CHAPTER II

LITERATURE REVIEW

This chapter provides some basic and prominent theories of the study, those are: speaking skill, the importance of speaking skill, the teaching speaking, the factors in learning second language.

A. SPEAKING SKILL

There are four significant skills which have to be mastered in the learning a language, they are speaking, listening, writing and reading. According to Nunan, speaking and writing are productive skills, since the language is created by the learners. While listening and reading are receptive ones, since language is directed at the learners\(^6\).

As stated by Lindsay and Knight, speaking includes into productive skill, since 1). It involves putting two messages together. 2). communicating the message and 3). interacting with other people. It means that there are some elements in speaking which can not reduced when speaking activity is happening (messages, participants, and interacting)\(^7\).


\(^7\) Cora Lindsay, and Paul Knight, *Learning and Teaching English*, (New Jersey: Oxford University,2006), p.57
There are some definitions of speaking according to some writers. These following are the meaning of speaking:

1. Speaking means fundamental to human communication

2. Speaking is a productive skill, it is a complex task and the learners need many practicing to develop the speaking skill

3. Speaking is a productive skill, like writing, it involves using speech to express meanings to other people

4. Speaking is mastering the art of the single most important aspect of learning a second or foreign language

5. Speaking is the hardest skill among the others (reading, writing and listening), since it is productive skill or oral skill which consists of producing systematic verbal utterances to convey meaning

6. Speaking involves a number of complex skill and strategies, but since spoken language leaves no visible trace, its complexity and organizational features are hard to track

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8 It was taken from http://answers.yahoo.com at fifth of April 2009
9 Cora Lindsay, and Paul Knight, Learning and Teaching English, (New Jersey: Oxford University,2006), p.57
10 Mary Spratt, Alan Pulverness, and Melanie Williams, The TKT (Teaching Knowledge Test) Course, (Cambridge: Cambridge University Press, 2003), p.34
7. Speaking is one of the central elements of communication. In EFL teaching, it is an aspect that needs special attention and instruction. 

B. THE IMPORTANT OF SPEAKING SKILL

Speaking is more difficult to be mastered than the other skills (reading, writing and listening). Nunan confirmed that, many people feel that speaking is harder to be learned than reading, writing and listening. He stated these two reasons:

1. First, speaking happens in real time, unlike reading or writing. Real time here means, when your partner speak with you, he or she usually waits for your respond at that time.

2. Second, you cannot type or correct what you say when you are speaking, unlike in writing, you can retype or revise your words.

As also stated by Lindsay and knight, there are some elements which distinguish spoken language and written ones, these are the different elements:

<table>
<thead>
<tr>
<th>SPOKEN LANGUAGE</th>
<th>WRITTEN LANGUAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Auditory</td>
<td>Visual</td>
</tr>
<tr>
<td>Temporary: Immediate reception</td>
<td>Permanent delayed reception</td>
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</tbody>
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Prosody {rhythm, stress, intonation} Punctuation
Immediate feedback Delayed or no feedback
Planning and editing limited by channel unlimited planning, editing, revision

From that information above, we know that speaking is more difficult than writing. Lindsay and Knight said that, in spoken language people usually do not say in complete sentence, for example “is it going to rain today?”—“could do”. In written one people usually write in full or complete sentence, for instance, “how are you today?”—“I am fine, thank you, and you?” or in form of paragraph, and chapter, for example in book, magazine or article. Spoken language is often unplanned, and written one can be planned. 17

C. THE TEACHING SPEAKING

1. Teaching Of Speaking In Senior High School

In this modern era, English is one of the most important language in Indonesia, since many job vacancies which necessity the worker with ability in speaking English. 18

In schools, English becomes important lesson which should be mastered, both in orally and written. According to Harmer, the teacher should give speaking tasks to the students for these following reasons:

17 Ibid., p. 58
18 it was taken from Http://answers.yahoo.com at fifth of April 2009
a. Rehearsal, the teacher gives a chance to the students to role as they are in the market bargaining fruits or vegetables. This exercise gives opportunities for them to practice and “get the feel” of using English in real-life event.

b. Feedback, by giving the speaking tasks, the teacher is able to know how her/his class is doing the tasks and what problems which emerge in his/her class. The students can also see how easy they find a particular kind of speaking and what they need to do to improve speaking skill.

c. Engagement, by giving many kinds of interesting speaking activities (role-playing, discussion, problem solving, and etc). Students will be motivated if all the students are involving in the task, they will feel satisfy and the teacher will get the feedback from the students.\textsuperscript{19}

From those explanations above, we can conclude that, teaching speaking in Senior High School has to make the students be able to communicate in spoken competence fluency and accurately.

2. Activities In Speaking

English becomes the first foreign language in Indonesia. English is also considered as one of difficult subjects in the school, since it is not used as daily language and only studied in school. There is much time which spends by the students only by learning grammar, reading passage and doing

\textsuperscript{19} Jeremy Harmer, \textit{How To Teach English.} (Edinburgh Gate: Longman, 1998), p.87
the tasks, and visa versa, there is little time for learning speaking. The students should be given some speaking activities. The teacher usually dominates the classroom, we called it as “teacher’s talk“, which means the teacher talk muchly and only giving little opportunities to the students for practicing to speak.

According to Richards and Renandya, the effective interactive activities should be manipulative, meaningful, communicative and involving learners in using English:

- Be based on authentic to naturalistic source materials.
- Enable the learners to manipulate and practice specific features of language.
- Allow the learners to rehearse, in class, communicative skills they need in the real world.
- Actual psycholinguistic processes of learning.

In conclusion, the teacher should create the interactive activities of speaking in the classroom, such as role-play, communication games, discussion, debate, acting from a script, and etc. the activities should provide the learners with opportunity to learn all the skills, especially oral communicative one^{20}.

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D. THE FACTORS IN LEARNING SECOND LANGUAGE

There are some factors which support the successful of learning a second language. As stated by Chaer, these are the following factors which influence second language learning:

1. Motivation

In the learning second language, the learner who has willingness or purpose to learn second language intend to be more successful compared with the learner who does not have willingness and purpose, on the other hand, we can say that motivation is thoughts and feelings of willingness which cause the learner learns a second language. This factor includes into affective factor which has to do with the emotional side of learning a second language as stated by William, Michael, and Francis. There are two functions of motivation. The first is instrumental motivation, which means willingness to learn a second language for specific or certain goal. For instance, someone learns a second language since he/she wants to get job or graduate degree. The second one is integrative motivation which means someone wants to learn a second language in order to be able to speak with the native speaker or learn the particular culture where the second language comes. For example, someone learns Hindustani since he/she wants to speak with Hindustani.

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21 Abdul Chaer, Psikolinguisitik Kajian Teoritik, (Jakarta: PT. Asdi Mahasatya, 2003), p.251
people or even learns about the dancing which becomes specific feature of them²².

There are many researchers, which said that integrative motivation encourages the learner to learn a second language. Many people learn English in order to be able to speak with foreigner. However, other researches also said that instrumental one correlates with the successfulness in the learning a second language. Many people learn English in order to get a good job.

Finally, we can conclude that motivation has important role in a second language learning. Integrative or instrumental motivation correlates with the successfulness in learning a second language, both of them can motivated someone to learn a second language.

2. Age

The second factor which influences the success or failure in the second language learning is age. According to Dulay, Burt, and Krashen, the children are better at language acquisition than adults. Many researches has focused on the effect of age on the second language learning. These are the following evidence:

a. Children are more successful than adults in acquiring the phonological system of second language, even many of them speak like native speaker.

b. Children are more successful than adults but they are always not faster.

c. Adults are more successful in the areas of syntax and morphology, at least in the beginning of learning\textsuperscript{23}.

There are four factors which distinguish between children and adults who learn a second language:

a. **Biological factors**, as stated by Dulay, Burt, and Krashen, the language function is in both hemisphere in very young children, on the other hand, with increasing age, left hemisphere takes bigger role in language development, this statement based on these three following evidence:

1) Right hemisphere damage occasionally causes speech deficits in children, while it rarely does in adults. This indicates a greater right hemisphere role for language in children as compared to adults.

2) When the left hemisphere is removed in an adult, total aphasia (loss of language) results. In children, this does not occur. This also means that the right hemisphere in children is more active in the language function.

3) Children appear to recover from aphasia resulting from damage to one side of the brain, after language development has already begun, much better than adults do\textsuperscript{24}.

\textsuperscript{23} Heidi Dulay, Marina Burt and Stephen Krashen, *Language Two*, (New York: Oxford University, 1982), p.78

\textsuperscript{24} Ibid., p. 67
b. **Cognitive factors**, the difference between children and adult in learning a second language is in the “formal operations”, which means the ability to formulate abstract hypotheses, formal operation relate to conscious language learning. Adults have more mature cognitive system, which means that they are able to do the complex task consciously than unconsciously in the second language leaning. It helps adults to learn complex structure of second language learning.

c. **Affective factors**, from the explanation above, we know that adults are conscious learner than children. According to Dulay, Burt, and Krashen, it helps adults to imagine what other people are thinking about. This ability leads them to believe that others are thinking about the same thing with them. They most concern with their own appearance and behavior\(^{25}\).

d. **Difference in language environment**, as stated by Dulay, Burt, and Krashen, children receive much more “here and now” inputs, on the contrast, adults do not get it. For example, when we talk with children, we tend to make our sentence simpler and more understandable by them. While adults use “conversational management”. They are better in keeping the conversation going and more proficient at changing the topic of conversation\(^{26}\).

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\(^{25}\) Op. cit., p. 93  
\(^{26}\) Op. cit., p. 32
3. **Formal Presentation**

There are two types of second language learning, naturalistic and formal type. Naturalistic means the learning of second language occurs naturally in family, or around the learners without teacher or consciousness. In the contrast, formal type occurs formally in school, which is supported by teacher, consciousness and other supporter factors such as syllabus, method, technique or material learning and etc.

In the formal learning second language, it has proved that lack of potential to create speakers who can use a second language like the native speaker who can use a second language like the native ones. As stated by Chaer, the formal learning has specific features which the learning process occurs consciously, therefore, there are some influences forward the successful of second language learning, these are the explanations:

a. **Influence in competence**

In the class, the students concern to master the structure of language consciously, for instance, they learn about the using of *any* and *some*, reading the passage then answer the questions and etc. however, the mastery in competence is influenced by the role of students in the process of learning. According to Dulay, Burt, and Krashen, there are three roles of students:

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a) One-way communication, this learning method does not give opportunity to the students to respond what the teacher’s say.

b) Restricted two-way communication, this learning method gives opportunity to the students to respond the teacher but not in language what they are learning.

c) Full-two way communication, this learning method gives many opportunities to the students to use the target language in learning process.28

b. Influence in quality of performance

According to Brown, performance means realization of competence, it is actual doing of something. The learning of language in school is able to guarantee the quality of input, which is received by students. It means that the input, which is received, has high quality, then the performance of students has high quality, and visa versa, if the students get low quality of input, then their performance will get low29.

c. Influence in acquisition sequence

This means grammatical morpheme. Chaer said that according to some researchers, acquisition sequence of grammatical morpheme in formal learning and natural one is not quite different. However, the

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acquisition sequence in formal learning shows different conclusion. When the students speak spontaneously, the influence of formal learning does not emerge in acquisition sequence\textsuperscript{30}.

\textbf{d. Influence in velocity of acquisition}

As stated by Lindsay and knight, velocity of acquisition means, “Velocity in understanding input and make the input becomes comprehensiveness of his/her language”. This velocity of acquisition is relative, which depends on many factors such as intelligent, personality, motivation and etc\textsuperscript{31}.

\textbf{4. First language}

According to some linguistics, first language or mother tongue (language that is required by the learner the first time) has influence in the process of students’ language acquisition. As stated by Dulay, the first language is able to destroy in the process of second language learning. When the learner uses a second language he/she also uses the elements of his/her mother tongue into a target language consciously or not. As the result intervention, code switching or error occur in the process of second language

\begin{footnotesize}
\begin{itemize}
\item \textsuperscript{30} Abdul Chaer, \textit{Psikolinguistik Kajian Teoritik}, (Jakarta: PT. Asdi Mahasatya,2003), p.255
\item \textsuperscript{31}Lindsay Cora, and Knight Paul, \textit{Learning and Teaching English}, (New Jersey: Oxford University,2006), p.90
\end{itemize}
\end{footnotesize}
using\textsuperscript{32}. Chaer confirmed some theories which concerned to the influence of first language in second language learning:

a) According to some behaviorists, language is the result of stimulus-respond behavior, which means, when the learner wants to use utterance in second language, he/she has to get much stimulus, which is influenced by his/her environment. They also confirmed that the process of language acquisition is habitualisation. From their opinion, we know that both stimulus and habitualisation are important factor in the second language learning. When the learner never gets stimulus in second language, he/she will use his/her mother tongue, which has been gotten by him/her, where error, code switching emerge when he/she is using language. In conclusion, the influence of first language in second one always occurs, if there are no stimuli, which are given to the learner. However, both habitualisation and giving stimulus continually in second language can decrease that influence.

b) According to contrastive theory, the success or failure of second language learning depends on the competence of first language. The process of learning language is transference, when the structure of second language has similarity with the first one, it will make the learner easier in learning second language. By contrastive analysis, we will know the level of

\textsuperscript{32}Heidi Dulay, Marina Burt and Stephen Krashen, \textit{Language Two}, (New York: Oxford University, 1982), p.96
similarity and the difference between first language and second on. By knowing them, we can determine the learning strategy, which is appropriate to be used for the learner. In conclusion, mother tongue has important role in target language, since learning language focuses on transferring mother tongue\textsuperscript{33}.

5. Environment

The last factor that influences the development of second language is environment. As stated by Dulay, the quality of environment determines the success or failure of second language learning\textsuperscript{34}. They also confirmed that language environment involves situation in a restaurant or shop, talking with friends, in the process of teaching and learning in the class and many others. According to Krashen, there are two kinds of language environment\textsuperscript{35}:

a. Influence of formal environment

According to Krashen, there are three features of formal environments:

- Artificially.

- This is part of language learning in the school or class.

\textsuperscript{33} Abdul Chaer, \textit{Psikolinguistik Kajian Teoritik}, (Jakarta: PT. Asdi Mahasatya, 2003), p.256

\textsuperscript{34} Heidi Dulay, Marina Burt and Stephen Krashen, \textit{Language Two}, (New York: Oxford University, 1982), p.14

\textsuperscript{35} Ibid., p.40
- The teacher directs the students to do language activities that involves norms of language and gives correction forward students’ mistakes. From those explanations above, we know that language environment emphasizes in the mastery of language norms consciously.

Formal environment influence two aspects:

- Acquisition sequence of second language in formal environment

  Some researchers said that acquisition sequence of second language in formal environment does not have any relation. Formal background does not give influence forward acquisition sequence of grammatical morpheme in second language learning.

- The success of second language learning in formal environment

  The influence of formal environment in the success of second language learning can be seen from two aspects, 1) Correction role, Chaer said that the research which was done by Hendrickson (1997:34) Robbins (1976:89) and Plann (1977:90), shown that there is no significance correlation between correction that is given systematically, and using of language norm which is used by the students.

  2) Expansion role, it is giving language norm to the students by using systematic example, both in the students’ right utterance and in complete one. The students who are given the expansion have

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36 Op. cit., p.43
higher ability than students who are not given the expansion. However, it depends on the techniques of the teacher\textsuperscript{37}.

b. Influence of informal environment

Chaer confirmed that informal environment occurs naturally. Language of informal environment involves language that is required by friends of the same age, parents, teachers, classmates, mass media and many others. Generally, this environment has big role in the success of second language acquisition\textsuperscript{38}.

According to some researchers, friends of the same age’s language have the biggest influence to the students among the others. While the teacher only has little influence to them, the same thing with the parents, they only influence the students in the first language acquisition, not in the second one.

Native speaker influence the students as 1) communication developer, 2) spiritual relation formal, 3) and as a learning method. Chaer said that the mastery in competence of formal language manner is standard language, used for formal situation and necessary. While in informal one, the mastery of competence which is expected is informal language manner for informal situation and necessary\textsuperscript{39}.

\textsuperscript{37} Abdul Chaer, \textit{Psikolinguistik Kajian Teoritik}, (Jakarta: PT. Asdi Mahasatya,2003), p.257
\textsuperscript{38} Ibid., p.260
\textsuperscript{39} Op. cit., p.262
- Personality

Besides those five factors above which influence the development of second language learning, Brown and Dulay, confirmed that personality also influences on the second language acquisition\textsuperscript{40}.

Dulay states that personality means an aggregate of traits characteristic of a particular individual. He indicates there are three factors which relate to the personality of the learner in second language acquisition\textsuperscript{41}:

1) Self-Confidence

Dulay stated that self-confidence is very much related to second language development\textsuperscript{42}. Brown said that anxiety has been studied in the psychological domain, plays an important affective role in second language acquisition. It is associated with feelings of uneasiness self doubt, apprehension or worry\textsuperscript{43}.

The self-confidence, secure person is more successful language learner. Two measures of self-confidence are anxiety level and extroversion. Some studies conducted to determine the personality characteristics associated with successful second

\textsuperscript{41} Heidi Dulay, Marina Burt and Stephen Krashen, *Language Two*, (New York: Oxford University, 1982), p.75
\textsuperscript{42} Ibid., p.76
language learning, researchers have conducted that lower anxiety levels and a tendency to be outgoing were connected with successful second language acquisition. The self-confidence learners are eager to try new and unpredictable experiences, and are willing to guess before knowing for sure, these people have been observed to use larger range of forms in the target language. In the contrast, the un-confidence ones tend to “wait and see” what is going to occurs next.

    It is suggested that self-confidence people have the advantage of not fearing rejection as much as those with high anxiety levels and are therefore more likely to put themselves in learning situations and to do so repeatedly. In addition, self confidence people are not worried about how they appear.

2) Empathy

        Dulay defines empathy as the capacity for participation in an other’s feeling or ideas\textsuperscript{44}. Brown confirmed that empathy means the processes of putting yourself into someone else’s shoes, which means reaching beyond the self understanding and feeling what another person is understanding or feeling. Empathy as usually

\textsuperscript{44}Heidi Dulay, Marina Burt and Stephen Krashen, Language Two, (New York: Oxford University, 1982), p.76
described as the projection of one’s own personality into the personality of another in order to understand him/her better\textsuperscript{45}.

Some researchers have observed to relate an individual’s capacity for empathy to language learning success, but the results have been inconclusive. If empathy is indeed an important factor in second language success, it is more likely to be manifested in the development of communication skills, which enable participation in another’s feelings and ideas far more than linguistic manipulation tasks do. Researchers might find that studies using communication tasks as indicators of second language success would yield a more systematic and positive relationship between characteristics such as empathy and second language acquisition.

3) **Analytical Tendencies**

According to the literature in experimental psychology, Brown, field independent persons are able to perceive individual items that may be relatively difficult to distinguish from their visual background. This ability is thought to be associated with a more analytical (left-brained) cognitive style. On the other hand,

the field dependent person perceives all parts of the organized field as total experience\textsuperscript{46}.

From that statement we know that field independent learner seems to be more independent, competitive, and self-confidence and relates to conscious learning, while field dependent learner seems to be more socialized, tend to derive their self-identity from persons around them, and are usually more emphatic and perceptive of the feelings and thoughts of other. This learner also relates to unconscious learning.

- **Intelligence**

Brown added another factor in influencing the development of second language learning is intelligence, the ability to acquire and retain knowledge. Smart person is more successfully in a second language, since it relates with memory in the sense that if you could just remember everything you were taught, or you ever heard, you would be a very successful language learner. He described seven different forms intelligence:

1) Linguistic.

2) Logical mathematical abilities.

\textsuperscript{46} Ibid., p. 87
3) Spatial intelligence (the ability to find your way around an environment, to form mental images of reality, and to transform them readily).

4) Musical intelligence (the ability to perceive and create pitch and rhythmic patterns).

5) Bodily-kinesthetic intelligence (fine motor movement, athletic prowess).

6) Interpersonal intelligence (the ability to understand others, how they feel, what motivates them, how they interact with one another).

7) Intrapersonal intelligence (the ability to see oneself, to develop a sense of self identity).47

From that explanation above, we can conclude that there is relationship between intelligences and second language learning. According to Gardner (1983), both low and high intelligence have proven to be successful in acquiring a second language learner. He attaches other important attributes is the notion of intelligence, attributes that could be crucial to second language success. Musical intelligence could explain the relative ease that some learners have in perceiving and producing the intonation patterns of a language. Bodily-kinesthetic modes have already been discussed in connection

47 Op. cit., p. 72
with the learning of the phonology of language. Interpersonal intelligence is obvious importance in the communicative process.

Finally, we can say that every intelligence owner, both low and high, are able to be success language learner in the second language learning. Since, there are many factors which influence it. The important thing is, the teacher knows the intelligence of the learner, and uses appropriate techniques in the second language learning process.