

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter the researcher describes some theories that are relevant to the thesis. It covers about the definition of speaking, teaching speaking, instructional material and teaching aids, kinds of speaking activities, speaking evaluation, student's problem and how to overcome it.

A. Speaking

1. The Definition of Speaking

Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. So from speaking activities, we can produce and receive information from another. In Oxford Advanced Dictionary the definition of speaking is to express or communicate opinions, feelings, ideas, etc, by or as talking and it involves the activities in the part of the speaker as physiological (articulator) and physical (acoustic) stages. People need communication when they want to say something, transmit information or need to speak. Speakers use communication when they want to express or inform someone about something. Harmer (2007: 46) states "they use language according to their purpose and it is necessary for there to be a listener and a speaker for effective communication" (in Alonso and Rocio, 2011:22). There are

many reasons why we need speaking. Lindsay and Knight (2006: 58) explain that:

“We speak for many reasons- to be sociable, because we want something, because we want other people to do something, to do something for someone else, to respond to someone else, to express our feelings or opinion about something, to exchange information, to refer to an action or event in the past, present, or future, the possibility of something happening, and so on (in Alonso and Rocio, 2011:21).”

Brown and Yule (1983) explain that characteristics of spoken language are quite different from those of written language. For example native speaker do not typically use complete sentences when speaking, and they use less specific vocabulary (with many pronoun) than in written language. They also use syntax in a loosely organized manner and make frequent use of discourse markers (e.g. well, uh-huh, etc) (in O’malley and Pierce, 1996: 58). Spoken language and written language differ in many significant ways. Table 2.1 here are some key contrasts according Van Lier (1995: 88):

Spoken language	Written language
Auditory.	Visual.
Temporary; immediate reception.	Permanent; delayed reception.
Prosody (rhythm, stress intonation).	Punctuation.
Immediate feedback.	Delayed or no feedback.
Planning and editing limited by channel.	Unlimited planning, editing, revision.

Adapted from Practical English Language Teaching by David Nunan (2003:48)

These differences reflect the different purposes for which spoken and written language are used. Jones (1996:12) added “In speaking and listening we tend to be getting something done, exploring ideas, working

out some aspect of the world, or simply being together. In writing, we may be creating a record, committing events or moments to paper.” (In Richards, 2008:19)

There are many kind of daily life situations where people need speaking, such as talking to someone face to face, communicating through the phone, answering questions, asking for directions, in shops, meetings or chatting with their friends, to name a few. People spend great deal of their time interacting with more people and, each of these situations requires a different register according to the formality of the moment (Alonso and Rocio, 2011: 21).

2. The Function of Speaking

There are many suggestions about the function of speaking in human interaction. There are three function of speaking according Brown and Yule (1983): a).Talk as interaction b). Talk as transaction c). Talk as performance (in Richards, 2008:21-28).

a. Talk as interaction

This refers to what we normally mean by “conversation” and describes interaction which serves a primarily social function. When people meet, they exchange greetings, engage in small talk, recount recent experiences and so on because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speakers and how they wish to present themselves to each other than on the message.

Some of the skills involved in using talk as interaction are:

1) Opening and closing conversations, 2) Choosing topics, 3) Making small-talk, 4) Recounting personal incidents and experiences, 5) Turn-taking, 6) Using adjacency-pairs, 7) Interrupting, 8) Reacting to others.

b. Talk as transaction

This type of talk refers to situations where the focus is on what is said or done. The message is the central focus here and making oneself understood clearly and accurately, rather than the participants and how they interact socially with each other. According to Jones (1996, 14) talk is associated with other activities. In this type of spoken language students and teachers usually focus on meaning or on talking their way to understanding.

The main features of talk as transaction are focus on message and not the participants. The participants employ communication strategies to make them understood.

Some of the skills involved in using talk for transactions are: 1) Explaining a need or attention, 2) Describing something, 3) Asking questioning, 4) Confirming information, 5) Justifying an opinion, 6) Making suggestions, 7) Clarifying understanding, 8) Making comparisons, 9) Agreeing and disagreeing.

c. Talk as performance

The third type of talk which can usefully be distinguished has been called talk as performance. This refers to public talk, that is, talk which transmits information before an audience such as morning talks, public announcements, and speeches.

The main features of talk as performance are focus on both message and audience and it is often monologue.

Some of the skills involved in using talk as performance are: 1) Using an appropriate format, 2) Presenting information in an appropriate sequence, 3) Maintaining audience engagement, 4) Using correct pronunciation and grammar, 5) Creating an effect on the audience, 6) Using appropriate vocabulary, 7) Using appropriate opening and closing.

3. Components of Speaking Skill

In English, there are many important components that related in speaking. According to Harris (1986:81), there are five components used in speaking ability such as pronunciation, grammar, vocabulary, fluency, and comprehension.

a. Pronunciation

Pronunciation here refers to the standard of correctness and regional differences. Harmer (1991:11) said that users of the language must know how to say a word that is how to pronounce it. This knowledge is made up of three areas; sounds, stress and intonation. To

makes students' speaking ability much better, especially in pronouncing word, there are sets of quality to be rated.

b. Grammar

Grammar is one of three of English components and also one of speaking abilities to support and help students to have a good ability in communicating well. Grammar is common in both the written and spoken form of the language, so its existence is strongly needed in learning and speaking skill. The explanation above shows that grammar is focuses on some roles to from words that can be easily understood and match with the rules. In addition, it also focuses on how to make good sentences and easily comprehended.

c. Vocabulary

Vocabulary is one of speaking ability components, which has an important role in speaking English skill. That's way, if the students have a lot of vocabularies, their speaking will be fluent and they are not confuse in pronouncing or producing a lot of words just because have many vocabularies. Conversely, just few vocabularies they have, it does not assure their speaking will be fluent, and will face hardship in pronouncing and producing many words that they want to convey.

d. Fluency

The students can be called master of English or have a good ability in English if they can speak fluently. It means that, the student's fluency in English as a sign that they are master of English.

To know about fluency, Harris (1986:81) says, "Fluency is the easy and speed of the flow of speech".

e. Comprehension

Even though their speaking can be understood and comprehended by their opponent of speaking consequently; they will be confused just because of their errors of using their language pattern.

B. Teaching Speaking

1. The Nature of Teaching Speaking

According to the Oxford Dictionary, teaching is an activity to give a lesson to somebody. Teaching speaking is also considered practice of skill activities and how we can manage the atmosphere of teaching activities to be conducive. The students need more examples and practice applied in the classroom. So they can accept the lesson or instruction nicely. According to Brown (2001: 267) "the benchmark of successful language acquisition is almost always the demonstration of an ability to accomplish pragmatic goals through interactive discourse with other speakers of the language."

2. The Principles of Teaching Speaking

There are five principles of teaching speaking which are stated by Nunan (2003:54-56):

- a. Be aware of the difference between second language and foreign language in the learning context.

Speaking is learned in two broad contexts: foreign language and second language situations. The challenges you face as a teacher are determined partly by the target language context.

- b. Give students chance to practice with both fluency and accuracy.

Accuracy is the extent to which students' speech matches what people actually say when they use the target language. Fluency is the extent to which speaker use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word searches, etc.

In language lessons, especially at the beginning and intermediate levels learners must be given opportunities to develop both their fluency and their accuracy. They cannot develop fluency if the teacher is constantly interrupting them to correct their oral errors. Teacher must provide students with fluency, building practice and realize that making mistakes is a natural part of learning a new language.

- c. Provides opportunity for students to talk by using group work or pair work.

Research has repeatedly demonstrated that teachers do approximately 50 to 80 percent of the talking in classroom. It is important for us as language teacher to be aware of how much we are talking in class so we don't take up all the time the students could be talking.

Pair work and group work activities can be used to increase the amount of time that learners get to speak in the target language during lessons.

- d. Plan speaking task that involve negotiation for meaning.

Research suggests that learners make progress by communicating in the target language because interaction necessarily involves trying to understand and make your self understood. This process is called negotiating for meaning. It involves checking to see if you have understood what someone has said, clarifying your understanding, and confirming that someone has understood your meaning. By asking for clarification, repetition, or explanations during conversations, learners get the people they are speaking with to address them with language at a level they can learn from and understand.

- e. Design classroom activities that involve guidance and practice in both transactional and interaction speaking.

When we talk with someone outside the classroom, we usually do so for interactional or transactional purposes. Interactional speech is communicating with someone for social purposes. It includes both establishing and maintaining social relationship. Transactional speech involves communicating to get something done, including the exchange of goods or services.

C. Instructional Speaking Material and Teaching Aids

1. The role of instructional speaking material

One of the most challenging tasks constantly facing language teachers is how to capture the interest and to stimulate the imagination of their students so that they will be more motivated to learn. To this end, the ongoing search for and the development of meaningful teaching materials, which often can be used to supplement the textbook for a course, is a critical planning activity to be done by teachers.

Teaching materials are a key component in most language program. Whether the teacher uses a textbook, institutionally prepared materials or his or her own material, instructional material generally serve as the basis for much of the language input learners receive and the language practice that occurs in the classroom (Richard, 2001:251).

Cunningsworth (1995:7) summarize the role of materials (particularly course books) in language teaching as:

- a. A resource for presentation materials (spoken and written)
- b. A source of activities for learner practice and communicative interaction.
- c. A reference source for learners on grammar, vocabulary, pronunciation, and so on.
- d. A source of stimulation and ideas for classroom activities.
- e. A syllabus (where they reflect learning objectives that have already been determined).

- f. A support for less experienced teachers who have yet to gain in confidence (in Richard, 2001:251).

Richard (2001:252) states that when plans regarding the role of materials in a language program are made, an initial decision concerns the use of authentic material versus created materials (textbook).

- a. Authentic materials

Authentic material refers to the use in teaching of texts, photographs, video selections, and other teaching purpose. Advantages claimed for authentic materials are (Philips and Shettlesworth 1978; Clake 1989; Peacock 1997) taken by Richard (2001:252):

- 1) *Authentic materials have a positive effect on learner motivation*, because they are intrinsically more interesting and motivating than created materials. There is a huge supply of interesting sources for language learning in the media and on the web and these relate closely to the interests of many language learners.
- 2) *Authentic materials provide authentic cultural information about the target culture*. Materials can be selected to illustrate many aspects of the target culture, including culturally based practices and beliefs and both linguistic and non linguistic behavior.

- 3) *They provide exposure to real language* rather than the artificial texts found in created materials that have been specially written to illustrate particular grammatical rules or discourse types.
- 4) *They relate more closely to learners' need* and hence provide a link between the classroom and students' needs in the real world.
- 5) *They support a more creative approach to teaching.* In using authentic materials as a source for teaching activities, teachers can develop their full potential as teachers.

b. Textbooks

Created materials refer to textbooks and other specially developed instructional resources. Commercial textbooks together with ancillaries such as workbooks, cassettes, and teachers' guides are perhaps the commonest form of teaching material in language teaching (Richard, 2001:254).

According Richard (2001:254) the use of commercial textbooks has some advantages. Among the principal advantages are:

- 1) Commercial textbooks provide structure and a syllabus for a program.
- 2) Commercial textbooks help standardized instruction
- 3) Commercial textbooks maintain quality
- 4) Commercial textbooks provide a variety of learning resources

- 5) Commercial textbooks are efficient
- 6) Commercial textbooks can provide effective language models and input
- 7) Commercial textbooks can train teachers
- 8) Commercial textbooks are visually appealing.

In teaching, especially in teaching speaking, teachers thus use a mixture of created or commercial textbooks and authentic materials because both have their advantages as well as limitations.

2. Teaching Aids

In teaching process, teacher uses something to make his teaching process effective. The material and aids which are used by teacher to make his teaching very effective is called teaching aids and instructional material (Panel and Jain, 2008:57).

Actually, teacher should select teaching material and instructional according the objectives decided by teachers so that skill of reading, writing, listening and speaking and component of skills could be developed in students. Thus, using and selection of teaching aids must be carefully. According Patel and Jain (2008: 59) the classification of teaching aids divided into five aspects:

1. Audio aids

These include such things as Radio, Record players cassettes gramophone etc. These aid teaching through the sense of hearing.

2. Visual aids

The category of this consist of maps, Film steps, specimen, pictures, charts, Blackboard, posters, Flannel boards, etc. This category appeals to the students through the sense of sight, the saying that seeing, is believing applies to some extent in this context. Until facts are presented in form of visual aid, students may not readily grasp the meaning of ideas, concepts and facts.

3. Audio Visual aids

This group consists of a combination of both audio and visual materials. They are therefore things like Television films and projector, video cassette player etc. according Patel and Jain (2008:64) audio visual aids may create interest and motivation at the highest degree because through this teaching aid learners' both eye and ear become active so they are widely used in teaching of language.

4. Language laboratory

Language laboratory is the place where the learners have to listen on headphone. It is to provide listening activities.

5. Computer assisted language learning

Computer assisted language learning means is to present teaching material through computer. It is developed with all kinds of media available for presentation. In this presentation, texts, graphics, audio and video are available. The computer is multimedia system. It is VCD, DVD, slide projector and film projector.

D. Speaking Activities

1. Kinds of speaking activities

There are some activities which help to conduct teaching speaking:

a. Oral Interview

According O'malley and Pierce (1996:78) Oral interview can be conducted with individuals or pairs at level of language proficiency and require no preparation on the part of students. In a classroom setting, interview can take the form discussion or conversation between teacher with student or student with student. Interview can be used to elicit the following language function: describing, giving information, or giving an opinion. O'malley and Pierce added that the questions/ tasks to interview the students should be appropriate for the language proficiency and developmental levels of the student, reflect the students' interest and classroom activities, and avoid cultural bias.

b. Completing story

The teacher tells a story twice or thrice and then he asks students to repeat it again and again. Last he asks them to tell the story in their own words. This technique develops the logical thinking and sentences sense in the students. Story should be brief, simple and interesting. It should be full of actions (Patel and Jain, 2008:107).

c. Story/Text retelling

According O'malley and Pierce (1996:83) Story / text retellings involve having students retell stories or text selection that they have listened or read. The teacher can encourage the students to retell stories which they have read in their books or found in newspaper or in internet. This activity becomes an assessment in oral skill, and can be used to determine students' understanding of story structure. Language function most likely used in story/ text retelling are describing, giving information, and summarizing.

d. Dramatization

In this work, the teacher presents drama related to English oral work. This works impress students very much. They learn by acting and acting is good technique of conducting oral work. It touches the heart of student and develops the oral quality perfectly (Patel and Jain, 2008:107).

e. Describing things or person

Students are asked to describe something or someone with detail characteristics to other students. They can describe it in front of the class or in pairs with two students. It is almost same with describing favorite objects, but the other students or the audiences do not need to guess what the object is. Sometimes the teachers may provide certain things or person, and then students will describe those kinds of things and person. Students can either describe about the

picture. According to O'malley and Pierce (1996:79) picture should be appropriate for the age and interest level of your students. You can choose either single or a series of picture.

f. Students presentation

The students present some topic in front of the class while other students listen to the presentation and give feedback about the presentation. According brown (2003:179) in the academic and professional areas, it would not be uncommon to be called on to present a report, a paper, a marketing plan, a sales idea, a design of new product, or a method.

g. Debate

According O'malley and Pierce (1996:87) debate can present opportunities for students to engage in using extended chunk of language for a purpose: to convincingly defend one side of an issue. Debates are most appropriate for intermediate and advanced learners who have been guided in how to prepare for them. Students are arranged in some groups. Then they are given a topic and prepare it. The students have a debate after that in certain time. This activity needs much time to prepare.

h. Information Gap

According Underhill (1987) as cited in O'malley and pierce (1996:81) an information gap is an activity where one student is provided information that is kept from a partner. In this activity,

students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need. These activities are effective because everybody has the opportunity to talk extensively in the target language.

i. Oral Report

According to Meloni and Thompson (1980) as cited in O'malley and Pierce (1996:87) "oral reports offer a real-life listening comprehension opportunity which can provide new and interesting information to the listeners". An oral report is presented not by reading aloud but by referring to notes or cue cards created by the students. Oral reports require thorough preparation by students and can be designed at all levels of proficiency. Students at beginning levels of proficiency can make oral reports using poster, displays or other support materials like magazine or newspaper. According O'malley and Pierce (1996:87) oral report can be used to develop the public speaking skills of speaker as well as to provide practice to listeners in asking questions, agreeing and disagreeing, discussing, taking note, and listening for specific purposes.

2. Principles for Designing Speaking Techniques

Below are the principles for designing speaking techniques according to Nunan (2003:275):

1. Use techniques that cover the spectrum of learner needs, from language based focus on accuracy to message-based focus on interaction, meaning and fluency.

2. Provide intrinsically motivating techniques.

Teacher should try at all times to students' ultimate goal and interests, to their need for knowledge, for status, for achieving competence and autonomy, and for "being all that they can be".

3. Encourage the use of authentic language in meaningful contexts.

It is not easy to keep coming up with meaningful interaction. It takes energy and creativity to device authentic contexts and meaningful interaction, but the teachers must not give up. It must be done by teachers to produce competent speakers of English.

4. Provide appropriate feedback and correction.

It is important for teachers of English as a foreign language to take advantage of their knowledge of English to inject the kinds of corrective feedback that are appropriate for the moment because the students are totally dependent on the teacher for useful linguistic feedback. It is because "outside" the classroom will not give the students feedback since English is not spoken in the community.

5. Capitalize on the natural link between speaking and listening.

Many interactive techniques that involve speaking will also of course include listening. The teachers must be integrated these two skills since they can reinforce each other. Skills in producing language are often initiated through comprehension.

6. Give students opportunities to initiate oral communication.

Students must be given opportunities to initiate language since part of oral communication competence is the ability to initiate conversations, to nominate topics, to ask questions, to control conversations, and to change the subject.

7. Encourage the development of speaking strategies.

The concept of strategic competence is one that few beginning language students are aware of, and have a chance to practice, such strategies as: asking for clarification, asking someone to repeat something, using fillers in order to gain time to process, getting someone's attention, and etc.

E. Types of Speaking Performances

Brown (2004: 271) describes six categories of speaking skill area.

Those six categories are as follows:

1. 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 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.

2. 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.

3. Responsive

Responsive performance includes interaction and test 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.

4. 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.

5. Interpersonal (dialogue)

It is carried out more 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.

6. Extensive (monologue)

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

F. Factors affecting speaking performance

In order to help students overcome problems in learning speaking, it is necessary for the teachers to figure out factors that affect their speaking performance. Students' speaking performance can be affected by the factors that come from performance conditions (time pressure, planning, standard of performance and amount of support), affective factors (such as motivation, confidence and anxiety), listening ability and feedback during speaking activities (Tuan and Mai, 2015: 9-10).

1. Performance conditions

Students perform a speaking task under a variety of conditions. According to Nation & Newton (2009) cited as Tuan and Mai (2015:9) believe that performance conditions can affect speaking performance. The four types of performance conditions that Nation & Newton (2009) suggest include time pressure, planning, the standard of performance and the amount of support.

2. Affective factors

One of the most important influences on language learning success or failure is probably the affective side of the learner (Oxford, 1990). According to Krashen (1982) states that a variety of affective variables has been confirmed to be related to success in second language acquisition in research over the last decade but most of those studies examined the three categories: motivation, self-confidence and anxiety (in Tuan and Mai, 2015: 9).

3. Listening ability

According to Doff (1998) speaking skills cannot be developed unless we develop listening skills (in Tuan and Mai, 2015:10). Students must understand what is said to them to have a successful conversation. Shumin (1997) shares the ideas of Doff (1998) by stating that when one person speaks, the other responds through attending by means of the listening process. In fact, every speaker plays the role of both a listener and a speaker. Therefore, one is certainly unable to respond if he/ she

cannot understand what is said. It means speaking is closely related to listening.

4. Topical knowledge

According to Bachman & Palmer (1996) cited as Tuan and Mai (2015:10) topical knowledge is defined as knowledge structures in long-term memory. In other words, topical knowledge is the speakers' knowledge of relevant topical information. The information that topical knowledge provides enables learners to use language with reference to the world in which they live. Bachman & Palmer (1996) state certain test tasks may be easier for those who possess the relevant topical knowledge and more difficult for those who do not. Bachman & Palmer (1996) believe that topical knowledge has effects on speaking performance.

5. Feedback during speaking activities

Most students want and expect their teachers to give them feedback on their performance. However, all speaking production should not be dealt with in the same way. Harmer (1991) cited as Tuan and Mai (2015: 10) asserts that the decisions that the teachers make about how to react to students' performance will depend upon the stages of the lesson, the activities, the types of mistake made and the particular student who is making that mistake. If the teachers correct whenever there is a problem, the conversational flow as well as the purpose of the speaking activity will be destroyed (Harmer, 1991). If the students are corrected all the time, they can be afraid to speak. They suggest that the teachers should always

correct the students' mistakes positively and with encouragement (Baker & Westrup, 2003).

G. Speaking evaluation

One of language learning component is evaluation. According to Patel and Jain (2008: 147) evaluation has important place in the teaching of English. The class room teacher, the head master, the district education officer and parents wants to know how much and in what ways the students are benefited through studies. According Djiwantoro (2006:5) evaluation which has the purpose of measuring how far the learning goal has been achieved through the implementation of learning activity. Therefore based on the evaluation, someone can decide whether the learning activity is good or not in order to reach a certain learning goal. So, the foremost purpose for evaluating certificated personnel is to improve student learning.

1. Testing speaking

The objective of teaching speaking is the development of the ability to interact successfully in that language and therefore, speaking involves comprehension as well as production. Consequently, testing speaking should enable the students to elicit the behavior which truly represents their ability and which can be scored validly and reliable. According Hughes (1989: 107) the appropriateness of each technique will depend upon the specification of the test. Each format has some technique (Hughes, 1989: 105-108):

a. Interview

Interview is the most obvious format for testing speaking.

b. Question and request for information

For question and request, yes/no question should be avoided.

c. Pictures

Pictures can also be used to elicit descriptions. Series of pictures (or video sequences) form a natural basis for narration.

d. Interaction with peers

Two or more test-takers may be asked to discuss a topic, make plan, and so on.

e. Role play

Students can be asked to assume a role in a particular situation and the tester can act as an observer.

f. Response to tape-recording

Uniformity of elicitation procedures can be achieved through presenting the students only with the same audio-(video) tape recordings.

g. Imitation

The test-takers hear a series of sentences, each of which they have repeat in turn.

2. Scoring rubric

Scoring rubric has a purpose to assess student activities and the criteria for each task. According to Herman *et al* (1992) as cited in

O'malley and Pierce (1996: 65) setting criteria is a crucial part of assessment; without criteria or standards of performance, performance task remain simply a collection of instructional activities. Based on student performance, teacher can revise assessment tasks and standards as well as instructional objectives and activities to better meet learners' needs.

Gonzales Pino (1998) as cited in O'malley and Pierce (1996:65) remind us that dimensions or features of oral language to be assessed depend on the level of proficiency of the class and instructional goals. Wherever possible, rubrics should highlight what students can do rather than what they cannot do.

Scoring will be valid and reliable only if clearly recognizable and appropriate descriptions of criteria levels are written and scores are trained them. Description of speaking proficiency usual deals with accent, grammar, vocabulary, fluency, and comprehension as in following examples taken from Hughes (1989:111).

Table 2.2 Oral language scoring rubric

Aspect	Score	Proficiency Description
Accent	1	Pronunciation frequently unintelligible
	2	Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition.
	3	Foreign accent requires concentrated listening, and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary.
	4	Marked foreign accent and occasional mispronunciations which do not interfere with understanding
	5	No conspicuous mispronunciation, but would not be taken for a native speaker.

	6	Native pronunciation, with no trace of foreign accent
Grammar	1	Grammar almost entirely inaccurate phrases
	2	Constant errors showing control of very few major patterns uncontrolled and causing occasional irritation and misunderstanding
	3	Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding
	4	Occasional error showing imperfect control of some patterns but no weakness that cause misunderstanding
	5	Few errors, with no patterns of failure
	6	No more than two errors during the interview
Vocabulary	1	Vocabulary inadequate for even the simplest conversation
	2	Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc.)
	3	Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.
	4	Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion of any non-technical subject with some circumlocutions
	5	Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied situations
	6	Vocabulary apparently as accurate and extensive as that of an educated native speaker
Fluency	1	Speech is so halting and fragmentary that conversation is virtually impossible
	2	Speech is very slow and uneven except for short or routine sentences
	3	Speech is frequently hesitant and jerky; sentences may be left uncompleted
	4	Speech is occasionally hesitant, with some unevenness caused by rephrasing and groping for words
	5	Speech is effortless and smooth, but perceptibly non-native in speech and evenness
	6	Speech on all professional and general topics as effortless and smooth as a native speaker's
Comprehension	1	Understands too little for the simplest type of conversation
	2	Understands only show, very simple speech on common social and touristic topics; requires constant repetition and rephrasing
	3	Understands careful, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing

	4	Understands quite well normal educated speech when engaged in a dialogue, but requires occasional repetition or rephrasing
	5	Understands everything in normal educated conversation except for very colloquial or low frequency items, or exceptionally rapid or slurred speech
	6	Understands everything in both formal and colloquial speech to be expected of an educated native speaker

Adapted from testing for language teacher by Arthur Hughes (1989:111)

H. Factors that Cause Speaking Difficulties to EFL Learners

The students often face some difficulties in doing speaking activities. Some students may be successful in doing speaking activities, but most students also get many problems with speaking activities. According to Ur (1996) cited as Hosni (2014:23), there are many factors that cause difficulty in speaking, and they are as follows:

1. Inhibition

When students try to say things in a foreign language in the classroom they are often inhibited. They are worried about making mistakes, fearful of criticism or losing face.

2. Nothing to say

Learners often complain that they cannot think of anything to say and they have no motivation to express themselves.

3. Low or uneven participation

In a large group, each student will have very little talking time because only one participant can talk at a time so that the others can hear

him/her. There is a tendency of some learners to dominate while others speak very little or not at all.

4. Mother-tongue use

Learners who share the same mother tongue tend to use it because it is easier and because learners feel less exposed if they are speaking their mother tongue.

In addition, some learners also lack the motivation to speak English. They do not see a real need to learn or speak English. Actually motivation is the crucial force which determines whether a learner embarks in a task at all, how much energy he devotes to it, and how long he preserves (Littlewood, 1984:53).

It is very important for teacher to encourage students to speak in the classroom. If they do not encourage them to use the language the student's speaking ability will never improve. Students usually do not use the target language beyond classroom. That is why they need to speak up in the classroom. If the students make any mistake, the teacher can help to correct their mistakes. According to Philips (in Nawshin, 2009:12-13), the teacher can do the following things to help their students to speak:

a. Encourage students interactions

Most of the students feel very shy to speak because they do not acquire the target language and they are not used to take part in classroom discussion. Students do not even interact with other students or keep silent when they are asked to speak English all the time. Therefore, it is

important to create a comfortable atmosphere in the classroom where students are not afraid to speak and enjoy communicating with the teacher. Students have to be given such atmosphere where they can speak without any pressure and stress.

b. Make speaking activities communicative

Speaking activities need to be very interesting to encourage meaningful interaction between students. If the speaking activities are not interesting enough and do not provide opportunity for students to speak then there is no use of giving speaking activity. Communicative tasks are designed so that students have a reason or purpose for speaking. Therefore, teacher should give such activities so that students can share their thought, express their feeling, find out the real information, discuss and argue. According Bachman (1990) “the most commonly used language functions are those used to describe or give information or to express feeling” (in O’Malley and Pierce, 1996: 61). Cummins (1984) added “communicative language functions are those used to express meaning in a routine social context that is not cognitively demanding” (in O’Malley and Pierce, 1996: 61).

c. Plan speaking activities carefully

According to Philips (in Nawshin, 2009:13) “Speaking activities need to be very carefully structured at first at lower levels, thus the students have few demands on them.” At the beginning stage, activities should be easy but good enough for students can use the target language.

Students might not be fluent and accurate in speaking but they should not remain quite. When they get used to communicate then the teacher can introduce more difficult activities such as role-plays, discussions, debate and problem-solving tasks.

I. Previous Study

Nuraini (2015) shows that a study on teaching speaking of eleventh grade students at SMK Islam 1 Durenan Trenggalek. The findings of this research that: 1) the teacher strategies used in teaching speaking at SMK Islam 1 Durenan give students practice with both fluency and accuracy, provide appropriate feedback and correction, use group work or pair work, provide intrinsically motivating techniques, capitalize on natural link between speaking and listening, and use authentic material. 2)The activity were conduct in teaching speaking are communicative games, discussion, debate, presentation, describing something, sharing, and singing songs. 3) The techniques which were used to assess students' speaking skill are: dialogue presentation, telling picture, interview, telling story, speech, discussion, conversational exchanges, debate, talk show, and product introduction.

From the previous study above, the researcher found some differences. The first thing is the formulation of the research. The previous study explained about teacher strategy, the activity in conducting of teaching speaking and the last is the technique in teaching speaking. however, in this study explained about the practice of teaching speaking which include the

material, technique, media and evaluation, and then factors contribute in teaching speaking and the last is students' problem in learning speaking. The almost same is just about technique in teaching speaking. The other different thing is place. The previous study is taken at SMK Islam 1 Durenan. In other hand, this study is taken at SMP Islam Al Azhaar Tulungagung.

Charolina (2014) show that a study on teaching speaking at SMAN 1 Boyolangu Tulungagung. The finding of this research showed about the material used in teaching speaking at SMAN 1 Boyolangu, the media are used in teaching speaking at SMAN 1 Boyolangu, the methods are used in teaching speaking at SMAN1 Boyolangu the strategies and evaluation that used in teaching speaking at SMAN 1 Boyolangu.

From the previous study above, the researcher found some differences. The first thing is the formulation of the research. The previous study explained about material, method, media, strategy and evaluation that used in teaching speaking. However, in this study, the first formulation of the research almost same that explained about the practice of teaching speaking which include the material, technique, media and evaluation. But there is something different. This study do not only explains about them, but also about the factors contribute in teaching speaking and the last is students' problem in the practice of teaching speaking. The other different thing is place. The previous study is taken at SMAN 1 Boyolangu. In other hand, this study is taken at SMP Islam Al Azhaar Tulungagung.