

CHAPTER II

REVIEW OF RELATED LITERATUR

A. Theory

1. Speaking

a. The definition of Speaking

English as international language has four common skill to learn, they are listening, speaking, reading, and writing. For students in language class speaking is the important skill for English language learning. From the oral speaking teacher can measure the level of their understanding. Oral speaking skill is a big art due to in language class. (Harmer, 2001) Gower at al. (1995:99-100) note down that from the communicative point of view, speaking has many different aspects including two major categories-accuracy, involving the correct use of vocabulary, grammar and pronunciation practiced through controlled and guided activities; and fluency, considered to be the ability to keep going when speaking spontaneously. If someone speaks, he or she should understand what is he or she about. In this section, the writer should develop ideas or build some topics to be talked and to make other responds to what speakers says.

Richard (2008:2) say that Speaking is a process that includes the way to express ideas to others person after the teacher, memorizing a dialog, or responding to drills, all of which reflect the sentence-based view of proficiency prevailing in the audio lingual and

other drill-based or repetition based methodologies. Speaking, as “the process of building and sharing meaning through the use of verbal and non verbal symbols in a variety of context, is a crucial part of second or foreign language learning and teaching Harmer (2001: 3) Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance. Speaking is a productive skill, which requires a lot of back-up factors like knowledge, confidence, self and enthusiasm. However, speaking in English, especially for the foreign students, is not such a simple thing. They tend to feel incapable or even shy to speak the language they learn. That is what most of English teachers have faced in

According to Nunan (2003 in Kayi), teaching speaking is to teach students “use the language quickly and confidently with few unnatural pauses, which is called as fluency”. So in this case, as a teacher, we should not think first about the good structure or grammar of the students has, but we should build first the sense to speak among the students. In speaking, the language learners need to recognize that speaking involves three areas of knowledge:

- 1) Mechanics (pronunciation, grammar, and vocabulary): Using the right words in the right order with the correct pronunciation
- 2) Functions (transaction and interaction): Knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building)
- 3) Social and cultural rules and norms (turn taking, rate of speech, length of pauses between speakers, relative roles of participants): Understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.

Furthermore, learning a foreign language, English, is not just a matter of memorizing a different set of names for the things around us, it is also an educational experience. Learning is more effective if the students are actively involved in the process. The degree of learner activity depends, among other things, on the type of the material they are working on.

However, speaking is an ability that is taken for granted, learned as it is through a process of socialization through communicating. In addition, to reach a high achievement of speaking ability, learner must practice more and more. Like writing, speaking is a complex skill requiring the simultaneous use of a number of different abilities, which often develop at the different rates. Either four or five components are generally recognized in analyzing the speech process,

they are: Pronunciation and intonation, Grammar (accuracy), Vocabulary, Fluency and Comprehension.

b. Components of Speaking Skill

Dealing with the components of speaking, Haris (1969: 81) states, there five components of speaking as follows:

1) Pronunciation

Pronunciation is the way for students to produce clearer language when they speak. It deals with the phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. Pronunciation is the way to speak a language and a way in which a word is pronounced (Hornby: 2000). So, it can be concluded that pronunciation is the way how to produce the sound of word in order to make the communication understandable.

2) Grammar

The grammar of a language is the description of the ways in which words can change their forms and can combined into sentences in that language (Harmer, 2001: 32). Besides, it is needed for students to arrange a correct sentence in conversation. If grammar rules are too careless violated, communication may suffer, although, creating a 'good' grammar rules is extremely difficult. According to Richard (2002:145) the rule of grammar should to thought only after the students have practiced the

grammar point in context that is grammar should be thought inductively. In short, while speaking, someone can construct the rule of word inductively in order to give meaning for all the words.

3) Vocabulary

One cannot communicate effectively or express their ideas both oral and written form if they do not have sufficient vocabulary. It indicates that the richness of vocabulary will extremely affect one's ability to speak a language. So, vocabulary means the appropriate diction which is used in communication.

4) Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and "ums" or "ers".

These signs indicate that the speaker does not spend a lot of time searching for the language items needed to express the message (Brown. 1994: 4).

5) Comprehension

For oral communication certainly requires a subject to respond to speech as well as to initiate it. In short, all aspects in speaking skill should be mastered by them, without accepting, because each of them cannot be separated each other's.

c. Types of Classroom Speaking Performance

According to Douglas Brown (2001:271), there are six activities can be applied to the kind of oral production that students are expected to carry out in the classroom

1) Imitative

In this kind of speaking performance learners try to imitate what the teacher says. For example the learners practice an intonation or try to pinpoint a certain vowel sound. Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form.

2) Intensive

Intensive speaking goes one step beyond imitative to include any speaking performance, that is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be selfinitiated or it can even form part of some pair work activity, where learners are “going over” certain forms of language.

3) Responsive

This kind of speaking performance is short replies to the teacher or student-initiated question or comments. And these replies do not extend into dialogues.

For example: Teacher: How are you today?

Student: Pretty good, thanks, and you?

4) Transactional

Transactional language is an extended form of responsive language. The purpose of this kind of speaking performance is to delivering or exchanging specific information.

5) Interpersonal

The other form of conversation is interpersonal dialogue, carried out more for the purpose of maintaining social relationship than for the transmission of facts and information.

6) Extensive (monologue)

Students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports, summaries or perhaps short speeches. Extensive (monologue) is more formal and deliberative. These types of speaking performance need creative teachers who will always measure speaking ability of his or her students through many kinds of techniques that are agreed by students and suitable with their level, whether beginner, intermediate or advanced students.

d. The Difficulties of Speaking

The ability to speak a second or foreign language is often equated with proficiency in the language. Indeed, one frustration commonly voiced by learners is that they have spent many years studying English, but still cannot speak it. One of the main difficulties is that speaking usually takes place spontaneously and in real time,

which means that planning and production overlap. If too much attention is paid to planning, production suffers, and the effect is a loss of fluency. On the other hand, if the speaker's attention is directed on production, it is likely that accuracy will suffer. Penny Ur (2001:121) describes some difficulties in speaking activities that faced by the learners as below:

- 1) Inhibition. Unlike reading, writing and listening activities, speaking requires some degree of real-time exposure to an audience. Learners are often inhibited about trying to say things in a foreign language in the classroom; worried about mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.
- 2) Nothing to say. Even if they are not inhibited, you often hear learners complain that they cannot think of anything to say: they have no motive to express themselves beyond the guilty feeling that they should be speaking.
- 3) Low or uneven participation. Only one participation can talk a time if he or she is to be heard; and in a large group, this means that each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while others spend very little or not at all.
- 4) Mother-tongue use. In classes where all, or a number of the learners share the same mother-tongue, they may tend to use it:

because it is easier, because it feels natural to speak to one another in a foreign language, and because they feel less “exposed” if they are speaking their mother-tongue. If they are talking in a small group, it can be quite difficult to get some classes – particularly the less disciplines or motivated one – to keep to the target language.

On the other hand, Penny Ur (2001:120) also classified some characteristics successful speaking activity, as follow:

- 1) Learners talk a lot. As much as possible of the period allotted to the activity is in the fact occupied by learners talk.
- 2) Participation is even. Classroom discussion is not dominated by a minority of talk active participants: all get a chance to speak and contributions are 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 task objective.
- 4) Language is of an acceptable level. Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

Speaking in a foreign language in front of the class for the students is quite difficult. Most of the students are afraid or shy if they make mistakes, afraid of being laugh by their friends. So, they prefer to be quite to speak in the classroom. On the other hand, in speaking

they need to practice. Practicing what they have learned in the classroom.

On the other side the main problem that makes students difficult to speak in the classroom is lack of vocabulary. It is a common reason for students when the writer asks their difficulties in speaking; most of their answers are vocabulary. When they want to express their idea they do not know the word to use.

e. The Importance of Speaking

The objective of spoken language is shown by competence of the learner in communication. The goal of the language learning is to enable students to use the language in communication. In communication students hoped communicative with other, in class room teacher are hoped to teach the students with communicative language teaching (CLT). CLT is an approach to the teaching of second language and foreign language that emphasizes interaction as both the means and the ultimate goal of learning a language. According to Richards (2006:9-10) says that, there are ten ways of developing communicative competence:

1. As detailed consideration as possible of the purposes for which the learner wishes to acquire the target language; using English for business purposes, in the hotel industry, or for travel

2. Some idea of the **setting** in which they will want to use the target language; for example, in an office, on an airplane, or in a store
3. The socially defined **role** the learners will assume in the target language, as well as the role of their interlocutors; for example, as a traveler, as a salesperson talking to clients, or as a student in a school
4. The **communicative events** in which the learners will participate: everyday situations, vocational or professional situations, academic situations, and so on; for example, making telephone calls, engaging in casual conversation, or taking part in a meeting.
5. The **language functions** involved in those events or what the learner will be able to do with or through the language; for example, making introductions, giving explanations, or describing plans.
6. The **notions** or concepts involved, or what the learner will need to be able to talk about; for example, leisure, finance, history, religion.
7. The skills involved in the “knitting together” of discourse: **discourse** and **rhetorical skills**; for example, storytelling, giving an effective business presentation.

8. The **variety** or varieties of the target language that will be needed, such as American, Australian, or British English, and the levels in the spoken and written language which the learners will need to reach.
9. The **grammatical content** that will be needed.
10. The **lexical content**, or vocabulary, that will be needed.

f. Speaking Assessment

As a productive skill, speaking can be empirically and directly observed. The basic problem in assessing speaking is the same as assessing writing skill. It would be set tasks that form a representative sample of population of oral tasks that we expect the candidates to be able to perform. The tasks should elicit behavior which truly represents the candidates' ability and which can be scored and reliably.

In assessing the students' speaking skill, some experts have formulated the categories related to the components of speaking. Brown (2004:172-173) formulates speaking scoring categories into six categories with scale 1-5 such as: grammar, vocabulary, comprehension, fluency, pronunciation, and task. Closely the same with Brown, Finocchiaro and Sako (1983:226) rate language proficiency in speaking and understanding English in five categories with scale 0-5 to each category. They are comprehension, pronunciation, grammar and word order, vocabulary, and general speed of speech and sentence length. On the other side, Hughes (2003:

131) also rates the speaking ability in five categories which has scale from 1 to 6 point (point 1 represents the lowest and point 6 represents the highest score). They are accent (pronunciation), grammar, vocabulary, fluency, and comprehension.

Based on those three scoring assessment formulators, the writer then chose the Hughes (2003:131) assessments with a few adjustments for the junior high school students' ability on the scores. In this case, there are five components which should be measured in speaking skills; they are pronunciation, grammar, vocabulary, fluency and comprehension. To make more specific, here is the score of each categories:

1) Accent (Pronunciation)

- 0 : Pronunciation frequently unintelligible.
- 1 : Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition.
- 2 : "Foreign accent" requires concentrated listening, and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary.
- 2 : Marked foreign accent and occasional mispronunciations which do not interfere with understanding.
- 3 : No conspicuous mispronunciations, but would not be taken for a native speaker.
- 4 : Native pronunciation, with no trace of "foreign accent".

2) Grammar

- 6 : Grammar almost entirely inaccurate phrases.
- 12 : Constant errors showing control of very few major patterns and frequently preventing communication.
- 18 : Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.
- 24 : Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding.
- 30 : Few errors, with no patterns of failure.
- 36 : No more than two errors during the interview.

3) Vocabulary

- 4 : Vocabulary inadequate for even the simplest conversation.
- 8 : Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc.)
- 12 : Choices of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.
- 16 : Professional vocabulary adequate to discuss special interests.
- 20 : Professional vocabulary broad and precise

24 : Vocabulary apparently as accurate and extensive as that of an educated native speaker.

4) Fluency

2 : Speech is so halting and fragmentary that conversation is virtually impossible.

4 : Speech is very slow and uneven except for short or routine sentences.

6 : Speech is frequently hesitant and jerky.

8 : Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words.

10 : Speech is effortless and smooth, but perceptibly non-native in speech and evenness.

12 : Speech on all professional and general topics as effortless and smooth as native speakers.

5) Comprehension

4 : Understands too little for the simplest type of conversation.

8 : Understands only slow, very simple speech on common social and touristic topics.

12 : Understands careful, somewhat simplified speech when engaged in a dialogue.

15 : Understands quite well normal educated speech when engaged in a dialogue.

19 : Understands everything in normal educated conversation.

23 : Understands everything in both formal and colloquial speech to be expected of an educated native speaker.

2. Interest

a. The Definition of Interest

Many people want to understand the true meaning of the term “interest”. The meaning of interest is of many kinds, which is scientists give different definition about it. In general, interest is related to intrinsic motivation and is centered on the individual’s inherent curiosity and desire to know more about himself or herself and his or her environment. Elizabeth B. Hurlock said that interests are sources of motivation which drive people to do what they want to do when they are free to choose.

According to Mangal (2007) interest is the central force that drives the whole machinery of the teaching learning process. It means, with have an interest students will more focus and easy to understands the material that given by the teacher. Big interest will give influence on students’ activity, because the students’ interest will be doing something that interested for them, in this case is an interest in learning. In addition, interest helps in overcoming unusual or early

arrival or frequent repetition of plateaus in learning. They also give enough strength to an individual to resist fatigue and avoid failure.

According to Hilgard which is quoted by Slameto (1997:374), interest is persisting tendency to pay attention to and enjoy some activities or content. This definition tells us that an interest is shown by a pay attention and enjoyment in any activity. So, by having interest we are going to be able to get attention in learning fully. It means that when a person is interested in something he/she will pay it full attention and also feels enjoyable it. In other words, in teaching-learning process, a teacher needs paying attention on students' interest and need, because both of them caused an attention. Something interest and needed by students make them to learn seriously. From the explanation above, the researcher can conclude that interests are closely related with attention. Interest is something that is shown by the students to participate and learn well. It means that, if the teacher want to success in doing teaching and learning process, should give the stimulus to the students in order to their interest in following the teaching and learning process.

b. The Aspect of Interest

There are some factors that influence the interest, they are: curiosity, attention, enjoyment, teaching material, teachers' attitude and participation.

1) Attention

Student will called interested in something, if he/ she has an attention toward it. Attention can be directed toward objects, people, or one's own thought and emotions. To give attention is to direct one's thinking toward a particular idea or to alert one's self to certain sound, sights, or other selective stimuli in one's environment. Many stimuli are present in the classroom, each competing for the attention of the learners. Therefore they need help from the teacher to enable them to bring their attention back to the subject of the lesson. The more interesting the subject matter and its presentation, the more likely are mental operation of the learners to focus on the ideas under consideration.

2) Enjoyment

Feeling like toward something or person will build an enjoyment to do the activities related to it. When students feel enjoy in learning, in this case learning speaking, it is easier for them to understand the material given.

3) Curiosity

A curiosity is a strong desire to know or to learn. Curiosity is a willing to know the subject material. When someone interest to something, he/she will have a curios to know it more. He/she will search all the information related to it. Students, who are interested

in speaking try to understand the lesson, practice the speaking material at class or outside the class.

4) Teaching material

Teaching material will be interesting the students, if they can see and they know the relationship both their material and their rill life around them. achieve.

5) Teachers' attitude

Teachers' attitude has an important role to develop students' interest. For example students who do not like the teacher, they will lazy to study, so learning goal will be not

6) Participation

Participation is one of important aspect in students' interest. Participation is about students role in teaching process activities such as delivering ideas, participation in classroom discasstion, participation in asking material wich is not undertood, it means that participation is about students' active in teaching process.

c. The Interest Role in Learning

Interest is a popular term in psychology because its relations to many terms. It has an important role in teaching and learning process. However, whether interest popular or not, it can affect the students' learning activities including speaking. The important role of interest in a whole life is to:

- 1) provide a strong motivation to learn
- 2) influence the form and intensity of children aspiration
- 3) add enjoyment to any activity the individual engages in
- 4) Lead the people to achievement.

Related to the statement above, Crow and Crow (1958: 256) said interest may refer to the motivating force that impels students to attend to a person, a thing, or an activity. In other words, interest is as a power to force students to learn. Someone who has interest in speaking will be forced to learn and practice it. But, someone who has no interest in speaking will have no motivated to learn moreover have no motivated to practice it.

d. Affecting Factors of Interest

As we know, interest does not exist itself. Interest cannot possessed by anybody just that way, but it is something that can be developed and trained. A child's experience interferes whether he or she is going to be interested in something or not.

According to L D Crow and Alice Crow (in Ahmad Muhajir, 2007: 11-12)

There are three factors in raising students' interest:

- 1) The factor inner urge: The stimulus which is come from the environment related to someone's desires and needs is easier for

him/her to build the interest. Such as, someone who tends toward learning, in this case he has a higher desire to know knowledge.

- 2) The factor of social motive: Someone's interest in one object or something not only caused by something come from inside of him or herself but also caused by social motive. For an example someone who is interested in getting high achievement is in order to get a high social status also in the society.
- 3) The factor of emotional: These factors of feeling and emotion have effects to the object. Such as someone's experience in getting success in his/her life, it can raise enjoyment and spirit or have more interest in that activity.

B. Relevant Studies

There are some studies that have been conducted by previous researchers, One of related was conducted Hudaibiah (2009), from State Islamic University Jakarta, his research entitled The Correlation Between Students' Interest And Their Achievement in Learning English. The result of her research is there are any correlations between students' interest and their achievement in learning English. His finding was the null hypothesis is rejected and the alternative hypothesis is accepted. The meaning of his research is the students' interest and in learning English has a significant correlation with their English learning achievement.

Another research was conducted by Nana Nurjana (2011), with the title the relationship between students' interest and their speaking score the second

grade students of MTsN Parung. She graduated from University Syarif Hidayatullah. She was finding that the correlation between students' interest in speaking and students' speaking score is significant because the result of calculation in this research the value of r_{xy} is 0.55; df is 48. If it is compared with t_t at the degree of significance 5% (0.279) and 1% (0.361), so the null hypothesis of this research is rejected and alternative hypothesis is accepted. It's mean that the higher interest in learning speaking the better score will be achieved by the students.

Then, Sufi Hudaibiah Firmani (2009), conducted with the title the correlation between students, interest and their achievement in learning English at the second year of SLTPN Pamulang. He was found that the null hypothesis is rejected and the alternative hypothesis is accepted so, the correlation between students, interest and their achievement in learning English is significant.

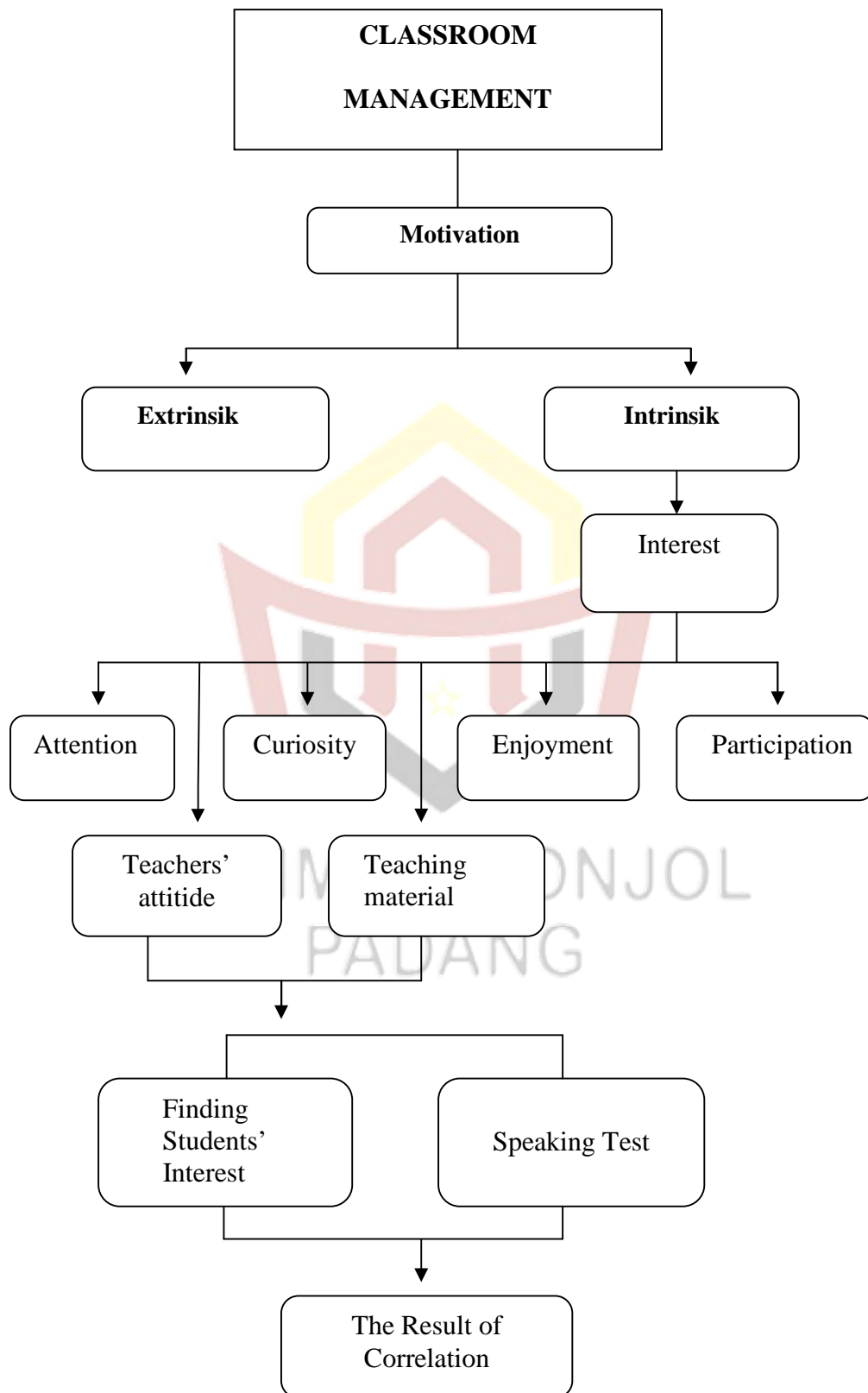
From on the explanation above, it could be concluded that interest and speaking ability are correlate to each other. This implied that interest contributed as an important role on the speaking ability of the students. This research confirmed that the existence of interest in speaking is really important for successful in speaking ability of the students.

Based on the relevant studies above, the writer interest to research and will try to conducted the correlation between Students' Interest and Speaking Ability at Class X Islamic Senior Hight School 6 Pasaman Barat.

C. Conceptual Frame Work

This research will be limited to the Correlation between Students' interest and speaking ability at class ten MAN 6 Pasaman Barat.

Interest is one of the effective instruments in learning and it gives a great effect to the success of learning. In reality many students of speaking are not able to speak as the out come of speaking learning. It is many factor like the students have several problem like vocabulary, grammar, pronounciataion, fluency and comprehensio, lack interest and motivation. But the students who have interest will study hard and enjoy the teaching and learning process because they have desire to do everything from inside themselves. They do activities because they have own desire and reward from themselves and do not depend on the external reward. So, to increase the students English ability, it should have high interest and motivation. Because interest and motivation will influence student's ability to be better. Without interst, English speaking ability will not succses. To know students' ability in speaking the writer will give speaking test and to know students' interest writer will give questionnaire interest. And then, the purposes of this research is to find out the significant correlation between students' interest and their speaking ability. Here, there is conceptual framework that will show how this research will be done later.

Figure 1: The Conceptual Framework

Based on the figure above, it can be understood that the writer is going to describe the students' interest who will be the respondents of this research by analysing each components of intrinsic interest. Then, the writer will find information about students' speaking ability through questionnaire that the writer distribute. And then, the writer will correlate the students' interest and speaking ability, and the result will determine how students' interest to influence students' speaking ability. Based on it, the researcher and reader know how to increase students' interest to make students' speaking ability be better.

D. Hypothesis

- H1 : There is significant correlation between students' interest and speaking ability in MAN 6 Pasaman Barat.
- Ho : There is no significant correlation between students' interest and speaking ability in MAN 6 Pasaman Barat.

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