understand the psychology of students so that the teacher can give correct direction in improving their speaking as they are courageous in word processing, active speaking, and not passive in class.

#### **a. Principles of Designing Speaking Techniques**

Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues (Nunan, 2003: 49). However, today's world requires that the goal of teaching speaking should improve students to use language communicatively to follow the social and cultural rules in each communicative circumstance. Richard (2006: 9) says that what is needed to use language

communicatively is communicative competence which involves: grammatical competence, sociolinguistic competence, strategic competence, and discourse competence.

They think that they will take the responsibility alone if they make mistakes, so they choose to keep silent in order to be safe. However, it will be different if they do the speaking activities in group. They will have partners in group activities, so they will be not alone if they make a mistake. Therefore, teacher should not start the speaking activity by asking the students to have a single speaking performance but he/she can start it in a group performance. Furthermore, the teacher has to realize that the main role of a teacher in speaking activity is as feedback provider. It means in speaking activities teacher should not dominate the classroom talk. He/she has to encourage and provide more opportunities for the students to practice speaking and give correction if he/she finds the students make mistakes.

The fourth principle is to plan the speaking tasks that involve negotiating for meaning, being able to understand and make you understand two important points in communication that the speaker must take into account. These two points show us that there is a process of negotiation in the meaning of communication. Teachers are required to design speech tasks that can cover the practice of meaningful negotiation. Therefore, in and of the lessons, students can have the ability to clarify their understanding and confirm that someone understands about them, has said during communication in the target language. The fifth principle is to design activities that involve advice and practice in transactions and speaking interactions. Interaction and

speaking of transactions are an effective practice of improving the spoken language. Interactive speech is a form of communication for social purposes, such as creating and maintaining social relationships. This kind of communication is unpredictable in nature. On the other hand, the words of transactions are a form of communication for certain purposes to achieve things to do, such as the exchange of goods or services.

### **b. Teacher's Roles during the Speaking Lesson**

Teachers play an important role during teaching and learning process. Students cannot learn English without teachers' guidance. Sometimes, a teacher should motivate the student to learn English. The students need their teacher's guidance in doing activities. According to Harmer (2001), a teacher needs to play a number of different roles during the speaking activities. The following are the teachers' role when we are trying to get the learners to speak fluently:

#### 1) Prompter

In this case, the teacher helps the students by offering words or phrase to encourage the students thinking creatively when they lose their fluency. 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. Commonly, the teachers have to prompt students in monolingual groups to speak English rather than using their mother tongue.



## 2) Participants

The teachers act as participant when they participate in discussion or role plays and also when they are in dialogue with the class. However, the teacher's participation should not dominate the activity. It is better for the teacher to stand up in the back to watch and listen when the students are practicing the tasks. By doing this, the teacher can avoid his domination in the activity.

## 3) Feedback provider

The last role is as the feedback provider. The teacher can give feedback on the students' speaking depending on the teacher's tact and the situation. The teacher can give feedback on the content of the activity and the language used directly after the students have completed an activity or later at the end of meeting.

## **E. Previous Studies**

Previous study is the result of research from the researcher before. Some research related the interference of Some studies dealing with teaching speaking have been conducted by some a researcher of the study:

The first by Ma'arif (2015) entitled Teaching and Learning to Speak at Anwarul Haromain Baluharjo Islamic Boarding School Durenan Trenggalek". The research design in this research is descriptive qualitative. The findings show that some students are very enthusiastic who need to participate in activities to support speaking exercises.

As a result, the lodge has a great way to encourage student motivation to practice talking with friends, giving them more experience and more knowledge. Research subjects gave prizes to Thai students of IAIN Tulungagung who had participated in all activities.

The previous study is difference from the present study in terms of: a) the object, b) focuses. The design of the previous study was improving students' speaking skills with the best possible activities as one of vocabulary mastery. Meanwhile, the design of the present study is practice to improving students' speaking proficiency. On the different other is the object. The object of the previous study was all of Thai students. Meanwhile, the object of the present study is students of IAIN Tulungagung It can be called a student level for the university.

The second Previous research was conducted by Nurmawati from the Department of English Education in 2018. The title of this research is "The Implementation of Daily Conversation Method (DCM) To Improve Students in 'Speaking Ability at MA'had Al Jami'ah Uin Raden Intan Lampung ". The researcher observes several theories and reads a number of books as references and information relevant to the topics discussed. The author conducts research in MA'had al Jami'ah Uin raden diamond Lampung. The result shows that the process of teaching and learning in implementation of daily conversation method at MA'had Al Jami'ah UIN Raden Intan Lampung had been conducted, in which the tutor created an innovation in teaching based on her style. Daily conversation method at MA'had Al Jami'ah UIN Raden Intan Lampung was quite effective to improve students' to speaking ability.

There were deliberations as tutor who guides students to use English as their communication, module as guidance also students for teaching learning process.

The previous study is difference from the present study in terms: a) strategy, b) object, c). The strategy on the previous research was a daily conversation strategy only. Meanwhile, the strategy of the present study is activities support to practice speaking. The object of the previous study was at the University at the same time, the aim of this study is Thai students of IAIN Tulungagung, or it can be called Thai students studying abroad. In order to learn or exchange languages.