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## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Framework

##### 1. Speaking

###### a. The nature of speaking

Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving. However, speech is not always unpredictable. Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (linguistic competence), but also that they understand when, why, and in what ways to produce language (sociolinguistic competence) (Nunan, 1999:216). In the produce a language, of course the language obtained from the ability in the sentence is right and involving understanding of the sentence or part of the appropriate sentence in the context of certain (Widdowson, 1978:2).

Speaking is to communicate with each other. Better communication means better understanding of others and ourselves. Communication is a continuous process of expression, interpretation,

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and negotiation. The opportunities for communications is unlimited like communicate in the form of signs and symbols. Communication requires a sender, a receiver and a medium. It can be said that both hearers and speakers do interactions by giving responds to what they have and listened. Spoken language is the most mainly when talking with other people. Generally, people who encounter others through this oral communication have a certain goal that they want to achieve, the goal that underlies people to do the communication. Speaking to be more than written, that is why language should be taught initially through speech. Spoken language is essential to any language learning. Learning to speak a foreign language is a learning that requires knowledge of the language and its application. In mastering the speaking skill, the teacher must train and equip the learners with a certain degree of accuracy and fluency in understanding, responding and in expressing themselves in the language in speech (Savignon, 1982:8).

#### b. Teaching Speaking

Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts (Chaney, 1998:13). Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or

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memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance. What is meant by teaching speaking is to teach English Foreign Language learners to:

1. Produce the English speech sounds and sound patterns
2. Use word and sentence stress, intonation patterns and the rhythm of the second language.
3. Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
4. Organize their thoughts in a meaningful and logical sequence.
5. Use language as a means of expressing values and judgments.
6. Use the language quickly and confidently with few unnatural pauses, which is called as fluency. (Nunan, 2003)

**c. Goals and Techniques for Teaching Speaking**

The goal of teaching speaking skills is communicative efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation. To help students develop communicative efficiency in speaking, instructors can use a balanced activities

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approach that combines language input, structured output, and communicative output (Kalayo Hasibuan, 2012 : 10-12)

1. Language input that gives learners the material they need to begin producing language themselves comes in the form of teacher talk, listening activities, reading passages, and the language heard and read outside of class. Language input may be content oriented or form oriented. Content-oriented input focuses on information, whether it is a simple weather report or an extended lecture on an academic topic. Content-oriented input may also include descriptions of learning strategies and examples of their use. Whereas, Form-oriented input focuses on ways of using the language: guidance from the teacher or another source on vocabulary, pronunciation, and grammar (linguistic competence); appropriate things to say in specific contexts (discourse competence); expectations for rate of speech, pause length, turn-taking, and other social aspects of language use (sociolinguistic competence); and explicit instruction in phrases to use to ask for clarification and repair miscommunication (strategic competence). In the presentation part of a lesson, an instructor combines content-oriented and form oriented input. The amount of input that is actually provided in the target language depends on students' listening proficiency and also on the situation. For students at lower levels, or in situations where a quick

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explanation on a grammar topic is needed, an explanation in English may be more appropriate than one in the target language.

2. Structured output focuses on correct form. In structured output, students may have options for responses, but all of the options require them to use the specific form or structure that the teacher has just introduced. Structured output is designed to make learners comfortable producing specific language items recently introduced, sometimes in combination with previously learned items. Instructors often use structured output exercises as a transition between the presentation stage and the practice stage of a lesson plan. Textbook exercises also often make good structured output practice activities.
3. In communicative output, the learners' main purpose is to complete a task, such as obtaining information, developing a travel plan, or creating a video. To complete the task, they may use the language that the instructor has just presented, but they also may draw on any other vocabulary, grammar, and communication strategies that they know. In communicative output activities, the criterion of success is whether the learner gets the message across. Accuracy is not a consideration unless the lack of it interferes with the message. In everyday communication, spoken exchanges take place because there is some sort of information gap between the participants.

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Communicative output activities involve a similar real information gap. In order to complete the task, students must reduce or eliminate the information gap. In these activities, language is a tool, not an end in itself. In a balanced activities approach, the teacher uses a variety of activities from these different categories of input and output. Learners at all proficiency levels, including beginners, benefit from this variety; it is more motivating, and it is also more likely to result in effective language learning.

**d. Suggestions for Teachers in Teaching Speaking**

Here are some suggestions for English language teachers while teaching oral language (Hayriye Kayi, 2006):

1. Provide maximum opportunity to students to speak the target language by providing a rich environment that contains collaborative work, authentic materials and tasks, and shared knowledge.
2. Try to involve each student in every speaking activity; for this aim, practice different ways of student participation.
3. Reduce teacher speaking time in class while increasing student speaking time. Step back and observe students.
4. Indicate positive signs when commenting on a student's response.

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5. Ask eliciting questions such as "What do you mean? How did you reach that conclusion?" in order to prompt students to speak more.
6. Provide written feedback like "Your presentation was really great. It was a good job. I really appreciated your efforts in preparing the materials and efficient use of your voice.
7. Do not correct students' pronunciation mistakes very often while they are speaking. Correction should not distract student from his or her speech.
8. Involve speaking activities not only in class but also out of class; contact parents and other people who can help.
9. Circulate around classroom to ensure that students are on the right track and see whether they need your help while they work in groups or pairs.
10. Provide the vocabulary beforehand that students need in speaking activities.
11. Diagnose problems faced by students who have difficulty in expressing themselves in the target language and provide more opportunities to practice the spoken language.

**e. The nature of Speaking Fluency**

Brumfit (1984) considered fluency as natural language use like the native speakers. That the ability speaks fluently can sustain the speaker to produce continuous speech and meaning without

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comprehension difficulties for the listener. According to Richards et al (1985) argued the strand of fluency is a measurement one of communicative proficiency level. As a result, it is obvious that the speaking fluency is an important component of the communication competence. According to Hedge (2000) eventually put the fluency development into the criteria list of communicative competence for being a successful English Speaker.

After talking about fluency, the next talking about speaking fluency. Speaking fluency is one of the main skills in speaking English. Speaking Fluency is an important dimension of communicative language teaching, but there are some constraints and misunderstandings of Communicative Language Teaching that could neglect the implementation in the English Foreign Language class. In this case, it is necessary to identify why and how to understand the features of Communicative Language Teaching first and then to ensure the correct rationale of applying Communicative Language Teaching. In addition, the importance of speaking fluency development is also reviewed and discussed (Yingjie I.J. Yang, 2005: 194).

#### f. The Aspects of Speaking Fluency

As mentioned earlier, fluency is not an absolute characteristic which a student either has or does not have. Rather, fluency is a matter of degrees, so some degree of fluency can probably be attained at all levels of accuracy. Given this state of affairs, students should probably



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be taught specific linguistic strategies to help them communicate fluently with whatever level of language they have at the moment. There are at least six such linguistic strategies that will help students to become increasingly fluent. These six are the abilities: (Brown, D.J, 1995:20-22)

1. To use speed to their advantage

Lay people, when asked to define fluency, will often talk about fluency being speed. But fast speech is not necessarily fluent speech. Indeed, fluent native speakers differ in the speed of their speech. It may in fact be that nonnative speakers of English will try to use speed to make themselves seem more fluent and, in the process, simply demonstrate their inability to speak quickly with any success. The point is that fast speech, whether native or non-native, is not necessarily fluent speech. This is a message that may be important to get across to students: it is okay to speak relatively slowly as long as it is done appropriately. In fact, native speakers often speak at a rather slow rate so they will have time to think as they talk and so they will be clear to their listeners. Hence, the appropriate speed is the speed at which the speaker can think cogently and still get his/her message across clearly.

2. To use pauses and hesitations efficiently

Native speakers pause and hesitate often while they are talking. In fact, second language learners must be made to

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understand that natives spend up to 50 percent of their speaking time pausing, so pausing and hesitating must be signs of fluency. Because students often will not believe that natives pause and hesitate, the teacher may want to audiotape (or better yet, videotape) some speakers talking in a natural situation (i.e., not actors) in order to show students how natives actually do hesitate and pause. In one way or another, students must be shown that pausing and hesitating are necessary and natural parts of spoken language. Human beings need time to think, and they use pauses to accomplish that. However, students must also recognize that using a slower speed with pauses and hesitations may require the use of fillers. Fillers are sometimes just sounds like uh, uhm, er, ah and mm; other times, fillers may be words such as okay, well, you know and so forth. Whether the filler is a sound or word, the purpose is to avoid silence, which in turn makes the communication more natural - and fluent. Native speakers of English will hesitate and pause, but they will not allow long silences to build up. Instead, they appropriately use fillers to avoid long silences and in the process give themselves time to think.

3. To give appropriate feedback

Feedback includes all signals that one speaker directs at another to indicate general success or failure to communicate. Feedback may express understanding or misunderstanding,

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agreement or disagreement, comprehension or confusion, etc. And the signals that are used to express these meanings can include gestures, facial expressions, sounds and words. Gestures might include a hand signal to stop or continue or talk faster or head signals like nods of agreement, head shaking in wonder, etc. Facial expressions could involve quizzical expressions, smiles, winks, direct eye contact, etc. Sounds might include grunts of agreement, sounds like uh huh, mm, etc. Words that are often used to give feedback are things like yep, yeah, okay, really, etc. Using all of these feedback mechanisms differs from language to language and even dialect to dialect. Hence, students cannot be expected to "pick them up" easily. These feedback cues should be taught because they are clear and obvious markers of fluency that can make a person seem very foreign or very fluent.

4. To repair competently

Native speakers often mispronounce words, create false starts, back track, stutter and so forth. In the process, they feel nothing akin to the mortification that some non-native speakers feel when they make such "mistakes." In part, the natives handle their mistakes better because they know how to competently repair them. Repairs are used during conversations to correct errors and misunderstandings. When speakers correct themselves, it is called self-repair. When one speaker corrects another it is called other-

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repair. Students need to learn how to correct their own errors, how to understand and accept corrections from others and perhaps eventually how to correct others.

#### 5. To clarify effectively

One type of repair that is particularly important is clarification. When a fluent speaker recognizes that the listener is not understanding (through facial expressions or verbal cues), that speaker will be able to clarify effectively through rephrasing, defining terms, summarizing or drawing a picture if necessary. The point is that, when misunderstood, fluent speakers will use whatever strategies are necessary to make the message clear.

#### 6. To negotiate for meaning when necessary

Similarly, when fluent speakers recognize that they are not understanding, they will use whatever facial expressions or verbal cues are necessary to get the speaker to clarify. And if they are still not understanding after the speaker clarifies, the fluent speaker will continue to seek clarification. This process of give and take in conversation (including all aspects of repair, feedback and clarification) is known as negotiation. Typically, the effort is focused on negotiating meaning, but that is not always the case. Negotiation can also involve vocabulary, grammar or even pronunciation.

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**2. English Club****a. Concept of English Club**

English club is one of the extracurricular activities in the school where carried out once a week outside the hours of learning in the evening. Coach is one of the English teacher appointed by the school. The English club program is different with the activities of English learning in the class in the morning. In English Club activity the student most relaxed, because they study in non formal condition. There are some activities conduct in English club like playing vocabulary mastery game, sing a song and practice in four-skill of English like listening, speaking, reading and writing. The students who follow this activity it will have most confident and have the high motivation to face the difficulty in English subject. English club activities give many impacts and benefits for students such as students can increase their speaking fluency, to add they insight and knowledge with English vocabulary, they can practice English actively, improving they skill speak in front of the public, train their to think critical in the face and solve a problem. So, the extracurricular English club give many impacts for students, especially to influence their speaking fluency (Kristini, 2014). Many ways that can be used to improve your English-speaking skills, one of the English speaking club.

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After the students have learned the basics of English grammar and have developed a vocabulary of around 100-words, students have to start practicing English speaking. English speaking-clubs are a great way to train English skill for the students. English Speaking clubs allow students to practice speaking as a relaxed in informal environment (Spoken English Practice, 2017).

#### **b. Some of English club activities at State Vocational High School Ibnu Taimiyah Pekanbaru**

Based on observations at State Vocational High School Ibnu Taimiyah Pekanbaru, the writer found the activities of students in English club such as:

##### 1). Games Activity

Miss. Eci as the teacher who guided the English club activities said that the usual games students do like guess words games and play free word research games.

##### 2). Story Telling Activity

In story telling activity students tell a story about fairy tale. Why the chosen tells about fairy tale, Miss. Eci said is more interest for students.

##### 3). Drama Activity

In drama activity students drama showed such us “ Bawang Merah dan Bawang Putih, Malin Kundang, and Pin Pinapple.

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**4). Discussion Activity**

In discussion activity students usual discuss about news happening this time.

**3. Students Participation****a. Concepts of Students Participation**

Participation is always some kind of a process (Bruckner, 2003: 94) which starts by thinking about others and being responsible for the wellbeing of others. According to Bohm (2006:52) it is necessary for teachers that they become informed about the adequate methods and possibilities for support and not to avoid them. Because of the variety of different aspects and facets of participation it is not surprising that the subjective theories of teachers about participation are also pluralistic.

In any formal education, most of learning activities take place in a classroom. Classroom is a built-in environment where formal learning process takes place. It is an important context where both students and instructor come into contact to share information in their quest for knowledge. For the instructor, classroom time is a golden opportunity to meet face to face with the students, delivering the teaching material effectively with the aim to ensure that students are learning what is being taught. On the other hand, the students are expected to be presence on time and participate actively to absorb, seek and apply the skill and

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knowledge shared in the classroom or other learning activities. These complementing engagements between lecturers and students do generate conducive classroom environment.

A conducive classroom environment involved two-way interaction between students and instructors. This type of classroom environment will stimulate learning and makes both the instructor and students feel satisfied, which eventually leads to effective learning process. According to Wade (1994), most students can obtain the benefits such as the enjoyment of sharing ideas with others and learn more if they are active to contribute in class discussion. Effective learning process occurred when both instructors and students interact and actively participate in the learning activities. Nevertheless, as we often hear from the academic world, students still do not actively participate or become passive in the classroom despite encouragements and use of various teaching methods by the instructors to stimulate active participation from the students. The concern on the students participation leads a study to investigate the culture of student participation in the learning process.

#### **b. The Indicators of Students Participation**

Moreover, Black (1995) indicates that participation can take many forms in the classroom, and some of the forms could not be easily identified or recognisable by the teacher. Thus, students'



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participation includes speaking and also many other forms of students' action which some of it are outwardly visible and some are not. So, thinking and making of connections which are done by the students quietly in their own minds is also considered as participation even though it is often hidden from the teacher and difficult to evaluate.

In this research, the writer to explain about the indicators of students participation Firstly according to Lee (2005), participation usually means students speaking in classroom such as answering teachers or other students question and asking questions to get the better explanation and clarification. Lee also added that making comments and joining in discussions by sharing their opinions, thoughts and ideas are also considered as student's participation in classroom. Students who do not participate in those ways mentioned above are often considered to be passive in the classroom. In others words, active learning strategies serve a useful educational tools only when all students participate all of the time.

Secondly according to Zolten and Long (2006), paying attention, being on task, responding to questions, participating in group discussions, asking questions, seeking help and making good use of class time also considered as classroom participation.

Thirdly, O'Brien (2007) stated that participation means completing the assigned readings, asking questions about anything in

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the readings or discussion that needs clarification or expansion, offering ideas and responses, listening to the ideas and responses of others, and paying attention and showing respect in the classroom to the teacher and to other students.

Fourthly participation in the circumstances occurs when students influenced by factors such as socio cultural, cognitive, affective, and linguistic or the environment and these often lead to student participation and interaction with other students and instructors become less. In addition, students will think carefully about what is the appropriate time for them to speak out their opinion with a preference for appropriate behavior during classroom discussion. They also show the reaction carefully to each discussion topic that they think is more difficult for them (Zainal Abidin, 2007).

### **c. The Significance of Influence Students Participation in English club and Students Speaking fluency**

Brenner (1994) described participation as the student being present in the learning situation (as cited in Black, 1995). This means that in some manners, students are meaningfully engaged in the learning task at hand and are working through it at their own speed and in their own way. The forms that this ‘working through’ may involve any or all of the four skills which are identified as listening, speaking, reading and writing. Brenner also added that participation in classroom can also be revealed in a student’s body language or

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action. Sometimes it is visible as students takes on different roles within the learning situation. For example, in a small group of discussion, a student may take on the role of facilitator, helping to make the connections between the several speakers in the group. Thus, active role taking is also considered as a form of participation.

Students participation in English club can be seen from how the activities of students in English club such as story telling activity, drama activity, discussion activity, and games activity. Of course in all these activities can be seen speaking ability of the students, especially speaking fluency. In speaking fluency, students must be able to speak with the coherent, pausing words, intonation and stress as well.

## B. The Relevant Research

To avoid the same title used in the research, than the writer shows the relevant research, which is done by previous student of English education of UIN SUSKA RIAU is Muhammad Fajri (2014). The title of he research is *“The Effect of English Conversation Club Activities Toward Students’ Speaking Ability at The Second Year Of Islamic Boarding School Al- Kautsar Pekanbaru”*.The objective of the research was to find out the students speaking ability before and after participating in English club activities and also to find out whether there was significant effect of English conversation club activities toward students speaking ability at the second year of Islamic Boarding School Al-Kautsar Pekanbaru. The result of his research is there was

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significant effect of English conversation club activities toward students' speaking ability at the second year of Islamic Boarding School Al-Kautsar Pekanbaru.

The student of English education of Bung Hatta University is Silvia Amita (2015) conducted a research entitled “ *The Effect Of The English Club Program Toward The Second The Second Grade Students' Speaking Ability at SMPN 18 Padang.*” This research is equivalent with this topic since it is about the students join to english club program is to improve students' speaking ability. She insisted that the students join to english club program is to improve students' speaking ability to be more confident and more practice. This research tries to investigate whether english club can to improve students speaking fluency. In conclusion, this research has similarities and differences with the research above.

### The Operational Concept

There are two variables used in this research, they are variable X and variable Y. Students' participation in English club is as variable X and their speaking fluency is variable Y. The indicators are as follow.

1. Variable X ( Students' Participation in English Club)
  - a. The students answer and asks questions, make comments, and join in discussion.
  - b. The students pay attention, be on task, participate in group discussions, seeking help and making good use of class time also considered as classroom participation.

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c. The students offer ideas and responses, listen to the ideas and responses of others and showing respect in the classroom to the teacher and other students.

d. The students interact to the other students.

**2. Variable Y (Their Speaking Fluency)**

a. The students are able to use speed to their advantage in speaking

b. The students are able to use pauses and hesitations efficiently in speaking

c. The students are able to give appropriate feedback in speaking

d. The students are able to repair competently in speaking

e. The students are able to clarify effectively in speaking

f. The students are able to negotiate for meaning when necessary in speaking

**D. The Assumption and the Hypothesis**

**1. The assumption**

Before formulating the hypothesis as temporary answer the problem, the writer would like to present assumption such as:

a. The students' speaking fluency is fail, less, enough, good, and very good.

b. The factors that make the Students Participation in English club affect students' speaking fluency , because activities in English club can affect the students' speaking fluency.

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## 2. The Hypothesis

Ho: There is no significant influence of Students Participation in English club and their speaking fluency at State Vocational High School Ibnu Taimiyah Pekanbaru.

Ha: There is significant influence of Students Participation in English club and their speaking fluency at State Vocational High School Ibnu Taimiyah Pekanbaru.

