CHAPTER II
THEORETICAL REVIEW

A. Speaking

1. The Definition of Speaking

Most people agree that speaking plays an important role in human life. Speaking is considered as the most effective and efficient way to communicate with other people. Mart (2012: 91) defines speaking as being capable of expressing or exchanging thoughts through using oral language. It is in line with Nunan who defines speaking as a productive aural/oral skill and which consist of producing systematic verbal utterances to convey meaning (2003, p:48). Through speaking, one can deliver the message, thought, feeling, and idea orally and with certain purposes dealing with the time.

According to Bunkart (1998, p.90), speaking entails three areas of knowledge. First, the mechanical elements of language. Those are pronunciation, grammar, and vocabulary, which allows the speaker to use the right words, in the correct sequence, and appropriate pronunciation. Second, the speaking function (transaction and interaction), which enables the speaker to know when the clarity of the message is needed (as in carrying out the transaction or in exchanging information) and when a deep understanding is not necessary (as in the development of relation). Third, the socio-cultural norms such as turn-taking, rate of speech, length of pauses between speakers, relative roles of participants,
which enable an individual to realize the conversational situation, whom he is talking to, and what the purpose of speaking is. By understanding these elements, someone will know when he takes a turn to speak and when to listen, how quickly he should speak, and how long he should pause.

2. The Types of Speaking

Richards (2008, p.22-28) on his book entitle “Teaching Listening and Speaking” mentions some types of speaking. Those are talk as interaction, talk as transaction, and talk as performance.

a. Talk as Interaction.

Talk as interaction refers to the word “conversation”. It describes interaction that serves a primarily social function. When people meet, they exchange greeting, engage in small talk, recount recent experiences, an so on, because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speakers and how they wish to present themselves to each other than on the message. The main features of talk as interaction can be summarized as follows:

1) Create social interaction
2) Focus on participants and their social needs
3) Interactive, requiring two-way participations
4) May be casual or formal
5) Reflects speaker’s identity
It usually shows in greeting, small talk and chit chat, recounting recent experiences, and compliment.

b. **Talk as Transaction.**

Talk as transaction refers to situations where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially with each other. The main features of talk as transaction are:

1) Giving or obtaining information, or getting goods and services
2) Focus on message
3) Making oneself understood completely
4) Grammatical accuracy may not be a priority
5) Communications strategies

Talk as transaction usually happens in classroom group discussion and problem solving activities, discussing needed repairs to a computer with a technician, making a telephone call to obtain flight information, asking someone for directions on the street, and ordering food from a menu in a restaurant.

c. **Talk as Performance.**

Talk as performance refers to public talk, that is, talk that transmit information before an audience, such as classroom presentation, public announcements, and speeches. The main features of talk as performance are:
1) A focus on both message and audience

2) Predictable organization and sequencing

3) Importance of both form and accuracy

4) Language is more like written language

5) Often monologic

The examples of talk as performance are giving a class report about a school trip, conducting a class debate, giving a speech of welcome, making a sale presentation, and giving a lecture.

3. The Purpose of Speaking

Rahayu (2007: 219) and Tarigan (1985: 16) described that speaking has some purposes, which are:

a. To inform

Informatif speaking is used to give knowledge, decide the correlation between things, inform the process, and explain the writing style and techniques. It happens in teaching learning process when teacher transfers the knowledge to the students. The teachers’ knowledge will be delivered in the form of information. Finally, it can be concluded that the aim of teaching learning process is to give knowledge as well as to give the information as the particular purpose.

b. To entertain

By speaking, someone will know other’s feeling whether they are sad or happy. In this condition someone can entertain other people by telling a funny story, making a joke, or humor. When
people play drama, sing a song, and tell a story, they also do speaking to entertain others.

c. To persuade

Usually, this activity is done by someone that asks a person to do something. Taken as an example, when a seller persuades a buyer to purchase his products. When a mother persuades her child to eat, when a father persuades his little daughter to stop crying, and when a teacher persuades her students to speak up by asking some questions.

d. To discuss

Deliberating speaking is used to make some decisions and plans. It can be happened when a family discuss about where to go for Holyday or a group of students have to solve a problem together, they will speak to discuss.

B. Speaking Competence

The main goal of learning the productive skill of speaking is to develop students speaking competence so that they are able to deliver a good communication in English. As supported by Setyawan (2005, p.2) that a student mastery of a language is ultimately measured by how well he can use it written and orally, not by how much he knows about it. It means that one cannot be called that he/she masters a language if he cannot speak fluently by using the language. According to Akhyak and Indramawan (2013, p.19) speaking competence means conversation ability or conversation skill. In
other words, speaking competence is the 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, p.31) and Bunkart (1998, p.90) the learners have to know about the mechanical elements of language namely pronunciation, grammar, and vocabulary, and the relation with speaking itself which allows the speaker to use right words in the correct sequence and appropriate pronunciation.

1. Speaking English and Vocabulary Mastery

Like other languages, English has a great number of vocabularies that have to be acquired by EFL learners. According to Helena (2010, p.2) vocabulary is the set of words that is familiar within a language. Vocabulary is usually compiled alphabetically and continued by its definition or its meaning.

Further, she explained that vocabulary can be divided into two groups, passives and actives vocabulary (Helena, 2010:3). Passive vocabulary can be defined as all of words that we know or understand the meaning when we read or listen, but we rarely use or they are not easy to be recalled when we are writing or speaking. Someone may recognize the word he heard, but it is difficult to remember it when he has to produce it. On the contrary, active vocabulary is vocabulary that is usually used
by the speakers when having conversation or writing since one doesn’t need too much time to think or recall the words. Besides that, vocabulary can be divided also based on word group known as noun, pronoun, adjective, verb, and adverb.

Mastering vocabulary is very important for the students who learn English as a foreign language, since everybody who learns English or a certain language should know the words. The mastery of vocabulary can support them in speaking when they are communicating to people, can write and translate the meaning of words when they define English. The students can be said gaining progress in English from the master of vocabulary.

2. **Speaking English and Grammar Mastery**

   The building blocks of the communication are grammatical points which make the structure of a language (Kianiparsa & Vali, 2010: 8). Before starting to speak, someone has to think some factors and components of what is going to be said and form it on his mind. First, the words should be delivered in appropriate pronunciation in order to make easy in knowing the meaning of the words. Second, these words need to be united together to form phrases, clauses, and at last sentences that is able to convey a particular meaning.

   Considering these facts, it can be said that it is probably impossible to communicate in a foreign language without knowing the grammatical rules and structures of the target language. Harmer (2012:
12) defines grammar as “the description of the way in which words can change their forms and can be combine into sentences in that language”. Further, it is emphasized by Cook (1996, p. 14) that “however important the other components of language may be in themselves, they are connected to each other through grammar” (Kianiparsa & Vali, 2010, p.11). Grammar is often called the computational system that relates sound and meaning, trivial in itself but impossible to manage without.

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.

3. Speaking English and Pronunciation

Learning pronunciation is a principal factor in foreign language learning since sounds play an important role in communication. According to Gilakjani (2012, p.96), pronunciation is a set of habits of producing sounds that we use to make meaning. The habit of producing sound is acquired by repeating it over and over again and by being corrected when it is pronounced wrongly. It is also about producing sounds of words and its meaning. Different pronunciation means different meaning even when the letters are the same.

According to James (2010), a learner’s pronunciation has three basic levels (Gilakjani, 2012: 98).

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 it is a crystal clear that pronunciation plays an important role in overall communicative competence includes speaking.

C. Speaking Difficulties Faced by the Students

Mastering speaking skill for Indonesian learners is not so easy since as foreign language, English is not be used in their daily activity. Even for most of students in English Department of Muhammadiyah University of Purwokerto where English is their major aspect of learning, that they supposed to speak English more than other, they seem rarely communicate in English each other. There must be some factors cause it. One of the factors is because they face some difficulties in speaking English. According to Al-Saadi (2013, p.78) 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. Meanwhile, Thornbury (2005, in
Pratiwi, 2008: 2) states that difficulties in speaking in the target language can be caused by; (1) the lack of knowledge of language elements, e.g grammar, vocabulary, and pronunciation, (2) less opportunities to practice speaking and (3) the low motivation and confidence to speak that may be caused by uninteresting and unfamiliar topics.

The theory has been proved by some researches dealing with EFL students difficulties in speaking English. It is revealed some difficulties faced by English learners, and most of the results show that the mechanical elements of the language is the major difficulty faced by the learners. Those are inadequate vocabulary, grammar as a stumbling block, and unproper pronunciation that are on the top of the difficulties of speaking faced by the learners.

1. Inadequate Vocabulary

Vocabulary can be defined as all the words known and used by a particular person (Helena 2010, p.6). A wide vocabulary can help the learners express their idea, because vocabulary really supports the learners to learn the skill of the target language. This means that by having many stocks of words, the learners can catch other people's speech well, give responses, speak fluently and write some kinds of topic.

It also will be easier for them to choose the words that they want to say in expressing their mind, feeling, and opinion. It will help them much in building a good communication with others. Najah (2010: 8),...
Gan (2012: 49), and Setyawan (2005: 32) on their research revealed that the students usually lack of vocabularies in speaking, so when they want to speak out, they cannot speak fluently. The students, sometimes, also faced difficulty in recalling some words they have known. The students with those problems of vocabulary will be confused how to express ideas and feeling because they don’t know which words they will say. That is why, usually, they prefer to keep silent or speak in their mother tongue when they communicate each other.

2. **Grammar as Stumbling Block**

Grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence (Brown, 2001: 362). In speaking, one not only has to speak up in English but also how he/she can make oral statements in right construction. Setyawan (2005: 22) said that someone has to know when he must use present, past and future tense. Further he added that he also has to understand where he should place auxiliaries, adverb and adjective to create a good conversation (communication).

Najah (2010: 8), Gan (2012: 50), Setyawan (2005: 33) on their research also revealed that when the students arranged the words to speak, they felt doubtful with their tense or word structure that they would use in speaking. They were worried about making mistake and of being judge as a low intellectual student if they speak in wrong grammar. Realizing that the grammar 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.

3. **Unproper Pronunciation**

The ability of speaking English shows the correctness of pronunciation and intonation that directly affects the appropriate daily communication in conversation. Dealing with that statement, pronunciation is also one of the difficulties faced by EFL learners. Usually EFL learners especially Indonesian learners 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 learner pronounce a word unproperly, it can change the meaning of topic that can lead into misunderstanding of the hearer.

Khamkhien (2010: 187), Gan (2012: 50-51), Zhang & Yin (2009), and Gilakjani (2012) based on their research also said that the students often uses the wrong sounds when they say the words in English. It made the people who listen to them did not understand what they said since sometimes the change of the sound will change the meaning of a word as well.

It made them feel uncomfortable to speak in English so that some students are still unwilling to speak in English. As Morlay (1998, cited in Zhang & Yin, 2009) said that limited pronunciation skill can undermine
learner’s self-confidence, restrict social interaction, and negatively influence estimations of a speaker’s credibility and abilities.

D. Strategies to Solve Speaking Difficulties

There are some factors cause English learners are still unwilling to speak up and one of them is because they find some difficulties in speaking. As mentioned above those difficulties are vocabulary mastery, grammar mastery, and pronunciation. Dealing with those problems, there are many kinds of strategies that might have been developed by the teacher to overcome the difficulties in speaking English. Yet, the awareness of one who learn the language about the difficulties faced and the best way to solve the problem according to self, has an important role as an effort in mastering speaking skill. According to Lopez (2011: 3) speaking strategies are those devices used by the students to solve any communication problem when speaking English. It can be in some special ways used by the students to overcome their difficulties in speaking English.

In solving speaking difficulties, the students should have some strategies when they are speaking. Thus, this paper will concern to strategies used by the students when they are speaking inside or outside the class.

All of the difficulties faced by the learners are firstly showed inside the classroom. Thus, the learners should have some strategies to be used when those difficulties block their speaking performance inside the classroom or during the teaching learning process or when communicate with someone outside there.
Pawatcharaudom (2007, p.20-21) suggested some strategies that is usually used by the learners to solve the difficulties they find in speaking. Those are adjust the message, use paraphrasion, use approximation, switch to native language, use non-linguistics resources (mime, gesture), and seek help.

1. Adjust the message; when learners encounter a problem while an exchange is usually taking place, it is usually too late to use avoidance, except by simply abandoning their message half-way through. However, they may decide to alter the meanings which they intended to communicate. For example, they may omit some items of information, make the idea simpler or less precise, or say something slightly different.

2. Use paraphrasion; a learner may use paraphrasing – for example, circumlocution or description – in order to express the meanings which he wants to communicate. For example, a learner who did not recall the word for a “car seat-belt” avoided the need for it by saying I’d better tie my self in. A learner who could not recall the word ‘kettle’ spoke of the thing that you boil water in.

3. Use approximation; a learner may decide to use words which express the meaning as closely as possible. It may also mean using words which really refers to something else but may be interpreted appropriately in the context of the learners utterance. For example, a learner of Indonesia who could not recall the word for ‘delicious’ (lezat) spoke instead of “tasty” (lezat).
4. Create new words; a learner may create a new word or phrase, which will express the desired meaning. For example, an Indonesian learner of English who did not know the word for ‘vicious circle’ created the word ‘devil circle’. There is always a chance, of course, that this strategy will result in a word which actually exist in the second or foreign language.

5. Switch to the native language; rather than try to create a new word with second/foreign language material, a speaker may decide to simply lift a word from his own native language. For example, an English-speaking learner of Indonesia produced “When you make a mistake and you feel mmm.. what is it.. you feel.. menyesal in bahasa, you have to say sorry..”. Obviously, this strategy is most likely to succeed in situation where the learner has knowledge of the speakers native language. The learner may, of course, making appropriate modification in pronunciation and morphology.

6. Use non-linguistic resources; even in our native language, we often use non-linguistic resources (e.g. mime, gesture or imitation) to make our meaning clearer. For example, we point and say Put it there, please, or we make a gesture and say It was this kind of shape.

7. Seek help; learners may seek help from outside. This may simply mean using a bilingual dictionary. Alternatively, speakers may invoke the cooperation of listeners (asking question) by signaling that they are in difficulty, either directly or by indirect mean such as hesitation. Of course, the speakers may simultaneously use another strategy, such as
mime or description, in order to indicate the notion that he wishes to express.

Students have various ways of coping with the speaking difficulties. The main point of using the strategies is based on the habit of using the language in spoken form.

E. Basic Assumption

Speaking English is not an easy matter for Indonesian learners. It’s not something weird since English is not a second language in Indonesia so that the learners are not accustomed to use English in their daily life, but it is not impossible for Indonesian learners to speak English well. They will be able to speak English well by study hard. Nowadays, as the advancement of this globalization era, teaching and learning English is also increasing as well. Many teachers do experiment and find many strategies in helping their students in learning English include speaking. Yet, it is also important for the students to know the difficulties they have in speaking English and how to solve it according to themself. The result of this study is hoped can reveal some strategies or may be some new strategies in solving speaking difficulties dealing with vocabulary mastery, grammar mastery, and pronunciation, according to the students of Muhammadiyah University of Purwokerto. That is why the researcher wanted to conduct a research entitle “Students’ Strategies in Solving Speaking Difficulties”.