

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Theoretical Framework

Syafi'i (2015, p.102) stated that 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. It means that the theoretical framework explains how the researcher might develop her research project based on the theory through printed document.

1. The Concept of Speaking Ability

a. The Nature of Speaking

Various definitions 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.

Furthermore, speaking is an interaction between the speaker and listener that delivers speakers' information or intention during the conversation. Brown and Yule (in Richards 2008, p.21) state that making a useful distinction between the interactional functions of speaking, serves to establish and maintain social relations, in which the transactional functions, focus on the exchange of information. It means that when

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people start speaking, they want to deliver or share their ideas to the others.

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 and intonation, but also the choice of words and inflections in the right order convey the right meaning. Dealing with some theoretical definitions above, it can be concluded that speaking is one of 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 pronunciation, listening, and grammar skill both in verbal and nonverbal of a variety context.

Speaking skill is very important to learn by the students. It aims to create learner who are able to use language effectively, and also make them to be more active in express their ideas. If someone has a good skill in speaking, they will be able to deliver the message to listener well and the listener can understand what the speaker talk about.



b. The Components of Speaking

Kalayo and Fauzan (2007, p.101) state that language learners need to recognize that speaking involves three areas of knowledge:

1. Mechanics (pronunciation, grammar, and vocabulary): using the right words in the right order with the correct pronunciation.
2. Function (transactional and interactional): knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building).
3. Social and culture rules and norms (turn-talking, rate of speech, length of pauses between speakers, relative roles of participants): understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.

It means that speaking is the most important thing that should be mastered to determine someone's ability to master English language. There are many aspects that should be known and considered by the students. They are vocabulary, grammar, and expression of ideas. Adams and Frith in Hughes (2003, p.132) explain those five items as follows:

a. Grammar

Batko (2004, p.24) Grammar refers to the fundamental principles and structure of the language, including clear and correct sentence construction and the proper forms of words. Grammar remains us how to make the use of words: that is to say, it teaches us how to

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make the use of them in proper manner, to be to choose the words which ought to be placed. We must be acquainted with certain principles and rules constitute what is collect grammar. So, if you do not know about grammar well, it makes the listeners cannot understand you at all.

b. Vocabulary

According to Nunan (2005, p.121) vocabulary is the collection of word that an individual knows. Vocabulary development is an important aspect of language development and the research that has been conducted in recent years is very exciting. McKeown and Beck (2003) in Nunan (2005, p.122) stated that it is important to use formal and informal vocabulary instruction that engages students' cognitive skills and give opportunities for the learners to actually use the word. From his explanation, we know that vocabulary should be recognized as a central of element in language instruction from the beginning stages. Vocabulary is one of the most aspects of the foreign language learning. Without vocabulary, we cannot communicate effectively.

c. Comprehension

Mcnamara (2007, p.28) comprehension means different thing to different people. The different types of comprehension share a common core set of processes. In brief speaking requires that not only know how to produce specific points of language includes

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grammar, pronunciation, vocabulary, and fluency, but also to understand produce the language.

d. Fluency

According to Nation (2009, p.151) states that fluent language use involves “the processing of language in real time”. That is, learners demonstrate fluency when they take part in meaning-focused activity and do it with speed and ease without holding up the flow of talk. There are observable signs that can be used to measure changes in fluency. These include speech rate number of filled pauses such as um, ah, err, and number of unfilled pauses.

Fluency is typically measured by speed of access or production and by the number of hesitations; accuracy by the amount of error; and complexity by the presence of more complicated constructions, such as subordinate clauses.

e. Pronunciation

When some teachers and learners complain about difficulties in speaking, they are often talking about pronunciation. Pronunciation is the way of certain sounds is produced. In communication process one need to pronounce and to produce the word uttered clearly and correctly in order to miscommunication.

Speaking skill is a complex skill requiring the simultaneous use of a number of different abilities which often develop at different rates. There are five components of speaking (pronunciation, grammar, vocabulary,



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fluency, and comprehension) that must be considered and each of them is correlated each other.

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

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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.

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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

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- 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) There are five basic types of speaking or oral production that students are expected to carry out in the classroom. They are Imitative, Intensive, Responsive, Interactive, and Extensive:

- a. Imitative is someone interested only what is labelled by “Pronunciation”. She/ he imitates a native speaker’s pronunciation.
- b. Intensive is someone’s ability to gain the meaning of the conversation based on the context.
- c. Responsive refers to someone’s comprehension of the short conversation, standard greeting and small talk, simple request and comment, and the like.
- d. Interactive is interaction that consists of two forms. They are transactional language, which has the purpose of exchanging specific information and interpersonal exchanges, which have the purpose of maintaining social relationship. It is more complex than responsive.
- e. Extensive (monologue) is extensive oral production that includes speech, oral presentation, and story-telling, during which the

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opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether.

e. Characteristics to Successful Speaking

Speaking is one of the skills that is very important for person's professional survival and growth. Everyone needs this skill to be successful as one's academic and pursuit. When students want to speak fluently, sometimes they get difficult to do it. They have to fulfill some characteristics to successful speaking activities. Ur (1991, p.120) mentions the characteristics of successful speaking activity, they are:

1. Learners talk a lot

As much as possible of the period of time allotted to the activity is fact occupied by learner talk. This may seem obvious, but often most time is taken up with teacher talk or pauses.

2. Participation is even

Classroom discussion is not dominated by minority of talk active participant. All get a chance to speak, and contribution are fairly evenly distribute.

3. Motivation is high

Learners are eager to speak, because they are interested in the topic and have something new to say about it, or because they want to contribute to achieve a task objectively.

4. Language is of an acceptable level

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Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

Retaining to Harmer (2001, p.269-271), there are two elements of speaking that we should pay attention to have a good to speak fluently.

They are:

- a. Language Feature consists of four parts. Firstly, *connected speech*. In connected speech sounds are modified (assimilation), omitted (elision), added (linking r), or weakened (through contractions and stress patterning). Secondly, *Expressive devices*. The use of these devices contributes to the ability to convey meanings. They allow the extra expression of emotion and intensity. The students should be able to deploy at least some of such supra segmental features and devices in the same way if they are to be fully effective communicators. Thirdly, *lexis and grammar*. It supplies the variety of phrases for different functions such as agreeing or disagreeing, expressing surprise, shock, or approval. Where the students are involved in specific speaking context such as a job interview, we can prime them, in the same way, with certain useful phrases which they can produce at various stages of an interaction. Fourthly, *negotiation language*, it is used to seek clarification and to show the structure of what we are saying.

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- b. Mental/Social Processing consists of three part, first *language processing*. Language processing involves the retrieval of words and phrases from memory and their assembly into syntactically and propositionally appropriate sequences. It helps students to develop habits of rapid language processing in English. Second, *interacting with other* that speaking also involves a good deal of listening, an understanding of how the other participants are feeling, and a knowledge of how linguistically to take turns or allow others to do so. Third, *information processing*. The teacher needs to be able to process the information. It should be remember that this instants response is very culture-specific, and is not prized by speakers in many other language communities.

f. Assessing Speaking

There are many aspects that should be considered in designing the test, especially in testing speaking. Here, some experts discuss about test used in testing speaking in terms of testing systems, purposes of test, type of test. Hughes (2003, p.8) stated that whatever test or testing system we then create should be one that :

- 1) Consistently provides accurate measures of precisely the abilities in which we are interested.
- 2) Has a beneficial effect on teaching (in those cases where the test is likely to influence teaching).

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- 3) Is economical in terms of time and money.

Moreover, he also explains that there are 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.

According to Weir in Wahyudi (2013, p.7), there are eight types of testing speaking that can be done in communicative language test as in the following :

- 1) Verbal essay.
- 2) Oral presentation.
- 3) The free interview.
- 4) The controlled interview.
- 5) Information transfer: description of a picture sequence.
- 6) Information transfer: question on a single picture.
- 7) Interaction tasks.
- 8) Role play

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2. The Concept of Speaking Interest

According to Hilgard which is quoted by Slameto (2010, p.57), interest is persisting tendency to pay attention to and enjoy some activities or content. This definition tells us that an interest is shown by a pay attention and enjoyment in any activity. So, by having interest we are going to be able to get attention in learning fully. It means that when a person is interested in something he/she will pay it full attention and also feels enjoyable it. In other words, in teaching-learning process, a teacher needs paying attention on students' interest and need, because both of them caused an attention. Something interest and needed by students make them to learn seriously.

Dorney (2001, p.110) states that interest in general is related to intrinsic motivation and is centred on the individual's inherent curiosity and desire to know more about himself or herself and his or her environment. Interest is the factor which determines one's attitude in working or studying actively. Students with an interest in a subject tend to pay attention to it.

Lawless (2003, p.914) asserted that interest has been identified in the literature as a form of intrinsic motivation. Actually, motivation is divided in two types are intrinsic motivation and extrinsic motivation. According to Alderman (2004, p. 247):

Intrinsic motivation is typically defined as students engaging in actions for their own sake and without coercion such as satisfaction, interest, learning, and challenge. Extrinsic motivation occurs when students engage in activities for external reasons (outside of themselves) such as praise, grades, special privileges, and certificates or material rewards.

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Because of interest is a part of motivation, Broughton (2003, p.47) said that motivation is a basic principle of all kinds of teaching. There are some ways to measure the motivation in studying, it is can indicate based on its indicators (Makmun, 2007, p.40), are:

1. How long the ability for doing an activity (Duration of activity)
2. How often an activity is doing (Frequency of activity)
3. Consistency of the purpose an activity.
4. Diligent and able to face the problem of the purpose an activity.
5. Sacrifice (such as money, energy, mind, etc) to raise the purpose.
6. The degrees of aspiration (such as planning, target, goal, etc) that will be achieved.
7. The degrees of achievement qualification that will be achieve (satisfied or unsatisfied).
8. the attitude of the target an activity (like or dislike, positive or negative).

Basically, interest is very needed in everything moreover in learning process. In the process of learning, interest will influence the students to follow teaching and learning activity. Interest will make the students pay attention to the teacher, if the students pay attention it means the students has a positive response. Positive response helps teacher and students in transferring knowledge in learning process. There are some types of interest as follows (Schunk, Pintrich and Meece; 2008, p.244):

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1. Personal Interest

Personal Interest is more stable personal disposition toward a specific topic or domain. It is the individual interest that a student brings to the classroom such as space exploration, which is based on a deep level of knowledge. Personal interest is assumed to be directed toward specific activity or topic. For example: particular interest in sports, science, music, dance, and computers.

2. Situational Interest

Situational interest is more temporary and specific situation of attention to topic. It is more contextual dependent or specific than personal interest. It results from some instructional activity used in the classroom that triggers an interest. Situational interest can be increased by the use of interesting texts, media, presentation, and the like. It may trigger the students' interest in a topic or activity leading to personal interest. Therefore, situational interest is asserted to be more important for the classroom because teachers have some control over this than on the personal interests students bring with them.

From the definitions explained above, we can get a point that interest is the internal power as sources of motivation in teaching-learning process. It makes students easier to involve in the subject because they will pay attention fully on that subject in this case is speaking. In term of mental condition, interest does not only form one's behaviour but also support him or herself to the activity in

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speaking and as a result, one pays attention and makes him or herself to be a part in the activities.

3. The Correlation between Speaking Interest and Speaking Ability.

Interest is one of the internal factors. Building students' interest in English subject is not easy. Moreover English is not student's own language so it is difficult to understand the subject. Especially in speaking skill, students not only have to understand language verbally but also non verbally.

According to Hurlock (1987, p.420), interest is a source of motivation which drives people to do what they want to do when they are free to choose. It can motivate students to enjoy the lesson. Ur (1991, p.120) states that learners are eager to speak, because they are interested in the topic and have something new to say about it, or because they want to contribute to achieve a task objectively. It means interest is one of the characteristics of successful speaking activity. In other words, interest is as a power to force students to learn. Someone who has interest in speaking will be forced to learn and practice it. But, someone who has no interest in speaking will have no motivated to learn moreover have no motivated to practice it.

Interest is something which drives the person to participate in some activities. Beside that, high interest in speaking English makes the students possible concentrate on learning speaking. The more the students' concentration on the lesson, the better the score they obtain, because concentration can increase the motivation. High motivated students can arise a feeling and emotional

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connection to the lesson. The students who have a feeling and emotional connection to the material, they are easier to activate previous experience, and then the retention can be enhanced. Therefore their speaking score is better. According Harris, speaking ability can be seen by the elements of the speaking. They are pronunciation, grammar, vocabulary, fluency, and comprehension.

In conclusion, speaking interest is one of the important factors that influence students' speaking ability. Students who have high interest will have good ability to speak.

B. Relevant Research

According to Syafii (2015, p.103), relevant research is required observe some previous researchers 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 researcher related to our research. There are some researchers have been conducted and they are relevant to this research paper as follows:

- 1) A research conducted by Dhamastuti Dian Lungit, 2014.

This study investigated the relationship between the students' interest in speaking and their academic achievement. The writer revealed the following finding: (1) there are many students that have good enough interest in learning English especially in speaking, (2) there is relationship between students' interest in speaking with their academic

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achievement, (3) environment gives great influence to students' interest in speaking.

- 2) A research conducted by Nana Nurjanah, 2014.

This study investigated the relationship between students' interest in speaking and their speaking score. This research was conducted because some problems were faced by students in learning English especially interest of the students. So, the researcher conducted this research to achieve an objective that is to find out an empirical evidence whether or not the students' interest has any correlation with their speaking score. The result of the analysis in the research showed that there is positive correlation between students' interest in speaking and their speaking score. Interest gives positive influence in teaching-learning speaking skill. Students who have higher interest in speaking get a better score than the lower one.

These previous researches were used as the consideration to conduct this research and to strengthen this research because there were some researchers who investigate related topics different from the previous researches. The existing research investigated the correlation between students' speaking interest and their speaking ability. The difference between this research and the researcher's research is on the variable Y where the researcher focus on speaking ability.

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C. Operational Concept

Syafi'i (2015, p.103) stated that operational concepts are derived from related theoretical concepts on all of the variables that should be practically and empirically operated in academic writing-a research paper. The researcher would like to explain briefly about the variables in this research. It is important to clarify the theories used in this research. This research is a correlational research which focuses on the correlation between students' speaking interest and their speaking ability. Therefore, to answer the research question, there are two variables:

The indicators of variable X (students' speaking interest) are as follows (Makmun, 2007, p.40):

1. The students pay attention to the course during teaching and learning English.
2. The students practice to speak English.
3. The students ask and answer the teacher's question in English.
4. The students memorize the English vocabularies.
5. The students join English's speaking activities.
6. The students are happy and fun to speak English.
7. The students' achievement of English subject is satisfying.
8. The students are promoted to speak English with their English teacher and their friends in and outside in the classroom.

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The indicators of variable Y (students' speaking ability) are as follows (Hughes, 2003, p.131):

1. The students produce speech without filler and pause while speaking (fluency).
2. The students use correct grammar in speaking (grammar).
3. The students use proper words or vocabularies in speaking (vocabulary).
4. The students express the comprehensible ideas to speak something in English (comprehension).
5. The students produce acceptable pronunciation in speaking (accent/pronunciation).

B. Assumption and Hypothesis

1. Assumption

- a. It is assumed that interest plays an important role in speaking ability.
- b. It is assumed that students who are not interested will be difficult to speak in English.
- c. The students have different interest and as a result their achievement will be different also.

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2. Hypothesis

- a. Null Hypothesis (Ho)

There is no significant correlation between students' speaking interest and their speaking ability at Tenth Grade of Plus Senior High School of Riau Province.

- b. Alternative Hypothesis (Ha)

There is a significant correlation between students' speaking interest and their speaking ability at Tenth Grade of Plus Senior High School of Riau Province.