**CHAPTER II**

**REVIEW OF RELATED LITERATURE**

 This chapter presents some reviews of theory, young learner and relevant strategy to develop teaching speaking.

1. **Theory of English Teaching and Learning as a Foreign Language**
2. **Theory of English Learning**

A learning theory is a systematic integrated outlook about the nature of the process whereby people relate to their environment in such a way as to enhance their ability to use both themselves and their environments more effectively. Morris L (1982:4)

According to Krasen, learning is available only as monitor, Richard and Rodgers(2001:22). The monitor is repository of conscious grammatical knowledge about a language that is learned through the acquired system.

Psychologically, learning is a process of behavior changes of an individual as a result of interaction to the environment in fulfilling needs of his life. The changes itself will be expressed in their whole aspects of behavior. One of successful characteristics in learning process is signed by the change of individual behavior that has learnt. The word “changes” means that someone who has experienced process of learning, he will experience change of behavior, either cognitive aspect, psychomotor, or affective. Further Huda states:

"Learning is a conscious process of rule internalization, which result either a conscious process of rule internalization which result either from overt teaching or a self-study of linguistic rules. It profit from error correction and rule explanation. The process of learning depends on external factors, and this may account for individual differences", Huda (1999:7-8)

The term learning is used to refer to the conscious study of second language (knowing the rules, being aware of them, and being able to talk about them). On the other hand, learning refers to a process in which conscious rules about a language are developed. It results in explicit knowledge about the forms of knowledge.

Our behavior is profoundly influenced by our experiences. We have learnt to talk, to write, to read, to plan, to hope, to love, to deceive, and perhaps to hate etc., learning it. Its broadest sense directs human being to socialize or interact in their environment. Because of our enormous capacity for learning human behavior can be and is extremely varied.

There is no final answer to questions concerning learning, and no theory can be found to be absolutely superior to all others. Nevertheless, teacher can develop learning theories of their own. Through study of learning theories and their historical development, teacher should gain insight into the harmonies and conflicts that prevail in present educational theory. Through this insight, they should more toward developing adequate theories of their own.

The process of learning must be supported by some theories. Each theory has certain basic and gives some explanation about the learning aspect and the form of learning. There are two major theories learning that commonly applied in the learning education, such as:

* + - * 1. The Behaviorism theory

 Simply but powerful, it is stated that learning is a mechanical process of habit formation, and processed by means of the frequent reinforcement of a stimulus-response sequence, chinson and Waters (1998: 40). In second or foreign language learning, a process of mechanical habit formation is brought by imitation, repetition, and reinforcement, Kasbolah (1992-1993:15). Whereas the behaviorist theory of learning portrayed the learner as a passive receiver of information.

* + - * 1. The Cognitive Code theory

In this theory, it is stated that learning is a process in which the learner actively tries to make sense of data, and learning can be said have taken place when the leaner has managed to impose some sort of meaningful interpretation or pattern of the data. This may sound complex, but in simple term what it means is we learn by thinking about and trying to make sense of what we see, feel and hear, Chinson and Waters (1998:43). Then the cognitive views take the learner to be an active processor of information.

1. **Theory of English Teaching**

Teacher has a certain technique to be applied in his or her teaching. Descriptively, teaching means a process of delivering some information or knowledge from teacher to students­, Sanjaya (2003: 73-74). According to Smith, teaching is imparting knowledge or skill. Teaching is combination of human elements, materials, facilities, equipments, and procedures that influence the attainment of the goal of teaching, Hamalik (2003:57). Teaching is a guidance of learning activity; it is a purposive activity associated whit the purpose. Therefore, teaching is conducted to reach and directed to the goals of learning process. The concept of teaching is understood as a process that is intrinsically and inseparably bound up in learning. Teaching was done by teachers; telling and showing student how to compliment the learner when they did well and scolding or punishing them when they did poorly, and teacher simply taught the way that they had been taught children, youth, or apprentices.

On the basis, teaching is exerted the creation of situation that is possible to learning process persisted. Teaching is an organized activity to help student in learning. The essence of teaching looked as a process which is done by teacher. In caused learning activity of students, teachers has first role and indirect to create the situation of learning. In other word, teaching is a learning process, and the result of this process is changing behavior of students’ ability.

It not only influences the knowledge ownership, but also influences attitude, interest, appreciation, and real behavior in ability. According to Muhaimin ET all in Susana, there are many theories of teaching such as:Susana (2004/2005:14-15)

1. Association theory

Teaching base on this theory is giving materials to the student in order they posses the knowledge or conception as wide as possible. The purpose of teaching is thinking, that is make relationship between conception and new knowledge.

1. Power Theory

According to the theory, human soul consists of various powers such as power to know, to fell, to imagine act. Teaching is giving any material to the students by training their power of soul.

1. Totally theory

This theory states that human comprehend something totally. The meaning of teaching based on the theory is to clarify and to specify the total stimulus clearly on the part and the bound of the part. By giving the materials to student, they are able to get the understanding, intelligent, skill, attitude, behavior, and the improvement of psychology development because of experiences.

Certainly, teachers must really understand about the meaning of teaching itself, so they will know what they have to do in the process of teaching learning, besides, they also should know about theory of teaching that will help them to find an alternative base on the teachers’ competence.

1. **Language Young Learner**
	1. **Definition of young learner**

Camilleri and Sollar (1991) state that young language learners were 8 to 11 year old children are rather curious. They ask question (usually ‘Why?” or “What for?”) to be understand the reasons and purposes of notions experienced in their environment. They realy on the spoken word as well as the physical word to convey and understand meaning. They have a developed sense of reality and fairness about what happens around them. According to Scott (1990:11) state that young children respond well to surrounding which are pleasant and familiar. So teaching foreign language is important to be tough to child.

According to Camilleri and Sollar (1991), young children are able to make decisions about their own learning and they have definite views about what they like and do not like doing. There is realistic basis for raising self-awareness, helping them learn how to set objectives, identifying need and taking control over their own development. They have a rather inquisitive nature and they are able to work with others. Young learner prefers learning by doing, thus experiencing reality.

* 1. **The Characteristics of young learner**

Knowing the characteristics of children is important for the English teacher to create acquisition good objective on the foreign language teaching of young learner at the elementary school. The followings are the characteristics of young learner summarized from Superfine (2008):

1. Young learners are only just starting their schooling so teachers have a clear opportunity to mound the mind of child and their expectations of life in school.

b. They tend to be kind and enthusiastic learners, without the inhibitions which older.

c. Learners sometimes bring to their schooling.

d. A young learners need physical movement and activity as much as stimulation for their thinking. They have a short attention span and have very little inhibition. They are usually very spontaneous so therefore an activity approach in the form of games, songs and drama is recommended. When reviewing the situation we return to the main explanations for better learning at a younger age and the suggestion that the young brain is more adaptable before puberty and the acquisition of languages is less inhibited in the younger learner.

e. It is claimed that children’s language learning is more closely integrated with the real communication because it depends more on the immediate physical environment than adult language, although older learners have greater ability and experience when presented with the hypothetical learning situations.

f. Young learner have more time for language learning than older learners as they are less involved in other responsibilities

* 1. **Language Teaching for young learner**

 Learning will be most effective when learners are in good mood, relaxed, happy and exiting. When we teach young learner it should be an enjoyable experience for them. Learning should be fun.

Setiyadi (2006:179) mentions some assumptions to teach young learner, those are:

1. Learning should be fun and natural. In order for them to be successful in learning the target language, there must be the absence of stress.
2. The language should be first presented through sound, not written symbols. Listening and speaking are worked on as the learners produce meaningful utterances concerning physical objects and their own experience.
3. Young learner are more sensitive to anything that touches the senses, they react easily to physical objects. Language is taught by having the students use their sense : touch, see, listen, smell, and even taste if necessary. This will help them relate the linguistic sign truth that they perceive with their sense.
4. Meaning should be made perceptible through concrete objects or by the presentation of experience. When a language learner makes a mistake or misconception of something, the teacher does not correct it through translation but he / she tries to show something to make the meaning clear.
5. The idea that teaching should start from what the students already know in order to encourage association processes seems to favor children. By teaching through this way, children are expected to know what they are doing. They are not only saying something without being aware of what they are saying. In order for them to be aware, the new materials have to have a relationship with the previous one so that they can easily make associations since the association process is a necessary part of learning. Thus, language teacher should build upon the learning process by adding one new segment of language to previous one, he / she start from what the language learners already know in order to encourage association process.

 According to Superfine (2008), the key characteristics of children’s activity in learning are : child centered and learning centered, task based learning, give enjoyment and an element of fun, combines the use of games, songs and rhymes, uses authentic/realistic tasks and situations, can be linked to a particular topic or vocabulary or feature language form and structures, focuses on meaning and form, acquires knowledge and skills, uses of all four skill – once the child has mastered reading and writing in their mother tongue, reflects the world around them.

An activity or task involves the use of four skills combining the use of games, songs and rhymes which may be linked to a theme or a topic. It is makes students interest in learning speaking.

1. **The English teaching and learning speaking designed.**
	1. **Teaching Speaking Objective**

Teaching is guidance of learning activity, and learning is a process of behavior change of the individual as result of interaction to the environment in fulfilling the need of his/her life. The purpose of teaching is to help student become independent and self-regulated learners. So, the teacher must consider many factors that influence teaching and learning speaking process.

Objective is the first component of English teaching learning process. In general meaning, objective is a thing aimed at or wished for. And then the meaning of objective of English teaching learning is a statement of intent describing an anticipated changing in the learner, Farida (2003:14). D. Pratt in Richard said," The process by which increasingly specific goals are identified for course of instruction is known as the setting of objective” Richard (1984: 7). For example, if the general aim in spoken English is basic conversation, the objective would specify to teach basic conversation skill, may include ability to use a number of limited words (200 words) commonly, give basic information and ask simple question as like hobbies, daily activity and soon. English teacher gives ideas as how to learners will “change” as the result of the English learning experiences. Before doing everything, the first step have to do is setting the objective. Objective is the basic of everything. Without objective, we will not everything correctly and perfect.

The objective of English teaching learning is classified into two purpose, those are:

1. Main Purpose,

It consists of mastering all aspect of English language such as reading, writing, speaking, listening, grammar and other.

1. General Purpose,

 It consist of mastering everything which support in learning English such as CCU, phonetics etc.

* 1. **Teaching speaking strategy to young learners.**

1. The goal of teaching speaking to young learners.

Teaching Speaking for young learner is intending to:

a. Produce the English speech sounds and sound patterns

b. Use word and sentence stress, intonation patterns and the rhythm of the second language

c. Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter

d. Organize their thoughts in a meaningful and logical sequence

e. Use language as a means of expressing values and judgments

f. Use the language quickly and confidently with few unnatural pauses, which are called as fluency.

The single most important reason for teaching speaking to young learners is to develop oral fluency, which is ability to express oneself intelligibly, accurately, and without undue hesitation. The other goal of teaching speaking skill is to communicate efficiently. Here learners should be able to make themselves understood, using their current proficiency to the fullest, and learners should try to avoid confusion the message due to faulty in pronunciation, grammar, vocabulary and to observe the social and cultural rules applied in each communication situation.

* 1. **Principle in teaching speaking**

As teachers, we continually assess the strengths and weaknesses of our classes. Then we take this information and develop effective lessons, always working towards greater communicative ability which maintains a balance between fluency (getting the words out) and accuracy (using grammar and vocabulary correctly).

 These are the principles in teaching speaking to young learners :

1. offer learners enjoyable, active roles in the learning experience.
2. Help students develop and practice language through collaboration
3. Use multi-dimensional. Thematically orgenized activities
4. Integrate language with content
5. Validate and integrate home language and culture
6. Provide clear goals and feedback on performance
7. Develop learner’s own strategies for language development.
	1. **Approach and method of teaching speaking**

Approach and method are two terms which are often overlapped in language teaching. People often mention one of them but they refers to another. According to Anthony the two have hierarchical arrangement. Approach is the level of theories; Method is the plan of language teaching which is consistent with the theories (Styadi, 1998:8). In other words, the arrangement of the two is that approach is axiomatic. Method is procedural.

1. **Approach**

An approach is a set of correlative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject matter to be taught (Tarigan,1993:2). Approach is level at which assumptions and belief about language learning and teaching. Different people may agree with different belief and assumptions dealing with nature language, learning and teaching. Assumption or beliefs may be taken for granted. People don’t have to come to an agreement about the assumption.

Kinds of approaches in English Language Teaching

* + - 1. Communicative Language Teaching (CLT)

 CLT is a language teaching tradition which has been developed in the United Kingdom in 1970’s. CLT deals with assumptions about language and language learning and Larson-Freeman names it the communicative approach (Styadi, 1998:151).

Communicative language teaching is the best considered an approach rather than method. It refers to a divers set of principle that reflect a communicative view of language and language learning and that can be used to support a wide variety of class room procedures.

* + - 1. The Natural Approach

 The natural approach is philosophy of language teaching proposed by Trang Terret, a teacher of Spanish in California. The natural belongs to a tradition of language teaching methods based on observation and interpretation of how learners acquire both first and second language in no formal setting. In the method focus to a comprehension and meaningful communication as well as the provision of the right kinds of comprehensible input provide the necessary and sufficient condition for successful classroom second and foreign language acquisition (Styadi, 1998:163).

 The natural approach focuses on teaching communicative abilities; language in the natural approach is viewed as a vehicle for communicating meaning and messages (Styadi, 1998:166). Even though the name of natural approach suggests that the approach is an approach, this seems to be implementation of CLT.

 The teaching of any subject matter is usually based on analyzing of the natural of the subject itself and the application of teaching and learning principles drawn from research and theory in educational psychology. The result is generally referred to a set of core teaching and learning principles together with a body of classroom practices that are derived from them.

 Approach is the level of theories and method is the plan of language teaching that is consistent with the theories. Method should come after approach because the plan of language teaching should be develop from theories on the nature or language and language learning.

**b. Method**

According to Nana Sudjana, method is the ways used by teacher to make relationship with students when teaching learning process is going on (Sudjana, 2005:67). In Teaching by Principle an Interactive Approach to Language Pedagogy, Brown describes that: method was the second of two hierarchical elements namely approach and method. Approach was a set of assumption dealing with the nature of language, learning, and teaching. Method was described as an overall plan for systematic presentation of language based up on a selected approach (Douglass, 2001:14).

The English teacher has to know many methods in order to be easy in using the suitable method depending on the English teaching goals. There are the criteria for the English teacher in using the method: (a) the method should raise the students motif, interest and stimulate them to study hard*,* (b) the method should give the opportunity to students creating their product, (c) the method can guarantee the growth of student’s activities, (d) the method can educate the students in individual learning technique and the way to get known with own venture, (e) the method can expand the values and students attitude in daily life.

Whatever the method used in teaching language, it is clear that its main aim is in order the students have competence in language. The following is a discussion of some major methods, which has been used in Teaching English as Foreign Language (TEFL). There are as follows:

**1). The Audio – lingual Method**

The audio-lingual method, like the direct method we have just examined, has a goal very different from that of GTM. The characteristics of The Audio lingual Method are (Douglas, 2001:42) :

1. The goal of The Audio-lingual method is to make the students to be able to use the target language communicatively.
2. The Teacher is like an orchestra leader, directing and controlling the language behavior of the students.
3. New vocabulary and structures are presented through dialogs.
4. Most of interaction is between teacher and students and is initiated by the teacher.
5. The views of language in the Audio-lingual method have been influenced by descriptive linguists. Every language is seen as having its own unique system.
6. The structures of language are emphasized over all the other areas. The syllabus is typically a structural one, with the structures for any particular unit included in the new dialog.
7. Each question on the test would focus on only one point of the language at a time, student might be asked to distinguish between words in a minimal pair.

**2). Suggestopedia Method**

Suggestopedia is a teaching method, which focuses on how to deal with the relationship between mental potential and learning efficacy and it is very appropriate to use in teaching speaking for young language learners (Xue, 2005). This method was introduced by a Bulgarian psychologist and educator, George Lazanov in 1975. Maleki (2005) believed that we are capable of learning much more than we think, provided we use our brain power and inner capacities. In addition, DePorter (2008) assumed that human brain could process great quantities of material if given the right condition for learning in a state of relaxation and claimed that most students use only 5 to 10 percent of their mental capacity. Lazanov created suggestopedia for learning that capitalized on relaxed states of mind for maximum retention material. By using this kind of methof, YLLs can get the memorization 25 times faster rather than conventional methods (Bowen, 2009).

Suggestopedia is an effective comprehensible input based method with a combination of DE suggestion and suggestion to achieve super learning. The most important objective of Suggestopedia is to motivate more of students’ mental potential to learn and which obtained by suggestion. DE suggestion means unloading the memory banks, or reserves, of unwanted or blocking memories. Suggestion then means loading the memory banks with desired and facilitating memories.

Lazanov (1978) cited in Lica (2008) argued that learners have difficulties in acquiring English as the second language because of the fear of the students to make mistakes. When the learners are in this condition, their heart and blood pressure raise. He believes that there is a mental block in the learners’ brain (affective filter). This filter blocks the input, so the learners have difficulties to acquire language caused by their fear. The combination of desuggestion and suggestion is to lower the affective filter and motivate students’ mental potential to learn, aiming to accelerate the process by which they learn to understand and use the target language for communication to achieve superlearning. It is the final goal of suggestopedia

Richard and Rogers (1998) stated that there were some theoretical components through which desuggestion and suggestion operate:

1. **Authority**: students remember best and are influenced when information comes from an authority or teachers
2. **Infantilisation**: learners may regain self-confidence in a relation of teacher-student like that of parent to child
3. **Double-Planedness**: learning does not only come from direct instruction but also comes from the environment in which instruction takes places
4. **Intonation, rhythm, and concert pseudo-passiveness**: varying tone and rhythm of presentation frees the instruction from boredom, and presenting linguistic material with music gets the benefit of the effect produced on body.
	1. **Instructional Materials of teaching speaking to young learners**

After the objective was arranged, the second step is arranging the material. English material is tool to realize the objective of English teaching learning. English material can be divined as everything is given by English teacher to their students reach to determined English teaching learning purposes.

English material based on Farida is all the themes and the sub themes of the lesson that will given to the students during the English teaching and learning to gain the objective that has been started previously.

Sudjana gives definition that material is “isi yang diberikan kepada siswa pada saat berlangsungnya proses belajar mengajar” (in meaning everything which are given to student when teaching learning process go on) Sudjana (2005:67)

And then how is to select material of teaching? To choose material, there are some criteria we must know, those are below:

1. Material should be suitable whit the education level.
2. Material should be suitable with the determined teaching learning purpose.
3. Material should be organized systematically and has continuity.
4. Material should be factual or conceptual thing.

Generally, the English materials are consists of grammar or structure, writing, reading, speaking, listening, etc.

There are some instructional materials to promote speaking that can be applied by the teacher to his/her students, they are:

* 1. Role-Play

 Role-play is an excellent way to stimulate in the classroom, real communication that relevant to experiences outside the classroom. Role-play activities are those where students are asked to imagine that they are in different situation and act accordingly, (Harmer, 1998:92)

Students pretend they are in various social contexts. In these activities, the teachers give information to the learners such as who they are and what they think or feel.

* 1. Information gap

In this activity, students are supposed to be working in pairs. One student will have the information that other partners do not have and the partners will share their information. This activity serves many purposes such as solving a problem or collecting information. These activities are effective because everybody has the opportunity to talk extensively in the target language. One popular information gap activity is called Describe and Draw, (Harmer, 1998:88).

* 1. Story telling

Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their own classmates. Story telling foster creative thinking. It also helps students express ideas in the formal of the beginning,development, and ending, including the characters and setting a story has to have.

* 1. Picture describing.

For this activity students can form groups and each group is given a different picture. Students discuss the picture with their groups, and then a spokes person for each group describes the picture to the whole class. This activities fosters the activity and imagination of the learners as well as their public speaking skill.

* 1. **Medias of teaching speaking to young learners.**

As foreign language which is not used every day in the society, English is regarded difficult to learn. To less the difficulty of understanding, the teacher must know the approach, strategy, method of teaching that can be used to make the student interest in the lesson.

The definition of media

Media is one of the components of teaching, by using media that relate to the subject that is given by the teacher. The students are not bored with the situation in the class room or outside the class.

To make the teacher understand of media, here are explanations or definition of media:

* 1. Media is any extension of man which allows him to effect other people who are not in face to face with him. Thus include letters, Television, Film, and telephone and even the roads and railway as there are extensions by which man can communicate with another. It is also carrying the message to the students, Sunyoto (2004:33)
	2. Media is human, material or activity which build condition that makes students are able to get knowledge, skill or attitude ( Gulch and Ely ) 1971
	3. Media is all of types and copies which is used to send message or information.

From that statement may conclude that media is something that some one or teacher used to make easy on transferring the material or the subject to the student. It is include of people or things around.

Kinds of Media

The important of media cannot be separated on teaching process, many kinds of media in teaching now. Generally there are three kinds of media; they are visual media, audio media, and audio-visual media, Azhar (2002: 1)

1. Visual Media

Visual media is also called by printing media. Visual media is a kind of media that can be seen or touch by the student. The main component for this media is verbal material text and visual material. Azhar Arsyad said that “these two main components of technology are LKS students verbal and improved visual material related to visual perception, readers, information processing and learning theories.

The examples of visual media are: picture, photos, real things, miniature, charts, and graphs.

1. Audio Media

Audio media is also called by listen media, usually it is used to listen and understand the passage. The characteristic for this media is that they show one way communication for example: Radio, Tape recorder.

Songs is also kind of audio media because song is sung by the organ of speech.

1. Audio-Visual Media

Audio-visual media is the function of two kinds of media; they are audio media and visual media. The audio-visual media need mechanic electronic to show the message of audio visual message.

According to Azhar, learning through audio visual has characteristic using hard ware during teaching and learning process. The examples for this media are Television, VCR, and film.

* 1. **The evaluation of speaking**

 Speaking assessment can be applied with listening, writing or reading, as such retelling story after reading passage or listening conversation. Meanwhile, communication test are concerned primarily (if not totally) with how language is used in communication, (Heaton, 1998:19).

 In this sense, communicative testing draws heavily on the recent work on aptitude testing (where it has been claimed that the most successful test are those which intending to enter on highly specialize courses of a professional or measure separately such relevant skill as the ability to translate new report, the ability to understand radio broadcast, or the ability to interpret speech utterances.

1. Purposes of English Teaching Evaluation

To know that English teaching process is success or not, English teacher need to evaluate their student. Evaluation on English teaching learning process has some purposes, those are:

* 1. To know grades of English learning. It means that evaluation is given to know how far students mastering English materials were given by teachers.
	2. To know students’ difficulties in English teaching learning. It has meaning that after we know students’ grades, we will find students’ difficulties in English learning as showed by wrong certain answer, from the given questions.
	3. To know the weaknesses of English teaching and learning application. After knowing students’ difficulties on English learning , we will get information about the weaknesses of English teaching method or other part of teaching process and then try to improve it .
1. Kinds of English teaching evaluation.

To evaluate their students, English teacher has a tool to apply their evaluation, the name is test.

There are many types of test, those are (Dougls :390-391):

* + 1. Achievement Test.

Achievement test is a test used to determine acquisition of course objectives as the end of period of instruction.

* + 1. Proficiency Test.

Proficiency Test is a test which not intended to be limited to anyone course, curriculum, or single skill in the language.

* + 1. Diagnostic test.

Diagnostic test is designed to diagnose a particular aspect of language. The typical of this test is a like test to diagnose what material which suitable with students

1. Placement test.

Placement test is used to place a student into an appropriate level of section of a language.

1. Aptitude Test.

Aptitude Test is a test given to predict a person’s future success, it means his or her ability to learn a foreign language.

1. The technique for speaking evaluation
	1. Short talk

In certain examination students are required to prepare a short talk on a given topic. They may be allowed several days or only a view minute to prepare the talk and in same cases they may be provided with notes or reference material. This is clearly a realistic test of sustained speech but it constitutes an extremely difficult examination for second language learners at all but the most advantage stage.

* 1. Group discussion and role playing

Group discussion and role playing are two other important techniques for assesing oral production. Through group discussion and role playing the teacher can discover can discover how students are thinking and using the target language. In this way, group activies in both teaching and testing can be used to provide an oppurtunity for meaningful and active involvement and exploratory talk. The language people use when they try to communicate rather than when they are engaged in the mechanical production of verbal formula or patterns.

* 1. Conversational exchanges.

This drill is especially suitable for the language laboratory and can serve to focus attention on certain aspects of the spoken language. Several of the test items themselves are far from communicative in any sense at all and do not allow for authentic interaction of any kind. The essential element of constructive interplay with unpredictable stimulation and responses is absent from all these items as a result of the attempt to control the interaction taking place.

The scoring of speaking

Since the goal of teaching speaking is functional purpose, therefore the scoring procedure in the assessment of speaking proficiency cover component of language proficiency such as pronunciation, intonation, stress, structure, vocabulary, fluency and content.

To determine what level student can do easier, teacher needs to make serving first aspect for example conversation for going on. The aspect to be evaluated is accent, grammar, vocabulary, fluency and comprehension. Accent deals with the correct pronunciation of English sound and the right intonation and stress of sentence. Grammatical accuracy refers to the accurate use of structure or how the students get his utterance correct.

The vocabulary resources deals with the examinee’s ability in choosing appropriate words and how to solve the problem when he can not find a suitable word, that is explaining around the world. Fluency refers to the ability to get the meaning across to the hearer. Teachers need to give score for each of categories and sum up the score from the categories that be evaluated, then he able to determine what level student can do.

There are some aspects in scoring speaking, (Hughes, 2003:131):

1. Accent :
	* + - 1. pronunciation frequently unintellibible.
				2. Frequent gross errors and a very heavy accent make understanding difficult, requires frequent repetition.
				3. “Foreign accent“ requires concentrated listening, and mispronunciation lead to occasional misunderstanding and apparent errors in grammar and vocabulary.
				4. Marked “ foreign accent “ and occasional mispronunciations which do not interfere with understanding.
				5. No conspicuous mispronunciations, but would not be taken for a native speaker.
				6. Native pronunciation, with no trace of “ foreign accent “
2. Grammar :
	* + 1. Grammar almost entirely inaccurate except in stock phrases.
			2. Constant errors showing control of very vew major patterns and frequently preventing communication.
			3. Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.
			4. Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding.
			5. Few errors, with no patterns of failure.
			6. No more than two errors during the interview.
3. Vocabulary :

Vocabulary inadequate for even the simplest conversation.

Vocabulary limited to basic personal and survival areas ( time, food, transportation, family, etc )

Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.

Professional vocabulary adequate to discuss special interests; general vocabulary permits discussion of any non technical subject with some circumlocutions.

Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.

Vocabulary apparently as accurate and extensive as that of an educated native speaker.

1. Fluency :
	* + 1. Speech is so halting and fragmentary that conversation s virtually impossible.
			2. Speech is very slow and uneven except for short or routine sentences.
			3. Speech is frequently hesitant and jerky; senrences 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 perceptively non native in speech and evenness.
			6. Speech on all professional and general topics as effortiess and smooth as a native speaker’s.
2. Comprehension :
3. Understands too little for the simplest type of conversation.
4. Understands only slow, very simple speech on common social and touristic topics; requires constant repetition and rephrasing.
5. Understands careful, somewhat simplihed speech when engaged in a dialogue, but may require considerable repetition and rephrasing.
6. Understanding quite well normal educated speech when engaged in a dialogue, but requires occasional repetition and rephrasing
7. Understanding everything in normal educated conversation except for very colloquial or low frequency items, or exceptionally rapid or slurred speech.
8. Understands everything in both formal and colloquial speech to be excepted of an educated native speaker.

 In many test of oral production, it is neither possible nor desirable to separate the speaking skills from the listening skills. Clearly, in normal speech situations the two skills are interdependent. It is impossible to hold any meaningful conversation without understanding what is being said at the same time. In many cases, one or two sub tests (or oral activities) are used together with the oral interview to form a comprehensive test oral production skill.

Figure 2.1 Holistic oral language rubrics, (O’Malley, 1996:67).

|  |  |
| --- | --- |
| Rating | Description |
| 6 | * Communicates competently in social and classroom setting
* Speaks fluency
* Master a variety of grammatical structures
* Uses extensive vocabulary but may leg behind native-speaking peers
* Understand classroom discussion without difficulty
 |
| 5 | * Speaks in social and classroom settings with sustained and connected discourse, any error do not interfere with meaning
* Speaks with near native fluency, any hesitations do not interfere with communication
* Uses a variety of structures with occasional grammatical errors
* Used varied vocabulary
* Understand simple sentences in sustained conversation, requires repetition
 |
| 4 | * Initiates and sustains a conversation with descriptor and details, exhibit self-confidence in social situation, begin to communicate in classroom setting
* Speaks with occasional hesitation
* Uses some complex sentences, allies rule of grammar but lack control of irregular forms (e.g. *runned, mans, not never, more higher)*
* Uses adequate vocabulary , some words usage irregularities
* Understand classroom discussions with repetition, rephrasing, and clarification
 |
| 3 | * Begins to initiate conversation, retells a story or experience, asks and response in simple questions
* Speaks hesitantly because rephrasing and searching for word
* Use predominantly present tense verb, demonstrates error of omission (leave words out, word ending off)
* Use limited vocabulary
* Understands simple sentences in sustained conversation with repetition, rephrasing and clarification
 |
| 2 | * Begins to communicate personal and survival needs
* Speaks in single word utterance
* Uses functional vocabulary
* Understands words and phrases, requires repetition
 |
| 1 | * Begin to name concrete object
* Repeats words and phrases
* Understands little and no English
 |

Figure 2.2 (Heaton, 1989:98)

|  |  |
| --- | --- |
| Rating | Description |
| 6 | Execellent : on a pair with an educated native speaker. Completely at ease in this use of English on all topics discessed. |
| 5 | Very good : altough he cannot be mistaken for native speaker, he expresses himself quite clearly. He experiences little difficult in understanding English, and there is no strain at all communicating with him. |
| 4 | Satisfactory verbal communication causing little difficulty for native speaker. He makes a limited number errors of grammar, lexis and pronunciation but he is still at ease in communicating on every subjects. He may have to correct himself and repattern his utterance on occasions, but there is little difficulty in understanding him. |
| 3 | Although verbal communication is usually fairly satisfactory, the native speaker may occasionally experience some difficulty in communicating with him. Repetition, re-phrasing and repatterning are sometime necessary, ordinary native speaker might find it difficult to communicate. |
| 2 | Much difficulty experienced by native speakers unaccustomed to foreign English. His own understanding is severely limited, but communication on eveyday topics is possible. Large number of errors of phonology, grammar and lexis. |
| 1 | Extreme difficulty in communication on any subject. Failure to understand adequately and to make himself understood. |

By knowing the scoring above, we may conclude that connected speech is the modifying in sounds production or utterances such as assimilation, omission, addition, weakened. An expressive device is the alteration of the speed, volume, and stress of utterances to show the feeling.

The use of this device contributes the ability to convey meaning. Then lexis and grammar is necessary for the techer to give of supply of certain words and language function, such as agreeing or disagreeing, surprise and so forth. Those make students can produce at various stages of an interaction.

Lastly. Negotiation language is the benefits to clarify and to show the structure what we are saying. Therefore, those elements are completely significant a speaking ability.

1. **The Problems of English Teaching and Learning as a foreign language.**

There are factors influencing student’s problem in English learning as a foreign language. It has been told that English as a foreign language has structure and culture which are different with native language, English has difference in all linguistics factors: phonology, morphology, syntax and semantics. So students find some difficulties in learning English.

Some factors which influence foreign language achievement in two kind, those are:

Linguistic factors

It includes vocabulary, pronunciation, grammar and four language skills (listening, reading, speaking and writing) also connection of foreign language with mother tongue and others.

Vocabulary.

Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write without an extensive vocabulary and strategies for acquiring new vocabulary. Learners often achieve less than their potential and may be discouraged from making us of language learning opportunities around them such as listening to the radio and native speaker use the language in different context reading or watching television. So by much vocabulary we will be easy to learn language

* + - * 1. Reading.

Many foreign language students often have reading as one of their most important goals. They want to be able to read information and pleasure for their career, and for study purpose. In reading given in order the student can practice pronunciation of speaking understand sentence or story and then they can answer the question given or re tell the story having read.

In conclusion good reading text also provide good models for writing and provide opportunities to introduce new topics, to stimulate discussion and to study language (e.g. vocabulary, grammar, idioms).

* + - * 1. Speaking.

Speaking language is especially different for foreign language learner because effective oral communication requires the abilities interaction. Learning to speak foreign language requires more than knowing its grammatical and semantic rules. Learners must also acquire the knowledge of how native speaker use the language in the context of structured interpersonal changes, in which many teachers interact. The most learners learn a foreign language in order to be able to speak the foreign language. Learners in the foreign conversation can practice speaking.

* + - 1. Nonlinguistic factors.

 The difficulties in learning English can be from the students themselves others factors. There are psychological, physiologies, and sociological factor.

1. Psychological factor.

It includes intelligent motivation, interest aptitude, persistence, healthy, practice and others

1. The low brain.

The low brain happens if the factors are bad, for example the learners do not get education in the early year, they will be person whose low intelligence. Their minds can an easy problem, but not difficult one.

1. Low motivation

Motivation is a way of explaining how people are aroused by an event, how key direct, their behavior toward the event and how they sustain in that behavior for given lengths of time, T. Hanson and Eller (1999:370). In his book Management, Harold Koontz states that motivation is an inner state that energizes, activates, or moves (hence ‘motivation’), and that direct or channels behavior toward goals, Alex (2003:267).

Actually everyone has aptitude but it is different one another. May be they have aptitude in language learning but they do not have aptitude in other thing. Without aptitude, there is no interest in learning.

It also because of upersistence. As human being, student can master something easily and quickly, but they will forget quickly also. Their attitude is un- consist. They like learning in short time. Besides, student feel bored if they do not find on interesting lesson and class, so they learn without persistence.

1. Physiological factor.

Learning successfully influence by physical factor that is in nutrition, illness and five senses. The learner cannot learn successfully if they lack of nutrition, having emergency illness, and five senses to be disturbed especially eyes and ears, because these two senses are important senses in learning activities.

1. sociological factor

 It includes family, society, and other environment.

1. Family environment.

Family environment is important, because the optimal development of brain takes place before period and in school period. It means that student’s development depends on their family environment. The first teacher is parent and the member of family.

1. Society environment.

Society environment is a place where the learners live. Society consist of person whose different background, attitude, education, ages, mother tongue or local language, culture and economic. In the villages is different with society living in city or town. These differences will influent the student’s difficulties in learning language English.

As a conclusion, family and society environment are important factors, which influence students in learning English. It is because they get interest and motivation from their parents and society. Without all of those, students will not reach the goals of learning.