CHAPTER II
REVIEW OF RELATED LITERATURE

In this chapter, the researcher talks about the explanation of teaching of speaking, definition of assessing speaking, the important of assessing speaking, the types of assessing speaking and the factors of difficulties in assessing speaking for young learner.

2.1 Teaching Speaking

Considered speaking as the most important skill among four skills (listening, speaking, reading and writing) because people who know a language are referred to as speaker of that language (Ur, 1996). This has explained that using a language is more important than know the language. However, teaching speaking focuses on the way of the students to improve their oral production. Based on Chaney (1998), in the past, oral communication instruction was neglected because of the misconception that oral communication instruction competence develops naturally over time and that cognitive skills involved in writing automatically transfer to analogous oral communication skills.

2.2 Definition of Assessing Speaking

Speaking assessment is a practice of speaking is done by teacher to the student. The assessment including assessing speaking is needed, because it is the driver of theory. According to Hartley and Sporing (1999), testing oral proficiency has become one of the most important issues in language testing.
since the role of speaking ability has become more central in language teaching.

2.3 The Importance of Assessing Speaking

Speaking is one of skills that is important into learning English language. Speaking clearly is the purpose of mastered foreign language. Teachers give assessment in process of learning in order to know how far the abilities of the students into master the subject. That is also being the reason why assessing speaking need in English teaching learning process. It is to know how far and scoring the students mastered the pronunciation, vocabulary use, grammar, fluency and their comprehensibility of the materials.

2.4 The Components of Assessing Speaking

In assessing speaking, there are several components of doing the assessing to the students.

a. Fluency. Fluency as “the features which gives speech the qualities of being natural and normal”. (Richards :1992)

b. Accuracy. Accuracy concerns “the ability to produce grammatically correct sentence.” In other words, accuracy in language means grammatical accuracy only. (Richards :1992)

c. Vocabulary use. Vocabulary use is about words – where they come from, how they change, how they relate to each other and how we use them to view the world (Bauer : 2001)
d. Grammar. Students use correct words order, tenses, tense agreement, etc. Students do not leave out articles, prepositions or difficult tenses (Thornbury :2005)

e. Pronunciation. Students speak and most people understand.(Thornbury :2005)

f. Interactive speaking. The lengths and complexity of the interaction, which sometimes includes multiple exchanges and or participant (Brown : 2014). According to Hellerman (2008) Interaction consists of sharing ideas and opinions, collaborating toward single goals, or competing to achieve individual goal. Interactive speaking includes some assessment tasks such as interviews, role play and discussion activities (Brown, 2004)

2.5 The Difficulties in Speaking for Young Learners

According to Al-Lawati (1995), the difficulties faced by Omani students in their oral production of English and found out that the linguistic domain (grammar, pronunciation, discourse and vocabulary) constitutes the most area of difficulty. It is because the learners have not yet develop an adequate level in the basic abilities of the language that explained by the teacher. There are many several difficulties in speaking for young learners. According to Ur (1996), they are as follows:

1. Inhibition. Students are worried about making mistakes, fearful of criticism, or simply shy.

2. Nothing to say. Students have no motive to express themselves.
3. Low or uneven participation. Only the 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.

   Besides, Beare (2007) said that some students are often timid and difficult or even does not use English in expressing their view points or ideas due to a number of reasons:
   1. Students have opinion, but are worried about what the 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 exactly what they mean.
   5. Students begin giving the opinion, but they want to state it in the same eloquent manner that they are capable of in their native language.
   6. Students tend the focus more on correct functional and structure when they do not become emotionally involved what they are saying.

   Other, more actively participating students feel confident in there are opinions and express them eloquently making the less confident students more timid or afraid to speaking English.
2.6 The Way to Assess Speaking in English for Young Learner

Speaking skills are often considered the most important part of an EYL course, and yet the difficulties in testing oral skills frequently lead teachers into using inadequate oral tests or even not testing speaking skills at all. Based on Loannou and Pavlou (Assessing Young Learners, 2003), there are several ways to assess speaking:

1. Marking schemes relevant to the children’s language levels, as well as self-and peer-assessment, journal writing, interviews and portfolios.
2. Getting the whole class to prepare for the speaking assessment, but only choose one group of four to six to assess at the time.
3. Starting the assessment task and the children are working smoothly, concentrate on the group you are assessing, making notes if it needed (discreetly, it is to make the children not upset).
4. Assessing a larger number of children; possibly all of them, if you use a cassette record them while they are carrying out the speaking task. Recording the assessment allows you listen to the children in your own time and also provides a permanent record for the children’s portfolio.

Observing just four to six children at a time, the teacher might worry that the rest of the class feels cheated, because they prepare for the task but not have been assessed. The teacher can get round this in a way that satisfies the children. Asking all the children, including the ones has the teacher assessed, to use self- or peer-assessment at the end of the task. Then find to collect and look at their self-assessment and discuss them briefly. The teacher can keep some comments on the discussion and at them to their portfolio together with their self-assessment and their own comments.