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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Speaking Ability

Speaking is generally thought to be the most important of the four skills. In fact, it has become one of students' dilemma in learning English for many years of studying English. However, they still cannot speak it which means that they do not have the skill to use the language. Speaking English has become a serious consideration for students in learning English because it is not only going to be useful in term of education but also in work and social environment. Speaking ability is usually defined as "the communication ability between people that take turns in exchanging particular information" (Thornbury, 2005, p. 4).

Meanwhile, the other terms for speaking ability is "the ability of encoding messages into words and sentence that we use sufficiently clear phonetic forms that interlocutors understand us" (Leaver et al., 2005, p. 15). Both of the definitions given by experts above clearly show that speaking skill or ability is an essential part of communicative competence. Therefore, it can be concluded that speaking is the language skill of exchanging information and constructing meaning with others through spoken language or orally.

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The importance of speaking that “to most people, mastering the art of speaking is the single most important factor of learning a second or foreign language and success is measured in terms of ability to carry out a conversation in the language” (Nunan, 1992, p. 39). This is why the present language learning leads to develop students’ speaking ability because the general assumption of language learning success is shown through their speaking ability. Furthermore, acquiring good speaking ability will make students experience the real communicative situation in which they will be able to learn how to express views and opinion, and develop oral fluency and accuracy” (Naouel, 2015, p. 2).

There are numerous daily life situations where people need speaking, such as talking to someone face to face, communicating through phone, answering question, asking for direction and information, in shops, meeting and chatting with friend, and others. In each of these situations, students may express their intended purposes, feelings, and opinions on any topic. That is why speaking in English can be regarded as the way for people around the world to understand each other.

In general, speaking is well-known as the device of communication. However, in academic world, speaking has two separated functions in which the students should be able to use English orally within it. Students should be able to deal with two kinds of function that is “interpersonal or interactional function and transactional function” (Brown, 2000, p. 270). Interpersonal or interactional function deals with

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the social maintenance. It means that the communication or interaction that occurs tends to get the respond from listener or interlocutor.

Furthermore, it is precisely reviewed that “interpersonal exchanges have purpose of maintaining social relationship in which the oral production can be pragmatically complex with the need to speak in a casual register and use colloquial language, ellipsis, slang, humor, and other sociolinguistic conventions” (Brown, 2004, p. 142). It is because this feature set people to be nice and get along with others by involving much more emotion and consideration which may cause the message of the speaker cannot be delivered completely and understood by listener or interlocutor.

The other function of oral language is transactional exchange. Transactional function deals with the exchanging messages or conveying ideas. It communicates and focuses on the information rather than the response of listeners. Moreover, when spoken language is used for a transactional function, “the primary matter is the transference of information which the main goal of the speaker is communicating his message rather than to be nice to the listener” (Brown & Yule, 1983, p. 13). Thus, the spoken language with transactional function is not usually in the form of simple dialogue or conversation but more in the form of speaking which requires several minutes in a comprehensible and organized way.

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It is obvious that by learning how to speak in English, students learn how to conduct a communication which based on listener-oriented or message-oriented. When they are able to conduct these two kinds of information exchange, they will be regarded with well speaking ability.

2. The Speaking Skills

Learning speaking aims to prepare students to face the real life communication. Different variety of situation may require different skills of speaking. It is because by speaking correctly, appropriately and effectively can avoid the appearance of any gap in commutation results in misunderstandings and problems. There are some skills that should be mastered by students in learning speaking English (Hughes, 2003, p. 114-115):

- a. Informational skills require students to be able to:
 - 1) Provide personal and non-personal information
 - 2) Give instructions and explanations
 - 3) Express need, requirements, opinions, and preferences
 - 4) Make comparisons, excuses, suggestions, and comments
 - 5) Describe sequence of events (narrate)
 - 6) Present an argument
 - 7) Provide required information
 - 8) Elicit help
 - 9) Seek information
 - 10) Apologize, complain, speculate, analyze, and paraphrase

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- 11) Elaborate an idea
 - 12) Summarize (what they have said)
 - 13) Draw conclusion
 - 14) Indicate attitude, understanding and uncertainty
- b. Interactional skills require students to be able to:
- 1) Express purpose, agreement and disagreement
 - 2) Elicit opinions, information and clarification
 - 3) Question assertions made by other speakers
 - 4) Modify statements or comments
 - 5) Justify or support statements or opinions of other speakers
 - 6) Attempt to persuade others
 - 7) Repair breakdowns in interaction
 - 8) Check that they understand or have been understood correctly
 - 9) Establish common ground
 - 10) Respond to requests for clarification
 - 11) Correct themselves or others
- c. Managing interaction skills require students to be able to:
- 1) Initiate interactions
 - 2) Change the topic of an interactions
 - 3) Share the responsibility for the development of an interaction
 - 4) Take their turn in an interaction
 - 5) Give turns to other speakers
 - 6) Come to a decision

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7) End an interaction.

3. The Components of Speaking Ability

In order to speak clear and assessable, some aspects that have great influence in speaking are need. The components of speaking along with the description provided by Hughes (2003:131-132) are as follows:

a. Accent

Accent is related with the matter of pronunciation. Accent is as a particular way of speaking which tells listener something about the speaker's background such as region or country, social class and whether the speaker is a native speaker of the language or not (Richards & Schmidt, 2010, p. 3). Furthermore, it is very close with the influence of mother tongue of the foreign language learners. However, students are able to get the native accent by practicing and listening to the native accent regularly. The descriptions of students' proficiency in accent are:

- 1) Pronunciation frequently unintelligible
- 2) Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition
- 3) "Foreign accent" requires concentrated listening, and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary
- 4) Marked "foreign accent" and occasional mispronunciations which do not interfere with understanding

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5) No conspicuous mispronunciations, but would not be taken for a native speaker

6) Native pronunciation, with no trace of “foreign accent”.

b. Grammar

Grammar is defined as “the way words are put together to make correct sentences” (Ur, 2003, p. 75). While the term “grammatical” is the smaller units than sentences and structure is the term for a specific instance of grammar. It can be simply defined that grammar in speaking is the connection system use to utter the accurate spoken language. The descriptions of students’ proficiency in grammar are:

- 1) Grammar almost entirely inaccurate except in stock phrases
- 2) Constant errors showing control of very few major patterns and frequently preventing communications
- 3) Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding
- 4) Occasional errors showing imperfect control of some patterns but no weakness that cause misunderstanding
- 5) Few errors, with no patterns of failure
- 6) No more than two errors during the interview

c. Vocabulary

Vocabulary deals with the appropriate words used in all of the four language skills. It is one of the sets of enabling knowledge

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and a critical aspect of developing the ability to use foreign language in useful ways (Leaver et al., 2005:20). A speaker could not deny the importance of vocabulary existence in language skills because he should have many of them in mind storage in order to be able to say and express something in mind. The descriptions of students' proficiency in vocabulary are:

- 1) Vocabulary inadequate for even the simplest conversation
 - 2) Vocabulary limited for basic personal and survival areas (time, food, transportation, family, etc.)
 - 3) Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics
 - 4) Professional vocabulary adequate to discuss special interests; general vocabulary permits discussion of any non-technical subject with some circumlocutions
 - 5) Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations
 - 6) Vocabulary apparently as accurate and extensive as that of an educated native speaker.
- d. Fluency

Fluency is the planning and delivery of speech which extended to the comprehension of speech (Nation and Newton,

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2009:151). Signs of fluency include a reasonably fast speed of speaking and only have small number of pauses. It indicates that the speaker does not have to spend a lot of time searching for the language items needed to express the message. Therefore, it is very important to have fluency as having the capability of other components of speaking. The descriptions of students' proficiency in fluency are:

- 1) Speech is so halting and fragmentary that conversation is virtually impossible
 - 2) Speech is very slow and uneven except for short or routine sentences
 - 3) Speech is frequently hesitant and jerky; sentences may be left uncompleted
 - 4) Speech is occasionally hesitant, with some unevenness caused by rephrasing and groping for words
 - 5) Speech is effortless and smooth, but perceptively non-native in speech evenness
 - 6) Speech on all professional and general topics as effortless and smooth as a native speaker.
- e. Comprehension

Comprehension in spoken language refers to the understanding of the speaker about the context, meaning, and content of the topic uttered by the speaker. Comprehension is the

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power of understanding (Hornby, 1995, p. 235). Without good comprehension, misunderstanding may appear and cause failed communication. The descriptions of students' proficiency in comprehension are:

- 1) Understand too little for the simplest type of conversation
- 2) Understand only slow, very simple speech on common social and touristic topics; requires constant repetition and rephrasing
- 3) Understand careful, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing
- 4) Understand quite well normal educated speech when engaged in a dialogue, but requires occasional repetition and rephrasing
- 5) Understand everything in normal educated conversation except for very colloquial or low-frequency items, or exceptionally rapid or slurred speech
- 6) Understand everything in both formal and colloquial speech to be expected of an educated native speaker.

The descriptions of speaking achievement of each speaking elements above does not only provide information of the quality of students' speaking ability, but it also indicates the difference of achievement achieved by students. Therefore, by considering every description, students can be pushed or encouraged to reach the

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highest level of speaking ability based on the description in each element stated above.

4. The Nature of Risk-Taking Personality

Successful language learning is influenced by many factors including external and internal factors. One of the most influencing internal factors is risk-taking personality. In term of language learning, students have to be able to be a risk-taker by taking an opportunity to use the language without considering too much on the mistakes that may be appeared while producing the language.

Risk-taking is the learners' tendency to gamble a bit to be willing to try out bunches of language and take the risk of being wrong (Brown, 2007, p. 160). It derives an understanding that if the students want to achieve good language skill, they have to use or practice it in unlimited amount of which to do the practices, they need to be brave to accept if any mistakes appears in the practice session. It can be said that successful language learners is the good risk-taker. Moreover, risk-takers are usually ready to try out the newly acquired language, to use it for meaningful purpose, to ask questions, and to assert themselves (Brown, 2000, 63). It shows the image of risk-takers or students with risk-taking personality are the active language learners in which the activeness lies on the usage of the language itself.

The tendency to take a risk in using the language learnt is associated with the success in second language learning (Gass&Selinker,

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2008, p. 433). It is because the risk-taking personality is able to build high willingness within students to take risk in learning of which is very essential for successful language learning. It is best manifested in students' initiative or voluntary to participate in oral activities which include responding to teacher's or friend's questions, addressing questions, and making comments in the learning process.

The importance of pushing students to be risk-takers is to make them be able to overcome their fear, inhibition, low self-confidence, embarrassment, and frustration while using or producing the language. It will make them learn to embrace their mistakes and weaknesses so "the students are encouraged to feel and think that making mistakes in learning process is normal" (Kusumaningputri, 2012, 403).

Students who are able to use and produce language they learnt are regarded as good language learners. It is the learners who have high self-confidence, low inhibition and anxiety, and risk-taking tendency. To figure out the students of Risk-Taking Personality, there are some indicators can be used as a measurement to their individuality by referring to the characteristics of tendency that show students as risk-takers or not in terms of language learning proposed by Ely which known as *Variable Competence Mode* (as cited in Cervantes, 2013, p. 425):

- a. Risk-takers are not hesitant about using a newly encountered linguistics element.

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- b. Risk-takers willingness to use linguistics elements perceived to be complex or difficult.
- c. Risk-takers have strongly motivated as their learning habit in gathering detailed information.
- d. Risk-takers are tolerant toward possible incorrectness or inexactitude in using language.
- e. Risk-takers are inclined to rehearse a new element silently before attempting to use it aloud

Moreover, risk-takers and its opposite known as risk-averse can be compared respectively to Krashen's "under-users" and "over-users" of which the "under-users" show high level or risk-taking since they say what without worrying about the details like risk takers usually do, meanwhile "over-users" are highly concerned with editing their language performance and carefully think their utterances before start to produce it which is likely with risk-averse do.

Therefore, it is clearly that having the personality, behavior or tendency of risk-taking is important to support the successful of language learning especially in term of using it orally by preparing and establishing an adequate affective framework which stimulate self-confidence and create a climate of acceptance so that students "feel comfortable as they take their first public steps in strange world or foreign language, experiment and discover the target language, and allow themselves to take risks without feeling embarrassed" (Duteu cited in Brown, 2007, p. 160).

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5. The Relationship between Risk-Taking Personality and Students' Speaking Ability

It has been reviewed clearly in previous that risk-taking personality is related importantly to the success of language learning. The tendency of students with risk-taking personality or risk-takers to be brave to produce language (English) can affect their oral or speaking ability. It is based on the concept that risk-takers will actively use the language while the risk-averse will remain silent if they think there will be a lot of mistakes appear which relates to the concept of speaking is to use and practice the language bravely.

Furthermore, risk-takers are not afraid to get involved in any kind of interaction with others, to speak a language, and to use output and engage in functional practice without worrying about the small details or errors (Zafar, 2012, p.37). It has been widely believed that to acquire good speaking ability is to practice to speak and involve in many kind of speaking activities such as monolog presentation, dialogue, role-play, giving speech, telling story, and etc frequently in which to involve in that kinds of activities needs big and a lot of bravery.

This bravery and confidence attitude and behavior will emerge when the students are ready to take risk or implant risk-taking personality within them. It clearly means that students with risk-taking personality will have better speaking ability because they will always take a chance to involve in any kinds of speaking activity and use the language. It is

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because risk-taking personality will make them conquer their fear and be confident to speak more which will improve their speaking components. Hence, the more risk-taker the students are the higher the self-reported ratings they have in all of the language skills which speaking ability being the most positively correlated to language class risk-taking (Tavakoli&Ghoorchei, 2009, p.9).

B. The Relevant Research

The review of previous studies which related to this research is very important in order to show the importance of researching the variables in this research and to avoid plagiarism.

The first research regarding to risk-taking personality was conducted by MansoorTavakoli and BehroozGhoorchaei (2009) entitled “*On the Relationship between Risk-taking and Self-assessment of Speaking Ability: A Case of Freshman EFL Learners*”. This research aimed to investigate the relationship among self-assessment; teacher’s rating of speaking ability and risk-taking personality. The participants of the research were the 79 Iranian EFL Freshmen at the University of Ishafan which consisted of 63 females and 16 males. Oral test (picture description) was administered to determine the students’ oral proficiency and the Venturesomenesssubscale of Eysenck’s IVE questionnaire was administered to determine the students’ levels of risk-taking.

The findings of the research were (1) there was not a significant relationship between students’ self-assessment of speaking ability and

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teacher's rating, (2) risk-taking as a personality factor did not have a significant influence on students' self-assessment, and (3) learners do not accurately assess their abilities. Moreover, the findings stressed the need for more and more researches to explore self-assessment as a tool for assessing language ability. This research has similarity with present study in term of risk-taking as one of the research variables and the correlational study as the research design, meanwhile the difference lies on the other variables involved.

The second research was conducted by Usmiaty (2012) entitled "*The Difference between Speaking Ability of Introvert and Extrovert Students of the Second Year Students of Senior High School 1 TanjungBalaiKarimunTebing District in Karimun Regency*". The research purpose was to find out the difference of speaking ability between introvert students and extrovert students. The research was conducted on the second year students of senior high school in TanjungBalaiKarimun district. The instruments used to collect the data were oral test and personality questionnaire.

The findings of the research were (1) there was a significant difference of speaking ability between introvert students and extrovert students, (2) the speaking ability of introvert students was categorized "enough", and (3) the speaking ability of extrovert students was categorized "good". It means that extrovert students performed better speaking ability than introvert students. The similarity exists between this research and present research is in terms of speaking ability as the dependent variable while the independent variable and the design of the research are totally different.

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C. The Operational Concept

The operational concept is needed to avoid misunderstanding and misinterpretation because the theoretical concept is still an abstract form. There are two variables used in this research. The first is the risk-taking personality which refers to the students' personality in learning speaking English which acts as independent variable and symbolized by "x". The second is students' speaking ability which acts as dependent variables. The operational concept in this research can be seen on the diagram below:



1. The indicators of risk-taking personality are as follows:
 - a) Favors on choosing linguistics elements which are more familiar over those are less familiar.
 - b) Bravery on using linguistics elements in ways that have not yet been tried by others.
 - c) Confidence on asking other to gathering detailed information.
 - d) Tendency on giving up the communication.
 - e) The students' tolerance of possible incorrectness in using the language.
 - f) Hesitancy in using a certain linguistic element.
 - g) Engagement in behavior which seeks for confirmation that an utterance is correct.

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- h) Expectation on daily grades.
- i) Involvement in classroom dynamics.
- j) Study habits in learning language.

2. The indicators of speaking ability are as follows:

- a) The students' ability in pronouncing correctly the English words for description.
- b) The students' ability in using the correct grammar for description.
- c) The students' ability in describing thing or person fluently.
- d) The students' ability in choosing the appropriate vocabulary for description.
- e) The students' ability in understanding the oral context or expression for description.

D. The Assumption and the Hypothesis

1. The Assumption

In this research, the researcher assumes that the higher the students' risk-taking personality is, the better the students' speaking ability will be.

2. The Hypothesis

Ha : There is a significant correlation between risk-taking personality and students' speaking ability at Islamic Senior High School DareHikmahPekanbaru.

Ho : There is no significant correlation between risk-taking personality and students' speaking ability at Islamic Senior High School DarelHikmahPekanbaru.



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