

CHAPTER II THEORY REVIEW

2.1 Concept of Speaking

Speaking is one of skills in English which is important to send a message in communication. People can not understand what our saying, if we cannot speak English clearly. Therefore, students need to improve their speaking ability by training their speaking skill for their participation and their opportunity. Brown and Yule in Darmuki (2017, p. 45) proposed speaking as the ability to pronounce language sounds to express or convey thought, ideas, and feeling orally. Darmuki (2017, p. 44) states that a lecturer has to implement the management of interaction and elicitation upon the speaking technique to improve students' participation and create learning opportunity.

As addition, Rivers in Torky (2006, p. 14) states that speaking is used twice as much as reading and writing in our communication. While Nunan in Torky (2006, p. 14) speaking can also serve one of two main functions: transactional (transfer of information) and interactional (maintenance of social relationships).

Florez In Torky (2006, p. 15) on the following skills underlying speaking: grammatical structures accurately; characteristics of the target audience, including shared knowledge, status and power relationships, or differences in viewpoints; understandable and appropriate vocabulary for the audience, the topic being discussed, the framework in which the speech act takes place; Strategies to improve comprehension, such as emphasizing keywords, paraphrasing, or checking listener comprehension; To the success of interaction and modification

of components of speech such as vocabulary, rate of speech, and complexity of grammatical structures to increase listener understanding and participation

In conclusion, speaking serve one of two main function: transactional (transfer of information) such as share thought; ideas; and feeling orally, and interactional (maintenance of social relationships) such as a lecturer can implement the management of interaction and elicitation upon the speaking technique to improve students' participation and create learning opportunity.

2.2 Speaking Types

Before knowing the learning speaking strategies, we need to acknowledge five basic types of speaking. Brown and Abeywickrama in Rahmawati & Ertin (2014, p. 201) explain five types of speaking as explained in the following :

1. Imitative

This type is shown that speaking requires the test takers to copy a word, phrase, or a sentence. In conclusion imitative speaking usually is a habit taking information which following the informant. Imitative also get a type of speaking which is easy to do. Students can acquire some information, and then reproduce it orally without having to add more explanation.

2. Intensive

Unlike imitative, intensive speaking is not acquired on pronunciation or phonological aspect. Understanding meaning is used to respond certain tasks but the interaction with counterpart is minimal. The imitative activity sample is reading aloud, sentence, and dialogue completion.

3. Responsive

Authenticity in a conversation or communication is important. Then, the speaker is stimulated to speak promptly. To response a short conversation, making a simple request comment is a kind of activity that belongs to this type of speaking.

4. Interactive

This type show that the load and complexity of the sentences is the major difference between responsive and interactive speaking. The number of the speakers also matter as sometimes load and complexity of the sentences is the major different between responsive and interactive speaking. The number of the speakers also matter as sometimes it needs more than two people in the conversation.

5. Extensive

Extensive speaking show that a wide range of speech production. Also, the speaker will need to interact with the counter speakers, which can be answering question or making discussion. Extensive speaking involves a wide range of speech production. Also, the speaker will need to interact with the counter speakers, which could be answering question, making discussion. It can be said that extensive speaking shows strong language components.

Luoma (2004) state that there are two kind of speech in speaking that are :

1. Unplanned speeches experienced often occur in single or paired form through dialogue with other speakers.
2. In Planned Speech such as lectures, conference presentations, and expert discussions. Speakers prepare and rehearse the performance in advance. In

unplanned speeches, the speaker has a shorter unit of thought than the speeches in the planned speech, where the presenter uses long and complex sentences.

In conclusion, it can be emphasized that there are several kind of speech: reflexive, enhanced, responsive, responsive, responsive, while there are two kind of speech: unplanned speech and unplanned speech. increase. In conclusion, we can underline that speaking have several types, that are immitative, intensive, responsive, interactive, and resposive. In the other side there are two kind of speech, unplanned speech and inplanned speech.

2.3 The Factors of Speaking Difficulty

Each students has different abilities in speaking performance, such as students can do speaking well, fairly, and badly. It is the reason why students who have the speaking performance which is bad and fair must improve their ability, so that their speaking performance can be better, it gets one of skill which is liked and occupied, and also they can equalize the ability of their friends whose abilities are good and can follow the level in skill of their friends who can do speaking well.

As we know there are some students who have fear and lack of confidence when they are speaking English in front of class. Whereas, if they can realize that such a feeling can affect their speaking performance getting worse. So, here there are some factors to build student's speaking performance.

1. Vocabulary factor

Edward and Vallete in Husnawati (2017) state that vocabulary is an important aspects in teaching and learning a language. Vocabulary is one of the important factors in all language teaching; students must continually learn words as they learn words as they learn structure and as they practice sound system. Furthermore, Laufer in Husnawati (2017) rehearses that vocabulary learning is at the hearth of language learning and language use. It is clear if vocabulary is important to build the speaking performance, because with a lot of vocabulary, students can build their communication as a good speaker.

2. Pronunciation factor

Pronunciation factor is one of the most important aspects which is beneficial to get a master when students speak English in front of class appropriately and fluently. Fangzy in Husnawati (2017) states that pronunciation in result in wether or not someone's message can be passed or not by other people. However, some students have difficulty related to pronunciation problem. It must be trained by student themselves and teacher, how it be improved with good and right strategy.

3. Grammar factor

Grammar factor focus on a structure of sentence. According to Jeffrey and Stacy in Husnawati (2017) language grammar is a set of rules that goven its structure which determines how words are arranged in units forming meaningful language. Grammar is important to build the speaking performance because when we speak English in class we must know the structure of sentence correctly so avoiding misunderstanding.

In conclusion, several factors which have to build by students to increase their speaking performance are pronunciation, vocabulary, and grammar. These factors will influence English speaking fluency in their speaking ability in other to loose the difficulty of speaking. Grammar is important, but if students just focus in grammar, student don't want to try speak up in the class. So grammar's factor is hoped can influence other factors.

2.4 Problems of Speaking

Munjayanah in Wossabi (2016, p. 886) explains speaking problems that are most likely to be encountered in contexts of speaking English as a foreign language:

1. Inhibition: EFL learners are prevented from speaking in class because they are usually anxious or ashamed of making mistakes.
Discouragement: EFL learners are prevented from speaking in class because they are usually anxious or ashamed of making mistakes.
2. Nothing to say: Many learners are unable to speak claiming that they cannot think of anything to say.
3. Low or unequal participation: Especially in large classes where few students dominate the discussion.
4. Mother tongue use: Learners find it natural and effortless to use the mother tongue whenever possible in class.

Brown (2001) points out that clustering, reduced forms, performance variables, and colloquial language are the factors that make speaking difficult. These difficulties related to linguistic problems will be explained in this below:

(1) Clustering. Fluent speech is phrasal not word by word. Learners can organize their output both cognitively and physically (in breath groups) through such clustering. (2) Reduced forms.

Contractions, elisions, reduced vowels, etc; all form special problems in teaching spoken English. Students who do not learn colloquial contractions can sometimes develop a stilted, bookish quality of speaking that in turn stigmatizes them. (3) Performance variables. One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitations, pauses, backtracking, and corrections. Learners can actually be taught how to pause and hesitate. For example, in English our “thinking time” is not silent, we insert certain “fillers” such as uh, um, well, you know, I mean, like, etc. One of the most salient differences between native and nonnative speakers of a language is in their hesitation phenomena. (4) Colloquial language. Students should be reasonably well acquainted with the words, idioms, and phrases of colloquial language and get practice in producing these forms.

Based on the explanation above, the problems of the students are various. Beside that usually students have different learning strategy. It is needed a treatment by classifying the problems of the students. The students must have perception to design how the exact learning strategies. So, with knowing the problems, the students can classify the kind of the problems they have and can determine the appropriate learning strategy to solve the problem. In conclusion, four problems of speaking, which are more likely to be encountered in EFL speaking contexts are inhibition, nothing to say, low or uneven participation,

mother tongue use. This problem should be avoided in order to solve the problems of speaking.

2.5 Learning Strategy

Each student must have strategy to catch or reach their learning speaking. Because in learning speaking is not easy, it is important for students to know the design of their training speaking or learning strategy itself. It is important in learning English so in preparing learning speaking. Chamot in Wael (2018, p. 66) state that learning strategies are techniques, approaches or thoughtful actions that students take to the learning and recall both linguistic and content area information. Strategies are techniques that can be used to make ourselves more successful to be good learner or student. Strategies include ideas for practicing conversations, ways to learn vocabulary, suggestions for reading English, techniques for listening to English, and guidelines for writing English.

In addition, Oxford in Wael et al (2018, p. 66) emphasized that learning strategies consist of direct strategy, direct strategies are memory strategies, cognitive strategies, and compensation strategies. Then, indirect strategies are metacognitive, affective, and social strategies.

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2.6 Language Learning Strategies

Oxford in Saputra and Subekti (2016, p. 2) divides language learning strategies into two main categories, each consisting of several subcategories, namely:

a. Direct Strategies

As Oxford and Croccal explain in Saputra and Subekti (2016, p. 2) or suggest that direct strategies consist of memory strategies, cognitive strategies, and compensation strategies. Memory strategies are ways to help learners store or put new information into memory and retrieve it later.

1. Memory Strategies

According to Oxford in Safari & Fitriati (2016, p. 91) memory strategies comprise four sets of learning strategies such as; creating mental linkages, applying images and sounds, Reviewing well, and employing action.

2. Cognitive Strategies

Oxford in Rachmawati (2013, p. 123) states that Cognitive strategies involve manipulation or transformation of the language in some direct ways such as note taking or preparing before. In the other hand, Oxford in Safari & Fitriati (2016, p. 91), explain that cognitive strategies consist of four groups of learning strategies such as; Practice, receive and send messages, analyze and infer, and create a structure for inputs and outputs. These strategies are essential to understanding and production in the new language. This cover takes notes, summarizes and highlights them.

The example of this kind of strategy is repetition, summarizing, using

images, etc. (Dornyei, 2005)

3. Compensation Strategies

Oxford in Rachmawati (2013, p. 123) states that Compensation strategies are behaviors used to compensate for missing or change knowledge. allow learners to use the language despite their large limitations in knowledge, like inadequacy of grammar and vocabulary. According to Oxford in Safari & Fitriati (2016, p. 91) compensation strategies are classified into the strategies of guessing intelligently depending on different types of clues like the linguistic ones and overcoming limitations in speaking and writing.

b. Indirect Strategies

While indirect strategies based on Oxford and Crookall in Wael (2018, p. 55) consist of metacognitive, affective, and social strategies.

1. Metacognitive Strategies

Metacognitive are the strategies that used to provide control over the learning process. metacognitive strategies are strategies that aim at analyzing, monitoring, evaluating, planning, and organizing the learning process (Dornyei, 2005). According to Safari & Fitriati (2016, p. 92) metacognitive strategies are divided into three set of strategies such as centering the learning, arranging and planning the learning and evaluating the learning.

2. Affective Strategies

Affective strategies are techniques to gain better control over students' emotions. Then affective strategies involve one's engaging intaking

control of the emotional (affective) conditions and experiences (Dornyei, 2005) And then, social strategies are the techniques to make actions involving other people in the language learning process.

According to Oxford (1990), there are three groups of affective strategies included under the heading of Emotional Language Learning Strategies. they are; Reducing anxiety strategies, which involve following certain methods of making the learning process in a comfortable setting and conditions such as practicing relaxation exercises, taking deep breaths, listening to music, etc. Encouragement Strategies that lead learners to be more confident and risk-taking in language learning so they are not afraid to make mistakes and take emotional temperature strategies that help learners discern negative situations and emotions.

3. Social Strategies

Social strategies are strategies that involve interpersonal behaviors to increase the amount of L2 communication (Dornyei, 2005). According to Oxford in Safari & Fitriati (2016, p.92) social strategies cover three sets of learning strategies such as asking question, cooperating and empathizing with others.

In the other hand, O Malley and Chamot in Gani (2015, p. 20) also divide language learning strategies into three types, namely: metacognitive strategies, cognitive strategies, and socio-affective strategies.

Moreover, Dornyei in Rachmawati (2013, p. 126) classify language learning strategies into four types, namely: cognitive strategies, metacognitive strategies, affective strategies, social strategies.

As it can be seen from the explanation above, among these variations, Oxford theory's about language learning strategies more comprehensive, systematic, and detail.

In conclusion, the researcher use Oxford's theory for making the research instrument because oxford's theory more complex and comprehensive.

2.7 Definition of Perception

According to Ridwan in Budiman (2019, p. 228) perception is a person's practical activities in giving impression, judgment, opinion, feeling and interpretation based on information presented from other sources (and that in perception).

In addition, according to Akande in Nugraheni (2018, p. 10) student's perception as the students ability to justify their own opinions and distinguish it from research being presented in the class. It can be conclude that student's perception as a process activities both person or student to giving the opinion, judgment, impression, and interpretation something based on the research or sources.

In other word, student's perception is the students ability to justify their own opinions,feeling and interpretation based on information presented from other sources.

2.8 Types of perception

According to Irwanto in Mahreda (2002, p.7), there are two types of perception which is the result of interaction between person and object. They are negative and positive perception, both are explained in the following description;

1. Positive Perception

Positive perception is perception that describes all of information, knowledge (known or unknown) positively. In addition, positive perception is positive interpretations that involve human evaluating something around them. In this case, if someone has positive perception, he will accept and support the object that is perceived.

2. Negative Perception

Negative perception is perception that describes information (known/unknown) negatively or not suitable with the object that is perceived. In other words, negative perception is negative interpretations that involve human evaluating something around them.

2.9 Factors Affect Perception

According to Walgianto as cited in Nugraheni (2011, p. 13), there are two factors that influence perception, namely:

a. Internal factors

They interfere with each other in an individual internal factor to form perceptions. Regarding the situation that can affect the outcome of the two perceptions. The sources, namely psychology, emotions, cognitive skills, frame of reference, and motivation will influence people in making perceptions.

b. External factor

External factors are stimulus and environmental elements, which externally change the process of perception. The environment or pumice, especially the sensory background, will also affect perception. Especially if the object of

cognition is human. It is difficult to divide the object and its circumference behind the object between roundness and unity. The same thing may evoke various impressions, with a social difference settings.

In conclusion, there are two factors that influence perception, namely internal factor such as psychology, emotions, cognitive skills, frame of reference, and motivation will influence people in making perceptions. And also external factor such as The environment or pumice, especially the sensory background, will also affect perception.

2.10 Related Review Research

In this step, the researcher finds some related concepts to support the subject based on the research. The related research finding refer to be a stronger research which can be variant in other sources. As we know that speaking is one of skills that crucial to learn in this world, so many researcher interests to make the subject of speaking. In the research of a study of the speaking learning strategies used by English education department students by Saputra and Subekti (2016) Shows that the significant correlation between the speaking learning strategies used by the student of assesment.

In the other research by Budiman and Apriyani (2019) about Students' perception of lecturer's role in enhacing EFL learners's communication ability. The research is quantitative research, the researcher use questionnaire for the instrument or collecting the data, and the questionnaire is close-ended questionnaire. In their research shows that the students' perception toward lectures's role in improving their communication ability and to prove that the role of lecturer in the

class can affect the students' communication ability. The researcher find that the students perceive that all students have positive perception when the lecturer C play different roles in enhancing EFL learners communication ability. But, for the lecturer A and B still get neutral perception.

In conclusion, this research more specific about students' perception towards their speaking strategies, different than other research that about the function of lecture role in speaking, this research more comfortable for students open their mind about the speaking strategy with themselves mind so make them can choose their way about how the students can choose their strategy which match with them.