CHAPTER II
LITERATURE REVIEW

A. Speaking Ability

1. Definition of Speaking

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

Related to a definition of speaking, Nunan (2003: 48) states that speaking is productive aural/oral skill and it consist of producing systematic verbal utterances to convey meaning. Meanwhile, Chaney (1998: 13, citied in Rahmini and Safarpour 2012: 50) defines speaking as the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. The similarities of two definitions above are “oral language” which refers to “verbal utterances” and “well understood” to “conveying meaning”. Oral language and verbal utterances represent the place where the language come out, while well understood and conveying meaning represent the content of sounds which come out. In conclusion, speaking is an activity of delivering ideas or message using oral or verbal utterances which has a meaning to other
people. Therefore, a person who makes sounds without meaning cannot be concluded as speaking. In line with that, when people communicate with others by producing a meaningful thing but without any sounds coming from human utterance, it has the same assumption that they are not speaking.

2. The Importance of Speaking

Speaking fluency is an important dimension of communicative language teaching, but there are some constraints and misunderstandings of CLT that could neglect the implementation of it in the EFL class. Nunan (2005: 47, cited in Prihananto 2017: 6) states that speaking is equally important in children’s overall language development. Children learn a language firstly by listening to other people who speak the language. After they listen to the speakers, they are going to imitate it and they begin to use the language to communicate simply. Speaking is not only important in childhood but also in every range of ages.

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

3. The Purpose of Speaking

The main purpose of speaking is to communicate. In order to conveying throught effectifelly, the speaker must understand the meaning of anything will be said. He also can evaluate the effect of communication to the listener.

Whether it is as a social tool, or it is as bussiness or professional tool, according Tarigan (1987) basically speaking has three common meaning, there are:

a. To inform
   The way of speaking is to inform. It means that by speaking, we are as a speaker informs to listener what we want. And by speaking, we can inform our idea when we want to express our idea.

b. To entertain
   By speaking, we know people’s feeling, whether they are sad or happy. In this condition, people can entertain other people by speaking in funny story, by a joke, or humor.

c. To persuade
   People speak in order to persuade to do something. By speaking we can ask other people to do or not to do certain activity.
When we are engaged in talking to each other we believe that we are doing so far reason. It can be summarized that there are some elements of communication.

a. Speaker is someone who convey message
b. Message can be knowledge, idea, though, attitude, information.
c. A tool in conveying message
d. The purpose of the message can be reach

4. Aspect of Speaking

The main goal in teaching the productive skill speaking is to develop an ordinary voice to express his/her feeling and ideas using appropriate students speaking competence. Speaking competence is ability to make use in language. It means that someone can speak fluently, grammatically correct and understandable for the listener.

To measure speaking competence, there are for components of speaking competence, as follows:

a. Pronunciation

According to Thronbury (2005), pronunciation is the lowest level of knowledge learners typically pay attention to it. In order to speak English language accurately, learners should master phonological rules and they should be aware of the various sound and their pronunciations. Learners should also know the stress, intonation, and pitch.
b. Vocabulary

Vocabulary is the basic of language. It appears in every language skills. It is very important because we can say nothing without vocabulary in our mind. Hornby (1974: 979) defines vocabulary as a body of words knowns to, or used by a person in trade, profession etc. From the definition, it can be concluded that vocabulary is word or list of word with their meaning and they are known by their speaker and used to communicate by a language group or individual.

c. Grammar

It conduct with one’s ability to organize words into sentences grammatically correct and ability to apply the grammatically rules appropriately. It is also stated by Hornby (1974: 542) that grammar is (the study and practice of) the rules by which words change their forms and are combine into sentence. It is why grammar is very useful to develop students speaking competence. If they master the grammar, it is easy for the students to produce sentence systematically in the to speak fluently. We can combine the sentences systematically in writing and speaking, and understand easily in reading and listening.

d. Fluency

It is refers to one’s ability to speak smoothly and easily. 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 grammar and pronunciation still be unable to speak fluently. On the other hand,
someone can speak fluently even he makes errors in pronunciation and grammar.

5. Factors Affecting Speaking Skill

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

Focusing on the purpose of this research, the discussion will only focus in demotivating factors. These demotivating factors cannot be separated with students motivation. Wolters et. Al (2005) that all learning environments present challenges, but online environment presents unique challenges because the student bear more responsesibility for their own learning than traditional classes. Soureshjani and Riahipour (2012) conclude that demotivating factors are a state or conditions that hinders a person from doing his or her best in achieving a specific purpose (here language learning).
There are some specific demotivating factors that students usually face especially in learning speaking. The factors that obstruct students speaking improvement are divided into two kinds. According to previous studies, there are some factors that come form the students themselves and also come form students environments around them. The researcher conclude it as internal factors and external factors

a. Internal Factor

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

1) Students’ Anxiety and Fear of Making Mistakes

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

2) Students’ Shyness

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

3) Motivation

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

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

1) Teachers’ Teaching Materials

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

2) Management in Teaching Learning English

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

3) School Environment and Exposure to English

According to Briere (1987, cited in Jindathai 2015:345), the amount of time in exposure to a target language in formal and informal linguistics environments influences second language acquisition. Based on that explanation, it can be concluded that students learning English should be in a formal and informal situation. It is supported by Lubega (1979, cited in Jindathai, 2015:...
learners who had only formal exposure will achieve a lower level of language proficiency than those who had both formal and informal exposure. Both situations may treat students' mental and control their nervousness. The formal and informal situation can be created by the teacher creativity, such as having material outside the class. It may be held by school policy to have English program such as English Time, English Day or English Area.

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

B. Previous Studies

In this study, the researcher carries out previous study related to this study which concerns on speaking skill, there are:

1. Students’ Speaking Problems and Factors Causing it by Sukmawati (2016)

The instruments data are observation and questionnaire. This research aims to find out the students’ problems in speaking English and factors causing it. This research conducted at second semester students of English Department of Teaching and Educational Sciences Faculty of Gunung Jati of Cirebon University. The finding showed that the students’ have many problems in speaking English, they are: meaning or content of
the conversation, lack vocabularies, shy. While, the factors cause students’ problem in speaking, they are: the students are fearful of criticism or less confidence in front of audiences, respect, or appreciation, and the students agree about difficulties in finding partner in outside class to practice speaking English. The result indicates that the majority of students highly agree on the fact that confidence is the biggest cause of their problems in speaking English.

2. A Study Of Students” Problems In Daily English Speaking Activity At SMA Pomasda Tanjunganom Nganjuk by Yun Arita (2008)

This research aims to find the students” problem, the causes, and the ways to solve the problem in daily English speaking activity. The instruments are questionnaire and observation. The population is students of IPA and IPS that are consisted of 112 students. The researcher takes 25% from of the students. The sampling technique is random sampling. The result of this research is students’ difficulty in make the sentence and they difficulty to remember all vocabularies are used to communicate with others. The causes of students’ problems because the students seldom use vocabulary in their speaking, they have insufficient exercise to use the correct sentence, the students are not confident to speak with correct pronunciation, and the solution are students do exercise and studied with the teacher and their friend, the students listen and record of native speaker, learn the pronunciation well.
3. Investigating The Problems Of English Speaking of The Students of Islamic Boarding School Program At STAIN Samarinda by Siti Hadijah (2014)

The study has aims to find the students’ problem, the factors causes in English speaking activity. This research uses descriptive quantitative and qualitative research. The instrument data are test, interview and questionnaire. This research investigated the students’ ability and the problem and reason face in speaking English by students. The findings show that the students’ ability was categorized low (62.93%), the students have problems on grammar (42.20%), pronunciation (36.60%), vocabulary (35.20%), fluency (36%), and comprehension (34.40%). The second, the reason problems are faced by students in speaking English not only have limit knowledge on components of speaking skill such as, pronunciation, grammar, vocabulary, fluency, and comprehension but also they have personal reasons, such as shy to perform speaking, lack on self confidence, lack of speaking practice, limited time given for preparation on English speaking test, the environment did not support them and they prefer to study the Islamic knowledge and Arabic to English.

C. Basics Assumption

This study is based on following assumption that students have some problem in speaking problem. That problem caused by some factors. Factors that influence students in learning to speak English are divided into 2, namely internal and external factors. That included in internal factors are students’ poor speaking competence, students’ anxiety and fear making mistakes,
students’ shyness and students’ motivation. While external factors consist of teachers' learning material, management in teaching learning English, and environmental education and exposure to English. According to the data, from these factors the factors that most influence students in learning to speak English are students’ poor speaking competence.