**CHAPTER II**

**REVIEW OF LITERATURE**

**2.1 Theoretical Framework**

The basic concept of this research is related the ideas from various theories in speaking. The term used in this particular context aims to give a clear idea of what has been done to reach the study's goals. Therefore, some of the terms used in this study need to be clarified to avoid misunderstanding between the researcher and the readers. The writer begins to describe about speaking, English, and speaking active. In conducting research, theories are needed to explain some concepts concerning the research. The following theories are used in this study

**2.1.1 Definition of Speaking**

In general, speaking is one of the four language skills besides listening, reading and writing. Speaking is conveying language through the mouth and that involves body parts to create sound. According to Leong & Ahmadi (2017) Speaking is one of the most important skills to be developed and enhanced as means of effective communication. Speaking skill is regarded one of the most difficult aspects of language learn. Rika and Arriyani (2019) defines that, "Speaking is one of the main goals of reservation learning, because it is the ability to transfer some ideas to others clearly and correctly."

Based on the explanation above the writer concludes that speaking is one of the most important skills of the four language skills and is considered the most difficult aspect to learn because of it is ability to involve information processing to transfer ideas or opinions clearly and correctly

Speaking is the activity of using language to communicate with other people. Speaking can be realized as the most common way to convey messages to others. Speaking is considered the most important skill to be accepted as competent in a foreign language because speaking is the basis for communicating. In English language education, the ability to speak is a basic requirement that needs serious attention for learners. For most language learners, speaking is a language skill that they want to perfect immediately. Because speaking is a means for someone to be able to communicate with other people to express their ideas, opinions, and hopes.

Speaking is a process that does not only include the pronunciation of individual sounds, and activities in the field of knowledge, but also includes the use of the right words with the right pronunciation. Because speaking also requires high self-confidence to be sure in saying something, and not shy in social situations.

As Rivers (1981) states that “speaking is used twice as much as reading and writing in our communication”. This shows that speaking is the most basic and important ability to do in everyday interactions. But in the context of speaking English, many people find it difficult to do so because English is not their mother tongue. Learning English is often only done in the school environment between teachers and students, and outside of learning they use the local language or their regional language. So, it can be concluded that it is not surprising that English learners find it difficult to learn English, especially in speaking skills. Many people think that English is a challenging lesson for both teachers and students. Because they only use this language during formal learning, as a result students are less skilled in speaking and can result in students lacking confidence in speaking. Because the use of the language is considered foreign so they do not apply it in everyday life.

**2.1.2 Importance of Speaking**

For humans speaking is a means to communicate with others. Humans live side by side, and by building good relationships and interactions, humans carry out conversations to communicate in everyday life. The importance of speaking grows the interaction of people where they can talk every day wherever and whenever. Speaking is always needed in all human activities whether in work, education, community or commerce, people always need real communication

According to Tarigan (2008) there are three important aims of speaking namely : To inform, means providing certain information, sharing ideas and opinions. To entertain, sharing information with the aim of making listeners feel happy with what is conveyed. To persuade, means convincing listeners with the material presented with the intention of persuading listeners to do something. Purba (2009) states that in general the purposes of speaking are as follows: to encourage (stimulate), to convince, to move, to inform, and to entertain.

a. To encourage, is when the speaker tries to give enthusiasm and passion for life to the listener. And the expected reaction is to inspire or evoke the emotions of the listeners.

b. To convince, is the speaker trying to convince the listener with evidence or facts that strengthen the description so that the listener believes in what the speaker is saying

c. To move, when the speaker wants an action or action from the listeners. For example, in the form of calls for approval or disapproval, raising funds, signing a resolution, holding social actions.

d. To inform, if the speaker wants to give information about something so that the listeners can understand and understand it. For example, a teacher conveys lessons in class

e. To entertain, if the speaker intends to please or please his listeners, it is usually done at a reception, birthday, party or other happy gathering

 Based on the purpose of speaking that has been explained above, it can be concluded that the most common purpose of speaking is to inform. Apart from informing, the purpose of speaking is to convince and entertain in communication activities with the intention of providing insight and knowledge to listeners

**2.1.3 Types of Speaking**

Brown (2004) said that there are five types of speaking there are immitative, intensive, responsive, interactive, and extensive as explained in the following:

1. Imitative

In this type, students try to imitate what the teacher says. They repeat the sentence with the pronunciation determined by the teacher.

1. Intensive

This type is an understanding of the meaning to respond to a task. Intensive speaking can be said to be more than just imitating, namely covering anything about speaking performance designed to practice some phonological and grammatical aspects of language. For example, giving a speech or dialogue.

1. Responsive

In this type, the activity responds to a short question that occurs during a conversation. Responsive speaking is an interaction carried out in a limited and very short level of conversation such as standard greetings, simple comments and requests, and the like.

1. Interactive

This type is communication that is carried out by more than one person and has a reciprocal relationship. Interacting with many people or many participants involves the exchange of thoughts and ideas with other people

1. Extensive

In this type, the speaker interacts with a broad scope, such as making a speech or telling a story, so a lot of preparation is needed. Extensive speaking is speaking that produces verbal speech such as making a speech, or speaking in action

presentations and storytelling

Based on the explanation above, the writer concludes that these five types of speech are important to pay attention to when communicating, because they are in line with the speaker's aim to inform, respond to short conversations and the speaker's involvement when interacting with the other person.

**2.1.4 Elements of Speaking**

According to Brown (2004) there are five elements of speaking as following :

1. Vocabulary

Important vocabulary is used to be able to compose sentences and understand the meaning of sentences. If you don't have mastering vocabulary enough, a person cannot communicate effectively with others and cannot express himself deeply good ideas in oral and written form. So by equipping yourself with a large vocabulary, you will be able to communicate effectively with other people

1. Grammar

Grammar is used to structure sentences in conversation correctly. Purpose of use grammar is also learning how to properly gain expertise in spoken language written form. Therefore, grammar is needed so that students can organize their grammar correctly in conversation so that information can be conveyed well and is easily understood.

1. Pronunciation.

Pronunciation can be used as a reference to pronounce a word or sentence correctly or not. Pronunciation is very important for students to learn because pronunciation is a way for students to produce clearer language when they do it when speaking or having a conversation. When someone makes a mistake in pronunciation, it can result in difficulty in understanding it.

1. Fluency

Fluency is the ability to speak fluently and accurately so that the information conveyed can be understood well. Smoothness

Speaking is the goal and even dream of many language learners. Fluency in speaking can also be a time saver when someone is speaking verbally, because someone can speak without the slightest pause.

1. Comprehension

Comprehension refers to the ability to understand and process the meaning of sentences. Understanding is also an action of the mind, for example the act of practicing understanding which aims to improve understanding which is testing. When communicating, having a good understanding can facilitate communication activities

Based on the explanation above, the researchers concludes that the speaking component is very important to pay attention to because this component can help as a teaching technique so that students can also speak well.

**2.1.5 Levels of Speaking Activity**

Speaking activities are rather complicated to design because these activities must meet students' needs such as fluency, accuracy, and so on. This really requires a teacher's belief about language learning to develop students' speaking skills and activeness

**2.1.5.1 Inactivity Factor**

Inactive speaking can be said to be people who prefer not to be involved in a conversation. Especially if it is not required, then the person will tend to avoid it. For inactive speakers, especially in English, avoiding the conversation is something that is considered right. However, if this continues, the speaker will lack the ability to speak actively. Abda (2017) states that the majority of the students rarely or not at all participate actively in speaking activities. For example they do not involve in asking and answering questions, talking to their partner, conducting debate. telling history, introducing themselves, making long speech, expressing their opinion, asking for and giving directions. Suryani (2020) says that students will not have chance to improve their speaking competency as they still have problems in their learning process. Nawi (2019) explain that in most situations where learners need to speak English, they are under time pressure. They need time to decide what to say and how to say it, to say it, to check they have got their message across while they speaking.

From the explanation above, it is clearly seen that the lack of one involvement in speaking activities is the main factor that influences a person to be inactive in speaking. Another factor that occurs is the existence of problems with oneself and obstacles in the learning process so that someone needs time to be able to increase their activeness to speak.

According to Socheath (2018) states that increasing activeness in speaking English can be done with existing resources such as :

1. Talk with friends in English about everyday life, studying or working
2. Find partners for conversation (in the class and out of the class)
3. Watch TV or film and read books or news in English, then start discussion
4. Set the scene which you like, then act it out in own language
5. Listen to radio (online), then try to summarize in your own words and speak out
6. Offer help to other with English work, then you can talk in English
7. Take English class and try to use English as much as possible
8. Use yahoo messenger or skype to chat with voice with friends or other people with good command of English.
9. Search for online conversation. You will talk with English native speakers.
10. Practice where and when you can.
11. Be confident to talk with other. Don't be shy or afraid of making mistakes

**2.1.5.2 Active Speaking**

According to Riasati and Rahimi (2018) factors that influence people to active speaking are the environmental (situational) factors and invidual factors. The environmental factors include factors in the classroom these include task type, topic, interlocutor, teacher, classroom atmosphere, and seating arrangement. The individual factors, on the other hand, refer to the individuals’ personal characteristics and include learners’ personality, self-confidence, the degree of opportunity they have in language classes, fear of evaluation, and fear of correctness of their speech.

Based on the explanation above, the authors conclude that situational and individual factors can clearly be a big influence for someone to be active in speaking. Environmental situation factors such as discussing a topic with friends or the teacher in class can be an exercise for someone to speak and express their ideas and opinions. And individual factors which include self-confidence. The more often a person is affected by situations that require speaking, the more self-confidence will increase so that a person can be active in speaking because he has this opportunity

Astuty (2013) says that the factors that significantly influence them to participate in speaking activities in the classroom were generated into five circumstances. They are integrative motivational subsystem, self-confidence, course-specific motivational components, teacher-specific motivational components, and groupspecific motivational components.

a. Integrative motivational subsystem, is one of factor affecting students' motivation in learning foreign language related to the target language. This aspect concerns on students' positive adjustment towards the target language community and the desire to interact with them.

b. Self-confidence, is an important intrinsic motivator of students that encourages them to participate in speaking activities. The results of students' language are very dependent on how confident they are, once students feel not confident, their language production will also be less and the results will be dissatisfied.

c. Course-specific motivational component, the process of learning in classroom engaging plays excellent role in moving students to get involved in it. Students mostly enjoyed and they were interested to become a part of the activity. In particular, they might be motivated to work harder if they consider the exercise to be fun and relevant to their lives.

d. Teacher-specific motivational components, that teacher's hard work to create suitable and effective strategies in teaching is required. Students considered that if the teacher could conduct the activities well, this process of learning would become alive and may reach its purpose. But if the teacher was not in good feeling to conduct the activities, then it would ruin the plan of learning

e. Group specific motivational components, in this part when students saw their classmates liked to involve in the activities conducted by the teacher, supported and helped others who have problem during speaking, and created comfortable and alive classroom atmosphere so they can decrease the feeling of anxiety among them. This moved the students to likely try to express their ideas because they believe that the classmates would help them with the vocabulary when they need help. The power of classmates has a large influence students' motivation through social comparison, social competence, peer learning, and peer-group influence.

Based on the explanation above, the writer concludes that there are five factors that significantly influence students to be active in speaking, namely motivational subsystem, self-confidence, course-specific motivational components, teacher-specific motivational components, and groupspecific motivational components. Factors that influence students to actively speak in the context of communicating or discussing ideas and ideas in a discussion group or peers

**2.1.6 Stages of Speaking**

To improve speaking teaching skills Goh and Burns (2012) proposed a teaching cycle consisting of seven stages to develop students' speaking skills :

1. Focus learners' attention on speaking,

2. Provide input and/or guide planning ,

3. Conduct speaking tasks,

4. Focus on language, skills, and strategies,

5. Repeat speaking task,

6. Direct learners' reflection on learning,

7. Facilitate feedback on leaming.

 At the first stage (1), it is important to develop students' metacognitive awareness first before speaking or discussing about the second language and prepare certain assignments or texts for learning a second language. At the second stages (2), the teacher gives directions and learning guides to students. Explain accurately with vocabulary and word forms that students can understand according to the topics to be studied in speaking activities. At third stage (3), at this stage the teacher can divide students into several groups and assign them to talk with group mates. At fourth stage (4), at this stage the teacher focuses on paying attention to students who are doing the task. The teacher pays attention to pronunciation, understanding, to the fluency of students' speaking abilitie. At fifth stage (5), at this stage, the teacher asks students to repeat the speaking activity. In this section, students can choose a topic they like to practice or they can tell about the topic according to their language. This activity aims to increase students' self-confidence when speaking. At sixth stage (6), students can reflect on learning that has been studied before. Reflection can be done individually or in groups among students to reduce anxiety and increase their level of confidence to speak. And the last stage (7), in last stage, the teacher provides feedback about the reflections given by students and assesses students' overall student performance. Monitor how they feel and what they feel about the achievements they got in the activities they did before

**2.1.7 Speaking Genres**

Carter and McCarthy (1997) classify speaking genres in terms of the following :

1. Narrative

Text that sequentially tells a series of events that are connected to one another and has the characteristic of entertaining the reader

2. Identifying

Where someone talks and examines an object or someone who is talking about their daily activities, work, or biography

3. Language-in-action

Speech is not just said but can also create situations that make people do something, for example like inviting someone to go to the garden, cook, or go jogging.

4. Comment-elaboration

Where someone gives comments or opinions to other people, an object, or the occurrence of an event

5. Debate and argument

Debates that are usually carried out intentionally use arguments to defend or provide opinions and ideas, and do not often end in decisions

6. Decision-making and negotiating outcomes

Is an approach tool that is carried out in the process of making decisions towards change and negotiating the impacts and benefits of the process that is passed from the results of these decisions

From the explanation above, it can be concluded that the genres of speaking are interconnected. All of these genre points have different meanings from each category but have the same function

**2.1.8 Teaching Speaking**

Teaching is a process where there are teachers and students who communicate with each other, the teacher helps and provides teaching in the form of knowledge to students so that students can have more skills and knowledge to a higher level. Rajagopalan (2019) says teaching is an interactive process, primarily involving classroom conversations that occur between teacher and student and occur during certain predetermined activities. According to Sholihah (2015), the goal of teaching speaking skills is communicative efficiency.

From the explanation above, this means that teaching speaking is not only done orally, but teaching speaking must also be done optimally so that students can easily understand it. Learners should also try to avoid misunderstanding vocabulary, grammar, and pronunciation in communication situations

**2.2 Conceptual Framework**

As English Education students, students should actively speak and communicate in English. This activity should be upheld by all students of English education in order to further improve their ability to speak English. However, in reality this did not occur among English Language Educationstudents, and this case also occurred among students at the Muslim Nusantara Al-Washliyah University.

 Therefore, researchers are interested to know the factors influence the level of speaking English.

**Figure 2.2**

**Conceptual Framework**

**Analysis**

**Students**

Internal Factors

External Factors

**Intruments**

Test

Observation Sheets

Interview

**Students’ Inactivity In Speaking English**

**2.3 Previous Relevant Research**

After the researcher has conducted a review of several previous studies, there are some that are related to the research that the researcher will do.

The first thing the researchers managed to find in previous research was that conducted by Angginawati Lingga Ningrum, Mahdum, Novitri (2019) entitled "An Analysis on the Students' Reluctance to Speak English at English Department FKIP UNRI". The purpose of this study was to find out the factors and reasons for students' reluctance to speak English at the English Department of FKIP UNRI. This research is a descriptive research conducted with a survey design. The instrument used in this study was a questionnaire containing 27 closed questions and 7 open questions. The sample of this research is second semester students of class IIB and IIC majoring in English. The total number of students is 76 students. And the collected data were analyzed using a Likert scale to find out the factors and reasons for the reluctance of English study program students to speak English.

The second thing the researchers managed to find in previous research was that conducted by Riasati and Rahimi (2018) entitled “Situational and Individual Factors Engendering Willingness to Speak English in Foreign Language Classroom”. The purpose of this study is an attempt to investigate the willingness of Iranian EFL students to speak English in language classes, and the situational and individual factors that influence their willingness to speak. This study uses mainly quantitative methods and is followed by qualitative data which aims to expand and elaborate on the quantitative data. This study uses a questionnaire as a quantitative method instrument and interviews as a qualitative method instrument. The result of this study explain that several factors were identified as influencing students’ willingness to speak, including the topic of conversation, the influence of the interlocutor, shyness, self confidence , teacher, and classroom atmosphere.