

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Framework

##### 1. The Nature of Speaking

Speaking becomes the most important skill for lots of people. People frequently used whether in the source or in the target language about 32% for speaking beside the other skill 42% for listening, 15% for reading, and 11% for writing<sup>1</sup>. Speaking is the basic for communication and interaction for each person. When our speaking skill is good, it will make us easier to build social interaction with the people around us. Bailey and Savage in Celce-Murcia stated that the position of this skill is viewed as the most demanding of four skills<sup>2</sup>

There are many ways to promote oral skills in the speaking classroom, such as discussions, speeches, role plays, conversations, audio-taped oral dialogue journals, and other accuracy-based activities.

In speaking, we have to make a good communication. According to Troute, speaking is the vehicle for increasing and deepening knowledge when we are trying to speak to learn<sup>3</sup>. The process itself requires speakers to make decision about how, why, and when to communicate to others by considering the culture and social context. In

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<sup>1</sup>J. Flowerdew. *Academic Listening: Research Perspective*, (Cambridge: Cambridge University Press, 2012), p. 361

<sup>2</sup>Marianne Celce-Murcia. *Teaching English as a Second or Foreign Language*, (Boston: Heinle & Heinle, 2001), p.103

<sup>3</sup>Dr. Lisa R. Troute. *Oral Language and Vocabulary Development Activities*. (School District of Palm Country), p. 1

addition, Martinez explains that speaking involves a dynamic interrelation between speakers and listeners that results in their simultaneous interaction<sup>4</sup>.

From the definition above, it can be concluded that speaking is a skill to share someone's ideas, information, suggestions and feeling to another people in oral form by considering culture and social context occurred.

## **2. The Nature of Students' Speaking Ability**

A good speaker is not only able to talk well, but also able to understand the speech whether he/she as a speaker or listener. In educational context, the students are required to know how to produce specific points of language that include grammar, pronunciation, vocabulary, and fluency (linguistics competence). Students are also expected to understand when, why, and what ways to produce language (sociolinguistics competence).

Paulston and Brunder say that speaking ability is taken to be objectives of language teaching: the production of speaker competence to communicate in target language.<sup>5</sup>

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<sup>4</sup>Alicia Martinez-Flor. *Towards Acquiring Communicative Competence through Speaking*. (Berlin: Walter DE Gruyter & Co, 2006). p. 139

<sup>5</sup>Christiana Brat Paulston and Mary Newton Brunder. *Teaching English as a Second Language: Techniques and Procedures*. (Massachusetts: Winthrop Publisher Inc, 1976), p. 55

Bruder says that there are four rating criteria of test focus on four areas of speaking ability below<sup>6</sup>:

- a. 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.
- b. 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
- c. 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
- d. 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

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<sup>6</sup> Bruch Tillit and Mary Bruder. *Speaking Naturally: Communication Skills in American English*. (New York: Cambridge University Press, 1985), p.6

Language learners need to recognize that speaking involves three areas of knowledge<sup>7</sup>:

- a. Mechanics (pronunciation, grammar, and vocabulary): Using the right words in the right order with the correct pronunciation.
- b. Functions (transaction and interaction): Knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building)
- c. Social and cultural rules and norms (turn-taking, 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.

In here, students' speaking ability is the ability of the students to understand the content of speech. He/she can paraphrase the speech explanation well whether it is reproduced in oral or written forms.

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<sup>7</sup>Marriam Bashir, et. al. *Factor Effecting Students' English Speaking Skills*. (Lahore: British Journal of Arts and Social Sciences, 2011). p. 38

### 3. The Factors that Influence Students' Speaking Ability

There are some factors that influence the students in learning process. Latha said in his research that some factors influence speaking ability as follows<sup>8</sup>:

#### a. 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

#### b. 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.

#### c. 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

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<sup>8</sup> B. Madhavi Latha. *Teaching English as a Second Language: Factors Affecting Learning Speaking Skills*. (India : St. Ann's College of Engineering &Technology, 2012). p. 2

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.

d. 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 vocabularay students have, the better they comprehend one language.

e. 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.

f. 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 speaker plays a duel 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.

g. 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 what ever 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.

h. 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.

i. Family background

The environment and family background play a vital role in the learning process. Nowadays, many families background are

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

j. 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

k. 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.

1. 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.

Then, there are other opinions from some experts that explain the factors affecting students' speaking ability, the writer get some of them as follows:

- a. Interest

When students are interested in a topic discussed, they will follow the class enthusiasm. The challenge of the teachers is that presenting interesting topic that makes the students follow the class enjoyable without stress

- b. Attention

Lose attention can make the student leave the important message or the main idea. Pay attention is a crucial not only at the speakers, but also focus on the speakers' talk. By doing this, the message that speakers send will be received well by the listeners.

c. Students' Hearing Quality

It must be concluded that hearing loss always appears to be an important factor in the results, affecting speech intelligibility<sup>9</sup>

d. Teachers' Speech Rhythm

At least there are two contributions of rhythm to the students' ability. First is rhythm facilitates prediction, and second is that rhythm influences perception. In speech, listeners' perception is significantly influenced by contextual speech rate, which in turn affects the interpretation of acoustic cues<sup>10</sup>

e. Poor Nonverbal Communication

Oral communication involves a very powerful non-verbal communication system, which sometimes contradicts the messages provided through the verbal listening channel. Lack of knowledge of the nonverbal communication system of the target language usually results in the inability to pick up non verbal cues by the ESL learners, which often results in misunderstanding.

f. Teacher's strategy in Teaching Speaking

Teaching in creative performance is very interesting. The teachers who can present the material in various ways generally are able to make their students enjoy in following the learning process.

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<sup>9</sup>Erwin L.J George. *Factors Affecting Speech Recertion in Fluctuating Noise and Reverberation*, (Amsterdam: Vrije Universiteit, 2007). P. 154

<sup>10</sup>Jonathan E. Peelle and Matthew H. Davis. *Neural Oscillations Carry Speech Rhythm through to Ability an Additional*. (Frontiers Research Foundation, 2012), p.1

## **B. The Relevant Research**

### **1. Susanne Ludvigsen**

In her research entitled “ The Effect of Gesture on Youth’s Explicit and Implicit Ability of Video Instructions: A comparison of Foreign and Native Language Speakers”. The participants of this research consisted of seventy nine students. The total of participants was 28 students from USA (Native) and 51 from Norway (Non-Native). The mean age of the participants was 12.5 years old, 66 % are seven grade students, and 33.3% was eight grade.

They had been tested by video recording. For Non-Native students by sending them the material such as questionnaire and asking them to speak orally about some themes then recording it. The result was that mainly has significant effect of Gestures to their Ability<sup>11</sup>. But, native had a higher score than non-native. Futhermore, the research was conducted by the writer had some differernces.

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<sup>11</sup>Susanne Ludvigsen. *The Effect of Gesture on Youth’s Explicit and Implicit Ability of Video Instructions: A comparison of Foreign and Native Language Speakers*, (Varen : Universitet Tromso, 2008), p.60

### **C. Operational Concept**

In carrying out this research, it is necessary to clarify the variable used in analyzing the data. There was one variable as follows:

1. The students' speaking ability as follows:
  - a. The student are able to describe a topic spoken of particular thing, person, or place in descriptive text with good English grammar
  - b. The students are able to express their description of the topic fluently
  - c. The students are able to provide well constructed experiences in describing topic given with enough vocabularies
  - d. The students are able to respond the topic with good English grammar
  - e. The students are able to identify the description of the topic fluently
  - f. Students are able to ask opinions from speaker/listener with accurate English pronunciation