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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Speaking

a. The Definition of Speaking

Speaking is the ability in using language orally through sound to present information, produce ideas, express meaning for interacting with others. According to Cameron (2001) in Ginusti (2014), speaking is the active use of language to express meanings so that other people can make sense of them. Supporting by Jo McDonough and Christopher Shaw (1993) in Istianti (2013), speaking is a desire and purpose-driven that may involve expressing ideas and opinions; expressing a wish or a desire to do something”.

In addition, Wahyudi, (2016) said “speaking is one of productive skill which is the ability in using language orally through sound to present information, produce ideas, express meaning...” From the definitions above, the researcher concluded that speaking is a desire, or an activity or an ability of person to express their ideas, feeling, opinion, etc to the others.

According to Jones (1996) in Suryani (2016), in speaking we tend to be getting something done, exploring ideas, working out some aspect of the world, or simply being together. It means that

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speaking is getting something done, expressing ideas, opinions, or feelings to others by using words or sounds of articulation in order to inform, to persuade, and to entertain that can be learn through teaching and learning process.

Besides, Speaking is a major criterion to consider that the language learners' competences are good or lack. Many language learners measure their success in learning language on how their speaking itself. So that, speaking is needed for language learners to be mastered.

In addition, when people with the similar culture and linguistics background do such conversations, they will be easily because they know the rules of conversation in their language that should be considered. Contrasts with the other one with different culture and linguistic, they must be able to know and understand how the rules of conversation each other and try to understand and apply it during communication.

Speaking as a tool for communication between one and others in order to express their ideas, feelings, opinions orally. In speaking, people try to understand what the ideas that the interlocutor means. For example, when we do discussion with someone, the purpose is to express our ideas or opinion. To be able to speak English fluently someone needs to practice it in communication frequently. Besides, Harmer (2001, p. 248) said "in

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informal spontaneous conversation we are constantly alert for the reactions of the people we are interacting with...”. For example, when someone asks a question, she/he will wait us for the answer directly. In contrast with writing, someone does not wait for the answer in written directly.

In line with ideas above, Harmer (2001 p. 247) mentioned three areas of rules which we should consider:

- 1) Socio-cultural rules: speaker from similar cultural backgrounds know how to speak each other in terms of how formal to be, what kind of language they can use, how loud to speak, or how close to stand to each other.
- 2) Turn-taking: a term which refers to the way which participants in conversations get their chance to speak. In communication, speaker should know when should speak, when should end the conversation, or when should give some responses.
- 3) Rules for writing: writing has rules too that should be recognized by someone. When person chats each other on the internet, to the accepted and successful patterns of a letter supporting an application.

However, different people have different ways in communication. So that, we should know and consider how should we do in doing communication with other.

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b. The Definition of Speaking Ability

According to Oxford (2009), speaking is the action of covering information or express ones thought and feeling in spoken language. Besides, Baker, Watsrup (2003) stated that speaking ability is using language for purpose. Supported by Chaney (1998), speaking ability as the process of building and sharing meaning through the use of verbal and non-verbal symbols, in variety of context.

Paulston and Brunder (1976) as cited in Tarmizi (2014) said that speaking ability is taken to be objectives of language teaching: the production of speaker competence to communicate in target language.

From the definition above, it can be concluded that speaking ability is the process of building and sharing meaning of language and it is usually requires little thoughts, efforts or preparation.

Bruder (1985) as cited in Tarmizi (2014) said that there are four rating criteria of test focus on four areas of speaking ability below:

- 1) Language functions include narrating, comparing, giving, and defending an opinion, responding to a hypothetical situation, describing and analyzing a graph, extending a greeting, responding to a phone message, giving a progress report, etc.

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- 2) Appropriateness refers to responding with language appropriate for the intended audience or situation. In some questions students are asked to respond to the narrator without any specifics given. In this situation, respond with a polite, friendly tone, as if students were talking with a respected colleague
- 3) Coherence/Cohesion reflects the ways language is organized (Coherence) and how ideas relate to each other (cohesion). It is important that students' responses are not ambiguous. Opinions and recommendations should be stated clearly. Supporting reasons should clearly connect to the main idea

Accuracy includes pronunciation, grammar, fluency, and vocabulary. The ability to speak in a foreign language is very hard of what it means to be able to use a foreign language. The more accuracy we do means that the better English we have.

c. Aspects of Speaking Ability

Brown (2003) in details explained the proficiency description of scoring oral ability, which comprised five aspects as in the following:

- 1) Pronunciation
 - a) Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
 - b) Accent is intelligible though often quite faulty.

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- c) Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.
 - d) Errors in pronunciation are quite rare.
 - e) Equivalent to and fully accepted by educated native speakers.
- 2) Grammar
- a) Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
 - b) Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.
 - c) Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.
 - d) Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.
 - e) Equivalent to that of an educated native speaker.
- 3) Vocabulary
- a) Speaking vocabulary inadequate to express anything but the most elementary needs.

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- b) Has speaking vocabulary sufficient to express himself simply with some circumlocutions.
 - c) Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.
 - d) Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.
 - e) Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialism, and pertinent cultural references.
- 4) Fluency
- a) No specific fluency description. Refer to other four language areas for implied level of fluency.
 - b) Can handle with confidence but not with facility most social situations, including introductions, and casual conversations about current events, as well as work, family, and autobiographical information.
 - c) Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words.

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- d) Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of his experience with a high degree of fluency.
 - e) Has complete fluency in the language such that his speech is fully accepted by educated native speakers.
- 5) Comprehension
- a) Within the scope of his very limited language experience can understand simple questions and statements if delivered with slowed speech repetition, or paraphrase.
 - b) Can get the gist of most conversations of non-technical subjects.
 - c) Comprehension is quite complete at a normal rate of speech.
 - d) Can understand any conversation within the range of his experience.
 - e) Equivalent to that of an educated native speaker.

d. Assessing Speaking Ability

According to Weir (1990) in Wahyudi (2016 p. 7), there are eight types of testing speaking that can be done in communicative language test as in the following:

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- 1) Verbal Essay: the candidate is asked to speak (sometimes directly into a tape recorder) for three minutes on either one or more specified general topics.
- 2) Oral presentation: the candidate is expected to give a short talk on a topic which has either been asked to prepare beforehand or has been informed of shortly before the test.
- 3) The free interview: it is like extended conversation which unfolds in an unstructured fashion and no set of procedures is laid down in advance.
- 4) The controlled interview: there are normally a set of procedures determined in advance for eliciting performance.
- 5) Information transfer: description of a picture sequence: the candidate sees a panel of pictures depicting a chronologically ordered sequence of events and has to tell the story in the past tense.
- 6) Information transfer: question on a single picture: the examiner asks the candidate a number of questions about the content of a picture which he has had time to study.
- 7) Interaction tasks: Information gap student-student: students normally work in pairs and each is given only part of the information necessary for completion of the task. They have to complete the task by getting missing information from each

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other. Candidates have to communicate to fill in an information gap in a meaningful situation.

- 8) Role play: the candidate is expected to play one of the roles in an interaction which might be reasonably expected of him in the real world.

The researcher scored the speaking ability of the Tenth Grade Students at Vocational High School Muhammadiyah 3 Terpadu Pekanbaru by oral presentation.

e. Micro and Macro skills of Speaking

Brown (2003) said there are two skills that should be considered based on the types of speaking, they are as follow

- 1) Micro skills
 - a) Produce differences among English phonemes and allophonic variants.
 - b) Produce chunks of language of different lengths.
 - c) Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and information 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.

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- g) Monitor one's own oral production and use various strategic devices-pauses, fillers, self-corrections, backtracking to enhance the clarity of the message.
 - h) Use grammatical word classes (nouns, verbs, etc), systems (e.g. tense, agreement, and pluralization), word order, patterns, rules, and elliptical forms.
 - i) Produce speech in natural constituents: in appropriate phrases, pause groups, breathe groups, and sentence constituents.
 - j) Express a particular meaning in different grammatical forms.
 - k) Use cohesive devices in spoken discourse.
- 2) Macro skills
- a) Appropriately accomplish communicative functions according to situations, participants, and goals.
 - b) Use appropriate styles, registers, implicature, redundancies, pragmatic conventions, and 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 relation as vocal and peripheral ideas, events and feelings, new information, generalization and exemplification.

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- d) Convey facial features, kinesics, body language, and other nonverbal cues along with verbal language. 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, and accurately assessing how well your interlocutor in understanding you.

Then, Brown suggests five indicators of speaking that should be assessed they are grammar, vocabulary, comprehension, fluency, and pronunciation.

In conclusion, speaking requires not only knowing the elements of a language such as grammar, pronunciation and vocabulary, but also understanding the social context where it takes place. It is a complex skill that the speakers must have five components of speaking, including grammar, vocabulary, fluency, pronunciation, and comprehension.

f. Types of Speaking Ability

Brown (2003) cited five types of speaking ability. They are imitative, intensive, responsive, interactive, and extensive. The explanation about those categories is stated as follows:

- 1) Imitative. This is types of speaking performance tasks that deal with the ability to imitate a word or phrase or possibly a sentence.

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- 2) Intensive. The production of short stretches of oral language designed to demonstrate competence in narrow band of grammatical, phrasal, lexical, or phonological relationship.
 - 3) Responsive. Students are able to give some respond or giving instruction.
 - 4) Interactive. Students are able produce interaction either transactional language or interpersonal exchange
 - 5) Extensive. Students are able to produce oral language in term of monologue, speech, or oral presentation.
- g. The Factors Affecting Students' Speaking Ability**

Tuan & Mai (2015) explained the factors affecting students' speaking ability. The researcher got some of them as follows:

- 1) Performance conditions. Students perform a speaking task under a variety of conditions.
- 2) Affective factors. One of the most important influences on language learning success or failure is probably the affective side of the learner (Oxford, 1990).
- 3) Listening ability. Speaking skills cannot be developed unless we develop listening skills (Doff, 1998). Students must understand what is said to them to have a successful conversation.
- 4) Topical knowledge. It provides enables learners to use language with reference to the world in which they live.

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- 5) Feedback during speaking activities. Most students want and expect their teachers to give them feedback on their performance. They suggest that the teachers should always correct the students' mistakes positively and with encouragement (Baker & Westrup, 2003).

In addition, there are some factors that influence the students in learning process. Latha (2012) said in his research that some factors influence speaking ability as follows:

- 1) Learner's Inhibition. The most common problem encountered by the learner in the language acquisition process is learner's inhibition. Speaking activities require a learner to have all eyes on him; Exposure to an audience can often give learners stage fright. They may also be worried about making mistakes, being criticized or losing face in front of the rest of the class. So, the students choose to silent because of worrying of making many mistakes in speaking.
- 2) Lack of Motivation. Lower motivation level or lack of motivation is another reason for hindering the learners from active participation in speaking activities. It leads to reluctance in active participation in the speaking activities leading to poor practice or no practice at all. Actually, the students can talk little by little when they are able to motivate themselves.

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- 3) Lack of Subject Matter. Another common problem seen in the learners is that they think that they have nothing to say on a particular topic. In reality, they may be bored or feel that the topic is unrelated to anything they know. If this is the case, they will have no motivation to speak other than the fact that they should be participating in it actively.
- 4) Lack of Proper Vocabulary. In all of English skill, vocabulary is the most basic that should be mastered by people, especially for them which English is a second language. Lack of vocabularies will effect the students' speaking ability. They will be difficult to understand when they just know limited vocabularies. The more vocabulary students have, the better they comprehend one language.
- 5) Lack of Confidence. A constant practice and patience are necessary to learn English Language. Learners believe that it is not possible to achieve fluency or master the language. This lack of confidence prevents them from learning the speaking skills.
- 6) Improper Listening Skill. The central role of listening comprehension in the second/foreign language acquisition process is now largely accepted. Listening plays an extremely important role in the development of speaking abilities. Usually, one person speaks and the other responds through attending by means of the listening process. In fact, during interaction, every

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speaker plays a dual role- both as a listener and a speaker. If one cannot understand what is said, one is certainly unable to respond. So, speaking is closely interwoven with listening skills.

- 7) Anxiety. Speaking a Second/Foreign language in public, especially in front of native speakers often leads to anxiety. Sometimes, extreme anxiety results in the learners being tongue-tied or lost for words in an unexpected situation leading to discouragement and a general sense of failure in the learners. Unlike children, adults are very cautious about making errors in whatever they say. For them making errors would be a public display of ignorance which would be an obvious occasion of losing face. This is one of the major factors for the inability to speak in English.
- 8) Strong and quick learners domination in the class. A large and mixed ability class is another factor affecting the language acquisition process. In these classes we have both strong and weak learners, where the strong and quick learners are often seen to be dominating and overtaking the slow and weak learners. The weak learners don't get opportunity in the presence of the strong ones, which results in the shrinking of the weak learners.
- 9) Family background. The environment and family background play a vital role in the learning process. Nowadays, many

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families background are familiar with English, they always practice and teach their children oral English. This makes English also familiar to their children

- 10) Rural Background. Rural background of the learners where English is generally not used is another cause affecting the leaning process. Most of the learners coming from rural background are first generation learners of English Language. Their parents being farmers and uneducated, they lack guidance from their elders in this aspect. When learners of such background are asked to do a speaking activity, they end up in saying nothing. Even if they try to speak, they often tend to use their mother tongue, resulting in the failure of the learning process
- 11) Excessive use of mother-tongue. Learners generally tend to make an excessive use of their mother tongue when it comes to the activities in productive skills namely speaking and writing. When the learners are asked to perform a speaking activity, they immediately start thinking about the topic in their mother tongue, frame what they want to say in their mother tongue and then translate it into English, which often results in mistakes, in addition to this learners often tend to make use of their mother-tongue which results in losing the motive of learning the language and lack of practice.

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12) Lack of proper orientation. Even though some learners have learnt the language at their school levels, they are unable to produce even a single sentence without grammatical error. The basic reason for this is learning the subjects from the examination point of view. The learners, their parents as well as the teachers lay more stress on the group/core subjects and very less importance is given to English language. This attitude makes the learner ignore the language.

2. Recount Text

a. The Definition of Recount Text

According to Heineman (2004 p. 45), recount text retells or recounts past experiences. Recount text is the form of writing which is used to propose the series of event that happened chronologically and aims to inform and to entertain the readers. In line with Caudry (2004), the purpose of a recount is to list and describe past experiences by retelling events in the order in which they happened (chronological order).

In reference to Holland in Murdoch (2000), recount text tells about personal experiences and involves series of events. In addition, the focus of a recount text is to retell the sequential specific events. A recount text is a retells events or experiences in the past (Astrid, 2010). Its purpose is either to inform or to entertain the audience. It is similar to narrative text that also retells an event or an action

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happened in the past time. Yet, the difference is that narrative text retells about a story that happened in the past and has not been proved while recount text retells about that has been proved.

According to Knapp and Watkins (2005), recount text is written to retell events with the purpose of either informing or entertaining their audience or readers. The students are expected to express their ideas about the experience or last events focused to inform the readers. In addition, he says that recount is simple text type in the genre of narrative. Formally, recount is a sequential text that does little more than sequences a series of events. This idea is accordance with Pardiyono (2007) who argues that there is no complication among the participants and that make it simple and different from narrative.

A recount text is generally based on the direct experiences of the author but may also be imaginative or outside the author's experiences. That is why recount text have more than one type.

According to Derewianka in Helena (2004 p. 37), identifies three types of recount texts. They are personal recount text, factual recount text and imagination recount text. The explanation about those three types of recount texts stated as follows:

- 1) Personal recount text. Personal recount text is recounting an experience in which the writer has been directly involved in and may be used to build the relationship between the writer and the

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reader, e.g. anecdote, diary journal, personal journal, personal letter and personal experience. In personal recount text, the writer tells about what happened during events in which he/she was directly involved. The organization of personal recount text is explained below:

- a) Orientation (involves who, where, when in the story).
 - b) Events (tell what happened in a chronological order).
 - c) Evaluation (comments of the writer/ speaker about the experience).
 - d) Re-orientation (the conclusion of the experience and it is optional part).
- 2) Factual recount text. Factual recount text is retelling an event or incident which is in outside of the writer experiences. In factual recount, the writer is the observer who is in the outside of the event; he or she does not involve in the event.
 - 3) Imaginative recount txt. Imaginative recount text is called as recounting imaginary events. In imaginative recount, the writers tell about imaginary events or takes on a fictitious.

In this research, the researcher limited to personal experience by retelling events in which the writer has been directly involved.

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B. Relevant Research

To avoid the same title used in the research, the researcher showed the relevant research. First, Rika Rahmi (2011), in her research entitled “A Study on Students’ Fluency in Speaking at the Second Semester of English Department Faculty of Education Islamic Riau University”. The sample of her research was 55 with 33.2% of the students had uneven speaking fluency. The result of her research was the students’ fluency in speaking class was average.

Second, Rizki Tasnia Putri (2014), under the title “A study on Students’ Speaking Ability of the Fifth Semester of English Department of FKIP UIR Pekanbaru”. The sample of her research was 32 students of the fifth semester of English Department of FKIP UIR Pekanbaru. The researcher used record to the rater that consisted of one rater. According to Putri’s research, she found that students’ speaking ability in British Parliamentary debate was categorized as good.

C. Operational Concept

Operational concept is used to give limitation to the theoretical framework in order to avoid misunderstanding and misinterpretation in this research. In addition, it really needs to clarify the variables that are used in this research. As Syafii (2016) stated that all related theoretical frameworks can be operated in the operational concept. This research was a descriptive research that focused on A Study on the Speaking Ability of the Tenth

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Grade Students at Vocational High School Muhammadiyah 3 Terpadu Pekanbaru. Therefore, there was one variable in this research where it was speaking ability. The indicators of speaking ability according to Brown (2003) can be seen as follows:

1. Students are able to produce differences among English phonemes and allophonic variants. (pronunciation)
2. Students are able to reduce forms of words and phrases. (vocabulary)
3. Students are able to produce fluent speech at different rates of delivery. (fluency)
4. Students are able to use grammatical word classes. (grammar)
5. Students are able to express a particular meaning in different grammatical forms. (comprehension)