

CHAPTER II

THEORETICAL REVIEW

A. English Speaking Skill

Speaking skill is the art of communications and one the essential skill in language learning, which must be mastered in learning foreign language. Good speaking skill is the act of producing words that can be understood by the listeners. A good speaker is clear and informative. Therefore, speaking ability cannot be separated from listening ability. It is important to be acquired to gain success in carrying out oral communication.

1. The Concept of Speaking

Speaking is one of language skills, which is very important to be learned when we want to master English. As an essential skill in language learning, there are various perception about speaking definition. The term of speaking have different definitions for different groups of people in order to suit their different needs and purpose of speaking. Many experts have proposed the definition and explanation of speaking.

According to Tarigan (2008:16), speaking is an ability to produce sound or words to express or convey thoughts, ideas, and feelings. Then, Brown (2001: 267) also cites that when someone can speak a language it

means that he can carry on a conversation reasonably competently. Thus, speaking is one way to express our mind orally and the way someone speaks can show how far insight us.

Brooks (in Tarigan, 2008:4) stated that Speaking is a direct two-way communication activity and also kind of face to face communication between the speaker and the listener. It means that speakers talk in order to have some effect on their listener. It is also the result of teaching learning process. Students' skill in delivering a conversation is a core aspect in teaching speaking, it becomes vital aspect in language teaching success if the language function as a system for expression meaning, as Nunan (1991:39) states that the successful in speaking is measured through someone ability to carry out a conversation in the language.

★ According to Nunan (1991: 40) speaking is the same as oral interactions which are conventional ways of presenting information, expressing ideas, and thoughts. Furthermore, Tarigan (2008: 8) said that speaking is a way to communicate which affect our daily lives. It means that speaking as the way of communication influences our individual life strongly.

From the explanation above, the researcher concludes that speaking is what we say to what we see, feel and think. When we feel

something, we want someone to hear us. So, in this process we can call it is an interaction between two sides.

Speaking is one of the four basic skills in English. Speaking is not a talent skill but this is a skill that must be acquired by practicing, trying hard to produce many kinds of word little by little continuously, and seriously in order to speak well. In order to be able speak in a foreign language, in this case English, it is necessary to know about grammar, vocabulary, and pronunciation as well. So, we do not merely know how to assemble sentences in abstract, but we have to produce the words correctly with a correct grammar, vocabulary, and pronunciation in order to gain success in carrying out an oral communication.

There are four components which generally recognized in analysis of the speaking process:

a. Fluency

It refers to someone ability to speak smoothly and easily. Communicating fluently in English allows us to connect with people, participate, and solve problems in the society. Fluent communication requires understanding what is being spoken and being able to produce the words easily, well-pronounced, and accurate messages in return by speaking (Rios, 2013:1).

b. Grammar

It conducts with someone ability to organize words into sentences grammatically correct and the ability to apply the grammatically rules appropriately. It is also stated by Mart (2012:93) that grammar helps learner to built comprehensible sentences in speaking.

c. Vocabulary

Vocabulary appears in every language skills. Vocabulary is understands the meaning of words, so communication does not occur if there are no words (Mart, 2012:93). Vocabulary is very important to be mastered because we can say nothing without vocabulary in our mind.

d. Pronunciation

It measures someone ability to pronounce English sounds correctly, includes its aspects like stress, intonation, and others. Learners with good pronunciation in English are more likely to be understood even if they make errors in other areas, whereas learners whose pronunciation is difficult to understand will not be understood, even if their grammar is perfect (Yates, 2002:1). It means that though we cannot pronounce the word like a native speaker, at least the words

that we pronounce are understandable, so that we can communicate well.

Based on the definition above it can be concluded that speaking needs a kind of practice when we want to master it such as: how to pronounce the word correctly, what the words means and so on. Because speaking is the ability to pronounce the articulation sounds or words in order to express or convey thought, ideas, and feelings.

Actually, speaking is just a way of which people express his thought, ideas, feelings, and emotion orally and the way someone speaks can show how far the insight is.

Thus, speaking can be defined as one of the important skills that have to be mastered by the students. Students must be able to express ideas, wishes, opinions, attitudes, and information orally. Therefore, they should have sufficient knowledge of sound, structure, and vocabulary of the English language.

2. The Importance of Speaking

The purpose of learning in general is formed four language skills; those are listening, reading, writing, and speaking. Among the four language skills, speaking or spoken language is considered as a primary form of language, for that reason Nunan stated that speaking is the most important aspect of learning second foreign language (Nunan, 1991:39).

To support that statement, Ramelan (1992:13), gives proof that all human beings whenever they live always speak language, although they do not have any writing system to record their language.

As an essential skill in language learning, speaking is very important to be taught to the students because there are some reasons why speaking is very important for the students. Firstly, the way of speaking is to inform. It's means that by speaking we can inform to the listener what we want. Secondly, by speaking we can express our feelings and also by speaking we can entertain other people through a joke or humor. Thirdly, people speak in order to persuade someone to do something. By speaking, we can ask other people to do or not to do certain activity.

3. Types of Speaking

Teaching speaking should be taught in attractive and communicative activities. There are many types of speaking activities which are done in the classroom (Kayi, 2006), such as:

a. Discussion:

This activity fosters critical thinking and quick decision making, and students learn how to express and justify themselves in polite ways while disagreeing with the others. For efficient group discussions, it is always better not to form large groups, because

quiet students may avoid contributing in large groups. The group members can be either assigned by the teacher or the students may determine it by themselves, but groups should be rearranged in every discussion activity so that students can work with various people and learn to be open to different ideas. Then, in class or group discussions, whatever the aim is, the students should always be encouraged to ask questions, paraphrase ideas, express support, check for clarification, and so on.

b. Role-play

One other way of getting students to speak is role-playing. Role-play activity is when the students are asked to imagine that they are in a different situation and act accordingly. Students pretend they are in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel. In this activity, students can note what they have heard to know where good and bad English. Moreover, they can discuss it with their teacher what and how to proper it.

c. Simulations

Simulations are very similar to role-plays but what makes simulations different than role plays is that they are more elaborate.

In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on. Role plays and simulations have many advantages. First, since they are entertaining, they motivate the students. Second, they increase the self-confidence of hesitant students, because in role play and simulation activities, they will have a different role and do not have to speak for themselves, which means they do not have to take the same responsibility.

d. Information Gap

In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need. These activities are effective because everybody has the opportunity to talk extensively in the target language.

e. Storytelling

Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have. Students also can tell riddles or jokes. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening. In this way, not only will the teacher address students' speaking ability, but also get the attention of the class.

f. Interviews

Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions. Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized. After interviews, each student can present his or her study to the class. Moreover, students can interview each other and "introduce" his or her partner to the class.

g. Reporting

Before coming to class, students are asked to read a newspaper or magazine and, in class, they report to their friends what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class.

B. Language Learning Problem

If someone wants to learn foreign language he or she will obviously meet all kinds of learning problems. These difficulties can be about the new sound system, the new vocabulary items, and the unfamiliar ways of arranging the foreign words into sentences.

1. Problems in Learning Foreign Language

Learning a foreign language is an obligatory task for most countries nowadays, so many students spend their entire lives trying to achieve native-like fluency. They spend much time studying vocabulary, phrases, pronunciation, structure, and others from textbooks or other sources. However, despite their efforts, they still cannot speak the language fluently.

Ganschow and Schneider in (2006) mention some causes which make difficulties in learning foreign language, such as; the

phonological/orthographic area (sounds and sound-symbol relationships, letter combinations), the syntactic area (grammar, how words connect in sentences), and the semantic area (meaning of words and word parts).

From those statements about the difficulties in learning foreign language, it can be conclude that problems which are meets by the student in learning foreign language are as follows:

- a. The problem is learning the new sound systems or pronunciation.
- b. The problem is learning the new grammatical systems.
- c. The problem is learning the new vocabularies items.

Based on that statement, in order to solve the difficulties in learning foreign language, the student's mind set is very important. Therefore, they need some time to think about these problems and find some workable solutions.

2. Problems in Speaking

In a process of speaking, the students also meet some problems caused by some factors which influence on achieving a goal of the study. There are lack of confidence, less motivation, and lack of support.

First, the students do not speak English because lack of confidence. The students do not attempt to speak English because they are afraid to make mistakes. As Brown (2001: 269) stated that one of the

major obstacles learners have to overcome in learning to speak is the anxiety generated over the risk of blurting things out that are wrong, stupid, or incomprehensible. Lawtie (2004) said students might lack confidence in their ability to speak confidently let alone in English. The pressure of getting ashamed is one of main factor.

Second, the students do not speak English because they have less motivation. Motivation is one of crucial things that the students should have. When the teacher asked the students why they think they should speak English in class, they just stunned silence, a disdainful look, or a droned “because we have to practice,” it means that they lack of motivation to speak English. Skeffington (2004) stated that students who are not motivated in learning English, do not learn how to speak or do not get any opportunity to speak in the language classroom will lose interest in speaking English.

The last, the students do not speak English because of lack of support. There are two kinds of support: classroom atmosphere and linguistic support. Skeffington (2004) said that it might not be realistic to expect teenagers to provide the generous and patient atmosphere ideal for language practice. However, it is possible to encourage them to support each other, for example by working in teams (Burkart, 1998). Linguistic support here means the knowledge of the formal aspects of speaking such as pronunciation, vocabulary, grammar, and the

appropriate use of spoken language. Most students have less knowledge about them. Lawtie (2004) stated that the learners do not want to speak English because what they think, “I don’t know what to say or how to say it.”

C. Language Learning Strategy

Learning strategy is needed as a way to achieve the maximum result in learning. The efficient learning can be achieved if the students use the learning strategy well. Student who do not know or use a good learning strategy often learn passively and the result is they fail in school. Learning strategy focuses on making students more active and teaches them how to learn and how to use what they have learned to be successful.

There are many definition of learning strategy made by expert. Tsan (2008:85) says that learning strategy is a specific action or technique that learners use in learning. Scarcella and Oxford (in Rebecca, 2003: 2) adding that learning strategy is a specific actions, behaviors, steps, or techniques that used by the students to enhance their own learning. Richards and Platt (in Hismanoglu: 2000) also explained that learning strategies are intentional behavior and thoughts used by learners during learning so as to better help them understand, learn, or remember new information.

Based on the explanation above it can be simplified that learning strategies are specific actions, behaviors, steps, or techniques that used by the students which can help them to understand, learn, or remember new information and to enhance their own learning.

1. The Importance of Learning Strategies in Language Learning

Learning strategies are very important in language learning. It is because learning strategies will help the students in mastering language well. Based on Hismanoglu (2000), learning strategies are good indicators of how learners approach task or problems encountered during the process of language learning. Fedderholdt (in Hismanoglu : 2000) also stated that the language learner capable of using a wide variety of language learning strategies appropriately can improve his language skills in a better way.

The importance of learning strategies in language learning is also delivered by Rebecca (2003:1). Rebecca states that learning strategies are especially important for language learning because learning strategies are tools for active, self-directed movement, which is essential for developing communicative competence. The similar idea stated by Clouston (in Hismanoglu : 2000), learning strategies contribute to the development of the communicative competence of the students.

From the explanation above, it can be conclude that learning strategies are very important for the students in language learning. It can help them improve their language skills in a better way. They also work as essential tools in developing communicative competence. In addition, language learning strategies are the important things to make the students become better language learners.

2. Learning Strategies in Speaking

As has been explained before, Rebecca (2003:1), states that learning strategies are especially important for language learning because learning strategies are tools for active, self-directed movement, which is essential for developing communicative competence. Language learning strategy encourages greater overall self-direction for learners. It is particularly important for language learners because the teacher will not always guide them because they not only use the language inside but also outside the class.

Strategies in speaking are used to face the difficulties that have to be overcome, to accomplish task, or to attain goals in learning easier, faster, and more effective.

Oxford (in Rebecca, 2003: 12) presents an identification and classification that consist of two main categories that are called direct strategy and indirect strategy. Direct strategy is a learning strategy used

directly in dealing with a new language, whereas indirect strategy is a learning strategy which support and manage language learning without directly involving the target language.

Furthermore, those two classes of learning strategies are divided into six groups. Direct strategies consist of memory strategy, cognitive strategy, and compensation strategy, while indirect strategies consist of Meta-cognitive strategy, affective strategy, and social strategy. For further explanation will be explained below:

- 1) Direct Learning Language
 - a. Memory Strategy

Memory strategy is an aid to enter the information into long-term memory and retrieving information when needed for communication. Memory is an ambiguous concept. One meaning of the concept refers to a repository of our accumulated knowledge of specific and general things. Then, another meaning refers to process of memorizing and remembering.

In the memory strategy, information got by the students will be saved in the brain. It means that this strategy make the learner save all of the information into long-term memory and from every step or process in this

strategy, the students may bring the information back into their awareness.

b. Cognitive Strategy

Cognitive strategy is basically about what and how of processing information of the target language in order to make the processing more effective. In other words, they have function as the devices to transform and manipulate the target language information.

This strategy helps the students in processing the information of target language effectively, for example the information about pronunciation or how to pronounce the target language well.

c. Compensation Strategy

Compensation strategy helps the students to overcome knowledge limitation in learning. Students use compensation strategies for comprehension of the target language when they have insufficient knowledge of the target language.

In this strategy, the students can use their mother tongue whenever they encounter insufficient knowledge of the target language.

2) Indirect Learning Strategies

a. Meta-cognitive Strategy

Meta-cognitive strategy goes beyond the cognitive mechanism and allows the students to coordinate their learning. This helps them to plan language learning in an efficient way.

b. Affective Strategy

The affective strategy relates much on the student's interest and attitude toward language learning. Factors like emotion, attitude, motivation, and values influence learning in an important way. Good language learners can control their attitudes and emotions in the learning activity and understand that negative feelings retard learning.

c. Social Strategy

Social strategy helps the students to work with others and understand the target culture as well as the language. The students can apply the strategy of cooperating with others by doing something together in the target language.

For more details, in the memory strategy, there's reviewing well strategy and making association. These helps the learners store and memorize an important thing which is heard in the new language.

Besides that there are practicing naturalistically, repeating, recognizing and using formulas and patterns also translation in cognitive strategy. They are refers to the steps or operation used in learning or problem solving that requires direct analysis, transformation, or synthesis of learning materials.

Then for compensation strategy, consist of switching to the mother tongue, getting help, and guessing the meaning, that help the learner in using the new language for either comprehension or production despite limitation in knowledge.

Meta-cognitive strategy is means beyond, besides the cognitive. Meta-cognitive strategy is actions beyond purely cognitive devices and which provide a way for learners to coordinate their own learning process. Meta-cognitive strategy includes paying attention, organizing, seeking practice opportunities, and self monitoring.

Affective strategy refers to emotion, attitudes, motivation, and value. Making a positive statement is the most important strategy in the affective strategy. The last is social strategy that consists of asking for correction and cooperating with peers. This strategy is very important in learning a language because language is used in communication and communication occurs between people.

Table 2.1
Summary of Speaking Strategies

Learning Strategy	Strategies
a. Memory Strategy	<ul style="list-style-type: none"> - Reviewing Well - Making Association
b. Cognitive Strategy	<ul style="list-style-type: none"> - Practicing Naturalistically - Repeating - Recognizing and Using Formulas and Patterns - Translating
c. Compensation Strategy	<ul style="list-style-type: none"> - Switching to The Mother Tongue - Getting Help - Guessing The Meaning
d. Meta-Cognitive Strategy	<ul style="list-style-type: none"> - Paying attention - Organizing - Seeking Practice Opportunities - Self Monitoring
e. Affective Strategy	<ul style="list-style-type: none"> - Making Positive Statements
f. Social Strategy	<ul style="list-style-type: none"> - Cooperating with Peers - Asking for Correction

To make it clear, below are the descriptions of each item of the strategy indicators:

a. Reviewing well:

This kind of strategy needs review at different intervals. At the first is closed together and the increasingly far apart, for example with review 10 minutes after the beginning of learning, then 20 minutes later, an hour later, a day later, two day later, a week later and so on until the material becomes more automatic. For instance, Tuti is learning to say a set of vocabularies. Each time she practices these words. Tuti does it in a meaningful way, like putting them in the context of the spoken sentence or use rhyme, naturally. The amount time needed to make a new automatic depend on the kind of material involved.

b. Making Association:

This kind of strategy is to help the students to remember about the vocabulary or some speaking expressions that have been learned. The process of remembering those things are by making an association or acronym. For example, if a learner wants to remember the name Solange of a French person, it could be associated by saying Solange face is so long or by making association with visual images that can be stored and retrieved for communication. Many

learners make use of visual images, but some find it easy to connect words and phrases with sound, motion or touch.

c. Practicing Naturalistically:

In the speaking area, practicing naturalistically involves practice in speaking the language for realistic communication. Speaking with other people in natural settings provides interactive, rapid, personal communication. Learners can practice naturalistically in many ways, such as making friend with a native speaker, or casual chatting with friends in the target language. For example, Nita is joining speaking club in her school or Siti participating in an event in which English language is used.

d. Repeating:

Imitation of users of the language is another repeating used for speaking. In imitating a native speaker, learners can improve their pronunciation and their use of structure, vocabulary, idioms, intonation, gesture, and style. For example: By watching movie, Siti imitates of the ways her favorite actor pronounce a word in English.

e. Recognizing, using formulas, and patterns:

Recognizing and using formulas and patterns in the target language greatly enhance the learners' comprehension and production. Formulas are unanalyzed expressions, while pattern have at least one slot that can be filled with an alternative word. This

routine can help the learners to build self confidence, increase understanding, and enhance fluency. For instance, Tina always arranges the sentence patterns before trying to speak.

f. Translating:

Translating can be a helpful strategy for the learners, it allows learners to use their own language as the basis for understanding what they hear or read in the new language. For example Tono translate some new words into his own language and say the words again into English language with the same sound.

g. Switching to the mother tongue:

This strategy sometimes called as code switching. It is used for speaking, involves using a mother tongue for an expressions without translating it. The learners can also adding a word ending from the language target into word in the mother tongue. For instance Henry said "I want a Kipas because today is very hot.

h. Getting Help:

This Strategy involves asking someone for a help in learning the target language or by using learning aid like dictionary. The learners asking for help to other people or through something to simply provide what the learners does not know, explain or clarify. Mei is looking for the meaning of the difficult words in the dictionary.

i. Guessing the meaning:

This strategy involves the learners to guess the meaning of the vocabulary. Sometimes the learners don't know about the meaning of the vocabulary, to overcome this problem the students often guess the meaning of the word. It is very helpful for the learners who have a limitation in vocabulary mastery. For example, Dini guess the meaning of what her teacher said about.

j. Paying attention:

In this strategy the learners have to pay attention to their English teacher, native speaker, or other people with English high proficiency. The learners not only pay attention to the pronunciation but also to the grammar, vocabulary, style, and others. For instance, Rahmat is paying attention on how native speaker pronounce some words.

k. Organizing

This strategy includes a variety of tools, such as creating the best possible physical environment, scheduling well, and keeping a language learning notebook. First having the right physical environment is very important to gaining good mood in learning. Then, developing practical weekly schedules for language learning are much needed to manage the language learning and also a learning language notebook is an excellent aid for the learner. For example,

Mira arranges her schedule for practicing pronunciation by imitating the native speaker from the radio every Sunday.

l. Seeking Practice Opportunities

Language learners must seek out or create opportunities to practice all of the four language skill, especially speaking since this skill need much time to practice. This strategy is underlining the learners' responsibility to generate their own opportunities to practice. For instance, Sari is seeking a time to practice a conversation with her friend that much smarter than her.

m. Self monitoring

Self monitoring is very important for speaking to monitor the learners speaking improvement. In this strategy the learners have to notice and correct their own error in any language skills. For example, Lina always corrects her mistake in pronouncing the English words.

n. Making Positive Statement

This strategy of making positive statement can improve learners speaking skill. Those positive statements can build the learners' spirits up and maintain it as they try to understand and produce a conversation. For instance, Rizal believe that he is able to study English well.

o. Cooperating with peers

This strategy involves a concerted effort to work together with other learners on an activity with a common goal or reward. For example, Ani cooperates with her friend to use English language while talking on the phone to improve their speaking skill.

p. Asking for correction

This kind of strategy is mostly used in speaking and writing, because those errors are most obvious to other people in producing the new language. In a spoken conversation, the learners can ask other people correction for important problem that cause confusion. For instance, Armand asking for lena's help to correct his pronunciation.