CHAPTER II

REVIEW OF RELATED LITERATURE

Chapter two presents review of related literature which is based on relevant theories and previous research findings. It provides the nature of speaking, some characteristic of successful speaking, speaking learning activities, difficulties of speaking, the ways to solve speaking difficulties.

2.1 The nature of speaking

According to Fulcher (2003) stated that speaking refers to an activity of expressing thoughts, ideas, and feelings by using audible symbols or visible bodily action. Speaking is the verbal use of language to communicate with others. Moreover, speaking is not only done for speaking. The listeners must understand and catch the information given by the speakers.

The main objective of learning speaking is to develop the student’s ability to communicate in the target language. It was supported by Harmer (2007:16) who says that to choose of language may depend upon the channel of communication, people who use language have a number of different abilities, they will be able to speak on the telephone, write a letter, listen to radio or read the books. Based on the information above, speaking means the people’s ability to use the language in appropriate way. Speaking is also productive skill in language. It means that people should produce some information orally not in passive way. From this case, the students not only study English as a foreign language but also
want to know more about the people who speak English and the place where English is spoken. In learning speaking, they were expected to be able to express themselves in English at the pre advanced level of proficiency, such as to debate, to interview, to give a speech, to present a topic in a seminar, and many others. Speaking is one of productive language skills that need learning process. Moreover, for the second language such as English learners need environment where they can express / practice their language. The process of language not only occurs in formal condition, but also informal condition. It is more important to the second language.

2.2 Some characteristics of a successful speaking

According to Ur (1996) stated that spoken language needs to be first, accurate, and fluent. When students develop both accuracy and fluency, they become successful and confident at communicating in English.

Ur (1996) states about the characteristics of successful speaking activity, they are:

1. Learners talk a lot.

As much as possible of the period of time give to the Learner to talk. This may seen obvious, but often much time is taken up the teachers talk or pauses.

2. Participation is even.

Classroom discussion is not dominated by a minority of talkative-participants: all get a chance to speak, and contributions are fairly evenly distributed.
3. Motivation is high.

Learners are highly motivated to talk because they want to contribute achievement in task objective.

4. An acceptable level language.

Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

2.3 Speaking learning activities

There are several activities that can be used in learning speaking, such as discussion in a group, dialogue, role play, speech in front of the audience, debate (Ur, 1996). Activities of learning speaking are meant to develop learner’s ability to express them through speech. It is important to think of many activities in order to involve their ability in speaking, because without expression in many activities, their ability in speaking will be doubted. Students who are learning to speak are suggested to be able to speak in front of audience and among their friends.

2.3.1 Discussion

Discussion in groups is an activity which helps students to enhance their speaking. Students usually work in groups or pairs and discuss the certain topic. One group may have different topic with others. Through discussion, students can share their ideas and practice speaking. Moreover, this activity is very helpful for the student who does not have an opportunity to speak up, since here everybody has an equal chance to express his mind. For the discussion, the teacher usually
ask students to work in groups or pairs. Each group may consist of five or six people. Then, the teacher gives each group different topic. The group has ten minutes to discuss the topic. After that, one of them stands up and tells to the other groups what the topic talks about. Other groups may give a comment or ask something else. This activity makes students more active and cooperative in the classroom. (Ur,1996).

2.3.2 Debate

Debate is also a good way to improve speaking ability. In debate, students learn many things such as how to speak English well, how to deliver it and how to make others understand. Moreover, debate helps students to increase their critical thinking and enlarge their knowledge. (Ur,1996)

2.3.3 Speech

Speech might also can increasing students skill in speaking. However students here will be try to speak better, like better pronunciation and intonation. Because the speech will heard so many people, its motivated students to speak better than before. Also for the listener it might be givie new information based on the topic bring by the speakers. (Ur,1996)

2.3.4 Role play

In this activity, participants are given a situation, problem or task, printed down on cards. It is done in groups or pairs. The audience are given the
opportunity to give their opinion about solving difficulties that is chosen from the card (Ur,1996)

2.4 Difficulties of Speaking

In learning speaking, students often get difficulties to talk. Aisyani (2006) stated that there are some possible difficulties faced by the students in learning speaking. They are in speaking activity class are:

1. Pause

Pause means the speaker suddenly stop speaking in a moment while think about next words to speak off. This happen because the speakers do not understand what to say.

2. Filler

Filler is bit different with pause. Filler occurs when the speakers fill a pause with certains sound, for example uhhhhmm, hmmm. On the other side, filler can help the speakers to get more ideas to speak.

3. Mental problem

When the speaker speak in front a lot of people, speakers could be nervous, and or sweating. All of these difficulties could make the speakers lost in speaking.
4. Mispronunciation

This happens often to the speakers. It depends on the speakers' mastery of vocabulary. If the students rarely use vocabulary and pronunciation well, this difficulty might be happen when speaking.

5. Grammatical error

This difficulty depends on the speaker's understanding about grammar. If the speakers have less understanding about arranging sentences correctly, it could make the speaking not well because the speakers do not understand how to arrange sentences.

6. Poor vocabulary

Vocabulary is the main key of speaking. Speakers cannot speak fluently when they are poor in vocabulary. Mastery a lot of vocabulary is really great foundation for the speakers, because a lot of vocabulary means a lot of things can be a good asset for speaking.

2.5 The Ways To Solve Speaking Difficulties.

There are many strategies to find the right way to be a good English language learners. According to Cahyono (1998:84-90 in Athena, 2004) there are five strategies to overcome lack the knowledge of the language.
1. Find the appropriate way in learning English

Cahyono (1998 in Athena, 2004) stated that the learner should find the appropriate way to learn English, because if the learner know what he/she wants. He/she can improve or progress his study. The learners should not be afraid to be persistent in using their strategy although it is different from what the teacher suggests. Example, if the learners want to increase their ability in pronunciation, they can drill by themselves, although there is no emphasizing in the class.

2. Make a note the way to learn

Cahyono (1998 in Athena, 2004) stated the learners try to make note or schedule to organize the vocabulary grammar and pronunciation. This way is effective and this is no one of the ways to get successfully in learning English. It can be conducted start make a note of new vocabulary everyday.

3. Creative

Cahyono (1998 in Athena, 2004) stated that in this term, learners should drill themselves creatively. Example: learners try to apply what they have learned. Besides, the learner can make experiment to apply a new ways in using new vocabulary.

4. Create speak opportunity

Based on Cahyono (1998 in Athena, 2004) in learning English as second language, the learners should be active. Learners should be able to create a situation to express or apply what they have learned. The active learners can more
success than the passive learners, because they are not only depending on the teachers do. Because of that, this quite significant to make reduce shy and disgust sense by making or joining with a certain situation where English can be applied directly. This situation can be done by Making communication and interaction to the teacher and another learners by using English, and trying to listen English language from TV, record, movie, broad news, or western song.

5. Study of a part as an unity

In English language, Cahyono (1998 in Athena, 2004) stated that there are phrase that cannot be clarified word by word, it means idiom. In this term, the learners should be able to study about the proverb, poem, a part of song, and so on.