CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter presents review of related literature which based on relevant theories. It covers teaching speaking, speaking activity, speaking problem and the characteristics of successful speaking activity.

2.1 Teaching Speaking

In daily lives, people mostly speak than write (Lawtie, 2004). To increase speaking competence people should research speaking course. Thus, the teaching of speaking is important. 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 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. Nunan (2003) stated what is meant by "teaching speaking" is to teach EFL learners to:

- Produce the English speech sounds and sound patterns.
- Use word and sentence stress, intonation patterns and the rhythm of the second language.
Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.

Organize their thoughts in a meaningful and logical sequence.

Use language as a means of expressing values and judgments.

Use the language quickly and confidently with few unnatural pauses, which is called as fluency.

Burkart (1998) said that a learner need to recognize that speaking involves three areas of knowledge—mechanics, functions as well as social, cultural rules and norm. Mechanics (pronunciation, grammar, and vocabulary) leads to the right words in the right order with the correct pronunciation use. Functions (transaction and interaction) relates to clarity of message (information exchange) and precise understanding (interaction building). Social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants) refer to the way to take into account who is speaking to whom, in what circumstances, about what, and for what reason. It can be concluded; therefore, that the ability to speak a foreign language well is a very complex task for learners to understand what appears is involved in speaking. According to Brown and Nation (1997), in speaking classes there must be (1) some attention to the formal aspects of speaking such as pronunciation, vocabulary, grammar, and the appropriate use of the spoken language; (2) an opportunity and encouragement for learners to produce meaningful spoken message where the message have real communicative goals; (3) an opportunity for the learners to gain truly fluent use of what is already known. There must be an appropriate balance of these elements in
a speaking program, but still the activities should be in line with the students’ ability.

2.1.1. Form-Focused Activities

When learners begin to speak in another language, their speaking will need to be based on some form-focused learning. It focuses on ways of using the language. It involves linguistic competence (vocabulary, pronunciation, and grammar) which can be guided by the teacher. It focuses also on discourse competence, related to the appropriate things to say in specific context. Another thing is sociolinguistic competence such as expectations concerning the rate of speech, pause length, turn taking, and other social aspects of language use. The last, it also includes the explicit instruction in phrases to use or to ask for clarification and repair miscommunication (Burkart, 1998). All those things can be done by doing Drill or Repetition. Drills play a useful part in a language course in helping learners to be formally accurate in their speech and to learn a useful collection of phrases and sentences. Drill also enable learners to start using the language as soon as possible (Brown and Nation, 1997). The implementation of drill or repetition should not be monotonous activity. Therefore, Brown and Nation (1997) stated a list of possible ways to vary repetition.

1. The teacher varies the speed. The teacher says the sentence slowly and the learners repeat. Then the teacher says the phrase a little faster until the phrase is being said at normal speaking speed.

2. The teacher varies the way of choosing who is to repeat the sentence. The teacher says the sentence and points to the first person in the first row to
repeat it. The teacher says it again and points to the second person in the first row. Then the teacher starts pointing at people at random so that the learners cannot predict who will be the next person called on. This variation can also include choosing individuals or choosing the whole class to repeat the sentence. Another variation of this kind is to get the learner who just repeated the sentence to call the name of the next person to repeat the sentence.

3. The teacher can vary the content of the sentence. That is, the teacher can substitute a word for one of the words in a sentence. So instead of only saying "Where is the train station?" the learners might also be called on to repeat "Where is the Post Office?" This is called a Substitution drill.

4. The teacher varies the way the substitution is signaled to the learners, for example, on the board there may be a substitution table like this:

Table 2.1 Variety of Substitution

<table>
<thead>
<tr>
<th>Where is the station?</th>
</tr>
</thead>
<tbody>
<tr>
<td>the post office?</td>
</tr>
<tr>
<td>your house?</td>
</tr>
<tr>
<td>the bank?</td>
</tr>
<tr>
<td>the hospital?</td>
</tr>
</tbody>
</table>

At first the teacher points to the words "the station" on the board and says "Where is the station?" The learners repeat. The teacher points to the next substitution, "the post office," and says that and the learners repeat. After
doing this for a while, the teacher just points to the substitution and does not say it, but the learners have to say the whole sentence. After doing that for a while the teacher does not point but just says the substitution.

5. The teacher may vary the way of choosing the substitution. At first, the teacher chooses the substitutions in the same order as they are written on the board. Then the teacher may choose them in random order so that the learners cannot predict what the next substitution will be.

2.1.2 Meaning-Focused Activities

Language learners should be given opportunities to practice and use meaning-focused communication, in which they must both produce and listen to meaningful oral communication. A meaning-focused speaking activity involves both the speaker’s and the listeners’ attention on the message being communicated. Therefore, teacher as language instructors should provide learners with opportunities for meaningful communicative behavior about relevant topics by using learner-learner interaction. Brown and Nation (1997) concluded that there are several ways of using speaking to increase the speaker’s control of the language ideas.

1. The meaning-focused speaking activity follows some form-focused instruction. That is, the teacher presents some new vocabulary or grammatical features, gives the learners some practice, and then uses a meaning-focused activity to help the learners use and remember these items.
2. Before the learners speak on a topic or take part in an activity, they work in pairs or groups of three or four to give the learners the chance to learn new items from each other.

3. The learners are given topics to talk about. Each learner has to choose a topic to present to the class after preparing it at home. The learner must not read the article aloud to the class but must describe the main points of the article. The class should then ask the presenter questions.

4. Many speaking activities involve some kind of written or picture input in the form of a worksheet. The worksheet contains written data about the situation, the activities, and any possible choices completed with new vocabulary and phrases. If the worksheet uses pictures, some of the pictures or parts of pictures can be given labels that can be used in describing the pictures.

5. Some speaking activities encourage learners to ask each other about the meaning of unfamiliar words or constructions. This seeking and giving of explanations is called negotiation. Each learner in a pair or group has different pieces of information for completing the activity.

### 2.2 Speaking Activity

According to Brown, in Florez (1999), speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking.
People speak in daily life, but speak in foreign language can be difficult thing to do because there are some things that we have to consider about. According to Brown (2001: 270), there are characteristics of spoken language that can make performance easy as well as, in some cases, difficult:

1. **Clustering**

   Fluent speech is phrasal, not word by word. Learners can organize their output through such clustering.

2. **Redundancy**

   The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.

3. **Reduced forms**

   Contractions, elisions, reduced vowels, etc., all form special problems in teaching spoken language. Students who don’t learn colloquial contractions can sometimes develop a stilted, bookish quality of speaking that in turn stigmatize them.

4. **Performance variables**

   One of the advantages of spoken language is that the process of thinking as we speak allows us to manifest a certain number of performance hesitations, pauses, backtracking, and corrections.
5. Colloquial language

Make sure that students are reasonably well acquainted with the words, idioms, and phrases of colloquial language and student get practice in producing these forms.

6. Rate of delivery

Another characteristic of fluency is rate of delivery. The task in learning spoken language is learners achieve an acceptable speed along with other attributes of fluency.

7. Stress, rhythm, and intonation

The stress-timed rhythm of spoken English and its intonation patterns convey important message.

8. Interaction

Learning to produce waves of language in a vacuum—without interlocutors would rob speaking skill of its richest component: the creativity of conversational negotiation.

2.3 Speaking Problems

Speaking is different with other language skills, even though when it is compared with writing, the answer must be writing. What makes speaking difficult is just because the language, English. It is a foreign language and the use of it is very seldom. People can see easily of many things in their life using English in the written form and it doesn’t need to be read aloud, so they don’t need to be embarrassed.
The same thing with learner, they have their own difficulties in learning the language. Particularly in improving speaking skill is not easy for the students. The Following are the problems of speaking skill (Ur,1996:121):

1. Inhibition - fear of making mistakes, losing face, criticism; shyness;
2. Nothing to say - learners have problems with finding motives to speak, formulating opinions or relevant comments;
3. low or uneven participation - often caused by the tendency of some learners to dominate in the group;
4. Mother-tongue use - particularly common in less disciplined or less motivated classes, learners find it easier or more natural to express themselves in their native language.

As the learners of English as a foreign language, of course, there are some reasons for the students not to speak English or to be timid in expressing their ideas. They are peer pressure, lack of motivation and lack of support (Skeffington, 2004).

First, the students do not speak English because of peer pressure. The students do not attempt to speak English because they are afraid to make mistakes. As Brown (2001: 269) stated that one of the major obstacles learners have to overcome in learning to speak is the anxiety generated over the risk of blurting things out that are wrong, stupid, or incomprehensible. Lawtie (2004) said students might lack confidence in their ability to speak confidently let alone in English. The pressure of getting ashamed is one of main factor.
Second, the students do not speak English because they have less motivation. Motivation is one of crucial things that the students should have. When the teacher asked the students why they think they should speak English in class, they just stunned silence, a disdainful look, or a droned “because we have to practice,” it means that they lack of motivation to speak English. Lawtie (2004) stated that students who are not motivated in learning English, do not learn how to speak or do not get any opportunity to speak in the language classroom will lose interest in speaking English.

The last, the students do not speak English because of lack of support. There are two kinds of support: classroom atmosphere and linguistic support. Skeffington (2004) said that it might not be realistic to expect teenagers to provide the generous and patient atmosphere ideal for language practice. However, it is possible to encourage them to support each other, for example by working in teams (Burkart, 1998). Linguistic support here means the knowledge of the formal aspects of speaking such as pronunciation, vocabulary, grammar, and the appropriate use of spoken language. Most students have less knowledge about them. Lawtie (2004) stated that the learners do not want to speak English because what they think, “I don’t know what to say or how to say it.”

Besides, Beare (2007) said that some students are often timid and difficult or even do not use English in expressing their viewpoints or ideas due to a number of reasons:

1. Students have opinion, but are worried about what the other students might say or think.

2. Students are lack of motivation.
3. Students do not have any opinion on the subject.

4. Students have an opinion, but they are not sure they can say exactly what they mean.

5. Students begin giving their opinion, but they want to state it in the same eloquent manner that they are capable of in their native language.

6. Students tend to focus more on correct functional and structure when they do not become too emotionally involved in what they are saying.

7. Other, more actively participating students feel confident in their opinions and express them eloquently making the less confident students more timid or afraid to speak English.

Here, the researcher considers Skeffington as the main theory because all the kinds are complete. It also includes theory from other experts. The researcher uses these theories and related studies in process of analyzing the data as guidelines to analyze students’ problems in speaking in order to answer the statement of the problem.

2.4 Characteristics of Successful Speaking Activity

Ur (1996) said that in order students to carry out the successful speaking, they have to fulfill some characteristics of successful speaking activity such as:

1. Learners talk a lot: As much as possible of the period of time allocated to the activity is in fact occupied by learners talk. This may be obvious, but often most time is taken up with teacher talk or pauses.

2. Participant is even: Classroom discussion is not dominated by a minority of talk active participants. All get a chance to speak and contributions are fairly evenly distributed.
3. Motivation is high: Learners are eager to speak because they are interested in the topic and have something new to say about it, or they want to contribute to achieve a task objective.

4. Language is of an acceptable level: Learners express themselves in utterances, easy comprehensible to each other and of acceptable level of language accuracy.