

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Definition of Speaking

Speaking is one of the skills that have to be mastered by students in learning English. It is important for students to know definition first. Many experts define speaking in different ways. Brown and Yule stated in their book. "Speaking is to express the needs—request, information, service, etc (Brown,Yule,1989:14).

The speakers say words to the listener not only to express what in her mind but also to express what he needs whether information service. Most people might spend of their everyday life in communicating with other. Revell defines communication as follow: "Communication, of ideas, of opinions, of feeling (Revell: 27). Therefore, communication involves at least two people where both sender and receiver need to communicate to exchange information, ideas, opinions, views, or feelings.

Meanwhile, Jones stated, "Speaking is a form of communication (Jones,1989: 14). We can say that the speaker must consider the person they are talking to as listeners. The activity that the person does primary based on particular goal. So, it is important that everything we wants to say is conveyed in an effective way, because speaking is not only producing sounds but also a process of achieving goals that involves transferring messages across.

Beside on that statement we conclude that one of important aspects in speaking is there is a communication or interacting between the speaker and listener. So it will make the good attraction /understanding about the object of topic. The mastery of speaking skills in English is a priority for many second-language or foreign-language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken

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Oral skills have hardly been neglected in EFL/ESL courses (witness the huge number of conversation and other speaking course books in the market), though how best to approach the teaching of oral skills has long been the focus of methodological debate. Teachers and textbooks make use of a variety of approaches, ranging from direct approaches focusing on specific features of oral interaction (e.g., turn-taking, topic management, and questioning strategies) to indirect approaches that create conditions for oral interaction through group work, task work, and other strategies

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B. Theory of Learning

Community language learning advocates a holistic approach to language learning, since “true” human learning is both cognitive and affective. This is termed *whole-person learning*. Such learning takes place in communicative situation where teachers and learners are involved in “an interaction.... In which both experience a sense of their own wholeness” (Curran,1972:90). Within this, the development learner’s relationship with the teacher is central. The process is divided into five stages and compared to the ontogenetic development of the child.

In the first, “birth” stages, feelings of security and belonging are established. In the second, as the learner’s abilities improve, the learner, as child, begins to achieve a measure of independence from the parent. By the third, the learner “speak independently” and may need to assert his or her own identity, often rejecting unasked-for advice. The fourth stage sees the learner

as secure enough to take criticism, and by the last stage, the learner merely works upon improving style and knowledge of linguistic appropriateness. By the end of the process, the child has become adult. The learner knows everything the teacher does and can become knower for a new learner. The process of learning a new language, then, is like being reborn and developing a new persona, with all the trials and challenges that are associated with birth and maturation. Insofar as language learning is thought to develop through creating social relationship, success in language learning follows from a successful relationship between learner and teacher, and learner and learner. “Learning is viewed as a unified, personal and social experience.” The learner “is no longer seen as learning in isolation and in competition with others” (Curran,1972:11-12).

1. The Role of The Teacher

The teacher’s initial role is that of a counselor. This does not mean that the teacher is a therapist, or that the teacher does not teaching. Rather, it means that the teacher recognizes how threatening a new learning situation can be for adult learners, so he skillfully understands and supports his students in their struggle to master the target language. So, teacher should have particular relevance if the teacher wants to to get students to speak fluently:

- a. Prompter: students sometimes get lost,

2. The Role of The Students

Initially the learner is very dependent upon the teacher. He is the “client” of the counselor’s. It is recognized, however, that as the learner continues to study, he becomes increasingly independent. Community Language Learning methodologists have identified five stages in this movement from dependency to independency. During stage IV, the role switch. The student no longer needs the teacher’s encouragement and absolute sense of security. It is the teacher who needs the understanding and acceptance if he is to continue to give further information. The student knows so much of the language at this point that the teacher is hesitant to correct him. The teacher needs the students to show, in some way, “It’s OK to correct me; I’m ready.”

3. Student-Teacher Interaction.

The nature of student-teacher interaction in the Community Language Learning Method changes within the lesson and over time. Sometimes the students are aggressive, as when they are having conversation. As these times, the teacher facilitates their ability to express themselves in the target language. He physically removes himself from the circle, thereby encouraging students to interact with one another. At other times in the lesson, the teacher is very obviously in charge and providing direction. At all times initially, the teacher structures the class; at later stages, the students, may assume more responsibility for this. As Rardin has observed, the Community Language Learning Method is neither

student-centered, not teacher-centered, but rather teacher-student centered, with both being decision maker in the class.

4. Student-student interaction

Building a relationship with and among students is very important. In a trusting relationship, the threat that students feel is reduced, and therefore, non-defensive learning is promoted. Students can learn from their interaction with each other as well as their interaction with the teacher. A spirit of cooperation, not competition, can prevail.

C. Concept of Speaking

If students want to be able to speak fluently in English, they need to be able to pronounce phonemes correctly, use appropriate stress and intonation pattern and speak in connected speech. But there is more to it than that. Speakers of English-especially where it is a second language-will have to be able to speak in a range of conversational and conversational repair strategies (Harmer, 2007:343).

1. Speaking as Productive Skill.

Speaking is one of the four language skills. If students want to speak English fluently, as Harmer says (2007) they have to be able to pronounce correctly. In addition, they need to master intonation, conversation, either transactional or interpersonal conversation. Transactional function has its main purpose conveying information and facilitating the exchange of goods and service, whereas the

interpersonal function is all about maintaining and sustaining good relations between people. Speaking is called productive skill because when we speak we produce the language. (Kimtafsirah et al, 2009:2)

2. Speaking as Oral Communication skill.

When communicating his or her idea someone utters English sounds and he or she expects the response from the listener. Talking about communication, Harmer (1993) puts forward the nature of communication as follows: Communication happens when the listener can give the response to the speaker after the listener understands the message given. The message can not be understood when pronunciation is not clear. This is the evidence that mispronunciation can cause the students to have misunderstanding. In the following section the writers of the module provide a review of twenty vowel phonemes.

Twenty Vowel Phonemes (Ibid:2).

5 Long vowel phonemes :

[i :] - bee, see, knee, etc.

[a :] - barn, far, car, etc.

[ɔ :] - born, corn, thorn, etc.

[u :] - boon, soon, moon, etc.

[ɜ :] [ə̃ :] - burn, earn, learn, etc.

7 Short vowel phonemes :

[i] - it, bit, hit, etc.

[^] - up, shut, cut, hut, etc.

[ɔ̃ :] - pot, hot, top, fox, etc

[e] - pet, pen red, wet, etc.

[ae] - cat, hat, black, bat, etc.

[ə] - a long, ago, away, etc.

8 Diphthongs :

[ɔ̃ :] - boy, toy, coin, etc.

[ai] - buy, guy, shy, why, etc.

[ei] - bay, say, way, gay, ray, etc.

[ʊ ə̃] - poor, tour, sure etc.

[i ə̃] - ear, hear, tear, etc.

[E ə̃] - share, care, where, air, etc.

[ou] - no, show, so, though, etc.

[au] - now, about, aloud etc.

5 Long vowels :

[i :] - bean

[u :] - boon

[a :] - barn

[ɔ :] - born

[ɜ :] - burn

Long vowels have their length considerably reduced when they occur in a syllable closed by /p, t, k, tʃ, θ, s, ʃ/, e.g. in soup, seat, leak, porch, half, earth, loose, leash. This shortening of the vowel is highly significant in distinguishing a word such as seat from seed (ibid:3).

3. Speaking interaction

Speaking interaction refers to what we normally mean by “conversation” and describes interaction that serves a primarily social function. When people meet, they exchange greetings, engage in small talk, recount recent experiences, and soon because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speakers and how they wish to present themselves to each other than on the message. Such exchanges may be

either casual or more formal, depending on the circumstances, and their nature has been well described by Brown and Yule (1983). The main features of speaking interaction can be summarized as follows:

- a. Has a primarily social function
- b. Reflects role relationships
- c. Reflects speaker's identity
- d. May be formal or casual
- e. Uses conversational conventions
- f. Reflects degrees of politeness
- g. Employs many generic words
- h. Uses conversational register
- i. Is jointly constructed

We can see some of these features illustrated in the following authentic example of a segment of conversational discourse (from Thornbury and Slade 2006: 132–133). Two women are asking a third woman about her husband and how they first met.

Jessie: Right. Right, and so when did you – actually meet him?

Brenda: So we didn't actually meet until that night.

Judy: Oh, hysterical. [laughs]

Brenda: Well, I met him that night. We were all, we all went out to dinner. So I had champagne and strawberries at the airport.

Jessie: And what was it like when you first saw him? Were you really nervous?

Brenda: – Well, I was hanging out of a window watching him in his car, and I thought “oh God what about this!” [laughs]

Brenda: And he’d combed his hair and shaved his eyebrows – and

Jessie: Had you seen a photo of him?

Brenda: Oh, yeah, I had photos of hi spoken to him on the phone.

Jessie: Did you get on well straight aw

Brenda: Uh, well sort of. I’m a sort of nervy person when I first meet people, so it was sort of nice to him.

Jessie: – [laughs]

The conversation is highly interactive and is in a collaborative conversational style. The listeners give constant feedback, including laughter, to prompt the speaker to continue, and we see the examples of casual conversational register with “nervy” and “hanging out of the window” (Richard, 2008:22-24)

Examples of these kinds of talk are:

Chatting to an adjacent passenger during a plane flight (polite conversation that does not seek to develop the basis for future social contact)

Chatting to a school friend over coffee (casual conversation that serves to mark an ongoing friendship). A student chatting to his or her professor while waiting for an elevator (polite conversation that reflects unequal power between the two participants). Telling a friend about an amusing weekend experience, and hearing him or her recount a similar experience he or she once had (sharing personal recounts).

Some of the skills involved in using speaking interaction involve knowing how to do the following things:

- a. Opening and closing conversations
- b. Choosing topics
- c. Making small-talk
- d. Joking
- e. Recounting personal incidents and experiences
- f. Turn-taking
- g. Using adjacency pairs²
- h. Interrupting

- i. Reacting to others
- j. Using an appropriate style of speaking.

Mastering the art of speaking interaction is difficult and may not be a priority for all learners. However, students who do need such skills and find them lacking report that they sometimes feel awkward and at a loss for words when they find themselves in situations that require talk for interaction. They feel difficulty in presenting a good image of themselves and sometimes avoid situations that call for this kind of speak. This can be a disadvantage for some learners where the ability to use speak for conversation can be important. Hatch (1978) emphasizes that second language learners need a wide range of topics at their disposal in order to manage speak as interaction. Initially, learners may depend on familiar topics to get by. However, they also need practice in introducing new topics into conversation to move beyond this stage. They should practice nominating topics about which they are prepared to speak. They should do lots of listening comprehension for topic nominations of native speakers. (Kimtafsirah et al, 2009:24)

They should practice predicting questions for a large number of topics. . . . They should be taught elicitation devices . . . to get topic clarification. That is, they should practice saying “huh,” “pardon me,” “excuse me, I didn’t understand,” etc., and echoing parts of sentences they do not understand in order to get it recycled again. Nothing stops the opportunity to carry on a conversation quicker than silence or the use of “yes” and head nodding when the learner does not understand. (Hatch 1978:434)

4. Conversational routines

A marked feature of conversational discourse is the use of fixed expressions, or “routines,” that often have specific functions in conversation and give conversational discourse the quality of naturalness. Wardhaugh (1985:74, cited in Richards 1990) observes:

There are routines to help people establish themselves in certain positions: routines for taking off and hanging up coats; arrangements concerning where one is to sit or stand at a party or in a meeting; offers of hospitality; and so on. There are routines for beginnings and endings of conversations, for leading into topics, and for moving away from one topic to another. And there are routines for breaking up conversations, for leaving a party, and for dissolving a gathering. . . . It is difficult to imagine how life could be lived without some routines.

Consider the following routines. It might they occur. Their function might be within these situations?

- This one’s on me.
- As I was saying, . . .
- Nearly time. Got everything.
- I’ll be making a move then.
- I see what you mean.
- Let me think about it.
- Just looking, thanks.
- I’ll be with you in a minute.

- It doesn't matter.

Pawley and Syder (1983) suggest that native speakers have a repertoire of thousands of routines like these, that their use in appropriate situations creates conversational discourse that sounds natural and native-like, and that they have to be learned and used as fixed expressions. In designing speaking activities or instructional materials for second-language or foreign-language teaching, it is also necessary to recognize the very different functions speaking performs in daily communication and the different purposes for which our students need speaking skills (Richard, 2008:20).

5. Intonation

In linguistics, intonation is variation of pitch while speaking which is not used to distinguish words. (Compare tone.) Intonation and stress are two main elements of linguistic prosody. Richard Maledo(2011) defines intonation as the pitch pattern of the sentence in a language. It is often shown by the fluctuations in pitch in that language. This fluctuation in pitch is either on a high pitch(rising intonation) or on a low pitch(falling intonation). He goes further to say that intonation is found in every language and even in tonal languages but their realisation and function are seemingly different. While intonation is used in tonal languages to change word meaning, it is used in intonal languages to disambiguate words, add attitudes to words(attitudinal function), differentiate between wh-questions, statements,

declaratives, commands, requests, etc. According to him, intonation can also be used for discourse analysis where new information is realised by means of intonation. It can also be used for emphatic/contrastive purposes. Intonation is very productive in all languages.

6. Pronunciation and Grammar

There are a number of important links between English grammar and both segmental and supra-segmental features of pronunciation. The traditionally labeled s plural, for example has a different pronunciation according to which sound it follows, as does the ed past tense ending. Thus, the final sound of all the following words are different: ships, shoes, roses, laughed, loved, hated. In the sentences 'there he is' and 'there's a man outside', the different stressing and vowel sound in the first word signal that in the former sentence there is an adverb, while in the latter it is an empty slot-filler, the 'existential there'.

At the supra segmental level, stress and intonation show distinctions like that between 'my husband who lives in New York is a banker' and 'My husband who lives in New York is a banker'-in this case matched by a punctuation difference. In sentence like 'He didn't go to London because he was ill' only intonation, which cannot be shown by punctuation, distinguishes the two possible meanings (Broughton *et al*, 1980: 55).

D. Support Factor in Speaking:

1) Learning from the movie

English-language film is rich with culture typical English speech. The facility is so help learners to see the idea, (for example, "*kamu membuatku marah!*") disclosed in English ("*you pissed me off!*"). In more formal situations, learner can know that the expression proper to invite the speaker in speaking to start is by saying "*ladies and gentlemen, professor of James brown!*" and not "*Professor Brown, time and place is for you*". Here is a step for learner to do to learn from the movie:

- a) See translation while listening to speech actor; bear in mind these utterances and their meanings, eg (translation: *will you come home for a cup of coffee?* ") Actor: "*would you like to come over for a cup of coffee?*"
- b) Repeat to listen the movies about 8-10 minutes at least 2 times to strengthen and complement the already be missed.
- c) Turn off the DVD and then practice saying the phrase in English for the translation that has been recorded
(Djiwandono, 2009:134-135).

2) Learn from Native Speakers

If learners have chance to talk with an American, British, Australian, or others, you can slightly manipulate the conversation with him to learn the phrases in English. The way is as follows: when

the learner and foreign are talking, occasionally stop for a moment. let the words that learners hang, to give the impression that learners are looking for the right phrase. Generally, native speakers would instantly fill the gap with proper expression. The following illustration:

Andin, an Indonesian, was cooking with Rachel, an American. they want to make fried rice. Rachel wants Andin to whisk the eggs, while he was working on another. Because he did not know the exact expression for "*I'll do the rest (the other)*", Andin hangs her speech:

Andin: "*Ok. You can beat the egg, and I .. I ..*"

Rachel: "*You will do the rest*".

Andin:” *Yes, I will do the rest*” (Ibid, 135).

3) Absorbing English Structure through *Silent Period*

In this period learners only listen to while trying to understand the speech of teachers, colleagues who are more proficient, tapes, TV or other media. Know that even if you are "silent" (not to speak or write), your mind is actively absorb all the input language, internalized patterns, CRA pronunciation, and intonation, to make English system gradually (Djiwandono, 2009:134).

E. Inhibiting Factor in Speaking:

Here are inhibiting factors in speaking:

1. Problems with speaking activities.

Fujishin (2009:21) state, There are three primary categories of stress in speaking.

a. Physical sensations

Physical sensations make up first category of stress that can occur when we are preparing to speak. The physical sensations can begin long before the actual day of speech and may appear in the form of sleepless nights, an upset stomach, dizziness, and tingling in the hands and legs. During the speech itself, the physical sensations can include trembling knees, sweaty palms, a dry mouth, and nervous coughing. The exact physical sensations vary from person to person, of course, but almost everyone experiences some degree of physical discomfort or uneasiness when speaking in front of others.

b. Emotional response

Emotional responses that can experienced before, during, and after the speaking performance. They can include feelings of being overwhelmed, fear, lost of control, depressions, panic, anxiety, helplessness, inadequacy, abandonment, shame, and anger.

c. Psychological responses

Psychological responses of stress can be experienced when delivering the speech. They include loss memory, negative self-talk,

jumbled thought patterns, nervous repetition of word or phrases, and the use of verbal pauses, such as “ah,” “um,” and “you know.”

2. Cause difficulty of speaking

According to Brown, (2001:270-271) there are eight cause difficulty of speaking:

a. Clustering

Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically (in breath groups) through such clustering.

b. Redundancy

The speaker has an opportunity to make meaning clear through the redundancy of language. Learners can capitalize on this feature of spoken language.

c. Reduced forms

Contractions, elisions, reduced vowels, etc. All form special problems in teaching spoken English. Students who don't learn colloquial contractions can sometimes develop a stilted, bookish quality of speaking that in turn stigmatize them.

d. Performance variables

One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitations, pauses, backtracking, and corrections. Learners can actually be taught how to pause and hesitate. For

example, in English our “thinking time” is not silent; we insert “fillers” such as *uh, um, well, you know, I mean, like*, etc. one of salient differences between native and nonnative speakers of a language is in their hesitation phenomena.

e. Colloquial language

Make sure your students are reasonably well acquainted with the words, idioms, and phrases of colloquial language and that they get practice in producing these forms.

f. Stress, rhythm, and intonation

This is the most important characteristic of English pronunciation, as will be explained below. The stress-timed rhythm of spoken English and its intonation patterns convey important messages.

g. Interaction

Learning to produce waves of language in a vacuum-without interlocutors-would rob speaking skill of its richest component the creativity of conversational negotiation.

F. Community

The concept of “community” has been used in this method because when such relationship mentioned above is applied specifically to groups with the task of learning a second language very special kind of community-involvement result. Language learners and their language

teacher build an intense atmosphere of warm. This kind of security and support from one another in the group is really typical in this method and almost the exact opposite of the atmosphere in the schooling setting. The language learner never feel isolated and alone because every body belong to the group and every body sits in “community” and sense positive regard of every one else (Curran, 1976:1)

1) Definition of English Community.

Community is where people meet for adult education classes, amateur dramatic informal social intercourse. Learning together in the community is easier refer to be applied. Moreover, something needs to have a partner.

A community is best defined as a group of people who regardless of the diversity of their backgrounds, have been able to accept their differences, enabling them to communicate effectively and openly and to work together toward goals identified as being for their common good (Google).

The word community can refer to a specific group of people or it can describe a quality of relationship based on certain values. According to Robert Redfield, community is small settlement of people self contained and distinct from all other communities (ibid).

2). The Importance of English Community

The community is very important for the learning and maintenance of language. A learner of a target language who has no

contact with the community in which the language is spoken, will have more possible failure or maintain his/ her target language (Setiyadi, 2006:27).

The community can be one of the best place to get the answer about confusing in course material. Quite often, as there is strength in numbers, some member of the community will understand some of the material, and others will find other elements of the course understandable. Taking turns in explaining the difficult parts helps build confidence in all the member. The study group allows for a good course review. So, even when you understand material it is good to review the material by explaining it to someone else. The community has to form a meeting time and then adhere to the agreed-upon times. This actually helps all members develop self discipline by sticking to a schedule.

All members of the community can improve his/her problem solving abilities, by working together to solve difficult questions being able to work as a team member is a skill that can only be learned by doing. There are definitely challenges to working in a group, but the rewards outweigh these challenges. And making it work can lead to lifelong friendship among the team members (Google).

Individuals in foreign language community often demonstrate cognitive development, creative thinking, and attention abilities that surpass their monolingual peers.

