

CHAPTER II

THEORETICAL REVIEW

A. The Definition of Speaking

According to Bygate (1987, cited in Mazouzi 2013:5) speaking skill is the ability in using oral language to explore ideas, intentions, thoughts and feelings to other people as a way to make the message clearly delivered and well understood by the hearer. Focusing on the definitions of speaking which are stated by Bygate above, it can be concluded that speaking is an ability which is used to deliver ideas through spoken language.

Related to a definition of speaking, Nunan (2003:48) states that speaking is productive aural/oral skill and it consists of producing systematic verbal utterances to convey meaning. Meanwhile, Chaney (1998:13, cited in Rahimi and Safarpour 2012:50) defines speaking as the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. The similarities of two definitions above are “oral language” which refers to “verbal utterances” and “well understood” to “conveying meaning”. *Oral language* and *verbal utterances* represent the place where the language comes out, while *well understood* and *coveying meaning* represent the content of sounds which come out. In conclusion, speaking is an activity of delivering ideas or message using oral or verbal utterances which has a meaning to other people. Therefore, a person who makes sounds without meaning cannot be

concluded as speaking. In line with that, when people communicate with others by producing a meaningful things but without any sounds coming from human utterances, it has the same assumption that they are not speaking.

B. The Importance of Speaking

Speaking fluency is an important dimension of communicative language teaching, but there are some constraints and misunderstandings of CLT that could neglect the implementation of it in the EFL class. Nunan (2005:47) states that speaking is equally important in children's overall language development. Children learn a language firstly by listening to other people who speak the language. After they listen to the speakers, they are going to imitate it and they begin to use the language to communicate simply. Speaking is not only important in childhood but also in every range of ages.

For students who are learning a language, Nunan (1999) and Burkart & Sheppard (2004 ,cited in Torkey 2006:14) state that their success in learning a language is measured by the ability to carry out a conversation in the (target) language. Based on their statements, it may be concluded that having conversation or speaking a certain language become a standard of successful learning. A successful learning will create a successful learners who can use the language maximally. When the language is maximally used, the user will get maximal benefits from it. So, speaking brings benefits for a successful learners.

C. The Functions of Speaking

Speaking as one of the language skills has its own role. This role relates to the essential value of speaking skill. The message of spoken language becomes the value of that skill. The meaning here shows the reason of why people speak. There are so many aims that people want to achieve through speaking. This aims are delivered in the function of speaking.

Based on Richard (1990, cited in Ampa et. al 2013:172) study, speaking are classified into three functions, those are *interaction, transaction, and performance functions*.

1. Interaction Function

Interaction function refers to what people normally mean by conversation and describe interaction which serves as primary social function, such as greeting when people meet because they wish to be friendly and establish a comfortable zone of interaction with others. This function will be applied by the learners to maintain the social relationship between the students or to have polite communication with the lecturer. It will show people affection values that build positive perception towards them.

2. Transaction Function

Transaction Function refers to situation where the focus is what is said or done. The message is the central focus and making oneself understand clearly and accurately. Burns (2010, cited in Ampa et. al

2013:172) classifies 'transaction' function into the situation where the focus is on giving and receiving information and where the participants focus on what is said and achieved, for examples, asking someone for the time, asking someone for direction on the street, classroom group discussion and problem solving activities, etc. and also it may be transactions, which focus on obtaining goods or services. For examples: checking into a hotel, buying something in a shop, ordering food from a menu in a restaurant, discussing needed repairs to a computer with a technician, etc. This function will be applied by the students to get materials in the classroom and to receive information relate to their needed in general.

3. Performance Function

This function refers to public talk which transmits information to audiences, such as morning talks, public announcement, and speeches. This function is needed by the learners to be able to speak in front of many people. It may be applied in classroom or outside the classroom. It will be beneficial for presenting materials in front of friends and can be beneficial to promote something which is needed to know by many people at school or campus.

D. The Competences of Speaking

Speaking is a language ability that consist of some components. The people will be able to speak when they master basic components . Canale & Swain (1980) (cited in Derakhsan, Khalili, and Beheshti

2016:180) argue the elements of speaking as communicative competence encompasses *gramatical competence, discourse competence, sociolinguistics competence, and strategic competence.*

1. Grammatical Competence.

Scarcella & Oxford (1992, cited in Derakhsan, Khalili, and Beheshti 2016:180) propound that grammatical competence is an overarching component that consist of knowledge of grammar, vocabulary, and sound of letters and syllables, pronunciation of words, intonation, and stress. People who at least know the use of the those component will be able to speak a language. Then, the fluency will be determined by how often the people or the learners use that components in speaking. So, grammatical competence helps the speaker to understand and express English language accurately.

2. Discourse Competence

The rules of cohesion and coherence should be applied in each discourse, whether formal or informal to hold the communication together in a meaningful way (Richard & Renandya, 2002 cited in Derakhsan, Khalili, and Beheshti 2016:181). Based on that definition from Richard and Renandya, it can be concluded that in speaking English, one part should be connected to other parts. It will bring the audience to the good understanding. This competence also relates to the learners' ability in expressing idea, timing, cause and effect, and also elaboration.

3. Sociolinguistics Competence

Richard & Renandya (2002, cited in Derakhsan, Khalili, and Beheshti 2016:181) explain that to be able to speak effectively and appropriately, learners must figure out in distinguishing appropriate comments, asking question during interaction, and responding nonverbally according to the aim of the talk. The learner will get audience attention when they can speak effectively by focusing on those sociolinguistics aspects.

4. Strategic Competence

This competence means being able to use language appropriately. Brown (1994 :228, cited in Derakhsan, Khalili, and Beheshti 2016:181) argues that strategic competence is the way learners manipulate language in order to meet communicative goals. It refers to the ability to know when and how to initiate, maintain, and terminate the conversation and how to clear up communication breakdowns the comprehension problems. In conclusion, this challenges the learners ability in controlling the condition of the conversation to make it stay in line with the topic which is being discussed.

Those four competences will support the learners to achive effective speaking ability, but there are many possibilies in the process of mastering them. It might be learnt faster or slower depend on the condition of the learners and their environment.

E. Factors affecting students' speaking ability

Learning a language is not something easy. The learners must learn some aspects from the simplest until the most complex part of language. There are so many factors influencing students' learning process. Those factors exist in every skill of language, whether in listening, reading, writing, and speaking skill. Speaking as the core of language gets so many influencing factors. They can support or reduce learners' speaking performance. Factors that support learners' speaking performance are called as motivating factors. While factors that reduce or weaken learners' speaking performance are called as demotivating factors. Those demotivating factors are problems or obstacles. In learning speaking, of course students face some obstacles that affect their speaking improvement.

Focusing on the purpose of this research, the discussion will only focus on demotivating factors. These demotivating factors cannot be separated from students' motivation. Wolters et al. (2005, cited in Soureshjani and Riahipour 2012) state that all learning environments present challenges, but the online environment presents unique challenges because the student bears more responsibility for their own learning than traditional classes. Soureshjani and Riahipour (2012) conclude that demotivating factors are a state or conditions that hinder a person from doing his or her best in achieving a specific purpose (here language learning).

There are some specific demotivating factors that students usually face especially in learning speaking. The factors that obstruct students speaking improvement are divided into two kinds. According to previous studies, there are some factors that come from the students themselves and also come from students environments around them. The researcher conclude it as internal factors and external factors.

1. Internal Factor

There are some aspects that relate to internal factors, such as cognitive, linguistic, and affective aspects. According to Derakhsan, Khalili and Bahesti (2016:181) those aspects may influence speaking performance. There will be problems in students self-confidence. The aspects trigger some problems relate to psychological factors. These factors affect the students speaking performance through their own feelings, such as stated in Juhana (2012:100-103) and also Tuan & Mai (2015:10). The internal factors are:

a. Students' anxiety and fear of making mistakes

In speaking English especially for learners who learn English as a foreign language, they have fear of using inappropriate language. Aftat (2008, cited in Juhana 2012:101) adds that this is linked to the issue of correction or negative evaluation. The students will not speak fluently when they have assumption that they will get negative responses of correction or evaluation that make them look foolish in

front of the others. It will bring students anxiety to speak English, sometime they will stop speaking to avoid mistake that they may do.

b. Students' shyness

Baldwin (2011, cited in Juhana 2012:101) explains that speaking in front of the people is one of the more common phobias that students encounter and feeling of shyness makes their mind go blank or that they will forget what to say. The students will feel shy when they do inappropriate or even wrong way in speaking English. The main reason of students' shyness is because those students are not accustomed to speak in front of many people. They usually speak in a small group or even only with their own partner.

c. Students' motivation

Students who lack motivation will not be able to speak. They need something which support them to speak. The motivation may come from a simple thing that they actually have. Rivers (1968, cited in Tuan & Mai (2015:10) believes that the learners have nothing to express because the teacher had chosen a topic which is not suitable for them. It is because they know very little about that topic. Students' knowledge can be the basic motivation that they have. When the knows many things around the world, they will have so many ideas to deliver.

2. External Factors

The external factors are concluded from previous studies involving the things that influence students outside their own feelings. Those come from environments around them which can be living things or situation. These factors are concluded from Tuan & Mai(2015 :10), Jindathai (2015 :345), and Soureshjani & Riahipour (2012 :329). The external factors obstructing students in improving their speaking ability concluded from those three experts are:

a. Teacher Learning Materials

Materials are the knowledge which the teacher will deliver to the students. The materials can influence speaking skill. In this case, the material should be suitable with students needs which consists of students' *lacks* as present knowledge, *wants* as subjective needs, and *necessities* as required knowledge (Nation & Macalister, 2010 cited in Zamanian et.al 2010:149). Those relate to age, popularity of the integrated example, and humor that should be blended well to deliver material. Sourshjani and Riahipur(2012: 329) study states that the learning materials are considered unpleasant and boring cannot stimulate the students to speak up in the class. It is a challenge for teacher to understand students' needs. As a professional teacher, he or she must be able to consider what the students needs, lack, and necessities. The common thing that students like are fun materials and up to date materials that will make the students active in teaching

learning process. The students will not feel bored and lazy when they like the materials, even they can be more active.

b. Management in Teaching Learning English

There are 4 competences that a teacher must have namely professional, personality, pedagogical, and social competence. Those are stated in The Regulation of National Education Ministry of Indonesia No. 16 2007. In addition, Muhonen (2004, cited in Sourshjani and Riahipur, 2012: 329) states that teachers' attitude, method and competence may weaken students' speaking skill when those aspects are applied inappropriately. This factor relates to Muhonen's statement that teacher competence is not only in mastering the subject matters. It covers all competences including arranging class and also controlling students activity. When the teacher is able to arrange the class and control the students, the students will be happy to learn especially to speak. This management can stimulate all students to speak when they get the same opportunity.

c. School Environment and Exposure to English

According to Briere (1987, cited in Jindathai 2015:345), the amount of time in exposure to a target language in formal and informal linguistics environments influences second language acquisition. Based on that explanation, it can be concluded that students learning English should be in a formal and aninformal situation. It is supported by Lubega (1979, cited in Jindathai

2015:345) learners who had only formal exposure will achieve a lower level of language proficiency than those who had both formal and informal exposure. Both situation may treat students' mental and control their nervousness. The formal and informal situation can be created by the teacher creativity, such as having material outside the class. It may be held by school policy to have English program such as English Time, English Day or English Area.

Those are six factors that can be the obstacles of students speaking skill improvements which consist of internal and external factors. Therefore, the problems of students speaking improvements must be omitted by solving them from the simple factors until the most affecting factorS.

