

CHAPTER II

LITERATURE REVIEW

A. The Nature of Speaking

1. The Definition of Speaking

Speaking is an activity used by someone to communicate with other. Fisher (2007:16) Speaking is the uniquely human act or process of sharing and exchanging information, ideas, and emotions using oral language. It occurs with the process of interchange of the thought or ideas which include interactions. Speaking is an important aspect in language learning. The goal of speaking is to achieve an interactive communication between the speaker and the listener. Being able to speak and understand with friend, colleagues and teacher in a language is surely the goal of many learners to show their improvements in learning a foreign language. Some people often think that the ability to speak a language is the product of language learning. It can be concluded that speaking skill is always related to communication. Speaking skill itself can be stated as the skill to use the language accurately to express meanings in order to transfer or to get knowledge and information from other people in the whole life situation.

2. The Purposes of Speaking

There are many purposes in speaking, but the main goal in speaking is to communicate. Learners should be able to make themselves understood what they are going to say. They should try to avoid confusion

in the message due to faulty of pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation. Basically, there are four important goals of speaking (Tarigan, 2008: 30-36), they are:

a. to inform

Sharing and giving ideas, information, opinion, and knowledge to the audience is the particular goal of speaking. In addition, informative speaking is used to give knowledge decide the correlation between things, inform the process, and explain the writing style and techniques (Tarigan, 2008: 30).

b. to entertain

Making the audience feel happy with the materials are selected primarily based on their entertainment value. For example when the teacher told about the story to the students, the parents told the funny story to their children. By doing it, speaking will be more interesting to be heard by the listeners (Tarigan: 2008: 32).

c. to persuade

Creating an appropriate expression, good intonation and meaningful ideas is necessary to persuade the learner in the term of communication. Speaking to persuade is used by the speaker when the speaker tries to confirm the audience to do something in certain activity (Tarigan, 2008: 35).

d. to discuss

Deliberating speaking is used to make some decisions and planning by discussing. (Tarigan: 2008: 36).

From the statement before, it can be concluded that through speaking, people can inform, entertain, persuade or discuss something and make some communication both of speaker and listener by conveying their ideas and thought.

3. Speaking Competence

Speaking competence is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Speaking competence is ability in arranging the meaningful words and sounds. Tarigan (2008:16) states that speaking is a competence to pronounce articulation of sound or words for expressing, conveying thoughts, ideas and feelings. Based on the explanation above, to measure the students' speaking competence. It has five competence as follows:

a. Pronunciation

Pronunciation has traditionally been taught with a goal of "speaking like a native speaker," by Morley (1992: 72). Pronunciation as the way in which a language is a spoken, way in which a word is pronounced. It means that pronunciation is an important of sound in convey a meaning, including its aspect like sounds, stress, pitch, and intonation.

b. Grammar

Grammar and pronunciation has a close relationship. In addition to the sound system learners must be taught by using structure system of language. Grammar concerns with someone's ability to organize words into sentences in appropriate grammatical rule in order to speak easily. Furthermore, Brown (2001: 262) defines grammar is the system of rules governing the conventional arrangement and relationship of word in sentence. If the learners master grammar, it is easy for them to produce sentences in correct grammar.

c. Vocabulary

Vocabulary is a group of words to make sentence structure in conveying idea or message to the listener. Vocabulary is a list of words, usually in alphabetical order and with explanation of their meaning. If students have many vocabulary, it will be easier for them to express their ideas.

d. Fluency

fluency is the quality of being able to speak smoothly and easily. It means that someone can speak without any hesitation. Someone can speak fluently even though he makes errors in pronunciation and grammar.

e. Comprehension

Comprehension means someone's ability to comprehend the meaning from what another speaker says from the contents of sentences. Further, Sudjiono (2009: 50) defines that comprehension is an ability of

someone to understand or comprehend something. It means that someone has to give explanation orally by using their own word. Therefore, comprehension is very important for the listener to get the meaning from the speaker.

4. Teaching Speaking

Chaney (1998:13) states Speaking is the process of building and sharing meaning through the uses of verbal and non verbal symbol in various contexts. The mastery of speaking skill is a priority for many second and foreign language learners. Learners often evaluate their success in language learning of English on the basis how well their improvement on speaking the language.

Speaking skill is one of the language skills that are very essential to support further oral communication especially in English, but it is the most difficult skill to develop. The environment in Indonesia provides less support for the learners, because English is not spoken in the community. EFL learners in general are relatively poor at spoken English, few can achieve native like proficiency in oral communication.

Teaching speaking is not like listening, reading, and writing. It needs habit formation because it is a real communication and speaking is a productive skill so it needs practicing as often as possible.

For many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills, memorization of dialogues or asking and answering question, the question and the answer are structured and predictable, and often there is only one correct,

predetermined answer. The purpose of asking and answering the question is to demonstrate the ability to ask and answer the question.

In contrast, the purpose of real communication is to accomplish a task, such as conveying a telephone message, obtaining information, or expressing an opinion. In real communication, participants must manage uncertainty about what the other person will say. Authentic communication involves an information gap; each participant has information that the other does not have. In addition, to achieve their purpose, participants may have to clarify their meaning or ask for confirmation of their own understanding.

Therefore, in order to encourage the students to speak, teachers must do something different than they usually do in teaching other skills. Teachers can create more enjoyable speaking class by doing some activities such as role-play, discussion or some kinds of games to promote students' speaking ability.

In teaching speaking, teacher should consider some principles for teaching speaking. It is very important for the teacher to know all principles because it will influence students in the lesson. Some of the principles in speaking (Nunan, 1991:54) are as follows:

1. Being aware of the differences between second language and foreign language learning context.

Speaking is learnt in two board context: foreign language and second language. Teacher should determined partly by the target language context.

2. Giving students practice with both fluency and accuracy

Accuracy is using the target language correctly. Fluency is using language quickly and confidently. The teacher should not emphasize on any one aspect of speaking. Rather, students should get practice on both accuracy and fluency.

3. Using group work or pair work and limiting teacher talk

To improve students' speaking, they should be given enough opportunities to speak in class. So, teacher talk time should be less and student talk time should be more. Pair work and group work can be used to increase the amount of time that learners get to speak in the target language during lesson. In this way, the students will get chance to interact and practice the language with other students.

4. Planning speaking tasks that involve negotiation for meaning

Learner's speak communicatively, they can understood what they are talking about. The process is called negotiating for meaning. It involves checking to see if learner have understood what someone has said, clarifying their understanding, and confirming that someone has understood their meaning.

5. Characteristics of Successful Speaking Activities

Brown (2001: 270) stated spoken language is easy to perform, but in some cases it is difficult, In order that they can carry out the successful speaking, they must have some characteristics of successful speaking activity such as:

1. Learners talk a lot.

As much as possible of the period of time allocated to the speaking activity is occupied by learners talk. Teacher does not dominate in speaking class.

2. Motivation is high.

Learners are able to speak because they are interested in the topic and have something new to say about it, or they want to contribute to achieve a task objective.

3. Language is of an acceptable level.

Learners express themselves in utterances that are relevant, easy comprehensible to teach other and of acceptable level of language accuracy.

6. Students Achievements

In Indonesia, English is taught as a foreign language, It is taught from elementary school until university level. In the secondary school they are not focusing on speaking but focus in order to pass National Examination. Daily spoken activities is rarely used either in secondary school nor in university level. In the daily lives, students lack of practice to speak. This condition naturally affects the students' mastery of English. Indonesian students' mastery of English tends to be unsatisfactory. Although English has been taught for so many hours and become part of high school's six year curriculum, there are still very limited numbers of students who are able in speaking English.

The students' unsatisfactory mastery or low achievement in English might be caused by a number of factors, one of which is the problems faced by the students in learning English in the classroom. Juhana (2012 : 101) mentions that problems in learning can be caused by both internal and external factors. Internal factors include lack of pronunciation, grammar mastery, lack of vocabulary dan psychological factors, while external factors include families background and school environment. Those internal and external factors bring several problems for the students in learning English especially speaking skill.

Problems in learning English, both caused by internal and external factors in all of the English language skills, are crucial and need to be solved. If the appropriate solutions are not immediately found, they can be the most influential factor that brings the students to low achievements problems and later on will lead them to the academic failure.

B. Problems in speaking

The success of English learning is seen generally through the speaking ability. Nowadays, although learner have learned English for years, many of them are still incapable to use English orally even in English Department Students, both caused by internal and external factors.

Internal factors include academic attitude toward lack of vocabulary, lack of grammar, pronunciation and the dominant problems caused by students mentality like their psychological problems, while external factors include the family background and school background (Juhana 2012:101).

1. Internal Factors

Internal factors is caused by individual. Problems occure caused from individual are Students academic understanding like Students lack of pronunciation, lack understanding of grammatical pattern, lack of vocabulary and Students mentality like psychological factors.

a. Students Academic Understanding

1). Pronunciation

It is stated that correct and clear pronunciations are important in language learning because good pronunciation makes the communication easier to understand (Varasarin, 2007:8). Being unable to pronounce well can cause the students to be poorly perceived and understood by others. This indicates that paying attention to this linguistic aspect is also important because students' low ability in pronunciation can also become obstacle for the students to speak because they do not know how to pronounce a certain word well. They are also afraid of being an object of their peers' evaluation. This condition becomes an obstacle forthem to speak in English class (Gilbert, 2009:12). Further Gilbert states that it is common for students to feel uneasy when they hear themselves speak with the rhythm of a second language. They find that they "sound foreign" to themselves, and this is troubling for them. Although the uneasiness is usually unconscious, it can be a major barrier to improved clearness in the second language. All these show that allowing students to practice pronouncing words more in the class is also worth considering.

Causes of Incorrect Pronunciation

The incorrect pronunciation is often caused by the lack of sound similarity between English and the students' native language. In this situation, students wish that they could speak English fluently but most of them think that English is too challenging for them to master (Varasarin, 2007:9 and Solihin, 2009:11).

Regarding this, some experts view incorrect pronunciation has been caused by instruction goal and the teacher himself and the teaching and learning in this area which is still inappropriate (Varasarin, 2007: 10). In her further note, Varasarin says that pronunciation is an area that some teachers avoid or are reluctant to teach because the teachers find it difficult to teach due to their low ability in pronunciation area. This means that a good command in English pronunciation should also be the focus of the teachers' professional development so that they can become a good model for their students (Harmer, 2007:12)

The fact that pronunciation has not been the teachers' concern has been proven by studies conducted by Brown (1992), Claire (1993), Fraser (2000) and Yates (2001); in Varasarin (2007:11), among other. In this case, they find that many teachers tend to avoid dealing with pronunciation because they lack of confidence, skills and knowledge. All these show that focus on improving both teachers and students' pronunciation is urgent to be conducted.

2). Lack of Understanding Grammatical Pattern

It is argued so far that learning grammar cannot be separated from learning a foreign language. In fact, learning foreign language becomes difficult since the target language has different system from the native language. Further when someone learns a foreign language, he often faces interference where he/she applies his/her mother tongue or first language structure to structure of the foreign language which is different from his/her native language. In line with this, Nunan (2003: 68) says that it has been assumed that the learners' first language would have a strong influence on the order in which grammatical items were required.

Due to the different grammar between the mother tongue and foreign language, it is very often that students find this as an obstacle in their learning to speak English. Foppoli's (2009:13) stated that grammar provides students with the structure they need in order to organize and put their messages and ideas across. In this sense, they will not be able to convey their ideas to their full extension without a good command of the underlying grammar patterns and structures of the language. Therefore, teaching grammar explicitly is also helpful for students to speak English better.

Causes of Lack of Understanding of Grammatical Pattern

In terms of the cause of lack of understanding of grammatical pattern. Erikson (2009: 6) states that the teaching of grammar is static and less communicative. This situation, as he adds, causes boring and cumbersome situations of learning for students. This way of teaching, in many cases,

discourages students to study grammar. In addition, Murrow (2004:16) argues that students' inability to use grammar correctly is also caused by so far teaching of grammar conducted. He states that teachers, very often teach grammar based on the text book. As a result, students do not have opportunity to apply the grammar knowledge in actual discourse or conversation. This condition suggests that teacher's way of teaching grammar becomes necessary to be noticed since it will influence students' achievement in grammar competence (Harmer, 2007:56).

3). Lack of Vocabulary

Vocabulary has been increasingly recognized as necessary to language use. Lack of vocabulary knowledge could lead to students' difficulties in language reception and production and becomes an obstacle for them to express their ideas in English. Smith (2011:58) stated Vocabulary is the basic for speaking or conversational skill. In this case, the more words students know, the more they can say and understand things presented, both oral and written in English.

The importance of vocabulary for students has also been argued by some theorists like Huyen (2003:66). Says that in order to communicate well in a foreign language like English, students should acquire an adequate number of words and should also know how to use them accurately. This means that teaching vocabulary to the students should also be accompanied by an explanation of each use of the vocabulary given. This kind of opinion is also proposed by Chen (2003:18) argues that the knowledge of vocabulary is

founded to be a causal aspect in oral communication. All these show that mastering more and more vocabulary is important for students in order to speak more frequently in the English class.

Causes of Lack of Vocabulary

Huyen (2003:15) says that there are two factors causing students' lack of vocabulary. First, students consider that the teacher's explanation is simply for meaning or definition, pronunciation, spelling and grammatical functions. The students in this context consider that those things mentioned are nothing to do in vocabulary learning.

b. Psychological Problems Faced By Students in Learning Speaking

Juhana (2012: 101) states psychological factors, such as anxiety, motivation and self-confidence can either help or hinder the success of the learner depending on the student's cognitive ability. Means, If the learners can solve their problems, he or she will know the steps to face that problems. According to the previous research conducted by Juhana (2012: 101) there are some factors that included in psychological factors related to the second language learning, among them are:

1). Lack of Motivation

Motivation is the power of someone who will achieve something. According to Nunan et al. (1996:46) motivation are inner psychological drives that force people to act. Students who enter the classroom in order to learn English have various motivation. Some students have high motivation and other have lack of motivation. Babu (2010:89) argues that lack of

motivation in learning causes students' hesitation to speak in English in the classroom. He said the background of this situation is that the students are not motivated by the teachers towards the communication in English. It is mentioned in the literature that motivation is a key to students' learning success (Songsiri, 2007:56). With regard to the issue of motivation in learning, Nunan (1999:48) stresses that motivation is important to notice in that it can affect students' reluctance to speak in English. In this sense, motivation is a key consideration in determining the preparedness of learners to communicate. Zua (2008:18) further adds that motivation is an inner energy. She says that no matter what kinds of motivation the learners possess it will enhance their study interest. It has been proven in many studies that students with a strong motivation to succeed can persist in learning and gain better scores than those who have weaker motivation of success showing that building students motivation to learn is urgent for every teacher.

Causes of Lack of Motivation

With respect to the causes of lack of motivation, Gardner in Nunan (1991:49) elaborates the causes of the students' lack of motivation for uninspired teaching, boredom, lack of perceived relevance of materials and lack of knowledge about the goals of the instructional program. These four, as he further says, very often become source of students' motivation. Uninspired teaching, for example, affects students' motivation to learn. In this context, amonotonous teaching, in many cases, reduces the students' motivation due to their feeling of boredom. This shows that paying attention to those four

factors is vital. In response to the issue of motivation, Babu (2010:88) argues that lack of motivation in learning causes students' hesitation to speak English in the classroom. He says that the background of this situation is that students are not motivated by the teachers towards the communication in English. In line with what Babu says, Siegel (2004:11) believes that motivation is a product of good teaching. In his further explanation, Aftat emphasizes that to motivate students to learn well and actively communicate in English, teachers should have passion, creativity and interest in their students. In other words, students' motivation is really influenced by the teachers' teaching performance. Therefore, it is important that teachers also show enthusiasm in their teaching performance.

2). Anxiety

Anxiety is a psychological construct, commonly described by psychologists as a state of apprehension, a vague fear that is only indirectly associated with an object. Anxiety, simply speaking is a kind of troubled feeling in the mind. It is a subjective feeling of tension apprehension, nervousness and worry associated with an arousal of the automatic nervous system (Zhao, 2007:68). Anxiety has been regarded as one of the most important affective factors that influence second language acquisition. Sometimes extreme anxiety occurs when English foreign language learners become tongue-tied or lost for words in an unexpected situation, which often leads to discouragement and a general sense of failure (Shumin, 1997:33). In other words, anxiety influences students in learning language. Therefore,

paying attention to this factor of learning should also be taken into consideration.

The fact that anxiety plays an important role in students' learning is also shared by other researchers like Horwitz (1991:89). He believes that anxiety about speaking a certain language can affect students' performance. It can influence the quality of oral language production and make individuals appear less fluent than they really are. This explanation suggests that teachers should make an attempt to create a learning atmosphere which gives students more comfortable situations in their learning activity.

Causes of Anxiety

Regarding the causes of anxiety states by Zhao (2007:77) based on the findings of their study, found out three main causes of students' anxiety, those are communication apprehension, test anxiety and fear of negative evaluation. The communication apprehension refers to the students' ability to communicate in the target language. Their low ability in this aspect, in many cases, causes anxious feeling among many students. The second cause which is test anxiety deals with students' fear of being tested. The last cause has to do with other students' evaluation. In this case, as mentioned above, very often that other students' evaluation causes anxiety among students themselves. In addition, fear of being evaluated by their teachers is also another factor affecting

All these show that understanding students better and being skillful in managing classroom should be part of the teachers' concern. As suggested by

Harmer (2007:43), to reduce this anxiety feeling, teachers need to pay attention to each students' strengths and weaknesses so that they can create a learning method which accommodates all students in the classroom.

3). Self-confidence

Ebata (2008:55) states that self-confidence is the most significant in language learning. It provides learners with the motivation and energy to become positive about their own learning. It also creates the drive in them to acquire the targeted language, enjoy the learning process, and experience real communication. Han (2010:11) argues that students lack of confidence in speaking English in their class will influence their speaking ability and oral comprehension. Chen (2003:15) states that main cause of students' lack of confidence is their low ability in speaking English. In this case, they add many students think that their English is bad and feel that they can not speak English well. It is commonly understood that students' lack of confidence usually occurs when students realize that their conversation partners have not understood them or when they do not understand other speakers. In this situation, they would rather keep silent while others do talking showing that the students are lack of confidence to communicate. In response to this, Tsui cited Nunan (1991:54) says that student who lack of confidence about themselves and their English necessarily suffer from communication apprehension. This shows that building students' confidence is an important part of teacher's focus of attention. This means that the teacher should also

learn from both theories and practical experience on how to build the students' confidence.

Causes of Lack of Confidence

Chen (2010:16) state the main cause of students' confidence is their low ability in speaking English. In this case, as they add, many students think that their English is bad and feel that they can not speak English well. The other cause of students' lack of confidence also deals with the lack of encouragement from the teacher (Brown, 2001:32). In this context, many teachers do not think that convincing students that they are able to speak English is important. As a result, as Brown adds, students find the learning demotivating rather than motivating. This suggests that encouragement becomes a vital thing in order to build the students' confidence. Therefore, giving students encouragement and showing that they will be able to communicate well in English plays a role in students' success of learning.

4). Shyness

Shyness is one of the difficulties that every student faces while learning a new language and a factor that cause students reluctant to speak in English class. Most of students are merely silent in the classroom when a discussion is carried out. Some students prefer to keep silent when they attend to meeting for example.

Shyness is an emotional thing that many students suffer from at some time when they are required to speak in English class. This indicates that shyness could be a source of problem in students' learning activities in the

classroom especially in the class of speaking. Therefore, paying attention on this aspect is also quite important in order to help the students do their best in their speaking performance in the classroom (Gebhard, 2000:44). In line with this, Baldwin (2011:99) further explains that speaking in front of 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.

This theory is also supported by the result of this research in which most students fail to perform the speaking performance at their best. As they say, their inability to show their ability in speaking is also influenced much by their feeling of shyness. In other words, it can be said that shyness plays an important role in speaking performance done by the students.

Causes of Shyness

With regard to the cause of shyness, Bowen (2005:89) argue that some shy learners are caused by their nature that they are very quiet. In this case, the students are not very confident and tend to be shy because most of them find it very intimidating when speaking English in front of their friends and teacher. Identifies that most of English students feel shy when they speak the language because they think they will make mistakes when they talk. They are also afraid of being laughed due to their low ability in speaking English.

5). Students' Fear of Making Mistakes

The condition of the class can cause the students do not want to speak and even afraid of ridicule from the classmate. The students do not want to appear stupid in front of their peers. As argued by many theorists, fear of

mistake becomes one of the main factors of students' reluctance to speak in English in the classroom (Tsui in Nunan, 1999:122) adds that this fear is linked to the issue of correction and negative evaluation. In addition, this is also much influenced by the students' fear of being laughed by other students or being criticized by the teacher. As a result, students commonly stop participating in the speaking activity. Therefore, it is important for teachers to convince their students that making mistakes is not a wrong or bad thing because students can learn from their mistakes.

Causes of Fear of Mistake

The primary reason of fear of mistake is that students are afraid of looking foolish in front of other people and they are concerned about how other will see them. In addition, Chen (2010:145) explain that students feel afraid of the idea of making mistakes as they are worried that their friends will laugh at them and receive negative evaluations from their peers if they make mistake in speaking English. Students' fear of making mistakes in speaking English has been a common issue especially in an EFL context like in Indonesia. Most EFL students are afraid to try and to speak in a foreign language they learn. In this context, as he adds, students do not want to look foolish in front of the class. In some other cases, they also worry about how they will sound, and are scared of sounding silly and so on.

2. External Factors

External factors is caused by factors outside individual. It include family background and school environment.

a. Family Background

Family is a small thing but it will effect big influence in someone lifes especially for children. The different condition of the students family's background like how parents educate their children, emotional relations both of parents and children and also families economic can establish their future education and how they will learn (Sobur, 2003:249).

1). Parent Educational Methods

There are three types of how parent educating the children; indifferent, authoritative, and democratic. Indifferent type will let their children be uncontrolled in doing anything without any guidance. They have to be close to their children to listen to their problems, give spirit, support, ect. The contradictive type of indifferent is authoritative in which parent is over protective to their children. This type usually performs negative influence to the children's psychological development and even kills their activity. The most ideal type is democratic. Here, the parent let their children to do what they want but still under parent's control and guidance. Parent allows their children to convey their opinion.

2). Family Inter-Relationship

The closer relationship will easier to share students' willingness about something. This is because they are able to talk and share what they want to others.

3). Family Economic Background

Sometimes, poor economical condition will bring decrease of the student learning interest. The students cannot complete their learning material well.

b. School Environments

School environment especially teacher will influence students spirit and motivation. Therefore teacher's teaching strategy is needed to develop. Not only the teacher, community and school's facilities also hold the important role in student's speaking competence. (Sobur, 2003:250). Thus, it will affect student's mentality and also their capability in language especially in oral communication.