

CHAPTER II

LITERATUR RIVIEW

A. Definition of Speaking

Speaking is not just conveying information from speaker to listener. The speaker also has to know the linguistic competence like grammar, vocabulary and sociolinguistic competence that include when, where and why he speaks. Chaney& Burk (1998:13) said “to speak means to produce some words representing one’s ideas”. It means when the speaker delivers information he should be able to make the listener catch the information clearly. It will be difficult for both of speaker and listener if they do not understand about the linguistic competence. It will make miss understanding. Additionally, Chaney (1998) stated “speaking is the process of making and sharing meaning by using verbal and non-verbal symbols in different contexts”. Then, according to (Bailey, 2000:25), speaking is a process of interaction where speakers intend to build meaning through producing, receiving and processing information.

Then, in language teaching and learning itself, speaking is considered as ability to be practiced and mastered. Nunan (2003, p. 48) said that “speaking is the productive oral skill. It consists of producing systematic verbal utterance to convey meaning”. To know deeper what speaking is, Nunan compare with writing. First, in spoken language, speaking must be listened by others than in writing the reader do not need it. It has temporary and immediate reception. When we do listen from other people, there are

stress, rhythm, and intonation. It must be there an intermediate feedback for communicating directly. The second, in written language, the activity is done as a visual term. The time for doing it, is permanent and it is delayed receptio. The writer uses punctuation as well to make others clearer in vision or reading the meaning. There is no feedback like speaking or it is usually delayed or indirectly communicating. The planning is unlimited and there are often editing and revision in any parts of the written language.

Moreover, speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary, but also that they understand when, why, and in what ways to produce language. It is why many learners assume that speaking is difficult because they need more skill rather than just speak. Wallace (1978:98) stated that speaking becomes meaningful to students when they have to pay attention what they are saying. Thus, the students can learn better on how to require the ability to converse or to express their ideas fluently with precise vocabularies and good or acceptable pronunciation. Then, Speaking is included as one of two productive skills in a language teaching.

B. The Importance of Speaking Ability

Speaking is considered as ability to be practiced and mastered in our life. In any life aspect, either our social or personal interaction, the ability to speak has been one of significant element of interaction process. In social interaction, speaking also important to communicate with others. Efrizal

(2012) Pourhosein Gilakjani (2016) expressed that speaking is of great significance for the people interaction where they speak everywhere and every day. Then, in workplace or career lives communication skill is one of main key for career success. For instance, a leader need communication ability to deliver information, influence, and direct others to take the actions. Personally, we also need communication skill to show our ability and capability. Our personality, self-image, knowledge of the world, and our ability to reason and express our thoughts is all reflected in our spoken performance in the target language (Luoma, 2004).

Furthermore, in language teaching and learning, speaking is an important part of curriculum (Luoma, 2004).. Nunan (1999) and Burkart & Sheppard (2004) argue that success in learning a language is measured in terms of the ability to carry out a conversation in the (target) language. Therefore, speaking is probably a priority for most learners of English (Florez, 1999). Furthermore, if the right speaking activities are taught in the classroom, speaking can raise general learners' motivation and make the English language classroom a fun and dynamic place to be (Nunan, 1999 & Celce-Murcia , 2001). In addition, speaking can support other language skills.

Brown and Yule in Fauzi (2012, p. 4) also describe speaking is a useful distinction between two basic language function. These are the transactional function, which is primarily concerned with the transfer of information, and the interactional function, in which the primary purpose of speech is the maintenance of social relationship.

C. Elements of Speaking

Speaking becomes important because speaking is a skill that can make people easily understand to what things explained. It is why students' should be good in speaking. Mastering speaking skill, students have to master the elements of speaking that be mastered by students, there are as follow:

1. Fluency

People are able to speak easily and correctly. According to the Lado (1961:240) points out that speaking ability is described as the ability to report acts or situation, in precise words, or the ability to converse or to express a sequence of ideas fluently.

According to the Foster and Skehan (cited in Nunan, 2004:87) proposed a model in assessing speaking in which fluency is measured by considering the total number of second of silence and time consumed saying “um” and “ah” by subjects as they complete a task.

2. Pronunciation

Pronunciation is the way to say word or words. Pronunciation becomes important because it gives meaning to what is being said. Wrong pronunciation may cause misunderstanding for the listener. Thornbury (2005) added the pronunciation refers to the students' ability to produce comprehensible utterances to fulfill the task requirements.

Harmer (2001:28-33) provides more issues related to pronunciation. He suggest pitch, intonation, individual sounds, sounds

and spelling, and stress. Pronunciation become important, because it gives meaning to what is being said. Wrong pronunciation may cause misunderstanding or involved in a conversation are offended.

3. Grammar

Grammar is the rules that tell you how to put words together to make a good sentence in speaking or writing. According to the Brown (2001) grammar is the system of rules governing the conventional arrangement and relationship of words an sentence. When the students master the grammar, speaking skill is also mastered easily.

4. Vocabulary

Vocabulary is the words that somebody knows or that are used in particular book or subject which have to master by people. Hornby (1974:979) said that vocabulary is range of words known or used by a person in trade, profession, etc. When vocabularies mastered by the students, students will easier in expressing ideas.

5. Interactive Communication

According to the Thorbury (2005) Interactive communication refers to the ability of a candidate to interact with the interlocutor and the other candidates by imitating and responding appropriately and at the required speed and rhythm to fulfill the task requirements. Brown (2001:269) added that the most difficulties faced to students in speaking is the interactive nature of communication. In speaking, especially when the students having conversation they are engaging in a process of

negotiation of meaning. Thus, the learners usually have problems in how to say things, when to speak, and other discourse consonants. Although the students have many difficulties in this aspect, assessing students through the way their interaction is good to drilled them to have natural speaking.

6. Appropriateness

The terms of appropriateness is related to some variables such as asserting, participants, gender, channel, and topic (Harmer, 2001:24). Appropriateness indicates whether students really understand what they said or not. Moreover, appropriateness in speaking activity is very important to be mastered.

D. The Factors Affecting Speaking Ability

There are many factors that can support the students' speaking ability on language learning. These factors are divided into internal and external factors (Slameto, 2010:56)

1. Internal Factor

Internal factor refer to factor that come from learner self. The internal factors found in this study include intelligence, attention, interest, aptitude, and motivation.

a. Intelligence

Intelligence is a skill that is owned by an individual to cope and to adapt new things quickly and effectively. Therefore, students who have a high level of intelligence will be more successful than students who have low level intelligence. Not all people have this ability; just a few people have this enough intelligence.

b. Attentions

Attention is an activity that focuses on a particular activity or object. In this teaching and learning activities, students' attention should be focused on the teacher's explanation and the material being taught teachers.

c. Interest

Interest is a situation where a person has a tendency to have a desire for something. In the teaching and learning activities, students must have a great interest to learn subject matter.

d. Aptitude

There are some opinions that aptitude usually appear since someone had been born, and aptitude is form the parents ability. Actually, aptitude appears if someone tries to learn the aptitude that they believe.

e. Motivation

Motivation is an important factor in language learning success. It is believed to act as an engine generating learning and then propelling

students forward helping them overcome the difficulties they encounter in learning a foreign language (Cheng and Dörnyei, 2007; Dörnyei and Csizer, 1998). Brown (1980, p.112) defines motivation as an inner drive, impulse, emotion or desire that moves one to a particular action. It's known to all that proper motivation will draw learners' attentions and arouse their interests to learn, thus they are more likely to succeed in language learning.

2. External Factors

a. Family Factors

Families and parents are the first and primary educators for children. The family has an important role for children's education. The way parents educate their children will affect learning. Therefore parents noticed emotion well how to educate their children. Parents should not be overly indulge their children, but also must be balanced with discipline appropriate to their age. If parents are able to educate their children properly then the result is success for their children.

b. School Factors

a) Teaching Method

Method of teaching is also a major factor affecting student arrest on the understanding of the material. Teachers are give the freedom to use the teaching methods. It was intended to allow teachers to master the atmosphere of the class so that students do not get bored but still consider the explanation described by

teachers. And the end of these activities is students' understanding of the material presented teacher.

b) Discipline System

Discipline is not only aimed a students but also the entire staff of the school. For the sake of the success of teaching and learning activities of students and school staff must equally follow the regulations held by the school. Staff here is not only teachers, but also principals and other school staff. Since everything was instrumental in the success of better teaching purposes.

c) School Facility

School facility is a facility that support for the process of teaching and learning activities organized by the school. School facilities are expected to support the teaching and learning activities a school. Therefore, the role of facilities here is very important to the success of the purpose of teaching and learning. The facility can be objects or space, such as; books, language lab, a library, a multimedia lab, and others.

E. Previous Research Study

Factor contributing students' speaking ability is being interested topic as a research. The researcher has her own style to write the ideas, to collect the data, to generate the findings, and to draw the conclusion. The researcher find

out some researchers that relates to the topic. It derived from educational journal and thesis.

The first research comes from this study was conducted in English Department of one university in Nusa Tenggara Barat-Indonesian academic year 2013/2014. The purpose of this study was to find out factors that help students succeed in learning speaking. The method that used is qualitative research that focuses on case study. The subjects of this study were the eighth semester students who got an A in Speaking I, II and III subjects. Four students were recruited as the research subjects consisting of one female and three males. To collect the data, researcher was used semi-structured interviews. The result of this study showed that factors contributing to students speaking achievement consist of internal and external factors. The internal factors include motivation and interests, while the external factors involve family, school condition and society

The second research comes from Petrus Kondo with title Contributing Factors to Students' English Performance at Universitas Klabat. The research was conducted in Universitas Klabat, Manado. The subjects were 108 students in English who join speaking and listening class. The aim of this study was to know what factors contributed to the English speaking performance. This study used exploratory analysis with principal factor extraction; four attributes were extracted, with 26 remaining variables. The result showed that The four attributes that contributed to students' English speaking performance were environment, peers, teacher, and related technology. The environmental was

the factor that contributed the most to their speaking performance, while the least variance was explained by the technology used.

The third research comes from Abdel-Rahman Al- Eiadeh, Dr. Mahmoud A. Al.Sobh, Dr. Samer M. Al-Zoubi, Dr. Fadi Al-Khasawneh with title Improving English Language Speaking Skills of Ajloun National University Students. The research was conducted in Ajloun National University Students. This study aimed to enhance the oral communication skills (conversations) of ANU students. The subject of the study was 20 students (12 female students and 8 male students) all of them are studying English language, the majority of the sample were the seniors and juniors students, while freshman were minority students. The researchers used random sample method. Then, to collect data the researchers used semi-structured interview as an instrument. The results of this study revealed that the students of ANU face many problems related to speaking skill, such as confusion and embarrassment; students did not learn speaking lessons correctly at school, and face difficulty in pronouncing some words. Besides that, this study showed that the most frequent problems were the limited amount of vocabulary among students, while the least frequent problems were the difficulty in understanding questions.

From the explanation of previous researches above, it contributes much to this study that is about factor contributing students' speaking ability. There is also the difference between previous study and this study that is the method

that used in this study. In previous study that researcher used case study and exploratory analysis while in this study the researcher used survey method.

