

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter consists of previous studies, correlational study, Vocabulary (Definition of Vocabulary, kinds of Vocabulary, the importance of vocabulary in English language learning), vocabulary learning strategies (definition of vocabulary learning strategies, classification of vocabulary learning strategies), speaking (definition of speaking, speaking goal, the kinds of speaking activities, speaking problem, the importance of speaking), and teaching speaking at the college level

#### **A. Previous Studies**

There are some previous studies related to this study. First, Rahmi Fhonna had conducted a study entitled “The Correlation Between Mastering Vocabulary and Speaking Ability” This research is about the correlation between mastering vocabulary and speaking ability, which is conducted in SMA Negeri 10 Fajar Harapan Banda Aceh. The data in this study were collected through observation and tests; vocabulary test and speaking test, the data calculated by using the coefficient correlation Pearson product moment formula. The result indicates that the students attained better achievement due to they are able to convey the ideas, thoughts and feelings well.

However, it needs some more practices to maintain the ability they have to avoid misunderstanding and unconfident. So, this research indicated vocabulary mastery has a significant correlation with speaking ability.<sup>9</sup>

Secondly, related to the study of vocabulary, puspita had conducted a study about “The Correlation between Vocabulary Mastery and Speaking Ability of Third Semester Students of English Department of Sarjanawiyah Tamansiswa University”.<sup>10</sup> In the Study, Puspita would like to know whether there is a positive and significant correlation between vocabulary mastery as variable (X) and speaking as variable (Y). The Finding of the Study was the hypothesis in the study is accepted. It means there was a positive and significant correlation between vocabulary mastery and speaking.

In the study, Puspita took the third semester students of Sarjanawiyata Tamansiswa University of Yogyakarta as the population of her study. Meanwhile, the sample of her study was 40 students. In collecting the data, Puspita used the tests of vocabulary and speaking. Furthermore, in analyzing the data, Puspita used two kinds of techniques they were descriptive analysis and inferential analysis. Based on the finding, Puspita stated there is the significant correlation between vocabulary mastery and the speaking ability of English Department of Sarjanawiyata Tamansiswa University.

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<sup>9</sup> Rahmi Fhonna, *The Correlation Between Mastering Vocabulary And Speaking Ability (Case Study At Sma 10 Fajar Harapan Banda Aceh)*: Aceh, 2013.

<sup>10</sup> Puspita, *The Correlation between Vocabulary Mastery and Speaking Ability of Third Semester Students of English Department of Sarjanawiyata Tamansiswa University*, Thesis, Jogjakarta: Sarjanawiyata Tamansiswa, 2005

The third, Natpassorn Riankamol in his research had conducted a study about “A Survey Study Of Vocabulary Learning Strategies Of Gifted English Students At Triam Udomsuksa School In The First Semester Of Academic Year 2008”.<sup>11</sup> He would like to find most and least frequently used vocabulary learning strategies used by the English gifted students. the findings of the Study was advantageous to teachers to develop effective vocabulary teaching and to provide students with successful vocabulary learning strategies.

In the study, Natpassorn Riankamol took the First semester of the Triam Udomsuksa School of Bangkok, Thailand as the population of hir study. Meanwhile, the subjects of her study were twenty seven students. In collecting the data, Natpassorn Riankamol used questionnaire adapted from Schmitt’s taxonomy for vocabulary learning strategies. The data was analyzed by using frequency, percentages, and means. The mean score indicated that the use of Metacognitive strategies are most frequently used by English gifted students who are considered high proficient students in English.

In addition, the differences between the previous studies with the researcher are the research design use in this study is quantitative approach. The purpose of the study is to know is there any correlation of vocabulary building strategy and speaking skill. The level that was use in college level at sixth and eight semester by English students of the State Islamic Institute of palangka Raya.

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<sup>11</sup> Natpassorn Riankamol, *A Survey Study Of Vocabulary Learning Strategies Of Gifted English Students At Triam Udomsuksa School*, Thammasat University Bangkok, Thailand: 2008.

## B. Correlational Study

Correlational study or correlational research is one of the quantitative research type. It is important to have a good understanding of correlational research and correlational variables. A correlational study is a scientific study in which a researcher investigates associations between variables.<sup>12</sup> In general, correlational studies are designed to investigate the nature and strength of functional relationship among the variables of interest to the researcher.

## C. Vocabulary

### 1. Definition of Vocabulary

In learning a second language vocabulary is one of the first steps. Because, vocabulary is central language and critical important to typical language learner. Without a sufficient vocabulary, one cannot communicate effective or express his idea in both oral and written form. Having a limited vocabulary is also a barrier that preclude, learner from learning a foreign language. When they do not know how to enrich their vocabulary, for example, they often gradually lose interesting learning.<sup>13</sup>

According to Hockett in David Nunan's book, he argued that vocabulary was the easiest aspect of a second language to learn and that it hardly required formal attention in the classroom".<sup>14</sup>

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<sup>12</sup> Petrus Plain, *The Correlation Between Vocabulary Mastery And Speaking Proficiency Of The Sixth Grade Students At Sandlewood Learning Center*:Tangerang , 2010,p.9

<sup>13</sup> Endang Fauzi, *Teaching Of English As A Foreign Language*, Surakarta, Pabelan,2002, p.15

<sup>14</sup> David Nunan. *Language Teaching Methodology*. Prentice Hall International. 1998. p. 117

In David Nunan's book, Rivers has also argued, "vocabulary is essential for successful second language use because, without an extensive vocabulary, we will be unable to use the structures and functions we may have learned for comprehensible communication".<sup>15</sup>

The writer assumpt vocabulary is a basic and a foundation to learn English. Thus, a poor vocabulary in college level has adverse effects on students. According David Wilkins by Frankie Subon , he summed up the important of vocabulary learning, "without grammar very little can be conveyed, without vocabulary nothing can be conveyed".<sup>16</sup>

In Fajar Furqon research Cameron stated building up a useful vocabulary is central to the learning of a foreign language at primary level. Someone who has a lot of vocabulary of foreign language, she/he could learn language easily. Since vocabulary is all about words, and good mastery of vocabulary helps someone understand language.<sup>17</sup> It is supported by Wallace who says that vocabulary is one of the most important parts of languages, because when speaking a language, the speakers need several words to convey ideas.<sup>18</sup> Therefore, people can understand what the speakers mean. When a learner

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<sup>15</sup> Ibid., p. 117.

<sup>16</sup> Frankie Subon, *Vocabulary learning Strategies Employed by Form 6 Students*, Malaysia: Mara University of Technology, 2013, Vol III, p.1.

<sup>17</sup> Fajar Furqon, *Correlation Between Stdents' Vocabulary Mastery and Their Reading Comprehension*, Indonesia University: 2013, p.71

<sup>18</sup> Wallace, M.J. *Teaching Vocabulary*. London : 1982, p. 50

intends to learn foreign language, he/she has to learn the vocabulary of the foreign language first.

Based on the explanation above, the writer concludes that vocabulary is a part of language component. Vocabulary is the form at all words that human being used to communicate each other. Through vocabulary, people convey what they want to say and receive what they want to hear.

## **2. Kinds of Vocabulary**

There are two kinds of vocabulary, namely active vocabulary and passive vocabulary. Active vocabulary is words that students can understand, pronounce correctly and use appropriately in speaking and writing. While passive vocabulary is the words which the students can recognize and understand when they occur in a context, but they can not produce or use correctly in speaking and writing.<sup>19</sup> According to Hatch and Brown (1995) by Mofareh, indicate two kinds of vocabulary, namely receptive vocabulary and productive vocabulary.

### **a. Receptive Vocabulary**

Receptive vocabulary is words that learners recognize and understand when they are used in context, but which they cannot produce. It is vocabulary that learners recognize when they see or meet in reading text but do not use it in speaking and writing.

### **b. Productive vocabulary**

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<sup>19</sup> Bredrik Martinus, *The Effect of Chain Mnemonic on Students' Vocabulary Mastery at the fourt Grade Students of SD 219 Jambi in 2011. Academic Year*, Jambi: English Study Program, Universitas Jambi, 2012, P.2

Productive vocabulary is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing.

It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others.<sup>20</sup>

From the statement above the writer assumes that know the kinds of vocabulary is important for students (especially younger ones) to be aware of the kinds of vocabulary they will encounter. Because a good vocabulary gives a student confidence and assurance in both written and verbal communication.

According to Thornbury, there are two kinds of vocabulary, such as<sup>21</sup>:

#### 1. Function Words ( Grammatical Words )

Function Words ( Grammatical Words ) are words that have little lexical meaning or have ambiguous meaning, but instead serve to express grammatical relationships with other words within a sentence, or specify the attitude or mood of the speaker.

##### a). Prepositions

Prepositions are words or group of words that is used to show the way in which other words are connected. Example, for, of, in, etc.

##### b). Conjunctions

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<sup>20</sup> Mofareh Alqahtani, *The Importance of Vocabulary in language Learning and How to be Taught*, Saudi Arabia, 2015, Vol III, p. 25.

<sup>21</sup> Thornbury. *How to Teach Vocabulary*. England :Pearson Education Limited, 2002. P.4

Conjunctions are words that connect sentences, phrases or clauses.

Example, and, so, but, etc.

#### Determiners

Determiners are definite article, indefinite article, possessives, demonstrative, and quantifiers. Example, the, a, an, my, this, some, etc.

#### d). Pronoun

Pronoun is a word that used in place of a noun or noun phrases. Example, her, she, they, etc.

### 2. Content Words ( lexical words )

Content words (lexical words), are words that carry the content or the meaning of a sentence and are open-class words.

#### a). Nouns

Nouns are words or group of words that is the name of a person, a place, a thing or activity or a quality or idea; nouns can be used as the subject or object of a verb. Types of noun are :

1. Proper nouns; they are names people, place, times, organization etc which refer to unique individuals, start with capital letters and most are not found in the dictionary. Example : Susi, Jakarta, Singapore etc.
2. Common nouns; all nouns which are not proper nouns are common nouns and a few examples are cop, art, paper, work, frog, bicycle, atom, familiar examples are cop, art, paper, work, frog, bicycle, atom, family, and mind.

#### b). Verbs



Verbs are words or group of words which is used in describing an action, experience or state of being, which means that it makes a statement about the subject. The types of verb are :

1. Finite verbs; they are ordinary verbs which their form are changed by tenses, has infinitive, present participle, and gerund. Example : walk- walking- walked-walks.
2. Transitive verbs ; the verbs are followed by word or phrase that answers question what? Or whom? It means that transitive verbs cannot complete their meaning without the help of a direct object. Example ; bite-a lion bites the man.

c). Adverbs

Adverbs are words or group of words that describes or adds to the meaning of a verb, adjective, another adverb, or a whole sentence. Example, carefully, at home, etc.<sup>22</sup>

d). Adjectives

An adjective is a describing word. It tells you more about a noun. An adjective usually appears before the noun it describes. Something though, the adjective appears, after noun, later in the sentences. For examples: smart, tall, windy, etc.<sup>23</sup>

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<sup>22</sup> Jeremy Harmer, *How to Teach English*, England : Pearson Education Limited, 2001,p.3.

<sup>23</sup> Anne Seaton, *Basic English Grammar For English Language Learner Book 1*, saddleback educational publishing, 2007.p.127.

There is an important relationship between function word and content words, in that very often the syntactic criteria for assigning words to lexical categories rely on specific types of function words.<sup>24</sup>

Vocabulary has high utility in language. It is introduced early because it refers to one self and to others in numerous relations of everyday life. The kinds of vocabulary refer to nouns, adjectives, verbs, adverbs, and prepositions. A person's vocabulary is the set of words within a language that are familiar to that person. A vocabulary usually develops with age, and serves as a useful and fundamental tool for communication and acquiring knowledge. Acquiring an extensive vocabulary is one of the largest challenges in learning a second language. Therefore, we must know the vocabulary is very important in language teaching.

### **3. The Importance of Vocabulary in English Language Learning**

Vocabulary is obviously a very important element within a language as the overwhelming majority of meaning is carried lexically and the refore, something to be taken into consideration both in second and foreign language teaching although not the only one that coveys meaning. Learning a language cannot be reduced, of course, to only learning vocabulay, but it is also true that no matter how well the students learn grammar, no matter how successfully thesound of L2 are mastered, without words to express a wide range of

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<sup>24</sup> Andrew Radford, *Linguistics An Introduction* (The Second Edition), New York: Cambridge University Press. 2009. P. 133

meanings, communication in an L2 just cannot happen in any meaningful way.<sup>25</sup>

According to Rivers in David Nunan argued that the acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary, we will be unable to use the structures and functions we may have learned for comprehensible communication. Lewis argues that vocabulary should be at the centre of language teaching, because language consists of grammatical lexis, not lexicalized grammar.<sup>26</sup>

Other opinion, John stated learning vocabulary is a very important part of learning English. If you make a grammar mistake it maybe “wrong” but very often people will understand us anyway. But if we don’t know the exact word that we need, it is very frustrating for us, and the person whom are talking to. Good English means having a big vocabulary.<sup>27</sup> So, the first step to learn English that important is learning vocabuulary.

The importance of vocabulary development or mastery development in learning a foreign language, student must devote part of their time to learn vocabulary items, to foreign language students, like Indonesian students, learning vocabulary needs special efforts because English is very much different from students’ native language and their national language.

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<sup>25</sup> Rosa M. Lopez Campillo, *Teaching and Learning Vocabulary: An introduction for English Students*, 1986. P.36.

<sup>26</sup> David Nunan, *Language Teaching Methodology* ( a text book for teachers), Hertfordshire : Prentice Hall, 1995, p.177

<sup>27</sup> John Flower, *Build Your Vocabulary* 3, Hove : Language Teaching Publications, 1994, p.5

From explanation above the writer concluded why vocabulary is importance in English Language Teaching because vocabulary is the key to communication, and strong vocabulary allows you to develop other skill, and also the more words you know, the more you will be able to understand what you hear and read; and the better you will be able to say what you want to when speaking or writing.

## **D. Vocabulary Learning Strategies**

### **1. Definition of Vocabulary Learning Strategies**

According to Cameron by Zhang Yunho Vocabulary learning strategies are " actions that learners take to help themselves understand and remember vocabulary."<sup>28</sup> Moreover, Nation by Natpassorn Riankamol makes clear that vocabulary learning strategies are one part of language learning strategies which in turn are part of general learning strategies.<sup>29</sup> Meanwhile, Natpassorn Riankamol stated realized that many learners' difficulties, both receptive and productive, result from an inadequate vocabulary, and even when they are at higher levels of language competence and performance, they still feel in need of learning vocabulary.<sup>30</sup>

According Nation in Rahayu research, he believes that a large amount of vocabulary could be acquired with the help of vocabulary learning strategies

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<sup>28</sup> Zhang Yunhao, *The use of Vocabulary Learning Strategy by Good and Poor Language Learners A case Study of Chines Non-English Major Sophmore*, Kristianstand University, China: 2011, p.10

<sup>29</sup> Natpassorn Riankamol, *A Survey Study Of Vocabulary Learning Strategies Of Gifted English Students At Triam Udomsuksa School*, Thammasat University Bangkok, Thailand: 2008. P.15

<sup>30</sup> Ibid., P.14

and that the strategies prove useful for students of different language levels. The main benefit gained from all learning strategies, including strategies for vocabulary learning, is the fact that they enable learners to take more control of their own learning so that students can take more responsibility for their studies.<sup>31</sup>

The use of vocabulary learning strategies is one crucial factor that affects the success of second language, have good strategy in learning vocabulary very helpful for the learners to gained new word. of course, it has great impact on every skill in second language such as speaking, reading, writing and listening<sup>32</sup>. Nation by Zhang Yunhao also believes that once learners know about two or three thousand words, they can use the speaking skills they have developed to infer the meanings of unknown words that their hear when they do conversed.<sup>33</sup>

In order to learn and acquire vocabulary and enlarge vocabulary size, that is, knowing a large number of words with their meanings, or how to pronounce and use them correctly, language learners need to deal with a wide range of vocabulary learning strategies and every language learner has their own way for learning vocabulary.

Vocabulary learning strategies will also be very different depending on whether language learners' primary goal is to understand the language, either

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<sup>31</sup>Rahayu Muti'atu Masrurin, *Students' Strategies in Learning Vocabulary at Mtsn Aryojeding*, Tulungagung:2012, P. 44.

<sup>32</sup> Zhang Yunhao, *The use of Vocabulary Learning Strategy*.....p,12

<sup>33</sup> Ibid.,p 13

in reading or listening, or to produce it, either in speaking or writing. Based on Schmitt (2000) by Mayuree Siriwan states, “active learning management is important. Good language learners do many things such as use a variety of strategies, structure their vocabulary learning, review and practise target words and so on”.<sup>34</sup>

From the statement above, it's mean that strategy instruction an essential part of any foreign or second language program. A knowledge of vocabulary learning strategies very useful in supporting teachers to plan their lessons more effectively and give guidance to students in adopting successful strategies. In learning vocabulary, the language learners also need to learn and know how to record, store, and practise new words by using different types of vocabulary learning strategies.

According to Thornbury by Natpassorn Riankamol suggests some strategies in learning vocabulary, they are :<sup>35</sup>

1. Repetition : the time – honoured way of memorising new material is through repeated rehearsal of the material while it is still in working memory. One kind of repetition that is important is repetitions of encounters with a word. It has been estimated that, when reading, words stand a good chance of being remembered if they have been met at least seven times ever spaced intervals.

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<sup>34</sup> Mayuree Siriwan, *English Vocabulary Learning Strategies Employed By Rajabhat University Students*, Rajabhat University: 2007, p. 45

<sup>35</sup> Natpassorn Riankamol, *A Survey Study Of Vocabulary Learning Strategies Of Gifted English Students At Triam Udomsuksa School, Thammasat University Bangkok, Thailand: 2008.* P.15

2. Retrieval : another kind of repetition that is crucial is what is called the retrieval practice effect. This mean that the act of retrieving a word from memory makes it more likely that the learner will be able to recall it again later. Activities which require retrieval, such as using a new word in written sentence.
3. Pacing : learners have different learning styles, and process data at different rates, so ideally they should be given the opportunity to pace their own rehearsal activities. This may mean the teacher allowing time during vocabulary learning for learners to do memory work – such as organising or reviewing their vocabulary – silently and individually.
4. Use : putting words to use, preferably in some interesting way, is the best way of ensuring they are added to long – term memory. It is the principle popularly known as use it or lose it.
5. Imaging : best of all were subjects who were given the task of silently visualising a mental picture to go with a new word. Easily visualised words are more memorable than words that don't immediately .
6. Motivation : simply wanting to learn new words is no guarantee that words will be remembered. The only difference a strong motivation makes is that the learner is likely to spend more time on rehearsal and practice, which in the end will pay off but even unmotivated learners remember words if they have been set tasks that require them to make decisions about them.

## 2. Classification Of Vocabulary Learning Strategies

There are numerous strategies which demonstrate these features, learner not only need to know about these strategies. But also they need to master them. Concerning vocabulary learning, Nation develops a general classification of vocabulary learning strategies.<sup>36</sup> The first one is planning vocabulary learning, i.e. to choose words. Learners should know what their vocabulary goals are and choose what vocabulary to focus on in terms of their selected goals. What is more, learners should also have a clear strategy for deciding what vocabulary to focus on and where to find this vocabulary. When learning vocabulary, choosing certain aspects of a word (usually meaning but for listening and writing, the form of word is also necessary to pay attention to) to focus on and using various strategies can make the learning process more efficient.

The second vocabulary learning strategy is sources. In order to cope with new vocabulary when it occurs and to learn unfamiliar vocabulary, learners have to be able to get information about the words. Analyzing word parts is a useful strategy, because being familiar with the stems and affixes can provide useful for seeing connections between related words, checking guesses from context, strengthening form and meaning connections, and in some cases working out the meaning of a word. Meanwhile, consulting reference sources properly and using parallels can also be helpful in vocabulary acquisition.

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<sup>36</sup> Nation, I.S.P., *Learning vocabulary in another language*. Cambridge: Cambridge University Press, 2001, p. 218-222.



The third vocabulary learning strategy is processes, which is establishing vocabulary knowledge. It involves ways of remembering vocabulary and making it available for use. Noticing is a widely used way of recording vocabulary, and it can be a very useful first step towards deeper processing of words. Retrieving strengthens the connection between the cue and the retrieved knowledge. It is superior to noticing. Generating is the production of the word. It is the further step of learning process.

**Table 2.1 A taxonomy of vocabulary learning strategies based on Schmitt by Lai, Yu-ling<sup>37</sup>**

Vocabulary Learning Strategies (VLS)	Discovery strategies	Determination strategies
		Social strategies
	Consolidation strategies	Social strategies
		Memory strategies
		Cognitive strategies
		Metacognitive strategies

### 1. Discovery Strategies

Discovery strategies include several determination strategies and social strategies. A learner may discover a new word's meaning through guessing from context, guessing from an L1 cognate, using reference materials (mainly a dictionary), or asking someone else (e.g. their teacher or classmates).

There is a natural sense that almost all of the strategies applied to discovery activities could be used as consolidation strategies in the later stage of vocabulary learning.<sup>38</sup>

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<sup>37</sup> Lai, Yu-ling, *Teaching Vocabulary Learning Strategies: Awareness, Beliefs, And Practices. A Survey Of Taiwanese Efl Senior High School Teachers*. Taiwan: University of Essex, 2005. P.23

## 2. Consolidation Strategies

### a. Memorization Strategies

In general, memorization strategies refer to those involving making connections between the to-be-learned word and some previously learned knowledge, using some form of imagery or grouping. It is held that “the kind of elaborative mental processing that the Depth of Processing Hypothesis suggests is necessary for long-term retention”<sup>39</sup> Thus, memorization strategies play an important role in helping learners to commit new words into memory and in the whole process of vocabulary learning.

### b. Cognitive Strategies

In Schmitt’s VLS taxonomy by Lai, Yu-ling, cognitive strategies primarily refer to written and verbal repetition as well as some mechanical means involving vocabulary learning.

Although repetition as a learning strategy is not much praised by those supporting the Depth of Processing Hypothesis, it is popular among learners and may help them achieve high levels of proficiency.<sup>40</sup>

### c. Metacognitive Strategies

According Gu and Johnson by Lai, Yu-ling the study has found that metacognitive strategies are positive predictors of vocabulary size and general English proficiency, showing the significant role the metacognitive strategies

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<sup>38</sup> Ibid.,p.23

<sup>39</sup> Ibid .,p.24

<sup>40</sup> Ibid.,p. 24

play in language learning. Thus, a need is seen to train students to control and evaluate their own learning through various ways, such as using spaced word practice, continuing to study word over time, or self-testing, all of which are included in Schmitt's taxonomy.<sup>41</sup>

In this way, learners will take more responsibility for their studies and overall learning effect may be improved. Another important strategy in this group involves the decision to skip or pass a new word when it is judged to be a low frequency one which may not be met again for a long time. The fact that even a native speaker only knows a portion of the huge amount of words in a language suggests that an efficient L2 learner is supposed to spend their time and efforts on those words most relevant and useful to them.

## **E. Speaking**

### **1. 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 part due to in language class.

Speaking is one of the four sub skills is communicative as one way to can communicate with other people and vocabulary is one of the most important aspect in speaking. According to Hornbby in masjuita's research, "speak is defined as to say words, to have conversation with somebody, to talk or say

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<sup>41</sup> Ibid., p.24

about something or to mention something. Speaking is an essential tool for communicating, thing, and learning.”<sup>42</sup>

Rizvi by Li Hui also states that speaking is an interactive communicative process that involves speakers and listeners. In communicative process, speaker need to learn to adapt their talk to the listeners; use a range of ways to express themselves; use talk to clarify their ideas and sustain their talk to develop thinking and reasoning.<sup>43</sup>

Speaking english can be particularly difficult because unlike reading or writing, speaking happens in real time, it requires the simultaneous use of a number of abilities which often develop at different rates.

Generally, Li Hui stated there are at least five components of speaking skill concerned with it such as:<sup>44</sup>

a. Comprehension

Oral communication certainly requires a subject to respond, to speech as well as to initiate it.

b. Grammar

It is needed for students to arrange a correct sentence in conversation. Based on Heaton by Li Hui, he suggested that the students ability to manipulate structure and distinguish appropriate grammatical form in appropriate ones.

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<sup>42</sup> Masjuita, *The Implementation of Teaching Speaking Evaluation Done By English Lectures At Stain Palangka Raya: Palangka Raya*, 2003, p. 11.Td

<sup>43</sup> Li Hui, *Improving Students' English Speaking Skill Through Content-Based Intruction ( A Classroom Action Research in the Second Grade Students of Business English Department of CsV & Tc, China in the Academic Year of 2010/2011)*, Sebelas Maret University, Surakarta:2011, P.21.

<sup>44</sup> Ibid., 22

The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.<sup>45</sup>

c. Vocabulary

One cannot effectively communicate or express their ideas both in oral and written form if they do not have sufficient vocabulary. So, vocabulary means the appropriate diction which is used in communication.

d. Pronunciation

Pronunciation is the way the student produce clearer language when they speak. It deals with the phonological process that refers to the component of grammar made up of the elements and principles that determine how sounds vary and pattern in a language.

e. 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 have to spend a lot of time searching for the language items needed to express the message.

To conduct a speaking activity, the speaker needs to know many words and their meanings to speak. The speaker also must be careful to choose the suitable words to avoid mistakes in speaking.

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<sup>45</sup> Ibid., p. 22-23

Based on Madsen by Li Hui to measure how far students' ability in foreign language the teacher should have the criteria or scoring rubric about students' speaking performance. Each student may have different level criteria in speaking English, such as fluency, pronunciation, grammar, vocabulary, etc. He also stated this rating scale can be adapted for the use of the teacher, and the teacher can prepare their own scale.<sup>46</sup> Look at the example of oral speaking assessment rubric below:

### 2.2 Scoring Rubric <sup>47</sup>

No	Aspect	Score	Indicator
1.	Fluency	17-20	- Speech as fluently as that of a native speaker
		13-16	- Speed of speech seems to be slightly affected by language problems
		9-12	- Speech and fluency are strongly affected by language.
		5-8	- Often hesitant and forced silence by language limitation
		1-4	- Speech is so halting and fragmentally that makes communication imposible.
2.	Vocabulary	17-20	- Almost no inadequancy or inaccuracy
		13-16	- Few times inadequancy or inaccurate
		9-12	- Sometimes inadequate or inaccurate
		5-8	- Inaccurate or in adequate that affect the understanding.
		1-4	- Inadequate for communication
		17-20	- No grammatical inaccuracy
		13-16	- Few Grammatical inaccuracy

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<sup>46</sup>Ibid., P.32

<sup>47</sup> Ibid.,P.33

3.	Grammar	9-12	- Grammatical inaccuracy does not impede the understanding
		5-8	- Grammatical inaccuracy does not seriously impede understanding
		1-4	- Grammatical inaccuracy make understanding almost imposible.
4.	Pronunciation	17-20	- Accurate Pronunciation
		13-16	- Few inaccurate pronunciation
		9-12	- Inaccuracy of pronunciation does not impede understanding
		5-8	- Inaccuracy of pronunciation does not seriously impede understanding
		1-4	- Inaccuracy of pronunciation makes understanding almost imposible.
5.	Comprehension	17-20	- Understands everything in normal educated conversation
		13-16	- Understands quite well the normal educated speech/dialogue but sometimes need repetition or reprhasing
		9-12	- Understands simplified speech/dialogue but need repetition and reprhasing
		5-8	- Understands only slow, very simple speech,require repitition and reprhasing
		1-4	- Understands too little for the simplest type conversation.

When the students show their ability in speaking the foreign language, the teacher cannot do scoring in one aspects, so this rubric will help the teacher to measure them.

## 2. Speaking Goal

Speaking is the way to communication from the speaker to the listener. Someone who speaks they should be able to express their feeling to get the target language/communication. By this communication means the people can interact to other by the language.

As the writer said before speaking is the main point in the success of learning language. Nunan by Li Hui states that the main goal in teaching the productive skill of speaking are:<sup>48</sup>

- 1). Produce the English speech sounds and saoun patterns
- 2). Use word and sentence stress, intonation patterns and the rhythm of the second language.
- 3). Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
- 4). Organize their thoughts in a meaningful and logical sequence.
- 5). Use language as a means of expressing values and judgments.
- 6) use the language quickly and confidently with few unnatural pauses, which is called as fluency.

According Baker and Westrup by Li Hui also put forward the following reasons to practice speaking during a lesson:<sup>49</sup>

- 1). Speaking activities can reinforce the learning of new vocabulary, grammar or functional language;

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<sup>48</sup> Ibid., 24

<sup>49</sup> Ibid.,p.25



- 2). Speaking activities give students the chance to use the new language they are learning.
- 3). Speaking activities give more advanced students the chance to experiment with the language they already know in different situations and on different topics. All of this helps students to learn English better and succeed.

Based on the statements above, the main goal in teaching the productive skill of speaking will be oral fluency and communicative efficiency. That is, learner should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation.

### **3. Kinds of Speaking Activities**

To build students' motivation in the process language learning, it is important for the teacher to plan some speaking activities. There are six categories apply to the kinds of oral production that students are expected to carry out in the classroom according Nunan.<sup>50</sup>

#### **a. 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

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<sup>50</sup> David Nunan, *Practical English Language Teaching*. NY:McGraw-Hill. 2003. P. 6-7.

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.

b. 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), for example, reading aloud that includes reading paragraph, reading dialogue with partner in turn, reading information from chart, etc.

c. Responsive

Responsive performance includes interaction and text comprehension but at the somewhat 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.

d. Transactional (dialogue)

It is carried out for the purpose of conveying or exchanging specific information. For example here is conversation which is done in pair work.

e. Interpersonal (dialogue)

It is carried out for the purpose of maintaining social relationships than for the transmission of facts and information. The forms of interpersonal speaking performance are interview, role play, discussions, conversations and games.

f. Extensive (monologue)

Teacher gives students extended monologues in the form of oral reports, summaries, and story telling 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.

#### 4. Speaking Problem

Of all four key language skills, Speaking is a crucial part of second language learning and teaching, it's an art of communications and one of 4 productive skills, that must mastered in learning foreign language. Good speaking skills are the act of generating words that can be understood by listeners.<sup>51</sup>

From the explanation above the writer took coclusion, to most people, mastering the art of communication is the single most important aspect of learning second or foreign language, success is measured in terms of the ability to carry out a conversation in the language.

One of big question is how do we develop one students' skill. Here are some problems in speaking according to Nunan:<sup>52</sup>

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<sup>51</sup> Maryam Bahadorfar & Reza Omidvar, *Technology In Teaching Speaking Skill*, University

<sup>52</sup> David Nunan, *Practical English Language Teaching*. NY:McGraw-Hill. 2003.

a. The Students Won't Talk

Some student will not talk in class because they are too shy or anxious. This is not only true for the beginners, but also for some students who are fairly advanced in their listening, reading and writing abilities. Perhaps they are anxious because they have not had many chance to speak or because the teachers in the past has been critical of their English.

b. Clustering

Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically through such clustering.

c. Reduced forms

It is including contractions, elisions, reduced vowels, etc. If the learners don't know about this, it will sometimes develop a stilted, bookish quality of their speaking.

d. Performance variables

The difference between native and nonnative speakers of language is in their hesitation phenomena. Learners should know when to pause, backtrack or correct the language when they have to speak with it.

e. Colloquial language

The learners should also know about the words, idioms and phrases of colloquial language and that they get practice in producing these forms.

f. Rate of delivery

Another salient characteristic of fluency is rate of delivery. The teacher should help learners to achieve an acceptable speed along with other attributes of fluency.

g. Stress, rhythm, and intonation

This is the most important characteristic of English pronunciation. The stress-timed rhythm of spoken English and its intonation patterns convey important messages.

h. Interaction

Speaking is about interaction. It is about how you interact and what kind of language that you use that will make the communication goes smoothly.

In most cases, in teaching speaking, the teacher frequently find difficulties in subject practicing English. The student often didn't the correct pronunciation of word, the situation learning easy silent and tense practice speaking. It is because their experience and vocabulary of spoken language is still limited. Therefore, Vocabulary has actually an important role in improving speaking skill.

## **5. The Importance of Speaking**

Speaking is the most important skill, because it is one of the abilities to carry out conversation. To use an English speaking is not easy, because the speaker should also master several important elements, such as pronunciation, grammar, vocabulary, fluency, and comprehension. Speaking is an interactive process of constructing meaning that involves producing,

receiving, and processing information. The students should have the ability of english speaking in order that they can communicate with others.<sup>53</sup>

Meanwhile, Jones Stated in Siti Indriati research, "Speaking is a form of communication."<sup>54</sup> We can say that the speaker must consider the person they are talking to as listeners. The activity which is the person does primary based on particular goal. So, it is important that everything we want to say is conveyed in an effective way, because speaking is not only producing sounds but also a process of achieving goals that involves transferring messages across.

Jones said, "How you say something can be important as what you say in getting your meaning across. Therefore, speaking process should pay attention how to say as well as to whom appropriately." "How you say something can be important as what you say in getting your meaning across."<sup>55</sup> Then getting ideas, opinions, views, or feelings. Speaking is one of the four sub skills is communicative as one way to can communicate with other people. Speaking is ability to express an articulation sound and word, to expresses and gives an idea and opinion.

Speaking can be called as a symbol that can be listened (audible), visible exploits some muscles to reaches a goal of opinion combined. Speaking is a human's behavior that exploits a factors of physical, psychology, neurology, semantic and linguistic extensive, it until can be regarded human's instrument

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<sup>53</sup> Siti Indriati. *The effectiveness of Using Picture Media on Speaking Skill (Case Study at SMA Muhammadiyah Palangka Raya)*, Palangka Raya: 2012, P.19

<sup>54</sup> Ibid. P.19

<sup>55</sup> Ibid. P.19

is important for social control. Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. It is that way speaking is very important for human life.

## **6. Teaching Speaking at the College Level**

English is instrument to communicate orally and in written form. Communicating is to understanding and express information, idea, feeling, and to develop science, technology, and culture. Entirely, communicating is competence to understand and yield spoken and written text applied in four language skill (listening, speaking, reading, and writing).

English competence of the college level should be the useful competence or skill preparing them to teach when they become a teacher next time. One of the functions of primary education is to develop behavior and competence and also gave the basic skill need to live in society and to continue to the level of education<sup>56</sup>. Teaching english at the college level assume that to grow the positive behavior toward English subject in order to omit the negative image “English is difficult” and to improve the basic skill of English strongly.

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<sup>56</sup> Yuliana Mauludiyah, *The Correlation Between Students' Anxiety And Their Ability In Speaking Class At IAIN Tulungagung :Tulungagung*, 2014, p. 5.