**CHAPTER II**

**REVIEW OF RELATED LITERATURE**

A. **Theoretical Framework**

Theoretical framework is viewed as the relevant theories related to references cited from various printed documents to provide the researcher and the readers with the alternative answer of the problem theoretically (Syafi'i, 2015, p.103). It means that theoretical framework explains how the researcher can develop her research project based on the theory through printed document.

1. **The Concept of Speaking Ability**

a. The Nature of Speaking

Various definitons of speaking are stated by some experts. First, speaking is an activity which involves the areas of knowledge and the mechanics (pronunciation, grammar, and vocabulary). Second, Nunan (2003, p.48) defined speaking as the productive aural/oral skill which consists of producing systematic verbal utterances to convey meaning. It means that it is an ability of producing a language orally.

Then, according to Bygates in Wahyudi (2013, p.2), speaking can be categorized in terms of routines, which are conventional ways of presenting information which can either focus on information or interaction. It means that it is a conventional way of communication habitually done by speaker and interlocutor in order to give or receive

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information. In other words, it is a conventional way of interaction between speaker and listener.

Regarding to the previous idea, W. F. Mackey in Nugraheni (2012, p.99) said that speaking is oral expressions that involves not only the use of the right sounds in the right patterns of rhythm an intonation, but also the choice of words and inflections in the right order to convey the right meaning. Dealing with some theoretical definitions above, it can be concluded that speaking is one of the productive skills, which is the ability in using language orally through sound to present information, produce ideas, express meaning for interacting with another member of community which involves many components; including pronounciation, listening, and grammar skill both in verbal and nonverbal of a variety context.

Speaking skill is very important to be learned by the sstudents. It aims at creating learners who are able to use language effectively, and also make them to be more active in expressing their ideas. If someone has a good skill in speaking, he/she will be able to deliver the message to listener well and the listener can understand what the speaker talks about.

b. The Element of Speaking

Hughes (2003, p.131) stated that speaking ability is assessed through several elements as follows:

1) Grammar

It is obvious that in order be able to speak a foreign language, it is necessary to know a certain amount of grammar and vocabulary. Grammar is the sounds and the sound patterns, the basic units of meaning, such as words, and the rules to combine them to form new sentences. Therefore, grammar is very important in speaking because if the speaker does not master grammar structure, they cannot speak English well.

2) Vocabulary

As we know, vocabulary is a basic element in language. Vocabulary is a core component of language proficiency and provides much of basic for how well learners speak, listen, read and write. It means that by knowledge of vocabulary the students can express their ideas and understand about the meaning of the word that they pronounce.

3) Fluency

In simple terms, fluency is the ability to talk freely without too much stopping or hesitating. Longman dictionary stated that fluency is the ability with a good but not necessarily perfect command of intonation, vocabulary and grammar.

4) Comprehension

   It is defined as the ability to understand something by a reasonable comprehension of the subject or as the knowledge of what a situation is really like.

5) Pronunciation

   Pronunciation is the way a certain sound or sound is produced. It means that pronunciation is the way how we pronounce the word correctly.

c. The Purposes of Speaking

These are the following purposes of speaking (Richards, 2008, p.22) :

1) Talk as Interaction

   Talk as interaction refers to what we normally mean by conversation and describes interaction that serves a primarily social function. 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:

   a) Has a primarily social function

   b) Reflects role relationships

   c) Reflects speaker's identity

   d) May be formal or casual

   e) Uses conversational conventions

   f) Reflects degrees of politeness

g) Employs many generic words

h) Uses conversational register

i) Is jointly constructed

Some of the skills involved in using talk as interaction involve knowing how to do the following things: opening and closing conversations, choosing topics, making small-talk, joking, recounting personal incidents and experiences, turn-taking, using adjacency pairs, interrupting, reacting to others, using an appropriate style of speaking.

2) 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. Examples of talk as transaction are:

a) Classroom group discussions and problem-solving activities

b) A class activity during which students design a poster

c) Discussing needed computer repairs with a technician

d) Discussing sightseeing plans with a hotel clerk or tour guide

e) Making a telephone call to obtain flight information

f) Asking someone for directions on the street

g) Buying something in a shop

h) Ordering food from a menu in a restaurant

Burns in Richards (2008, p.26) distinguished between two different types of talk as transaction. The first type involves situations where the focus is on giving and receiving information and where the participants focus primarily on what is said or achieved for example: asking someone for directions). Accuracy may not be a priority, as long as information is successfully communicated or understood. The second type is transactions that focus on obtaining goods or services, such as checking into a hotel or ordering food in a restaurant.

3) Talk as Performance

This refers to public talk, that is, talk that transmits information before an audience, such as classroom presentations, public announcements, and speeches. Talk as performance tends to be in the form of monolog rather than dialog,often follows a recognizable format (such a speech of welcome), and is closer to written language than conversational language. Similarly, it is often evaluated according to its effectiveness or impact on the listener, something that is unlikely to happen with talk as interaction or transaction. Examples of talk as performance are:

a) Giving a class report about a school trip

b) Conducting a class debate

c) Giving a speech of welcome

d) Giving a lecture

The main features of talk as performance are:

    a) A focus on both message and audience

    b) Predictable organization and sequencing

    c) Importance of both form and accuracy

    d) Language is more like written language

    e) Often monologic

Some of the skills involved in using talk as performance are:

    a) Using an appropriate format

    b) Presenting information in an appropriate sequence

    c) Maintaining audience engagement

    d) Using correct pronunciation and grammar

    e) Creating an effect on the audience

    f) Using appropriate vocabulary

    g) Using an appropriate opening and closing

d. Basic Types of Speaking.

According to Brown (2003, p.141), the basic types of speaking are:

1) Imitative

    At one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this is a purely phonetic level of oral production, a number of prosodic, lexical and grammatical properties of language may be included in criterion performance.

2) Intensive

A second types of speaking frequently employed in assessment contexts is the production of short streches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships (such as prosodic elements – intonation, stress, rhytm, juncture). Examples of intensive assessment tasks include directed response tasks, reading aloud, sentence and dialogue completion; limited picture-cued tasks including simple sequences; and translation up to the simple sentence level.

3) Responsive

This assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversation, standard greeting and small talk, simple requests and comments, and the like. The stimulus is almost always a spoken prompt (in order to preserve authenticity), with perharps only one or two follow-up questions or retorts :

A. Mary : Excuse me, do you have the time ?
   Doug : Yeah. Nine-fifteen

B. Jeff : Hey, Stef, how's it going ?
   Stef : Not bad and yourself ?
   Jeff : I'm good
   Stef : Cool. Okay, gotta go

4) Interactive

The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and/or participants.

5) Extensive (monologue)

Extensive oral production tasks include speeches, oral presentations, and story telling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether.

e. Micro and Macroskills of Speaking.

The microskill refers to producing the smaller chunks of language such as phonemes, morphemes, words, collocations, and phrasal units. The macroskill implies the speaker's focus on the larger elements: fluency, discourse, function, style cohesion, nonverbal communication, and stategic options (Brown, 2003, p.142).

1) Microskills of Speaking

a) Produce  difference among English phonemes and allophonic variants.

b) Produce chunks of language of different lengths.

c) Produce English stress patterns, words in stressed and unstressed position, rhythmic structure, and intonation contours.

d) Produce reduced forms of words and phrases.

e) Use an adequate number of lexical units (words) to accomplish pragmatic purposes.

f) Produce fluent speech at different rates of delivery.

g) Monitor one's own oral production and use various strategic devices (pauses, fillers, self corrections, backtracking) to enhance the clarify of the message.

h) Use grammatical word classes (nouns, verbs, etc) systems (e.g tense, agreement, pluralization), word order, patterns, rules, and elliptical forms.

i) Produce speech in natural constituents: in appropriate phrases, pause groups, breath groups, and sentence constituents.

j) Express a particular meaning in different grammatical forms.

k) Use cohesive devices in spoken discourse.

2) Macroskills of speaking

a) Appropriately accomplish communicative functions according to situations, participants, and goals.

b) Use appropriate styles, registers, implicature, redundancies, pragmatic conventions, conversation rules, floor keeping, and yielding, interrupting, and other sociolinguistic features in face to face conversations.

c) Convey links and connections between events and communicate such relations as local and peripheral ideas, events and feelings, new information and given information, generalization and exemplification.

d) Convey facial features, kinesics, body language, and other nonverbal cues along with verbal language.

e) Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, accurately assessing how well your interlocutor is understanding you.

f. Factor Affecting EFL Learners' Oral Communication

According to Richards & Renandya (2002, p.205), those factors are:

1) Age or maturational constraints.

It is one of the most commonly cited determined factors of success of failure in language learning or foreign language learning. Krashen, Long, and Scarcella (1982) argue that acquirers who begin learning a second language in early childhood through natural exposure achieve higher proficiency than those beginning as adult.

2) Aural medium.

The central role of listening comprehension in the language learning or foreign language acquisition process is now largely accepted. And there is little doubt that listening plays an extremely important role in the

development of speaking abilities. Speaking feeds on listening, which precedes it. Usually, one person speaks, the other responds through attending by means of the listening process. In fact, during interaction, every speaker plays a double role both as a listener and as a speaker.

3) Sociocultural factors.

Many cultural characteristics of a language also affect L2 or foreign language learning. From a paragmatic perspective, language is a form of social action because linguistic communication occurs in the context of structured interpersonal exchange, and meaning is thus socially regulated. To speak a language, one must know how the language is used in a social context. It is well known that each language has its own rules.

4) Affective factors.

The affective side of the learner is probably one of the most important influences on language learning success or failure. The affective factors related to L2 or foreign language learning are emotions, self esteem, empathy, anxiety, attitude and motivation.

g. Assessing Speaking

Hughes (2003, p.8) defined some purposes of testing as in the following:

1) To measure language proficiency.

2) To discover how succesful students have been in achieving the objectives of a course of study.

3) To diagnose students' strength and weakness, to identify what they know and what they don't know.

4) To assist placement of students by identifying the stage or part of teaching program most appropriate to their ability.

Then, he explained some components to be assessed in speaking as follows:

1) Grammar

It is very important in speaking because if the speaker does not master grammar structure, they cannot speak English well.

2) Vocabulary

Vocabulary is a core component of language proficiency and provides much of basic for how well learners speak, listen, read and write.

3) Fluency

In simple terms, fluency is the ability to talk freely without too much stopping or hesitating.

4) Comprehension

Comprehension is defined as the ability to understand something by a reasonable comprehension of the subject or as the knowledge of what a situation is really like.

5) Pronunciation

The last element of speaking ability is pronunciation. Pronunciation is the way a certain sound or sound is produced. It means that pronunciation is the way how we pronounce the word correctly.

## 2. The Concept of Self Assessment

a. The Nature of Self Assessment

Various definitons of self assessment are stated by some experts. First, according to McNamara (2000, p.136), self assessment is the process by which learners are trained to evaluate their own performances. It means that it helps learners to monitor their own progress and make accurate judgements on the level of their language proficiency.

Second, Andrade & Du (2007, p.160) pointed that self assessment is a process of formative assessment during which students reflect on and evaluate the quality of their work and their learning, judge the degree to which they reflect explicitly stated goals or criteria, identify strengths and weaknesses in their work, and revise accordingly.

Then, self assessment also defined as the process where students are asked to think about their own performances and achievement on a regular basis. It is emphasized that careful and gradual training is needed and the ability of students to assess themselves cannot be taken for granted (Pratama, 2015, p.92). In conclusion, it enables students to understand their own learning and the goals they are aiming for. Students need to self-assess to know when they are learning, how much effort they must expend for success, when they have been successful, when they are wrong, and which learning strategies work well for them.

b. Benefits of Self Assessment

1) Self assessment helps learners understand how they learn and identify learning strategies based on their learning styles. Students identify learning strategies that help them learn the vocabulary in written and spoken language.

2) Self assessment helps teachers individualize their lessons based on the goals the students have identified. Self assessment gives teachers the necessary information to choose activities that match the different learning styles of their students (Gunning, 2012, p.82).

c. Components of Self Assessment

According to McMillan & Hearn (2008, p.41), self assessment is conceptualized as the combination of three components:

1) Self monitoring

It is a skill necessary for effective self assessment and involves focused attention to some aspects of behavior or thinking. In this phase, students pay deliberate attention to what they are doing, often in relation to external standards. Additionally, self monitoring concerns in awareness of thinking and progress as it occurs, and it identifies part of what students do when they assess.

2) Self judgement

It involves identifying progress toward targeted performance. Made in relation to established standards and criteria, these judgments give students a meaningful idea of what they know and

what they still need to learn. The standards are benchmarks and the criteria are guidelines for interpreting the level of performance students have demonstrated. The development and application of criteria in evaluating current performance enable meaningful evaluations, as long as the criteria are appropriately challenging. Students who are taught self-evaluation skills are more likely to persist on difficult tasks, be more confident about their ability, and take greater responsibility for their work.

3) Students choose learning goals and activities later.

The aims are to improve partially correct answers, to correct misunderstandings, and to extend learning. Because students at this stage need skills in determining learning targets and further instruction that will enhance their learning, they should be aware of options for further goals and instruction.

d. Types of Self Assessment

Several types of self assessment (Brown, 2003, p.271) are as in the following:

1) Assessment of a spesific performance.

In this category, a student typically monitors him or herself in either oral or written production and renders some kinds of evaluation of performance. The evaluation takes place immediately or very soon after the performance. Thus, having made in oral

presentation, the student fills out a checklist that rates performances on a defined scale.

2) Indirect assessment of general competence.

Indirect self assessment targets larger slices of time with a view to rendering an evaluation of general ability, as opposed to one spesific, relatively time constrained performance. The distinction between direct and indirect assessment is the classic competence–performance distinction. Assessments of competence may encompass a lesson over several days, a module, or even a whole term of course work, and the objective is to ignore minor, nonrepeating performance flaws and thus to evaluate general ability.

3) Metacognitive assessment for setting goals.

Some kinds of evaluation are more strategic in nature, with the purpose not just of viewing past performance or competence but of setting goals and maintaining an eye on the process of their pursuit. Personal goal setting has the advantage of fostering intrinsic motivation and of providing learners with that extra special impetus from having set and accomplished one's own goal. Strategic planning and self monitoring can take the form of journal entries, choices from a list of possibilities, questionnaire, or cooperative (oral) pair or group plannning.

4) Socioaffective assessment.

It requires looking at oneself through a psychological lens and may not be different from assessment across a number of subject matter areas or for any set of personal skills. When learners resolve to assess and improve motivation, to measure their own anxiety, to find mental or emotional obstacles to learning and then plan to overcome those barries, an all important socioaffective domain is invoked.

5) Student generated test.

A final type of assessment that is not usually classified strictly as self assessment is the technique of engaging students in the process of constructing tests themselves. The traditional view of what a test would never allow students to engage in test construction, but student generated tests can be productive, intrisically motivating, autonomy building processes.

e. Guidelines for Self Assessment

According to Brown (2003, p.276), there are several guidelines for self assessment as follows:

1) Tell students the purpose of the assessment.

Self assessment is a process that many students especially those in traditional educational systems will initially find quite uncomfortable. They need to be sold on the concept. It is therefore essential that you carefully analyze the needs that will

be met in offering self assessment opportunities, and then convey this information to students.

2) Define the tasks clearly.

Make sure the students know exactly what they are supposed to do. If you are offering a rating sheet or questionnaire, the task is not complex, but an open ended journal entry could leave students perplexed about what to write. Guidelines and models will be of great help in clarifying the procedures.

3) Encourage impartial evaluation of performance or ability.

One of the greatest drawbacks to self assessment is the threat of subjectivity. By showing students the advantage of honest, objective opinions, you can maximilize the beneficial washbask of self assessment and clear assessment criteria can go a long way toward encouraging objectivity.

4) Ensure beneficial washback through follow up tasks.

It is not enough to simply toss a self checklist at students and then walk away. Systematic follow up can be accomplished through further self analysis, journal reflection, written feedback from the teacher, conferencing with the teacher, purposeful goal setting by the students or any combination of the above.

f. Factors Influencing Students' Self Assessment.

Taras in Shahrakipour (2014, p.3) found that the active participation of learners and the teacher's experience will enhance the process of self assessment. Not only that motivation also plays a significant role in the accuracy of self assessment. Those learners who have integrative motivation do more accurately in assessing themselves than those with instrumental motivation.

3. **The Correlation between Students' Self Assessment and Their Speaking Ability.**

During learning process, self assessment is one of the components which affects students' progress toward their own works. When teachers explicitly teach students to become effective self assessors, students are empowered to be in charge of their own learning to identify goals, determine where they are in their learning with respect to those goals, and take the actions.

The goals of using self assessment are it helps learners understand how they learn and identify learning strategies based on their learning styles, they also can be extremely effective at monitoring and judging their own language production, they frequently have a clear idea of how well they are doing or have done (Harmer, 2001, p.102). It means that by these process students are empowered to assess their own learning to identify goals, determine where they are in their learning with those goals, and take the actions. Self assessment itself can influence students' speaking performance (Alibakhshi &

Abbaszadeh, 2012). It means that the process to enhance students' speaking ability are supported by self assessment.

### b. Relevant Research

According to Syafii (2015, p.103), relevant research is required observe some previous researches conducted by other researchers in which they are relevant to the research to our research itself. It means that in the relevant research we focus on finding some of the previous researches related to our research. There are some researches that have been conducted and they are relevant to this research paper as follows :

1) A research conducted by Trisno Tunggal Rahayu Wilujeng (2014)

   This study investigated the correlation between self assessment and writing score by teacher (teacher assessment)". The research showed that there was positive correlation between both variables. Correlation between general writing score by using self assessment method which was scored by lecturer was 0.289. It means that there was significant correlation of both variables in the level of significance = 0.05 from the total of sample which was 70 students. The difference between this research and the researcher's research is on the variable Y where the researcher focuses on speaking ability.

2) A research conducted by Tavakoli & Ghoorchaei.

   This study investigated the relationship between self-assessment and teacher's rating of speaking ability. The participants of the study were 79 first year undergraduate EFL students aged 18-26 at the University of

Isfahan. 63 of the participants were females and 16 of them were males. In this study, a number of tests and scales were used as the instruments to measure different variables under investigation. As a result, there was no relationship between risk-taking and students' self-assessment in the level of significance = 0.01. The difference between this research and the researcher's research is on the variable Y (only focus on students' speaking ability and the population is the Eighth Grade students at Junior High School.

c. **Operational Concept**

In order to clarify the theories used in this research, the researcher would like to explain briefly about variables of this research. There are two variables used, they are variable X as the independent variable and variable Y as the dependent variable. In this research, variable X refers to students' self assessment and variable Y refers to speaking ability.

Indicators of variable X (Brown, 2003, p.271) are :

1. Students' ability to monitor him/herself in language learning.

2. Students' ability to render an evaluation of general ability.

3. Students' ability to set the goals and mantain an eye on the learning process.

4. Students' ability to apply affective factors in learning.

5. Students are engaged in the process of constructing their test.

Indicators of variable Y (Hughes, 2003, p.131) are :

1. Students are able to pronounce the words appropriately.

2. Students are able to use grammar correctly.

3. Students are able deliver the message by using appropriate vocabulary.

4. Students are able to express the ideas fluently.

5. Students are able to comprehend what they are talking about.

### d. Assumption

Speaking is one of the skills that should be mastered by learners. There are some factors that influence students' speaking ability. One of the factors is cognitive factors. Self assessment is an essential component of cognitive and constructivies theories of learning. By these process students are empowered to assess their own learning to identify goals, determine where they are in their learning with those goals, and take the actions. In this research, the researcher assumes that:

a. The higher students' self assessment is, the better their speaking ability would be.

b. The lower students' self assessment is, the worse their speaking ability would be.

### e. Hypothesis

1. Null Hypothesis (Ho)

There is no correlation between self assessment and speaking ability of the Eighth Grade Students at Junior High School 16 Pekanbaru.

2. Alternative Hypothesis (Ha)

There is a correlation between self assessment and speaking ability of the Eighth Grade Students at Junior High School 16 Pekanbaru.