

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

In this chapter, the writer would like to present some related theories dealing with the topic of the study. This chapter consists of three main subchapters namely; Theories, Previous Study, and Conceptual Framework. The concepts and theories will guide the researcher in analyzing data.

#### **2.1. Theories**

Theory is a supposition or a system of ideas intended to explain something especially one based on generally principles of the thing to be explained. It is used for guide the enterprise of finding fact and will guide the researcher in analyzing data. In this subchapter the writer provides several theories that will help guiding the analysis in chapter four below are the theories.

##### **2.1.1 Theory of Speaking**

Barker (1984) and Ross (1977) stated that the purposes of speaking are to inform, to persuade and to entertain. One of the most frequent purposes is to inform people something we have either more knowledge or know in different or more specific way. The speaker who would inform has the obligation to make the information clear and interesting as well easy for the audience to learn remember to apply, the primary goal of this kind of speaking is audience understanding.

The key means to this goal is clarify, interest and organization of materials. We define persuasion as a deliberate attempt by one person to modify the attitude,

believe or behavior of other by transmitting message. The general goal of persuasive speaking is to influence the audience behavior or way of thinking. Also speech entertains intends to bring the audience pleasure such as speech is casually a speech at least characterized by some degree of humor. The certain speech creates speaker. Audience report which is considerable more informal than other forms of public speaking.

### **2.1.2 Definition of Speaking**

According to Lado in Radja (1996:6), speaking ability is the ability to express oneself in life situation, or the ability to report acts or situations in precise words, or the ability to converse or to express a sequence of the idea fluently, through the elements of the language speaking ability to use the essentially normal communication situations and signaling system of pronunciation, stress, intonation, grammatical structure, and vocabulary of the foreign language.

According to Penny Ur (1996:120), there are four characteristics of a successful speaking:

1. Learners should talk as much as possible of the period of time allocated in the activity, this may seem obvious but often most time is taken up with teacher talk or purpose.
2. Participations are even. A minority of talkative participant does not dominate classroom discussion; all get the chance to speak a contribution 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 because they want to contribute to achieving a talk objective.
4. Language is an acceptable level. Learners express themselves in utterances that are relevant, easily comprehensible to each other and of an acceptable level of language accuracy.

### **2.1.3 Types of Speaking**

Brown (2001: 271) describes four categories of speaking skill area, as follows:

1. Imitative

This category includes the ability to practice an intonation and focusing on some particular elements of language form. That is just imitating a word, phrase or sentence. The important thing here is focusing on pronunciation. The teacher uses drilling in the teaching learning process. The reason is by using drilling, students get opportunity to listen and to orally repeat some words.

2. Intensive

This is the students' speaking performance that is practicing some phonological and grammatical aspects of language. It usually places students doing the task in pairs (group work), reading aloud that includes reading paragraph, reading dialogue with partner in turn, reading information from chart, etc.

### 3. Responsive

Responsive performance includes interaction and test comprehension but at the limited level of very short conversation, standard greeting and small talk, simple request and comments. This is a kind of short replies to teacher or student-initiated questions or comments, giving instructions and directions. Those replies are usually sufficient and meaningful.

### 4. Extensive (monologue)

Teacher gives students extended monologues in the form of oral reports, summaries, and storytelling and short speeches.

Based on the theory above, it can be concluded that there are some points that should be considered in assessing speaking. The students need to know at least the pronunciation, vocabularies, and language functions that they are going to use. When the students have been ready and prepared for the activity, they can use the language appropriately.

#### **2.1.4 Communicative Competence**

Allen (1976) states that extemporaneous speaking is a goal delivery method because it allows the speaker to feel confident about his ideas and delivery without committing himself to exact word and pattern of expression.

Canale and Swain (1980:206) propose that communicative competence includes grammatical competence, discourse competence, sociolinguistic competence, and strategic competence.

Grammatical competence is an umbrella concept that includes increasing expertise in grammar, vocabulary, and mechanics. With regards to speaking, the

term mechanics refers to basic sounds of letters and syllables, pronunciation of words, intonation, and stress (Scarcella & Oxford in Canale and Swain, 1980:206). In order to convey meaning, EFL learners must have knowledge of words and sentences: that is, they must understand how words are segmented into various sounds, and how sentences are stressed in particular ways, thus, grammatical competence enable speakers to use and understand English-language structures accurately and unhesitatingly, which contributes to their fluency.

Discourse competence in addition to grammatical competence, EFL learners must develop discourse competence, which is concerned with intersentential relationship. In discourse, whether formal or informal, the rules of cohesion and coherence apply which aid in holding the communication together in a meaningful way. In communication, both the production and comprehension of a language require one's ability to perceive and process stretches of discourse, and to formulate representation of meaning from referents in both previous sentences following sentences. Therefore, effective speakers should acquire large repertoire of structures and discourse markers to express ideas, show relationships of time, and indicated cause, contrast, emphasis (Scarcella & Oxford in Canale and Swain, 1980:206).

Sociolinguistic competence; knowledge of language alone are not adequately prepare learners for effective appropriate use of the target language. Learners must have competence which involves knowing what is expected socially and culturally by users of the target language; that is learners must acquire the rules and norms governing the appropriate timing and realization of

speech acts. Understanding the sociolinguistic side of language helps learners know what comments are appropriate, how to ask question during interaction, and how to respond nonverbally according to the purpose of the talk. Therefore, “adult second language learners must acquire stylistic adaptability in order to be able to encode the discourse around them correctly” (Brown in Canale and Swain, 1980:207).

Strategic competence, which is “the way learners manipulate language in order to meet communicative goals” (Brown in Canale and Swain, 1980:207), is perhaps the most important of all the communicative competence elements. It is the ability compensate for imperfect knowledge of linguistic, sociolinguistic, and discourse rules (Berns, 1990). With reference to speaking, strategic competence refers to the ability to know when and how to take the floor, how to keep a conversation going, how to terminate the conversation, and how to clear up communication breakdown as well as comprehension problem.

Oral communication is two way process between speaker and listener; involve the productive skills of speaking and the receptive skill for understanding. Both speaker and listener have a positive function to be performed. The speaker has to encode the message to be conveyed in appropriate language. The listener has to decode (interpret) the message that contains information. In contrast to the written language, the sentence carefully structures and limited together. Speech is characteristic by in-complete and sometimes un-grammatical utterance.

### **2.1.5 Measuring Oral Production**

The main reference used to measure the oral production is the one proposed by Hughes (1989). The accurate measurement of oral ability is not easy. It takes considerable time and efforts to obtain valid and reliable result. Hughes (1989) argued, when one wants to test oral ability; he or she should know about specifying an appropriate tasks.

Specifying all appropriate tasks refers to the contents, criteria level of performance and of possible test format. The tasks should elicit behavior, which truly represent the candidates ability and which can be scored validly and reliably.

Elicitation techniques deal with the usages of techniques. They are questions and request for information, pictures, role-play, interpreting discussion, tape recorded stimuli and imitation.

Describing the criteria level, scoring will be reliable and valid of clearly recognizable; appropriate, descriptions of criteria level are written to use them: irrelevant features of performance are ignored, there is more than one scorer for each performance.

Scale that can be used in describing oral production by Hughes (1990:111-112) can be seen as follows:

#### **1. Grammar**

- 1) Grammar almost entirely inappropriate or inaccurate, except in stock phrases.
- 2) Consonant errors showing control of very few conversational micro skills or major patterns and frequently preventing communication.

- 3) Frequent errors showing inappropriate use of some conversational micro skills or some major patterns uncontrolled and causing occasional irritation and misunderstanding.
- 4) Occasional errors showing imperfect control of some pattern but no weakness that causes misunderstanding.
- 5) Few errors, with no patterns or failure.
- 6) No more than two errors during the conversation.

## **2. Vocabulary**

- 1) Vocabulary limited to minimum courtesy requirement.
- 2) Vocabulary limited to basic personal and survival areas and very familiar topics.
- 3) Choice of words sometimes inaccurate, limitation of vocabulary prevents discussion of some common professional and social topics.
- 4) Vocabulary adequate to discuss special interests and any nontechnical subject with some circumlocutions.
- 5) Vocabulary broad, precise and adequate to cope with complex practical problems and varied topics of general interest.
- 6) Vocabulary apparently as accurate and extensive as that of an educated native speaker.

## **3. Pronunciation**

1. Pronunciation frequently unintelligible.
2. Frequent gross errors and a very heavy accent, make understanding difficult, and require frequent repetition.

3. “Foreign pronunciation” requires concert rates listening and mispronunciation lead to occasional misunderstanding and apparent errors in grammar and vocabulary.
4. Marked ‘foreign accent’ and occasional mispronunciations that do not interfere with understanding.
5. No conspicuous mispronunciations, but would not be taken for a native speaker.
6. Native pronunciation, with no trace of ‘foreign accent’.

## **2.2 Previous Studies**

Previous studies of related studies contain systematic and relevant description of the latest fact and result of previous studies which is a line with speaking ability.

Tea (2012) conducted her research with the title: **An analysis on the speaking ability trough conversation of the Third Year Students of St. Michael Major Seminary Kupang in the academic year 2011/2012.** The student’s level of speaking was measured by sub skills aspects such as grammar, pronunciation, lexical, fluency and comprehension. She took 12 students by using purposive random sampling technique. She also prepared 10 topics as conversational topics that lead students to develop their ideas in speaking. Based on the result of her study, tea considered that she was able to find out that the mistakes committed by the third year students of St. Michael Seminary Penfui are

grammar, vocabulary, fluency, and pronunciation. And their level of ability was classified as “very good.

Kolo (2008) conducted her research with the title: **The analysis of speaking ability of the third year students of language class of SMA Kristen Atambua in school year 2008/2009.** She conducted to evaluate how far the third year students of language class of SMAK SINT Carolus in the in the school year 2008/2009 apply their grammar, vocabulary and pronunciation knowledge. The research focused on the analysis grammar, pronunciation and vocabulary oral made by students in answering questions. She took 15 of the students randomly by making lottery to be the subject of the study. There were 14 oral questions given by her. From these questions, there were 14 answers given by the students as their responses to the questions given. Those 14 answers were not right all or in simply words there were some errors in their answer. Based on the result of her study, she found that in interview, their speaking was delivered more or less in correct grammar, good pronunciation and also they were able to produce many vocabularies and their level of speaking ability was classified as “high advance”

Naif (2008) conducted her research with the title: **A Study on Speaking Ability of the Fourth Semester Students of English Department of Widya Mandira Catholic University.** She also was a student of Widya Mandira Catholic University. In 2008, she investigated speaking ability of the fourth semester students of English Department of Widya Mandira Catholic University. In her study, she focused on grammar, pronunciation, and vocabulary. She prepared a topic about vacation during the Easter holiday. And for it, she gave 5

leading questions. The students were asked to talk about the topic. Naif only chose 10 students as the sample of the study. The sample was selected randomly from the students' name. In the end, she conducted that fourth semester students of English Department of Widya Mandira Catholic University are able to speak English even though they still always make some errors on grammar, pronunciation and vocabulary. Their level of ability was classified as "average".

### **2.3 Conceptual Framework**

Conceptual framework is basic reasoning sourced from a theory to direct guide the researcher in solving the problem in a research. Skill of language learning consists of listening, writing, reading and speaking. This study is focused on speaking skill especially pronunciation, vocabulary and grammar until the writer comes up with the title of the study. Conceptual framework of this study is as follows:

