

Chapter Two

Literature Review

This chapter explains about literature related to this study. The first part is about speaking skill. The second part is influencing factors in speaking skill. The third part is about review of related studies. Finally, conceptual framework is a part in last part of this chapter.

Speaking Skill

To have good understanding of English speaking skill, English students have to know what speaking skill is. They have to know definition of speaking skill, characteristics of good speaking skill and micro skills needed in speaking skill. Here is the explanation.

Definition of speaking skill. There is a definition of speaking skill. Sakale (2012) defined speaking skill as producing of words cognitively and affectively. Moreover, Sakale (2012) mentioned that implementation of proper language in different environment. When people speak English cognitively, it means that people have speaking topic to say. To speak English affectively, people have politeness to their interlocutors. In addition, in speaking English cognitively, people have to know the knowledge. In speaking English affectively, people have to deliver information well. Furthermore, people have to know when to implement proper language in different situation faced.

There is another definition of speaking skill as well. Kavaliauskiene (2006) as cited in Trejos, Garcia and Gomez (2013) stated that speaking is a skill that people have in producing language. It means that it is necessary for people to

use their language in speaking skill. Moreover, speaking skill has an aim. It is supported by Kavaliauskiene (2006) as cited in Trejos, Garcia and Gomez (2013) who mentioned that speaking skill is used to help person interacting among people. It also means that people can get involved socially.

In conclusion, in speaking skill, there are important information. First, people have to have a knowledge that will be spoken. The knowledge can consist of language knowledge and speaking topic. Second, people have to deliver information well. It means that people can use gesture to make clear about what people say. Third, people have to know the different situations. In speaking skill, situation can be either in formal situation or informal situation. Fourth, people have to implement their speaking knowledge after acquiring it. It means that implementing speaking skill in daily life can make people sociable.

Characteristics of students who have a good speaking skill. To have good speaking skill, there are characteristics involved. Akhyak and Indramawan (2013) mentioned that they are vocabulary, fluency, pronunciation, grammar and content. Hopefully, by having these characteristics above, students will have a good speaking skill

Vocabulary. Students have good vocabulary in speaking skill. Vocabulary is a basic component in making structure of speaking skill. That is why students really need many vocabulary in speaking skill. Based on Lukitasari's study result (2008) as cited in Tuan and Mai (2015) revealed that students who do not learn English vocabulary causes their English speaking skill is getting low. From the

study's result, it can be concluded that acquiring as many vocabulary as possible is necessary for students in mastering speaking skill.

Fluency. Students are fluent in speaking skill. Fluency becomes one of characteristics in speaking skill because another people who get involved in speaking skill will understand what students say. Students can ask a suggestion about fluency to their English teachers. Harmer (2007b) mentioned that feedbacks given by teachers are beneficial for students' learning forever. In addition, fluency has the speed of speaking. Adnan (2014) mentioned that speakers have ideal speed of speaking that is 125 – 160 words every one minute. It means that after knowing the fluency standard of speaking, students can often have a consultation to their English about how to pass this fluency standard.

Pronunciation. Students have a good pronunciation in speaking skill. When students try to learn pronunciation, sometimes, they do not know about the listening resources. In pronunciation, Harmer (2007a) advised that to learn speaking skill, students can learn pronunciation from various audio materials using English inside. The examples of various audio materials can be news podcasts and songs. It means that getting correct pronunciation is easy for students because students only listen English audio that they like.

Grammar. Students have a good grammar in speaking skill. Lukitasari's study result (2008) as cited in Tuan and Mai (2015) found that students did not speak English well because they did not acquire grammar. There is also a benefit of learning grammar in speaking skill. In addition, Araki (2015) stated that students who know grammar will be confident when they speak English. That is

why learning grammar is a foundation for students' speaking skill. Learning grammar can be done by reading as many books as possible.

Content. Students acquire a content in speaking skill well. There is a suitable type of learning in speaking skill to be done by students. The name of this learning is "content-based learning" (Yulia, 2014, p. 36). Yulia (2014) explained that in this learning, English is a tool to master another things. For example, the content is an English song and students can discuss that English song using their English. The important thing is students can be more creative using this learning. Furthermore, students can also enlarge vocabulary mastery as well because there is a development of lesson topic.

Additionally, there is a definition of micro skills. Brown (2004) as cited in Cabezas (2015) defined micro skills as making the basic parts in language. In addition, Brown (2004) as cited in Cabezas (2015) also explained the examples of those basic parts like "morphemes and phonemes" (Brown, 2004, p. 142 as cited in Cabezas, 2015). Furthermore, Brown (2004) as cited in Cabezas (2015) also stated another examples of basic micro skills like vocabulary, combinations of words and phrase. Learning micro skill has a benefit in students' speaking skill. Prastiwi (2014) highlighted that students can speak English correctly after acquiring micro skill. Thus, micro skills of speaking skill are the smallest parts in language that must be mastered by students in speaking skill.

To sum up, when students want to have good speaking skill, they need to have four things. First, they have to have linguistic knowledge. Second, they can have feedbacks from English teachers if they have mistaken thing in speaking

skill. Third, they have to know listening resources. Fourth, students have to acquire micro skills first in their speaking skill.

Micro skills needed in speaking skill. Speaking skill has micro skills involved. Torkey (2006) mentioned that there are four micro skills in speaking that are language ability, communication ability, language usage ability and fluency. There are also different terms but those terms still have the similar meaning. Canale and Swain (1980) as cited in Torkey (2006, p. 41) called those terms as “grammatical competence, sociolinguistic competence and discourse competence”.

Language ability. In language ability, there are elements inside. Torkey (2006) stated that language ability consists of grammar, English pronunciation and English vocabulary. For example, in grammar, students know structure of sentence like subject, verb and object. The next example of English pronunciation is students know correct English pronunciation based on International Phonetic Alphabet (IPA). The last example of English vocabulary is academic English vocabulary and non academic English vocabulary.

Communication ability. In communication ability, there is a requirement of doing communication ability. Torkey (2006) mentioned that communication ability has understandable sentences and solid sentences. For example, students make concise sentences in order to make their interlocutors understand. Additionally, when students make sentences, their sentences must be clear. It is hoped that their interlocutors understand easily what is spoken.

Language usage ability. In language usage ability, there is a specification of using language. Torkey (2006) pointed out that people can use suitable language in various societies. For example, the use of English utterances is different when students speak English both either to their classmates or to their English teachers. When students speak English to their classmates, they can speak English informally. In contrast, when students speak English to their English teachers, they speak English formally and politely.

Fluency. In fluency, there is a requirement for students who can speak English fluently. Torkey (2006) emphasized that people have stable speed in their communication. It is also in line with Adnan (2014) who stated that 125 – 160 words every one minute is ideal speed for speaking skill.

Additionally, Canale and Swain (1980) as cited in Torkey (2006, p. 41) also mentioned about “strategic competence”. Canale and Swain (1980) as cited in Torkey (2006) suggested that students should learn both language verbally and language in gesture. It is hoped that students can deliver information in students’ speaking skills easily. In addition, their information is understood easily by the other people. Thus, after having language ability, communication ability, language usage ability and fluency, students will acquire speaking skill well using gesture and spoken language.

To sum up, from these literatures reviewed above, micro skills needed in speaking skill consist of four things. First, it is language ability. Second, it is communication ability. Third, it is language usage ability. Last, it is fluency.

Students' speaking activities. The purpose of doing speaking is that students can practice speaking skill better. To increase speaking skill, there are several ways to do. Students who want to develop their speaking skill can do a role play with their friends, presentations, discussion, conversation and drama. There are also unique information among role play, casual conversation and drama. Here are details for each students' speaking activity.

First, role play is a beneficial activity done in students' speaking skill. In speaking skill, students can do a role play (Salam, 2011 as cited in Muflikhah, 2013). According to Kusnierek (2015), role play is an activity used to develop communicative improvisation. In addition, there are unique information in role play. Kayi (2006) as cited in Susanti (2007) mentioned that in role play, students act being another people as if they were in different societies. Moreover, Byrne (1986) as cited in Susanti (2007) highlighted that role play is an element of drama. Byrne (1986) as cited in Susanti (2007) also divided a role play into two kinds consisting of both with the script and without the script.

Second, presentation is another speaking activity. Wilson and Brooks (2014) mentioned that presentation is done by students naturally. In addition, Wilson and Brooks (2014) stated that students deliver their presentation naturally in order to make another people understand a topic being presented at that time. There is a study about a good influence of doing presentation. Nadia's (2013) study result found that presentation could help students in their communication.

Third, discussion is an activity that can be done in speaking skill by students. Alonso (2012) pointed out that discussion is the most popular both for

students and for teachers. To do discussion, it is easy done in classroom. Alonso (2012) also explained that before doing discussion, teachers gave the discussion material from audios, listening text and reading text to students. Students are required to solve problems happening from material discussion and they can select material discussion based on their preference.

Fourth, casual conversation is an activity needed by students. Kroeker (2009) said that conversation happens every day to people. Furthermore, there is an unique information for people to acquire conversation well. Gudu (2015) stated that to understand good English conversation, students are necessary to have good English listening skill first. In line with this, Souhila (2015) also argued that at the same time, people involved in conversation are as both listeners and speakers.

Last, drama is an activity of students' speaking skill. Maley and Duff (2001) as cited in Iamsaard and Kerdpol (2015) highlighted that a drama has a good impact on students' speaking skill. Maley and Duff (2001) as cited in Iamsaard and Kerdpol (2015) explained that students who do a drama can deliver their thought naturally. In addition, there are unique information in drama. Mehta, Dow, Mateas, and MacIntyre (2007) as cited in Khatib and Sabah (2012) stated that drama is done via conversation. Moreover, students playing drama must be active in conversation. Khatib and Sabah (2012) argued that players of drama have two systems conversation in drama.

Influencing Factors in Speaking Skill

When students speak English, there are influencing factors involved. Influencing factors consist of language output, language input and psychology.

Language output consists of technology use and environment. In these positive influencing factors, there are also the details.

Language output. In language output, hopefully students produce their speaking skill actively. In this literature review, language output has two parts. First, it is technology use. Second, it is environment.

Technology use. There has been an evidence that using technology gives a good influence on student' speaking skill. Chapelle (2003), Kenning (2007), Tinio (2002) as cited in Rodrigues and Vethamani (2015) mentioned that it will be much more attractive in learning of speaking using technology. Reasons why using technology is much more attractive are mentioned below. First, students use technology in speaking skill because it is their first experience for them. That is why students are curious about how to use technology in their speaking skill lesson. Second, technology has features inside. These features cause students to pay attention a lot to speaking skill. For example, technology feature is recording tool to record their speaking skill.

To do speaking, students can combine between their speaking skill and the use of technology. One example of technologies is about a podcast. Sze (2006) mentioned that podcasts are downloadable audios from Internet.

On the other hand, those audios can be made by students. Students can use English podcasts in speaking. There are some advantages using podcasts to increase students' speaking skill. First advantage is podcasts can encourage students practicing speaking skill (Sze, 2006). By making podcasts many times,

students are familiar with correct English pronunciation. In addition, they can also practice their fluency after making a lot of podcast containing their speaking skill.

There is also a good impact on their social relationship when students use podcasts. Second advantage is learning using podcasts can make friendship (Sze, 2006). Students can have other students from other schools do speaking skill together.

Podcast also becomes a self-correction for students' speaking skill. Third advantage is podcasts are tools for students recording their speaking (Sze, 2006). This intent is checking whether their English words are exactly the same as the English pronunciation.

Another technology is about a video recorded in a classroom. Using video can give an impact on students' speaking skill in classroom. Sayin's study result (2012) revealed that to improve quality of speaking skill, video can be made while English teaching and learning process is going on. Moreover, this kind of video can give another good impact on students' speaking skill in classroom as well. Orlova (2009) as cited in Sayin (2012) argued that non English-speaking students can have self-correction about their speaking ability and their gesture when speaking using video recorded.

In contrast, teachers who use technology need a preparation, this preparation takes a long time. That is why there were few number of teachers who use technology in a classroom. This thing is supported by Harb, Bakar and Krish's study (2013). Harb et al. (2013) found that there were only two of six teachers who could operate technology while teachers taught speaking skill in class.

Environment. There was a definition of environment in students' learning. Pal (2015) defined environment of learning as something owned by students contextually, physically and culturally. Something contextually means that environment has a proper situation. Furthermore, something physically means that environment has a real thing in learning like a proper building and facilities. Last, something culturally means that environment has a proper habit.

Moreover, when English students practice their English communication skill in classroom, there are also influencing factors inside. It is proved by a study conducted by Riasati (2012). Riasati (2012) found a factor that an environment gave contribution to desire of speaking English. This factor is situation of students' classroom. Situation type affects students to speak English. Furthermore, Riasati (2012) found that students want to speak English if students' and teachers' situation support students' speaking skill positively. It means that both teachers and students have harmonious connection each other.

Additionally, there are two types of environments in students' learning. Pal (2015) categorized good environment and bad environment as environment types. In good environment, students who study English speaking skill are supported with full of facilities. This good environment aims at supporting their learning becoming more successful.

However, there is also bad environment that affects on students' speaking skill. A bad environment consists of limited facilities, bad impact of having bad environment, personal distraction and non-personal distraction (Pal, 2015). The examples of limited facilities consist of limited internet access, limited building

where students learn speaking skill and limited technologies. According to Pal (2015), in a bad environment, the example of bad impact that happens is a depression. The example of personal distraction is being nervous to speak English. The example of non-personal distraction is destructive voices from the other students.

Speaking environment consists two types. Bashir, Azeem and Dogar (2011) divided that speaking environments can be made both being communicative and non communicative. Bashir et al. (2011) explained that examples of communicative speaking environments are direct communication and telephone activity. Bashir et al. (2011) also stated that example of non communicative speaking environment is making a recording from students' speeches.

Language input. Input is crucial for language. It is supported by Renandya (2013). Renandya (2013) highlighted that when students learn language, the most crucial part is input. Renandya (2013) also emphasized that inputs can come from lesson that they learn and their language teachers. Input will be internalized by students when students face input all the time. Chuang (2001) said that students will get an understandable input after they rehearse many times.

There are the ways to get an understandable input in speaking skill. First, Krashen (1989) as cited in Chuang (2001) mentioned about photo and real object. In photo and real object, students can get much knowledge. Second, Krashen (1989) as cited in Chuang (2001) also said that communication can trigger students to have an input. It is caused during communication, there is a question

and answer session. Third, Krashen (1989) as cited in Chuang (2001) still argued about drama and movies are good for students' input. The function of drama and movies is to exposure much input done by students outside their class. Fourth, in addition, Krashen (1989) as cited in Chuang (2001) explained about the use of simple sentence. When students get simple sentence from their input, it is beneficial for them to absorb directly. Therefore, from an understandable input, students get both much knowledge and vocabulary to speak English.

Moreover, according to Day and Bamford (1998) as cited in Renandya (2013), doing both reading and listening extensively also gives a contribution as language input. The examples of doing reading extensively are reading novel, poetry, short story and newspaper. In contrast, the examples of doing listening extensively are listening to song, speech, podcast and news.

In language input, there is also audio visual equipment for students to get input. Ahmad (2013) as cited in Tiarawati (2015) mentioned that audio visual equipment is an equipment that students can both listen and watch at the same time. There are examples of audio visual equipment to improve students' speaking skill. Tiarawati (2015) stated about computer, video, film, cartoon and television broadcasting as audio visual equipment. Furthermore, Ahmad (2013) as cited in Tiarawati (2015) also added about television and CD as the examples of audio visual equipment. Madhuri (2013) stated that another examples of audio visual equipments are VCD and internet.

Audio visual equipment has benefits in speaking skill. First, Madhuri (2013) said that students will be easier to understand lesson when students use

audio visual equipment. It means that audio visual equipment help students in getting input. Second, there is also another benefit of using audio visual equipment for students in speaking skill. Allou (2013) highlighted that audio visual equipment is useful both for delivering the thoughts and improving speaking skill. It means that audio visual equipment can be a suitable media for students in speaking skill. Moreover, using audio visual equipment is interesting for students. Allou (2013) pointed out that students enjoy teaching and learning process when audio visual equipment is used. Third, Adela (2017) stated that audio visual equipment is helpful for students to get pronunciation. In audio visual equipment, students can know pronunciation correctly. That is why audio visual equipment becomes a helpful equipment.

Interlocutor is important in language input. Abbassi's (2016) study result showed that interlocutor is an influencing factor in speaking skill. It means that students can get input from interlocutor whom students speak English with. Students have reasons of speaking English to interlocutors. Cao (2009) as cited in Wulandari (2015) mentioned that students wanted to speak English to interlocutor because interlocutor has friendliness, better speaking ability and much creative thoughts. Moreover, interlocutor can make students' speaking skill more successful. MacIntyre, Cle'ment, Dornyei and Noels (1998) as cited in Wulandari (2015) stated that English native speakers as interlocutor will influence students' speaking skill.

Getting input is an obligation for students in speaking skill. Asher (1977), Krashen (1982) and Postovsky (1974) as cited in Singer (2006) gave a reason that before they speak English, having much input becomes a must for them. In

contrast, actually, students can not understand all of language input in speaking skill. Ellis (1999) as cited in Zheng and Zhou (2014) stated that students can be able to absorb some input because another input is difficult to understand.

Input has a function in speaking skill as well. Zhang (2009) as cited in Nakhalah (2016) mentioned that input consists of information for students to speak English. Furthermore, in speaking skill, having an input is more beneficial for students if they also implement input in their speaking skill. Nakhalah's opinion (2016) is students do not only get input as a key role in speaking skill but they also have to use it in their communication. In addition, after they get input and use it, they can opt grammar correctly. Nakhalah's (2016) idea is for students who implement their language input, they can select structure of language precisely.

Psychology. Interestingly, psychology plays a key role in influencing factors of English speaking as well. Ariyanti (2016) divided psychology into two elements, confidence and motivation. Confidence has an important effect on students' speaking skill. Ariyanti (2016) mentioned that compared to students who do not have confidence, students who have high confidence will get much more accomplishments in speaking skill. Ariyanti's (2016) opinion is supported by Dulay, Burt and Krashen (1982) as cited in Ariyanti (2016). Dulay et al. (1982) as cited in Ariyanti (2016) said that students who have good confidence will get a success in language learned. In addition, motivation has a great effect on students' speaking skill as well. Ariyanti (2016) highlighted that a motivation can trigger students to study a language.

There are characteristics of people who have confidence and motivation. In characteristics of people who have confidence, there are two characteristics. First characteristic is confidence can influence students' language acquisition. Ebata (2008) as cited in Jamila (2014) said that having confidence can make students focused on language that they study. Second characteristic is students will have a power to learn a language after having confidence. Ebata (2008) as cited in Jamila (2014) also highlighted that in confidence, students will learn language vigorously.

Additionally, in characteristics of people who have motivation, there are three characteristics. First, motivation comes from students. Karahan (2007) as cited in Ramirez (2010) stated that students have a passion to study a foreign language. Second, motivation can trigger students realize their achievement in language. Harmer (2007) as cited in Aouatef (2015) mentioned that motivation can make students to do real action in language learning. Third, motivation can make students study language more. Sakiroglu and Dikilitas (2012) as cited in Souriyavongsa, Rany, Abidin and Mei (2013) pointed out that students who have motivation will be interested in studying a language. In addition, Sakiroglu and Dikilitas (2012) as cited in Souriyavongsa et al. (2013) also add that after having motivation, students feel that it is compulsory to study language.

Review of Related Studies

There have been three studies about influencing factors in students' speaking skill. The first study was Latha and Ramesh's (2012) entitled "Teaching English as A Second Language: Factors Affecting Learning Speaking Skills". In their study, Latha and Ramesh (2012) used a qualitative library research. Latha

and Ramesh (2012) did this study in India. This study aimed at looking for influencing factor in speaking skill that students can learn. Latha and Ramesh's (2012) study results showed data as follows. First, influencing factor is students' personal barrier. In personal barrier, it contained students' braveness to make mistaken thing while speaking in front of many people. Second, it is students' deficient motivation. Third, it is irrelevant lesson topic. In irrelevant lesson topic, when speaking lesson is going on, students' previous understanding is not relevant to speaking topic being learned. That is why they do not want to speak English. Fourth, it is students' suitable words deficiency. Fifth, it is students' confidence deficiency. Sixth, it is students' incorrect listening skill. To speak English, students must acquire listening skill first. In addition, in speaking skill, students are people having both listening and speaking skill at one time. That is why in speaking skill, when one student is not able to comprehend his or her friend speaking, his or her friend cannot answer what is spoken. Seventh, it is students' deficient gesture. In students' gesture, gesture really supports speaking skills. If students do not use gesture correctly, what is spoken by students will make an ambiguity in their speaking skill. Eighth, it is authoritative friends. Last, it is mother tongue impact on students' English speaking skill (Latha & Ramesh, 2012).

The second study is Tuan and Mai's (2015). Their title was "Factors Affecting Students' Speaking Performance at Le Thanh Hien High School". This study aimed at looking for what influencing factors of Le Thanh Hien High School students' speaking ability are. Tuan and Mai (2015) also wanted to look for Le Thanh Hien High School students' difficulties when speaking. Tuan and

Mai (2015) took two hundred and three students as their participants. These students that they took were in class eleven. In addition, their participants were also ten English Le Thanh Hien High School teachers. In this study, Tuan and Mai (2015) had two types of data collections that were questionnaire distribution and observation. Tuan and Mai's (2015) study results showed the results of questionnaire related to both teachers' perspectives on students' speaking skills and students' perspectives on their speaking skill. Based on their questionnaire's result, there were 90% of English teachers at this school chose easy speaking topic understood by their student as influencing factor to their students' speaking. Similarly, there were 81% students chose the same option as well. In contrast, based on their observation's result, the biggest factor that influenced students' speaking skill was time. Their students had a short time to do all of preparation about their speaking skill.

The third study was Haidara's (2016). His title was "Psychological Factor Affecting English Speaking Performance for the English Learners in Indonesia". His study's purpose was explaining negative factors of psychologies that influenced students' English ability. Haidara (2016) also used a descriptive qualitative research. To collect his data, Haidara (2016) used an unstructured interview. Haidara (2016) also did an observation. Haidara (2016) had twenty Indonesian students from Graduate School of Yogyakarta State University. Haidara's (2016) study found students' psychology consisting of being afraid having mistakes in speaking.

The following studies have the similarities and the differences among Latha and Ramesh (2012), Tuan and Mai (2015), Haidara (2016) and the

researcher. These studies have the similarities on influencing factors of students' speaking skill. Both Haidara (2016) and the researcher did their study in Indonesia as well.

However, their studies have differences as well. Latha and Ramesh's focus (2012) was on factors influencing students' speaking skills. These factors were low psychological factors, destructive environmental factors and personal factors. On the contrary, Tuan and Mai's focus (2015) was on factors influencing students' speaking skill when they did speaking skill. These factors were technical factors and time factors. In technical factors, both English teachers and students believed that speaking topic was the most influential factor. In time factors, speaking skill took a time for preparation. Haidara's focus (2016) on factors influencing students' speaking skill containing students' negative psychology. Compared to these three studies, the researchers' study aims at investigating influencing factors of students' speaking skill at EED of UMY.

Conceptual Framework

Based on literature above, micro skills in students' speaking skill are explained. Torkey (2006) mentioned that they consist of language ability, communication ability, language usage ability and fluency. Language ability has vocabulary, structure and pronunciation inside. Communication ability is an ability that requires students to have understandable sentence and solid sentence. To implement speaking skill properly, students have to understand language usage ability when facing different situation. Students also have a stable speed when speaking in their fluency. Additionally, to explore the speaking content, students

can use “content-based learning” (Yulia, 2014). Developing speaking content is needed in order to make their speaking skill more successful.

In addition, based on literature review above, influencing factors consist of four things. First, it is language input. Renandya (2013) mentioned that language input is the most important thing in studying a language. That is why before students speak English, they can both read and listen as many English vocabulary as possible. Second, it is psychology. Students speak English successfully when their psychology is good. It is supported by Ariyanti (2016) who stated that psychology consists of motivation and confidence. Third, it is language output. To produce speaking skill, students use technology and environment as their influencing factors in their speaking skill. In technology, one of technology that can be used by students is podcast. By using podcasts, they can correct their speaking skill by themselves (Sze, 2006). Besides technology use, environment can influence students’ speaking skill. Pal (2015) mentioned that students can have environment contextually, physically and culturally. It means that environment can improve their speaking skill.

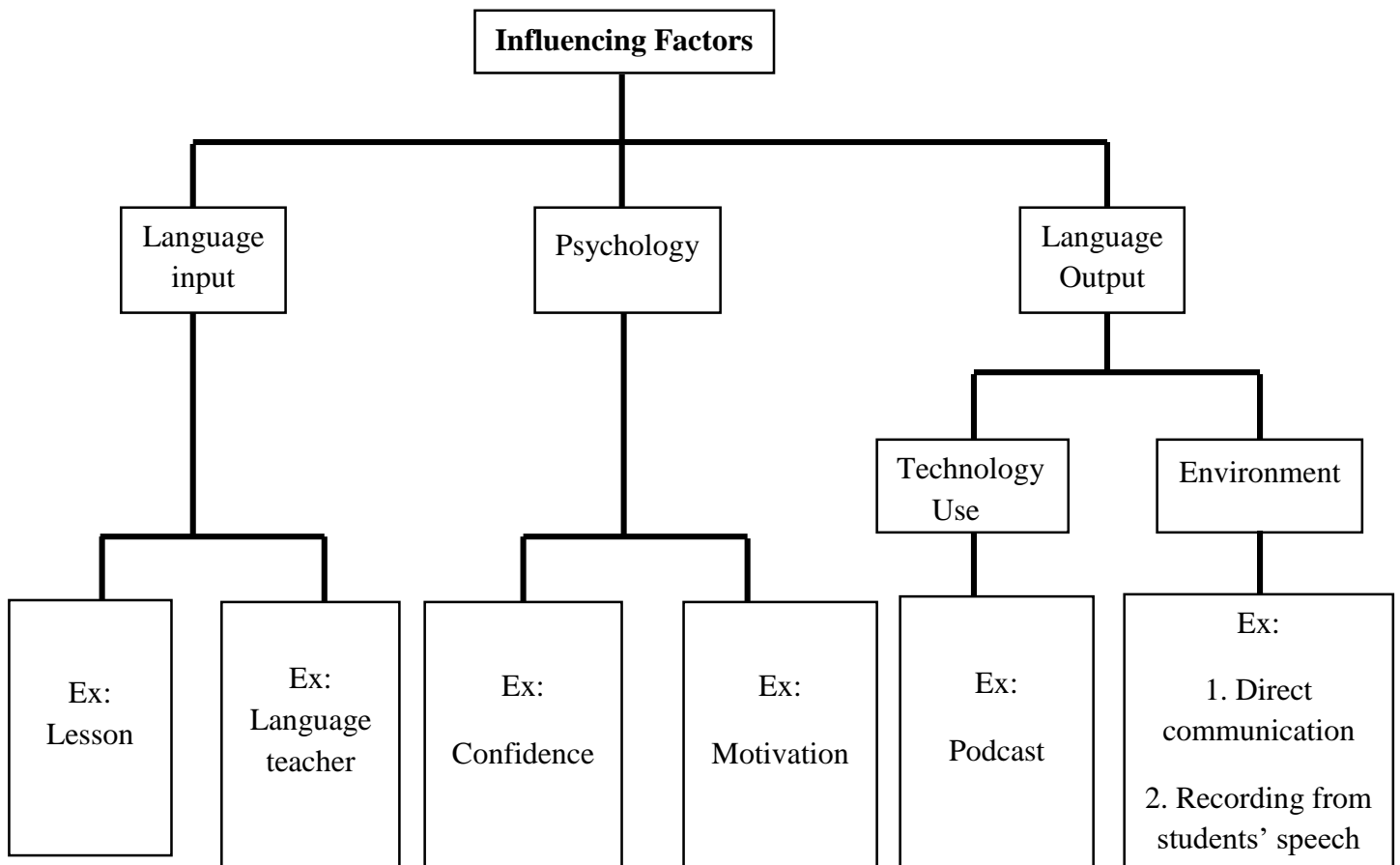


Figure 1. Conceptual Framework