CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 SPEAKING SKILL

There are many definitions of speaking in language learning proposed by experts. According to Nunan (2003), speaking is the productive aural/oral skill that consists of producing systematic verbal utterances to convey meaning. One of basic features of speaking is that it happens in real time which cannot edit and revise what speakers wish to say. Meanwhile, Bygate in Al-Roud (2016) argues: that “Speaking skill is the ability in using oral language to explore ideas, intentions, thoughts and feelings to other people as way to make the message clearly delivered and well understood by the listener.

In relation with spoken production, Harmer (2002) mentions four language features related to speaking ability. They are connected speech, expressive devices, lexis and grammar, and negotiation language. First, speakers need be able to produce both the individual phonemes of English (e.g. I would have gone) and the connected speech (I would’ve gone). Connected speech consists of assimilation or sounds modification, elision or omitted sounds, contractions and stress patterning. Second, expressive devices deal with the stress and pitch changes of particular parts of utterances, variety of volume and speed, and the use of non-verbal to show people’s feeling. The use of these devices improves the ability to convey intention. Third, the use of a number common lexical phrases mark the spontaneous speech, especially in the performance of certain language function such as apologizing, asking for permission, expressing sympathy, etc.
Moreover, negotiation language used to people for seek clarification and to show the structure of what people are saying.

Moreover Harmer (2002) states “the ability to speak fluently presupposes not only a knowledge of language features, but also the ability to process information and language ‘on the spot’ ”. It means that in fluency speaking speakers need to able to focus on both language features and processing information and language on the spot. So that the speakers should be able to express their ideas, to interact with others, to response to others’ feelings

Furthermore according to Brown (2007), focusing on both the forms language and the functions of language is very important in speaking because the learning process can be achieved. He mentions the micro and macroskills of oral communication as the basic principles in learning speaking. These shown below:

- Produce chunks of language of different lengths.
- Orally produce differences among the English phonemes and allophonic variant.
- Produce English stress patterns, words in stresses and unstressed positions, rhythmic structure, and intonational contours
- Produce reduced forms of words and phrases.
- Use an adequate number of lexical units (words) in order to accomplish pragmatic purposes.
- Produce fluent speech at different rates of delivery
Monitor your own oral production and use various strategic devices pauses, fillers, self-corrections, backtracking-to enhance the clarity of the message.

Use grammatical word clauses (nouns, verbs), system (tense, agreement, pluralization), word order, patterns, rules, and elliptical forms.

Produce speech in natural constituents – in appropriate phrases, pause groups, breath groups, and sentences. Express a particular meaning in different grammatical forms.

Use cohesive devices in spoken discourse.

Accomplish appropriately communicative functions according to situations, participants, and goals.

Use appropriate registers, implicature, pragmatic conventions, and other sociolinguistic features in face-to-face conversations.

Convey links and connection between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.

Use facial features, kinesics, body language, and other nonverbal cues along with verbal language to convey meanings.

Develop and use 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 is understanding you.
2.2 ENGLISH SPEAKING PROBLEMS

Talking about mistakes or problems, Ur in Al-Roud (2016) stated the factor that affect speaking skill as follows:


2. Nothing to say. Students have no motive to express themselves.

3. Low or uneven participant. Only one participant can talk at a time because of large classes and the tendency of some learners to dominate, while others speak very little or not at all.

4. Mother-tongue use. Learners who share the same mother tongue tend to use it because it is easier and because learners feel less exposed if they are speaking their mother tongue.”

In relation with problems in speaking, Dill (2013) in Al-Roud (2016) in his study stated that anxiety and unwillingness during the English speaking process are considered two of the biggest obstacles for EFL learners. Anxiety and unwillingness are caused by the fear of being negatively evaluated when making mistake, particularly in front of their friends. Moreover Hamad 2009 in Al-Roud (2016) in the finding of her study indicates some factors that affect students’ speaking skill such as, using Arabic Language in class, students fear of speaking English Language in public, teachers do not use strategies to develop speaking as role-play and debates.

Furthermore According to Brown (2007) states that the problems in speaking are:
a. Clustering

Fluent speech is phrasal, not word by word. Learners can organize their output both cognitive and physically through clustering.

b. Redundancy

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

c. Reduced Forms

Contractions, elisions, reduced vowels, etc., all form special problems in teaching spoken English. Students who do not learn colloquial contractions can sometimes develop a stilted, bookish quality of speaking that turn stigmatizes them.

d. Performances Variables

One of advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performances hesitation, pauses, backtracking, and correction. Learners can actually be taught how to pause and hesitate. For examples, in English our “thinking time” is not silent; we insert certain “fillers” such as *uh, um, well, you know, I mean, like*, etc. one of the most salient differences between native and nonnative speakers of a language is in their hesitation phenomena.
e. Colloquial language

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

f. Rate of delivery

Another salient characteristic of fluency is rate of delivery. One of your tasks in teaching spoken English is to help learners achieve an acceptable speed along with other attributes of fluency.

g. Stress, rhythm, and intonation

This is the most important characteristic of language pronunciation, as will be explained below. The stress-timed rhythm of spoken English and its intonation patterns convey important message.

h. Interaction

As noted in the previous section, learning to produce waves of language in a vacuum – without interlocutors – would rob speaking skill of its richest component: the creativity of conversational negotiation.

In addition, according to Harmer 2013, the problems that faced by most of the students is reluctant when trying to speak a foreign language. It is because they are shy and not predisposed to expressing themselves in front of other people, especially when they are being asked to give the personal information or opinion. Then frequently they are worry about speaking badly and losing face in front of their classmates. Moreover Susilawati (2007) in Swary (2014) mentioned that in oral discussion, shyness, nervousness, feeling afraid of making mistakes,
not knowing they way how to pronounce certain words, are the potential problems that can hinder the students to speak. Regarding this, Brown (2001) stated that shyness and anxiety are considered as the main causes of students’ reluctance to speak. Moreover, Al-Roud (2016) who stated that the problems in learning speaking were: psychological domain, linguistic domain, instructor domain, and social domain. In addition, Abdalla (2015), based on the finding of his study, he found anxiety, unwillingness and self-confidence were the most psychological factors that affect students who learn a foreign language especially when speaking.

Moreover, Tokoz (2013), he found that the main problem of students’ inability to speak English was because of fear of a limited of vocabulary in which students could not express they would like and they gave up speaking. Besides, Diaab (2016), he found the barriers faced by EFL learners’ speaking difficulties in oral communication are in psychological and linguistic. The difficulties in linguistic included adequate amount of vocabulary, do not know enough about grammar, unable to pronounce words correctly. Moreover, Bilal (2013), he concluded that the problems or hurdles in speaking English are domination of mother tongue effect, unavailability of the environment that helps to speak English at home and in school, and family’s low background. In addition, Swary (2014), she reported in her qualitative study that the problems of speaking skill that students encounter are: the teacher not used an interesting strategy when they teach English and the students asked the students to write some material, the
teacher used Indonesia dominantly in every time in the process, and the environment was not support to be good in English speaking.

2.3 STRATEGIES TO SOLVE SPEAKING PROBLEMS

In the process of learning speaking, of course there are some problems which the teacher has to solve it. Harmer (2013) proposed that there are jobs of the teacher to help their students to overcome the reluctant students by making them feel good about speaking. These shown below:

a. Making students feel relaxed. Because students do sometimes feel anxious about speaking, the teacher will do best to create a relaxing environment when he asks them to speak.

b. Matching level and task. One of the reasons, perhaps, that students become nervous and reluctant is that the teacher asks them to do more than they are capable of. It is especially important with speaking activities to set tasks at a level that students are comfortable with.

c. Using pairwork and groupwork

This can be quite intimidating for some learners and tends to favour the more confident students. That is why using pairwork and groupwork is so important. Not only does it give everyone a chance to speak- even the shy students-but it is less pressurised for many people.

Meanwhile Harmer (2007) proposed some activities to promote speaking are

1. Acting from a script

Students can be asked to act out scenes from plays or course books and sometimes filming the result. It encourages students coming out to the
front of the class. The teacher has to give time to the students to practice their dialogue first before they are asked to perform. When all students are practicing, the teacher can give attention to their intonation, stress, and speed. By giving students’ chance to practice before their final performance, it ensures that acting from a script is both a learning and language producing activity.

2. Communication games
Games are very effective to encourage students to make their interests to communicate. Games also help the teacher to create context in which the language is useful and meaningful. For example, picture games which are designed to provoke communication between students frequently depend on an information gap so that one student has to talk to a partner in order to solve a puzzle, draw a picture (describe and draw), put things in the right order (describe and arrange) and find similarities and differences between picture.

3. Discussion
Discussion is probably the most commonly used activity in the oral skills class. Here students have an opportunity to express their opinions. However, the difficulties of having discussion are that students are shy and reluctant to share their opinion in front of whole class and are not confident of the language they used to express their ideas. To avoid these difficulties, teachers can set up different types of discussion namely buzz groups, instant comment mini-activities, and formal debate.
The ‘buzz group’ that can be used for a whole range of discussion. For example, students are expected to predict the content of a reading text, or talk about their reactions after reading the text. Meanwhile, instant comment is mini-activities into lessons that students can respond fluently and immediately. This involves showing them photographs or introducing topics at any stage of a lesson and nominating students to say the first thing that comes into their head.

In formal debate students prepare their arguments or against various propositions. When the debate starts, the speakers produce well-rehearsed ‘writing like’ arguments whereas others, as the audience pitch in with their own thoughts which are less scripted on the subject or topic as the debate progresses.

4. Prepared talk

Another activity to perform speaking is prepared talks where student make a presentation based on a certain topic. Because they are prepared, students should speak from their notes rather than from a script.

5. Questioners

Questionnaires are useful because, by being pre-planned, they ensure that both questioner and respondent have something to say to each other. Students can design questionnaires on any topic that is appropriate. The teacher can act as a resource, helping them in the design process. The results can form the basis for discussions, or prepared talks.
6. Simulation and role play

Simulation and role play stimulate a real-life encounter and can be used to encourage general oral fluency. Students take on the role a character different from themselves or with thought and feelings they do necessarily share.

Furthermore, Brown (2000) stated that there are six types of classroom speaking performance. They are imitative, intensive, responsive, transactional dialogue, interpersonal dialogue, and extensive monolog. In imitative, learners concern some particular element of language form. For example, they practice intonation patterns, pronounce words correctly, or try to point out a certain vowel sound accurately. Then intensive speaking is more complex than imitative because any speaking performances that are designated to practice some phonological or grammatical aspect of language. Responsive speaking deals with short replies to teacher’s or students’ questions and comment. These replies are usually sufficient and do not extend into dialogues. The extended responsive speaking is dialogues which are classified into transactional and interpersonal dialogues. Transactional dialogue is an extended form of responsive language where students convey or exchange specific information. While interpersonal dialogues are carried out to maintain social relationships among the participants. Meanwhile monologues are usually in the form of oral reports, summaries, or short speeches. Here the register is more formal and deliberative. In addition, Kim and Kang (2015) who stated that song lyrics are made to deliver the feelings, emotions and thoughts as if the songs represent listeners’ feeling.