CHAPTER II
THEORITICAL REVIEW

A. Speaking Performance

1. The Nature of Speaking

Language is a system for communicating. It has an important role in our life, because we as human should have our idea for combining while communicate each others. Because of that, people have such kind of system arbitrary to interact with others.

God gives us two eyes to input skills of reading to come out with writing skills, and give us ears to input listening skills to come out with speaking skills. So we have double ability for reception (read and listen) to come out with perfect production (write and speak). Speaking skills are regarded a very important and unique skills, it is the first output of any language and the only skill which you need partner to practice, you can listen to audio resource alone, you can read a book alone, you can write a letter alone, but you can’t speak alone, you need someone to speak to.

Speaking skills depends on the first skill “listening”. Speaking is regarded a very important skill, however many students lack it. Sherwin Cody (2011 :6) has stated if there is a subject of really interest and utility, it is the art of writing and speaking one’s own language effectively. It is the basis of culture as we all know; but it is infinitely more than that, it is the basis of business. No salesman can sell anything unless he can explain the merits of his good in effective English among people.
Brown (2001: 267) cites that when someone can speak a language it means that he can carry on a conversation reasonably competently. In addition, he states that the benchmark of successful acquisition of language is almost always the demonstration of an ability to accomplish pragmatic goals through an interactive discourse with other language speakers.

2. The Purpose of Speaking

Basically, the main purpose of speaking is to communicate. In order to inform our thought well, we as the speaker must understand what we are going to say.

Analyzing speaking purposes more precisely, Kingen (2000: 218) combines both the transactional and interpersonal purposes of speaking into an extensive list of twelve categories as follows:

1) **Personal** - expressing personal feelings, opinions, beliefs and ideas.

2) **Descriptive** - describing someone or something, real or imagined.

3) **Narrative** - creating and telling stories or chronologically sequenced events.

4) **Instructive** - giving instructions or providing directions designed to produce an outcome.

5) **Questioning** - asking questions to obtain information.

6) **Comparative** - comparing two or more objects, people, ideas, or opinions to make judgments about them.
7) **Imaginative**-expressing mental images of people, places, events, and objects.

8) **Predictive**-predicting possible future events.

9) **Interpretative**-exploring meanings, creating hypothetical deductions, and considering inferences.

10) **Persuasive**-changing others’ opinions, attitudes, or points of view, or influencing the behavior of others in some way.

11) **Explanatory**-explaining, clarifying, and supporting ideas and opinions.

12) **Informative**-sharing information with others

It can be summarized that there are some purpose of speaking.

a. A tool in conveying message.

b. The message can be knowledge, idea, though, attitude and information.

c. The purpose of the message can be reached.

3. Aspects of Speaking Performance

Speaking is the most crucial skill that should be mastered. It brings the ability to carry out the conversation. Through conversation people can do a spoken communication to apply the function of communication itself, whether it is transactional or interactional. Harmer (20117, p. 343) argues that speaking is a complex skill requiring the simultaneous use of a number of
different abilities. They are some experts that explain about the aspects of speaking are as follows:

**Using grammar correctly** in speech implies the ability to produce the distinctive grammatical structures of the language and to use them effectively in communication taking into consideration the characteristics of spoken grammar. For example, spoken clauses, rather than complete sentences, are often joined with coordinators like "and" or "but", or not joined through conjunctions, but simply uttered next to each other, with possibly a short pause between them. Thus simple phrasal structure and purposeful repetition can often be markers of high proficiency (Hughes, 2002: 61 and Luoma, 2004: 6). That is why grammar is very important to develop students speaking competence. It is easy for the students to produce sentences and it helps them to speak fluently if they master grammar. They can combine the sentences systematically in writing and speaking, and understand easily in reading and listening.

**Using vocabulary** adequately implies the ability to recognize and use words in the way that speakers of the language use them. It implies using the common collocations of words and fixed phrases. This includes also the use of vague language (Luoma, 2004: 24). Hornby (1974: 979) defines vocabulary as arrange of words known to, or used by a person in trade, profession etc. it can be inferred that vocabulary is words or list of word with their meaning and they are known by their speaker and used to communicate by a language group or individual.
Pronunciation, according to Morely, 1996: 2; Florez, 1998: 2 and Cornbleet&Carter, 2001: 18, includes elements such as:

Sounds: These include consonants, vowels and consonant clusters;

Intonation: This refers to the pattern of pitch changes. There are two basic patterns: rising and falling;

Rhythm: It is created according to the position of stress within a single word or a group of words. Within words stresses have fixed positions but stress within a group of words can move according to meaning;

Linking and assimilation: When sounds are linked in spoken language, changes occur because of the influence of neighboring sounds.

Based on definition above, we know that pronunciation is an important component of language. It differ one language to others because each language has different way to speak. However we should consider about pronunciation because it is important. If we cannot pronounce the word correctly as a native speaker, at least the words we pronounce are understandable and do not make the different meaning so that we can communicate well

Fluency, although not a main component either in communicative competence models or conversational models, is adopted in the current study. Fluency is related to using all speaking skills in the context of the time-bound nature of speaking. It relies on the speaker's ability to use facilitation skills (fillers, lexical phrases, ellipsis…etc.) and compensation skills (self-correction, rephrasing, or repeating) to cope with ongoing fast
communication (Widdowson, 1998 & Segaowitz, 2000). Hornby (1974:330) defined fluency as the quality of being able to speak smoothly and readily. It means that someone can speak without any hesitation. Sometimes, someone who is good in grammar and pronunciation still be unable to speak fluently even though he makes errors in pronunciation and grammar.

B. **Problem In Learning Foreign Language**

The skill of speaking skill is as crucial as any other language skill. The four skills (reading, writing, speaking and listening) naturally appear together in every English class, even in the EFL context. As Peregoy and Boyle (2001) state, “Listening, speaking, reading and writing also occur naturally together in learning events in school at all grade levels, even though traditionally they were taught separately” (p. 107). In addition, Shumin (1997) states that learning to speak a foreign language requires more than knowing its grammar and vocabulary. Learners should acquire the skill through interaction with each other. However, it is difficult for EFL learners to speak appropriate English in the classroom because of the limited language use in their real lives.

Affective factors are the most important issues that may promote students’ speaking. Affective factors include self esteem, emotion, attitude, anxiety, and motivation. Shumin believes that “L2 or foreign language learning is a complex task that is susceptible to human anxiety, which is associated with feelings of uneasiness, frustration, self doubt, and apprehension” (1997, para. 2). These are the factors that affect students’
speaking in most EFL contexts and there are other issues as well. For example, the language level may be too difficult, or too much is given at once and the amount of the language the teacher gives the students in each session may be too much, according to Shumin (1997).

Lee and Fisiak in Tarigan (1995: 24) mention some causes which make difficulties in learning foreign language, as follows:

1) The main cause of the difficulty in learning foreign language is mother tongue interference.
2) The difficulty encountered by the students in learning a foreign language is caused by the different elements found between his or language and the target language.
3) The degree of difficulty in learning is determined by the degree of difference between the two languages. The greater the difference between student’s language and the target language the more difficult it will be for the students to learn the foreign language.

C. Problem In Speaking

(Brown 1992, p. 255) identifies that “It is argued that one of the major obstacles learner have to overcome in learning to speak is the anxiety generated over risk of blurring thing out that are wrong."

Some experts in the field hold that EFL students’ speaking skills might be affected by a multitude of factors. Al Hosni (2014) stated that EFL students may face numerous problems in the way of developing their speaking skill regardless of their linguistic knowledge. These problems can be
traced back to their minimal direct exposure to the target language (Shumin, 1997). Aleksandrzak (2011) also believes that the source of speaking skills problems in the EFL context is the insufficient speaking varieties and opportunities in the EFL classrooms compared to a multitude varieties and genres in real-life situations. Hojati and Afghari (2013) maintain that speaking skills are under the influence of a number of linguistic and non-linguistic factors such as grammar, vocabulary, pragmatic variables, affective factors, and so forth, which, when combined, compound the problems of speaking skills. Therefore, EFL learners not only need to equip themselves with sufficient vocabulary and grammar knowledge, but also need to pay due attention to both fluency and accuracy in order to manage meaningful communication (Hinkel, 2006).

Shumin (1997) stated that speaking is a demanding skill for EFL learners as they need to have not only grammar and lexical knowledge but also knowledge of socially-appropriate language. He further adds that ages, aural medium, sociocultural and affective factors can affect adult EFL learners’ speaking skills. Thornbury (2005) also believes EFL speakers need to have sufficient knowledge of culture, genre, speech acts, register, discourse, grammar, vocabulary and phonology in order to manage oral communication in second language in different real-life situations. Moreover, Wang (2014) notes that cognitive, linguistic, and affective factors could affect the speaking competence of EFL speakers.
Adapted from a speaking skills problems questionnaire from Irismet (2006), there are five problems in speaking performance as follows:

1) Socially-related problem

Knowledge of language does not adequately prepare learners for effective and appropriate use of the target language. Learners must have competence which involves knowing what is expected socially and culturally by users of the target language. The learners must acquire the rules and norms governing the appropriate timing and realization of speech acts.

2) Affective-related problem

The affective side of the learners is probably one of the most important influences on language learning success or failure (Oxford, 1990, p. 140) the affective factors related to the EFL learning emotions, self-esteem, empathy, attitude, and motivations. EFL learning is a complex task that is susceptible to human anxiety (Brown, 200, p. 159). It is associated with feelings of uneasiness, frustration, self-doubt, and apprehension. Speaking a foreign language in public, especially in front of native speakers, is often anxiety-provoking. Sometimes, extreme anxiety occurs when EFL learners become tongue-tied or lost for words in an unexpected situation, which often leads to discouragement and a general sense of failure.

Adults, unlike children, are concerned with how they are judged by others. They are very cautious about making errors in what they say, for making
errors would be a public display of ignorance, which would be an obvious occasion of “losing face”. Clearly, the sensitivity of adult learners to make mistakes, or fear of “losing face”, has been the explanation for their inability to speak English without hesitation.

In other hand, Juhana (2012, p. 101), psychological or affective factors often influence the students’ difficulties in learning to speak, such as fear of mistakes, shyness, anxiety, lack of confidence and lack of motivation. Ur (1996) as cited in Al Hosni (2015, p. 23) and Tuan & Mai (2015, p.9), also explain that there are four factors that are related to affective factors can be caused the difficulties in speaking English, and they are as follows:

a. **Inhabitation**

   Unlike reading, writing or listening activities, speaking requires some degree of real-time exposure to an audience. Learners are often inhibited about trying to say thing in foreign language in the classroom: worried about mistakes or simply shy of the attention that their speech attract.

b. **Nothing to say**

   Even they are not inhibited, you often hear learners complain that they cannot think of anything to say: they have no motive to express themselves beyond the guilty feeling that they should be speaking.
c. Low or uneven participation

Only one participant can talk at a time if he/she is to be heard and in large group this means the each one will have only very little talking time. This problem is compounded of some learners to dominate, while other speaks very little or not at all.

d. Mother tongue use

It is easier for the student to use their mother tongue in their class because it looks naturally. Therefore, most of the students are not disciplined in using the target language in the learning process.

3) Teacher and Education System-related Problem

Other factors that affected the development of speaking skill that is related to the teacher and system and facilities of the education are as follows:

a) Time and Frequency

The success of a method of teaching also depends on another factor that is the total of time allocated to the teaching and learning activity. If the time provided is not enough, any method will not be successful. That is why the teacher should be able to allocate some of the time for teaching speaking such as how long and how often the classes will take place. Meaning that, providing enough time to the teaching and learning
activities is essential to make the students achieve the objective.

b) Teaching Material

Nawshin (2009, p.20) also adds a number of other causes that makes speaking is difficult based on her research, such as lack of interesting topics which make the students do not feel interested in the topic for the speaking activity. To attract the student’s attention, the teacher may use a variety of teaching materials to explain language meaning and construction, engage students in a topic, or as the basis of a whole activity (Harmer, 2007, p.134).

Therefore, by using interesting materials the students will be well-motivated to take part in the process of teaching and learning. Furthermore, Brown (2000, p.136) states that the material used in teaching English should be suitable with students need. Good teaching materials should be realistic, relevant, interesting, and motivating. During the process of teaching speaking, the teacher, is expected to make more variation concerning to the activities applied in speaking.

4) Linguistically-related Problem

Linguistically-related problem is problem which contain about grammar, vocabulary, pronunciation and students fluency in speaking
performance. In regards with speaking, the term mechanics refers to basic sounds of letters, and syllables, pronunciation of words, intonation, and stress. In order to convey meaning, English foreign language learners must have the knowledge of words and sentence, they must understand how words are segmented into various sounds, and how sentences are stressed in particular ways. Thus, enables speaker to use and understand English language structures accurately, which contributes to their fluency.