

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter presents review of related literature which is considered necessary to analyze the data. Those are theory of speaking skill, the teaching speaking, speech and speaking ability, the component of speech, and the difficulties of speech.

#### A. Speaking Skill

According to Florez, Speaking is “An interactive process of constructing meaning that involves producing, receiving and processing information”.<sup>1</sup> Tarigan also has cited in Faizah’s thesis that “Speaking is an ability of saying articulation sounds based on in order to express, state and deliver thoughts, ideas and feeling.”<sup>2</sup> So, speaking becomes one thing that can influences to the human’s live, which they can interact each other.

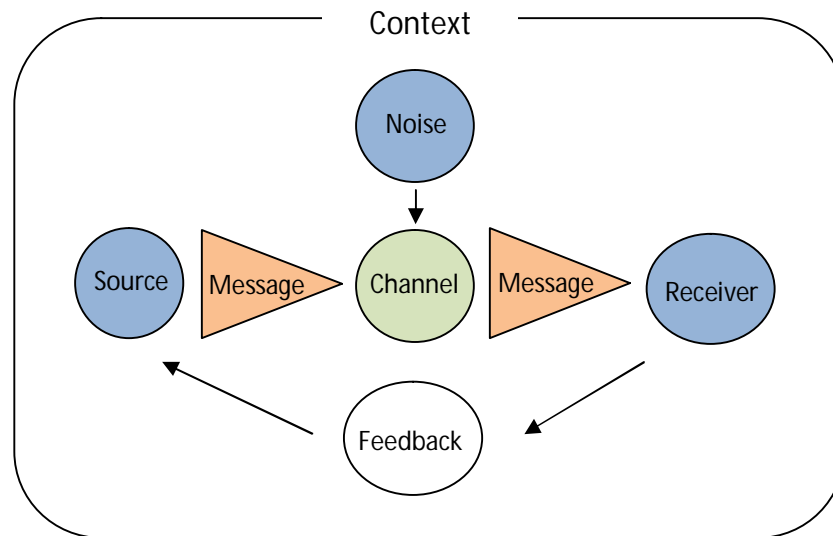
The success of any exchange is influenced by speaking ability in which the speaker must be able to anticipate and produce the expected pattern of specific discourse situations.

Thus speaking is process of interaction between speaker and listener to give a message each other. As picture below:

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<sup>1</sup> Kathleen M Bailey, *Practical English Language Teaching: Speaking International Edition* (New York: The McGraw-Hill companies, 2005), 2.

<sup>2</sup> Faizah, *Using Debate Method to Improve Speaking Ability at The Second Grade Of SMA Giki 3 Surabaya* (Surabaya: S-I Unpublished thesis IAIN, 2010), 11.



Adapted from Public Speaking book written by Steven and Susan A. Beebe

Paul stated that there are seven components of the communication process. Those are<sup>3</sup>:

1. A source

The source is the person who originates the message. who the sender is makes a difference in determining who, if anyone, will listen. A source is useless without a receiver, and a speaker is useless without an audience.

2. A receiver

The receiver, listener, or audience is the individual or group that hears, and listens to, the message sent by the source. The best speaker can

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<sup>3</sup> Paul E Nelson, Scott Titsworth, and Judy C. Pearson, *Public Speaking. A Guide for the Engaged Communicator* (New York: Mc Graw Hill, 1995), 8.

'read' an audience; through analysis or intuition they can tell what an audience wants, needs, or responds to.

3. A message

The message is sensed by both the source and the receiver: the facial expressions seen, the words heard, the visual aids illustrated, and the ideas or meaning conveyed simultaneously between source and receiver.

4. A channel

The channel is the means of distributing your words, whether by coaxial cable, fiber optics, microwave, radio, video, or air. In the public speaking classroom, the channel is first of all the air that carries the sound waves from the mouth of the source to the ear of the receiver.

5. Feedback

Feedback includes verbal or non verbal responses by the audience. During a public speech, most of the audience feedback is nonverbal: head nodding, smiling, frowning, giving complete attention, fiddling with a watch.

6. A situation

Communication occurs in a context called the situation which includes the time, place, and occasion in which the message sending and receiving occurs. The situation can determine what kind of message is appropriate.

## 7. Noise

Another component of the communication process is noise, interference or obstacle to communication.

In actual, real life presentation, all of these components function simultaneously and continuously. The speaker conveys a message through words and action, but the audience gives meaning to that message through its own thought processes.

Steven and Susan have mentioned that there are seven points of characteristics of effective speaker.<sup>4</sup>

- a. The first, the speaker has to pay attention to whom, when and where he/she will speak. Taking notice to audience is the important object when speaking hence it influences to accepted or not a speech. Thus, Steven and Susan stated that speaking is naturally audience-centered activity.
- b. The second, to develop good ideas is needed to be effective speaker. The speaker has to learn to think well. He/she has to be able to develop a new idea with various views in every speech. As Romans said in Steven and Susan's book that "This skill invention-the ability to develop or discover ideas that result in new insights or new approaches to old problems".<sup>5</sup> So, the audience can comprehend a whole of what the speaker say.

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<sup>4</sup> Steven A. and Susan J. Beebe, *Public Speaking. An Audience-Centered Approach*, (New York: Allyn & Bacon, 1993), 16.

<sup>5</sup> Steven A. and Susan J. Beebe, *Public Speaking...* 17.

- c. The third, when giving information, ideas and figuring it with a few example or story, the speaker has to deliver it as organized as possible because it influences the understanding of audience to the idea of what the speaker say.
- d. The fourth, the selecting of words is also important for the speaker who wants to be paid attention by audiences.
- e. The fifth, the speaker has to deliver message well, so that the audience can get the point said. For example: the speaker uses appropriate gestures, voice, eye contact, etc. Moreover, when speaking, he/she has to be relaxed.
- f. The sixth, the speaker has to get the information as much as possible as supporting the materials of the topic for his/her speech. He/she can obtain it from various sources. Like news in television, newspaper, radio, someone, etc.
- g. The last, think and listen critically are equally important for the effective speaker. Here, speaker will think and analyze to what around him/her. Thus it will create to think critically, so that its result can be made as supporting the argument. Besides, the speaker also should be able to become the good listener which he/she will accustomed analyze and synthesize various ideas.

## **B. Teaching of Speaking**

In learning English, speaking is very important. To gain the ability to communicate is the language target in the goal of teaching English. Therefore, the teacher has to make the learners to be active and give many chances to speak as much as possible.

Thus, the teacher should give the students opportunities to use the language target to communicate each other. It means that the setting of activities must be a lot communicative. As what has been delivered by Rivers “Practice is essential in the prosodic features of the new language: stress, intonation, juncture phenomena, and syllabification”.<sup>6</sup> He also explained that imitation in language class can develop and maintain comprehensible and acceptable patterns.

According to James R. Welker, students will develop the ability to speak English by using English communicatively. He gave several ways to use more English. For example: teacher have to accustom the students to be in English area by using English when opening and closing the activity, teaching materials, giving some handouts, and using the same expression for the same

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<sup>6</sup> Wilga M. Rivers, *Teaching Foreign-Language Skills. Second Edition*, (USA: The University of Chicago Press, LTD., London), 198.

activity, teacher has to keep self confidence and give correction for the learner.<sup>7</sup>

As with any kind of correction, It is important not to single students out for particular criticism. Many teachers deal with the mistakes they heard without saying who made them. Of course, there are no hard and fast rules about correcting. Some teachers who have a good relationship with their students can intervene appropriately during a speaking activity if they do it in a quiet non obtrusive way. But it is a risky enterprise. The general principle of watching and listening so that teacher can give feedback later is usually much more appropriate.<sup>8</sup>

Brown has described that there are six types that can be applied when teaching speaking. They are:<sup>9</sup>

a. Imitative

It is a type focusing on some particular element of language form. The method which takes part of this type is *drilling*. Here, the teacher gives an example, while the students listening what the teacher said and repeat later.

There are several ways for using drill.

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<sup>7</sup> Welker, James R, *Easy ways Teachers Who Are Non-Native Speakers Can Use More English in Class. (The Internet TESL Journal, Vol. II, No. 7, 1996), (Online), (http://iteslj.org/, retrieved 14 May 2012).*

<sup>8</sup> Jeremy Harmer, *How To Teach English*, (England: Longman, 1998), 94.

<sup>9</sup> H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy, second edition*, (San Fransisco: Addison Wesley Longman, 2001), 271-274.

b. Intensive

This type is designed to practice some phonological or grammatical aspect of language.

c. Responsive

Responding questions can stimulate the learner to be more communicative. It can be applied by asking questions or comments.

d. Transactional (dialogue)

In this type, the teacher gets more communication from the learner, where the learners apply a simple conversation about certain topic. They talk and give specific information each other.

e. Interpersonal (dialogue)

This is a conversation that carried out more for the purpose of maintaining social relationships than for the transmission of facts and information.

f. Extensive (monologue)

This is a monologue that applied by intermediate to advance levels in the form of oral reports, summaries, or short speeches.

From the several of type of classroom speaking performance above, English Speech Training included the extensive type which is the students make some speeches to the others in this activity.



### C. Speech

Speech is the process of presenting a message to audience, small or large, to provide information, ideas, concept and influence audience. This activity helps the students who want to increase their speaking ability, especially in fluency and pronunciation. Speech can present opportunities for student to deliver message and increase their confidence in public.

There are several aspect of manner to deliver speech;

#### 1. Eye contact

The speaker has to pay attention to the audience by keeping eye contact to them. Steven and Susan consider to eye contact is very important when speaking. Both stated that “Eye contact with your audience opens communication, makes you more believable, and keeps your audience interested.”<sup>10</sup>

#### 2. Voice

Voice used by the speaker when delivering a message should be appropriate pitch, volume, and speed in order to what delivered can be maximal and can be heard clearly by the audience.

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<sup>10</sup> H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy, second edition*, (San Fransisco: Addison Wesley Longman, 2001), 246.

### 3. Gesture

Gesture is also important one when the speaker speaks. It used to deliver the important point to strengthen a statement and assure the audience.

Susan and Steven gave a suggestion about the way of using effective gesture. For example: the speaker has to give the natural and relaxed action, he/she may look enjoyed with the speech and may not look be nervous. Then, the speaker has to use proper gesture based on the situation and audience, etc.

### 4. Nervous habit

One of the failures which must be avoided when looking out with society is nervous. This character can happen to everyone who is facing to public society so that cannot conduct the activity totally.

There is a few way of developing confidence that have described by Steven and Susan.<sup>11</sup> Firstly, the speaker has to know who audience is. Secondly, preparing the material and practicing before delivering speech. Thirdly, giving suggestion to the speaker self that he/she will be success in speech. Fourthly, the speaker can control the breath, and so on.

In this case speech related to speaking ability which can see off foreign language learner in the progress of speaking ability because speech is activity

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<sup>11</sup> H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy, second edition*, (San Fransisco: Addison Wesley Longman, 2001), 34.

providing for information and influencing audience, in which the student is demanded to be active and fluent in speaking.

Therefore speech will stimulate the student to be more talk and acquire the information, idea, or concept to be delivered. So, students can improve speaking ability because they practice speaking more. As what have been stated by Thornburry that the key of successfulness of speaking is practice.<sup>12</sup>

#### **D. The Components of Speech**

##### a. Accent

Chastain described that there are two steps of teaching pronunciation:

The first, to let the students to pronounce as can as possible. The second, to make the students to imitate immediately the sound they have listened.

##### b. Fluency

Bailey explained that “Fluency is the capacity to speak fluidly, confidently, and at a rate consistent with the norms of the relevant native speech community.”<sup>13</sup>

According to Thornburry the features of fluency are:<sup>14</sup>

- pauses may be long but not frequent;
- pauses are usually filled;

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<sup>12</sup> Scott Thornburry, *How to Teach Speaking*, (Malaysia: Ocelot Publishing, 2005), 28.

<sup>13</sup> Kathleen M. Bailey, *Practical English Language Teaching: Speaking International Edition*, (The McGraw-Hill companies: 2005), 5.

<sup>14</sup> Scott Thornburry, *How to Teach speaking*, (England: Pearson Education Limited, 2005), 8.

- pauses occur at meaningful transition points, and
- There are long runs of syllables and words between pauses.

Good pronunciation does not just mean saying some words or some sounds correctly. The sounds of words change when students come into contact with each other. Teacher has to pay attention to students while teaching pronunciation. Fluency is helped by having students say phrases and sentences as quickly as possible, starting slowly and then speeding up. Getting students to perform dialogues and extracts taken from a drama or a short story will also make them aware of speaking customs and help them to improve their fluency.<sup>15</sup>

To speak English fluently, students must understand instantly and speak without thinking. There is one more requirement in order to speak English fluently; it is students must have confidence. Emotion is critically important for fluent speech. It is not enough to “know what to say”, students also need to “say what you know”. In other words, students must have the confidence to use their knowledge without hesitation. Many students speak badly not because they lack vocabulary or understanding, but because they are nervous, worried, and afraid of appearing foolish. Fear of mistake, fear of other people’s opinion; these destroy English fluency.<sup>16</sup>

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<sup>15</sup> Jeremy Harmer, *The Practice of English Language Teaching*, (New York: Longman, 2003), 198

<sup>16</sup> A. J. Hoge. “Speaking English Fluently” *Effortless English*, (<http://effortlessenglishclub>, accessed on august 29, 2012)

These are the characteristics for someone is not fluent in speaking:

1. Speech is so halting and fragmentary that conversation is virtually impossible.
2. Speech is very slow and uneven except for short or routine sentences.
3. Speech is frequently hesitant and jerky; sentences may be left uncompleted.
4. Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words.
5. Speech is effortless and smooth, but perceptibly non-native in speed and evenness.
6. Speech on all professional and general topics as effortless and smooth as a native speaker's.<sup>17</sup>

#### c. Vocabulary

Chastain stated that vocabulary is learned by means of the receptive skills.<sup>18</sup> He explained that this aspect has to be learned by practicing, though only repeating words.

According to him there are three steps of teaching vocabulary effectively. They are: The learners are asked to learn the words as much as

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<sup>17</sup> Arthur Hughes. *Testing for Language Teachers. Second Edition.* (Cambridge: Cambridge University Press, 2003), 133.

<sup>18</sup> Kenneth Chastain, *Developing Second-Language Skills: Theory to Practice*, (Chicago: Rand McNally College Publishing Company, 1976), 340.

possible, they use those words to communicate, and then repeat those words continuously.

Furthermore, Rivers also explained how to learn vocabulary.<sup>19</sup>

- Students need to learn how to commit vocabulary to long term memory;
- Students must learn to discriminate variations in distribution and new boundaries of meaning;
- Students do not always realize that words are constructed of morphemes which share the burden of the meaning among them;
- Students should learn to penetrate disguises;
- Students must learn how to discover new words for themselves;
- If students are not to become discouraged, they need to learn that vocabulary is elastic and that they can make much of the little they know by paraphrase, circumlocution, and definition, as they gradually build up a more precise and varied lexicon;
- Students must learn how to augment their own vocabulary steadily and systematically.

#### d. Grammar

According to Thornburry, most of the speaker often uses personal pronoun and determiner in speaking language. He stated that:<sup>20</sup>

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<sup>19</sup> Wilga M. Rivers, *Teaching Foreign-Language Skills*, (Chicago: The University of Chicago Press, 1981), 464.

- Present tense forms outnumber past tense forms by 2:1.
- Simple forms outnumber progressive and perfect forms by over 10:1.
- The past perfect and present perfect continuous are rare.
- Passive verbs account for only 2% of all finite verb forms in speech.
- *Will*, *would*, and *can* are extremely common in speech.

### E. The Difficulties of Speech

Harmer cited in Faizah Thesis that there are three factors that make the learners to be passiveness in the class. The first, they have no idea to say. The second, the teacher give the difficult material or topic for the learners. Thus, it makes them feel difficulty when speaking. The third, their thinking of less ability in speaking which also influence them to say something.<sup>21</sup>

In addition, Dulay, Burt, and Krashen cited in Setiyadi described types of errors for students who learn foreign language speaking:<sup>22</sup>

- a. Omission: The absence of an item that must appear in a well-formed utterance.

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<sup>20</sup> Faizah, *Using Debate Method to Improve Speaking Ability at The Second Grade Of SMA Giki 3 Surabaya*, (Surabaya: S-I Unpublished thesis IAIN, 2010), 18.

<sup>21</sup> Faizah, *Using Debate ....* 8.

<sup>22</sup> Ag. Bambang Setiyadi, *Teaching English As A Foreign Language*, (Yogyakarta: Graha Ilmu, 2006), 18.

- b. Double markings: The failure to delete certain items which are required in some linguistic construction.
- c. Regularization: Applying the rules used to produce the regular ones to those that are irregular.
- d. Simple addition: The presence of an item which should not appear in well-formed utterances.
- e. Misformation: The use of the wrong form of the morpheme or structure.
- f. Archi-form: The selection of one member of a class of forms to represent others in the class.
- g. Misordering: The incorrect placement of a morpheme or group of morphemes in an utterance.

## **F. Speaking Proficiency Measurement**

Measurement or testing of speaking ability is the important thing to the teacher who feels a need to improve speaking ability in English class. As Madsen have uttered that there are two importance of testing for the students. The first, he stated that “Test can help create positive attitudes toward your class” and the second, “English tests can benefit students is by helping them master the language.”<sup>23</sup> This matter with reference to make-up of natural by student during learning in order to the teacher know how

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<sup>23</sup> Harold S Madsen , *Techniques in Testing*. (New York: Oxford University Press, 1983), 4.



big ability that students have. Therefore, the teacher can overcome the student's problem and can improve students' ability.

During students do English speech training, the researcher measure their speaking proficiency by using American FSI (Foreign Service Institute) speaking proficiency measurement. Pronunciation, grammar, vocabulary, and fluency are component in this measurement. Each component has weighting points from 1 – 6 (one is the lowest and six is the highest).

### **Proficiency Description**

#### **Pronunciation**

1. Pronunciation frequently unintelligible.
2. Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition.
3. Foreign accent requires concentrated listening and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary.
4. Marked foreign accent and occasional mispronunciation which 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".

**Fluency**

1. Speech is so halting and fragmentary that conversation is virtually impossible.
2. Speech is very slow and uneven except for short or routine sentences.
3. Speech is frequently hesitant and jerky; sentences may be left uncompleted.
4. Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words.
5. Speech is effortless and smooth, but perceptibly non-native in speed and evenness.
6. Speech on all professional and general topics as effortless and smooth as a native speaker's.

**Vocabulary**

1. Vocabulary inadequate for even the simplest conversation.
2. Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc.)
3. Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.
4. Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion of any non-technical subject with some circumlocutions.

5. Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.
6. Vocabulary apparently as accurate and extensive as that of an educated native speaker.

### **Grammar**

1. Grammar almost entirely inaccurate except in stock phrases.
2. Constant errors showing control of very few major patterns and frequently preventing communication.
3. Frequent errors showing some major pattern 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 pattern of failure.
6. No more than two errors during the interview.<sup>24</sup>

### **G. Review of Related Studies**

There are several related studies which are part of this study.

Luluk Humaidah (2004), her study focuses on speech act of president and vice president candidates in the general election. Each politician is ready to

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<sup>24</sup> Arthur Hughes. *Testing for Language Teachers. Second Edition.* (Cambridge: Cambridge University Press, 2003), 133.

be the president candidate so that he tries to communicate his platforms and argue, struggle, and run this reformation agenda that is multi interpretable. The description of communication skill is shown directly in "Who Wants To Be The President? A special program in Televisi Pendidikan Indonesia. The reason of conducting on A Study of The President Candidates' Speech Acts in Who Wants To Be The President is due to the fact that there are many speech acts uttered by the president candidates in "Who Wants To Be The President". From their speech acts, the president candidates' communication skill to get the audience supports was shown and important.

Another study of speech by Khurotul Unsia (2006) focuses on speech of personal experiences as the alternative topics for speaking class. The students' lack of vocabulary made the difficulty in constructing sentences, so that they had to insert some Indonesian words or put the inappropriate words in their speech. It could be concluded that the students' personal experiences as the topics for class could improve the students' speaking ability especially on the language components, i.e., grammar, pronunciation and vocabulary. It was supported from the result of the interview. It showed that these topics could make the students speak up because these topics fulfilled the three conditions, interesting and easy topics, familiarity of the topics and useful topics to improve the students' speaking ability.