

CHAPTER II

THEORETICAL REVIEW

A. Speaking

1. The Definition of Speaking

Haidara (2016) said that speaking is one of the productive skills that enable us to convey or to express something in a spoken language. Speaking means to produce some words representing ideas. It is a process of building and sharing meaning through the use of verbal communication. Most people agree that speaking is important in human communication. As an essential skill, there are a lot and various perceptions about speaking definition from many experts.

According to Eckard & Kearny (1981) define speaking as a two-way process involving a true communication of ideas, information or feeling. Speaking is one of language skills in English, which is very important to be learned when someone wants to master English. Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. When someone speaks, he/she produces verbal communication and it should be meaningful and easy to understand. In the nature of communication, there is always the speaker and the listener, the message and the feedback. A good speaker should be clear and informative to make the listener understands what the speakers say.

Based on the explanation above, the researcher concludes that speaking is a verbal interaction process between two sides, speaker and listener. When someone feels something and he/she wants other to hear him/her, he/she just needs to speak to other. There is always message and feedback when someone speaks to other.

English is one of foreign language that is taught in Indonesia since young level. In fact, most college students especially Non-English department students in Indonesia are still cannot speak English well. Speaking requires practicing, trying hard little by little continuously and serious in order to speak well. Students have to consider the language aspect such as grammar, vocabulary, and pronunciation. In order to increase speaking ability in English, it is necessary to know about grammar, vocabulary and pronunciation as well. When someone speaks, he/she has to produce the words correctly with good grammar, good vocabulary and good pronunciation if he/she wants to speak English well.

However, speaking is just a people's tool to express their thoughts, ideas, feelings, and emotions through oral or verbal communication. Sometimes, in a certain case, it is okay if the speaking opponent understands what we say, even if we use a bad grammar or bad pronunciation and choose bad vocabulary. Because the purpose of communication is to make understand when we deliver or receive the message. But it is much better if we can speak with a good grammar, vocabulary and pronunciation. It reflects that we have sufficient knowledge of structure, sound and vocabulary of English language.

2. Types of Speaking

Based on Richard (2008, p22-28), there are three types in speaking. (1) Talk as interaction, (2) Talk as transaction and (3) Talk as performance.

a. Talk as Interaction.

When people meet, they exchange greetings in a small talk. Talk as interaction refers the word “conversation”. It describes interaction that serves a primarily social function. The focus is more on the speakers and how they wish to present themselves to others than on the message. They wish to be friendly and to make comfort in interaction with others. People interact to other because they want more than just delivering the message. They want to present themselves about their impression. The main features can be summarized as follows:

- 1) Create social function
- 2) Interactive , requiring two way participations
- 3) Focus on participants and their social needs
- 4) May be casual or formal situations
- 5) Reflect speaker’s identity.

It usually shows interactive conversation. For example in a small talk and chit chat, the listener gives feedback, like laughter when the speaker makes some jokes. It is how to interact others. Make some comfort situation.

b. Talk as a Transaction

Talk as transaction refers to situations where the focus is on what is said or done. The central focus is to make someone understand clearly and accurately about the message that given by the speaker, rather than how they interact socially with others. There are main features of talk as transaction:

- 1) Focus on information or message
- 2) Making someone understand well about the message
- 3) There may be frequent questions, repetitions, and comprehension checks.
- 4) Linguistic accuracy is not the priority such as grammar.

Talk as transaction usually happens in discussion and problem solving activities like if we want to order foods in restaurant, or reserve a hotel room, buy something in a shop, ask someone for direction on the street, etc. we have to deliver what we want to say clearly. Make sure that our speaking opponent understands well.

c. Talk as Performance

The third type of speaking is talk as performance. Talk as performance refers to public talk, talk that delivers the information before an audience, such as classroom presentation, public announcements and speeches. The main features are:

- 1) Focus on message and audience
- 2) Linguistic accuracy is important. Such as using correct grammar and pronunciation and also appropriate vocabulary

3) Language is more like written language

4) Often monologic

Talk as performance tends to be in the monolog form rather than dialog. The examples are giving a speech of welcome, giving a lecture, giving a class report about school trip, conducting a class debate and making a sales presentation.

3. The Importance and Purpose of Speaking

According to Nazara (2011), at present, the need for speaking mastery in English has been dramatically increasing due the strengthening position of English as a language for international. Richard (2008) also stated that the mastery of speaking skills in English is a priority for many second-language or foreign-language learners. Actually, the main goal of learning productive skill like speaking is to develop students' speaking competence, so at the end of learning process students are able to deliver a good communication in English.

Actually there are four skills in learning English that should be mastered. Those are listening, reading writing and speaking. Speaking or spoken language is considered as an important form of language among the four language skill. Unlike reading or writing, speaking happens in real time. Usually the person you are talking to is waiting for you to speak right then. When you speak, you cannot edit or revise what you wish to say, different if you are writing.

According to Haidara (2016), Speaking is labeled oral production and is certainly one of the skills students need to learn in their language development. Language is a tool of communication which is used to transfer or deliver information, ideas and feelings from one person to other. In language learning, speaking is an essential skill. Speaking is very important to be taught to the students. There are some reasons why speaking is important. First, by speaking we can share or express our feeling to other. For example we can entertain someone through joke. Second, by speaking we can inform someone what we want to inform. And also someone can get our information by listen what we speak. Third, by speaking we can persuade or ask someone to do or not to do something. Last, by speaking we can make plans or decisions. It can be happened when a family decide about where university that you will go after high school graduation.

B. Speaking Competence

The main goal of learning productive skill of speaking is to develop students speaking competence so that they can deliver a good communication in English. For the college students, mastering English is very important. Being able to speak English well is something needed for college students. Someone cannot be called that he/she masters a language if he/she cannot fluently by using the language. According to Akhyak and Indramawan (2013, p19) speaking competence means conversation ability or conversation skill. So, it can be said

that speaking competence is ability to use a language in daily activities in the form of conversation to express feeling and ideas using the target language where it means that someone have to speak fluently, grammatically correct and understandable for the listener.

To achieve the main goal of speaking competence, according to Nazara (2011, p31) the learners have to know about the mechanical element of language namely grammar, vocabulary and pronunciation, and the relation with speaking itself which allows the speaker to use right words in the correct sequence and appropriate pronunciation.

a. Grammar

As Saaristo (2015, p219) stated that grammar guides how language should be spoken or written in a correct way. Grammar plays an important part in learning. Before someone speaks, he/she has to think about some factors and components of what he/she is going to speak. In speaking we produce words. These words need to be united together to form phrases, clauses or sentence that is correct and meaningful. Grammar includes the instructions for how language should be used correctly. It has an important role because it is a prerequisite for good language use (Saaristo, 2015). Someone cannot communicate in English as foreign language without knowing the grammatical rules and structures. Without grammar we cannot speak or write correctly.

In this case, grammar is known as an important coordinator of other components of language. It also plays an important role in supporting speaking ability.

b. Vocabulary

In every language, vocabulary is the basic one that should know. English has a great number of vocabularies that have to be acquired by EFL students. Everyone knows mastering vocabulary is very important for students who learn English or other language because one cannot say anything without vocabulary. As Alqahtani (2015: p25) stated that vocabulary is the total number of words that are needed to communicate ideas and express the speakers' meaning. In speaking, the choice of vocabulary determines the meaning in delivering the message. Communication does not occur if there are no words. Vocabulary is central to English language teaching because without sufficient vocabulary, students will not understand or cannot express their own ideas. Mastering vocabulary is also important for the students who learn English as foreign language, since everybody who learns English or a certain language should be know the words. The mastery of vocabulary can support them in speaking.

c. Pronunciation

In speaking, someone produces sounds. Include its aspects like intonation, stress, and others. Learning pronunciation is principal factor in foreign language learning since sounds play an important role in communication. According to Gilakjani (2012: p96), pronunciation is a set of habits of producing sounds,

pronunciation refers to the production of sounds that we use to make meaning. Different pronunciation means different meaning even the letters is same. Students who are able to speak English with a good pronunciation are more understandable than others. Because when we speak clearly, of course with a good pronunciation and its aspects, the listener will catch our meaning easily. For some students, learning pronunciation is quite difficult. Because they have to say the words that they are not use in their daily life.

According to James (2010), a learner's pronunciation has three basic levels (Gilakjani, 2012, p98).

- 1) Level 1: People often do not understand what the speaker is saying. The speaker uses the wrong sounds when making English words.
- 2) Level 2: People understand what the speaker is saying, but the speaker's pronunciation is not pleasant to listen to because he/she has distracting or/and heavy accent.
- 3) Level 3: People understand the speaker, and the speaker's English is pleasant to listen to.

It can be said that if speakers have very bad pronunciation, their speech will not be understandable to the listeners and will lead into misunderstanding of the aim or meaning of what they say. From the explanation above that pronunciation plays an important role in overall communicative competence includes speaking.

Based on the explanation above, it can be concluded that we need practice to gain and master our speaking ability. We have to consider the aspects of language too, such as a correct grammar, good choice of vocabulary and good pronunciation. Language aspect is an important thing in language learning.

C. Language Learning Problem

Twelve years of school study do not make students mastery over English. Why this happen? Mastering speaking skill for Non-English department students in indonesia is not easy since as foreign language, because English is not usually used in students' daily life, even for the most of students in English Department of University Muhammadiyah of Purwokerto where English is their major aspect of learning. If someone wants to learn foreign language, he/she will face some kind of difficulties. According to Al Saadi (2013, p78) speaking difficulties can be defined as some things that can hinder students' progress and exclude them gradually from the procedure of learning because they fail in fulfilling the basic requirements of successful communication during the English lesson. The difficulties can be about the grammatical structure, the vocabulary mastery and how to pronounce the word correctly and also another problem comes from psychological factors like lack of confidence and lack of motivation.

1. Problem in Learning English as Foreign Language

Learning foreign language for some countries which English is a foreign language is quite difficult. Indonesia, a large archipelago with so many islands

also with different culture, is one of the countries where English is used as a foreign language. In Indonesia educational system, English is an obligatory subject to be taught since Junior High School until university level. Indonesian students spend much time studying grammar, vocabulary, pronunciation and others from textbook or other sources. But they still cannot speak the language fluently. Students have to study other people's language which is not used in their daily life. As Hosni (2014) stated English as foreign language (EFL) learners, no matter how much they know about English language still face many difficulties.

There are some causes which make students difficult in learning foreign language mentioned by Ganschow and Schneider (2006) such as; (1) the phonological/orthographic area (sound and sound-symbol relationships, letter combinations), (2) the syntactic area (grammar, how words connect in sentences), and (3) the semantic area (meaning of words and word parts).

Based on that statement, it can be concluded that difficulties encountered by students in learning English as a foreign language are as follows:

a. Grammar as Stumbling Block

Grammar means learning of the structures and rule of language Saaristo (2015). In speaking, someone not only has to speak up in English but also how he/she can make oral statement in right construction. Someone has to know when he must use present, past and future tense. Also, someone has to understand where he/she should place auxiliaries, adverb and adjective to create a good

conversation. Sometimes, when students want to speak up, they felt doubt with their tense or word structure that they would use in speaking. They were worry of making mistake and of being judge as a low intellectual student if they speak in wrong grammar. Realizing that the grammar of the students had was very weak, so they felt embarrassed when they wanted to produce English sentences orally. That is why some students still unwilling to speak up in English.

b. Inadequate Vocabulary

It is accepted that the knowledge of vocabulary is one of the main keys for successful communication in language. Ferreira (2007) vocabulary is an essential component to determine how much a student is able to communicate successfully. A wide vocabulary can help students express their idea, because vocabulary really supports the students to learn the skill of the target language. It means that by having many stocks of words, students can catch other people's speech easily, and give responses fluently. Students can understand the speaker opponent's message if they know the meaning of most the words used in their conversation. Without having sufficient vocabulary, students will have serious trouble in understanding the message and difficult to speak well.

Students with those problems of vocabulary will be confused to express ideas and feeling because they don't know which words they will say. So, that is why most students prefer to keep silent or speak in their mother tongue when they communicate each other.

c. Improper Pronunciation

Pronunciation is also one of the difficulties faced by EFL students. Usually EFL students find that it is difficult to pronounce English words well. It is because they do not know how to pronounce a word properly since in English each words has to be pronounce specially. Different pronunciation means different meaning. Thus, if a student pronounces a word Improperly, it can change the meaning of topic that can lead into misunderstanding of the listener. If someone speaks with wrong sound, it can make people who listen to her/him did not understand since sometimes the change of the sound will change the meaning of a word as well.

Gilakjani (2012) stated that pronunciation must be viewed as more than correct production of individual sounds or isolated word. Instead, it must be viewed as a crucial part of communication that should be incorporated into classroom activities. Sometimes, students are still unwilling to speak in English because they don't know how to pronounce some words correctly. They choose to keep silent or use their own language accent.

From those statements, in order to overcome the difficulties in learning foreign language, the students' mind set is an influential problem. Most students in Indonesia still believe that learning English is not really important because English is not their language. It is quite difficult to solve this problem. Because whether students want learn English well it depends on themselves. Therefore, it takes more time to think and find the solution of this problem.

2. Problems in Speaking

In the process of speaking, students commonly meet some problems caused by some factors that influence on their goal achievement in study English. Beside problems caused by language aspects, another problem comes from psychological factors. According to Haidara (2016), in every learning situation or environment, human psychology plays a significant role. English speaking is a language skill that is highly affected by human psychology. There are some psychological factors that hinder students from practicing their speaking in learning English.

a. Lack of Confidence

Students are difficult to speak English because they have lack of confidence. Students always feel that they cannot speak English as well as others, or they think they just do not have the ability to speak English well. As Chen (2003) said, confident is a direct factor that affects students spoken English. Students do not speak English because they lack of confident. What makes they lack of confident is they are afraid to make mistakes. As (Robby, 2010) stated that afraid to make mistake becomes one of the main factors of students' reluctance to speak in English in the classroom. Another problem is they are afraid of being evaluated. According to Juhana (2012), fear of negative evaluation becomes one main causes of students' anxiety. It is commonly understood that students' lack of confidence usually happens when students realize that their English ability is not good enough then they would rather to

keep silent. So, building students' confidence is an important role for lecturer's focus of attention. This means that the lecturer should also learn from both theories and practical experience on how to build student's confidence. The lecturer should create a comfortable atmosphere in which students are encouraged to talk in English and are praised for talking.

b. Lack of Motivation

Students are difficult to speak English because they have lack of motivation. Many factors can influence students in mastering speaking English; one of them is motivation. Motivation is one of the key factors that influence the success of learning foreign language. It can affect students' reluctance to speak English. The investigation of the effects of motivation on foreign language learners emphasized that integrative motivation had an important role in language learning success (Kassing, 2011). There are causes of lack of motivation such as boredom, uninspired lecturing, lack of perceived relevance of material and lack of knowledge about the goals of learning process. Zua (2008) no matter what kinds of motivation the students possess it will enhance their study interest. Motivation can influence students' interest in learning English. It has been proven in many studies that students with strong motivation to succeed can persist in learning and gain the better scores than those who have weaker motivation.

D. Basic Assumption

In Indonesia, English is considered as the primary foreign language which is given more importance than any other foreign language. Speaking English is not an easy matter for Indonesian college students, because English is a foreign language which is a language that they were not used in their daily life. But it is always possible that Indonesian college students can speak English well. They have to study hard in order to increase their speaking ability. Nowadays, as the progress of this globalization era, teaching and learning English was also increased as well. A lot of lecturers do experiment and find many strategies in helping students in learning English including speaking. It is also important for the students to know what difficulties they have and find the method how to solve those problems.

Related to the importance of speaking English skill mastery, the result of this study is hoped can discover what speaking difficulties dealing with vocabulary mastery, grammar mastery and pronunciation and also find out what the major factor dealing with psychological factor faced by Non-English Department Students is why the researcher wanted to conduct a research entitle “The Difficulties Encountered by Non-English Department Students in Speaking English (A Descriptive Study on Third Semester Students at Education Faculty of University Muhammadiyah of Purwokerto in Academic Year 2016/2017)”