Chapter II

Theoretical Bases

This chapter discuss about concept of speaking, concept of conversation, psychological factors, and relevant of research.

2.1 Concept of Speaking

In Richards and Renandya (2002, p.201) argues speaking is used for many different purposes, and each purpose involves different skills. From the statement above, it can be said that speaking is a part of the others skill. Furthermore, Shumin in Richards and Renandya (2002, p.204) gives their opinion that speaking a language is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interactions. In order to express the idea effectively the speaking should comprehend the meaning of all things that we want to communicate. Speaking is a part of the other skills Hughes (2002, p.6) argues speaking is that overlaps with considerable of other areas and activities. It can be said that speaking skill can take along with the other skills and support each others. Those the other skills are mastering vocabulary, grammar, pronunciation, and fluency. So, from the explanations above, the researcher can conclude that speaking can categorize in four aspects, they are:
a. Pronunciation

In speaking skill, the speakers are requiring to have good ability in pronouncing the word. Pronunciation is very important because it has closely connecting to the meaning of the word. Therefore, when the speaker understanding. Oxford (2000, p.343), pronunciation is way in which a language or particular word or sound is spoken. From the explanation above, it can be conclude that pronunciation is the most important thing in oral communication is the way in which the speaker pronounces the words or the sound that has meaning.

b. Vocabulary

Oxford (2000, p.482) formulates the definition of vocabulary as follow (i) all the words that a person knows and uses, (ii) all the words in a language, (iii) a list of word with their meanings, especially in a book for learning a foreign language.

c. Fluency

Richards and Platt (1992, p.141) stated that fluency is the features which give speech the qualities of being natural and normal, including native-like use of pausing, rhythm, intonation, stress, rate of speaking, and use of interjections and interruptions. In second and foreign language teaching, fluency describes a level of proficiency in communication, which concludes: (a) the ability to produce written and/or spoken language with ease, (b) the ability to speak with a good but not necessarily perfect command of intonation, vocabulary, and grammar.
d. Grammar

Language has the rule. Therefore, every language has structure itself that differ to the other languages. Good comprehension in grammar will support good interpreting in meaning. Oxford (2000, p.187), grammar is the rules for forming words and making sentences.

2.2 Concept of Conversation

Gebhard (2000, p.169) stated that conversation included both transactional and interactional purposes. In relation to speaking, when the purpose is transactional, the focus is mainly on the meaning of the message. For example, imagine explaining how to find your residence to a new friend and describing your aches and pains to a doctor. When the purpose is interactional, the focus is on maintaining social relations, for example, greeting, complimenting, and chatting with friends. Many conversations include both interactional and transactional purposes.

Conversation is one of the most prevalent uses of human language. All human beings engage in conversational interaction and human society depends on conversation in order to function: Social interaction is the primordial means through which the business of the social world is transacted, the identities of its participants are affirmed or denied, and its cultures are transmitted, renewed and modified, C Goodwin and Heritage (1990) (as cited in Liddicoat, 2007, p.1)
In the other hand, Liddicoat (2007, p.1) points out that conversation is the way in which people socialize and develop and sustain their relationships with each other. When people converse they engage in a form of linguistic communication, but there is much more going on in a conversation than just the use of a linguistic code. Much that is important in conversation is carried out by things other than language, including eye contact and body language, silences and the real world context in which the talk is produced.

What problems do some EFL/ESL teachers have in teaching students to converse in English?

Gebhard (2000, p.186) pointed out that problems some EFL/ESL teachers face include the following:

- The “students will not talk” problem.
  
  EFL/ESL teachers point out that some students, including advanced students, are so shy or have such high levels of anxiety over speaking that they will not speak in class.

- The “error treatment” problem.
  
  Some teachers are concerned that students do not change their language, even after receiving feedback on their language errors.
2.3 Psychological Factors

In line with this issue, there have been some relevant researches conducted. Nunan (1999, p.231) and Tornbury (2005, p.39) argue that psychological factors such as anxiety or shyness, lack of confidence, lack of motivation, and fear of making mistakes are the factors commonly faced by the students in speaking.

It has been mentioned earlier that there are some psychological factor that faced students in practicing their speaking in English class. Each of them is explained below as follows.

a. Fear of making mistake

A mistake made by a learner when writing or speaking and which is caused by lack of attention, fatigue, carelessness, or some aspects of performance.

*Causes of Fear of Mistake*

The primary reason of fear of mistake is that most EFL students are afraid to try and to speak in a foreign language they learn. In this context, as he adds, students do not want to look foolish in front of the class. In some other cases, they also worry about how they will sound, and are scared of sounding silly and so on (Frank Middleton, 2009) (as cited in Juhana, 2012, p.105).

b. Shyness

Shyness is an emotional thing that many students suffer from at some time when they are required to speak in English class. This indicates that
shyness could be a source of problem in students’ learning activities in the classroom especially in English conversation. Therefore, paying attention on this aspect is also quite important in order to help the students do their best in their speaking performance in the classroom (Gebhard, 2000).

*Causes of Shyness*

Regarding to the cause of shyness, Robby (2010) (as cited in Juhana, p.105) argue that some shy learners are caused by their nature that they are very quiet. In this case, the students are not very confident and tend to be shy because most of them find it very intimidating when speaking English in front of their friends and teacher. In addition, Saurik (2011) (as cited in Juhana, 2012, p.101) indentified that most of English students feel shy when they speak the language because they think they will make mistakes when they talk. They are also afraid of being laughed at by their pairs.

c. Anxiety

Anxiety is a feeling of tension, apprehension and nervousness associated with the situation of learning a foreign language.

*Causes of Anxiety*

Regarding the causes of anxiety (Gebhard, 2000) said that students feel anxiety to speak because they do not knowing the meaning of the words or sentences, and also having limited vocabularies. Students find it difficult to convey what they wanted to say. This condition can create students’ anxiety resulting in their reluctance to speak.
d. Lack of confidence

It is commonly understood that students’ lack of confidence usually occurs when students realize that their conversation partners have not understood them or when they do not understand other speakers.

*Causes of Lack of Confidence*

Regarding to lack of confidence, students found this feeling as an obstacle for them to speak in English class. The cause of feeling lack of confidence was their inability to speak English. This is in line with Brown, (2001) stated that students lack confidence and feel that they cannot speak English because they think that they do not have the ability to speak English well. The other cause of students’ lack of confidence also deals with the lack of encouragement from the teacher (Brown, 2001). In this context, many teachers do not think that convincing students that they are able to speak English is important. This suggests that give motivation to the students in order to build the students’ confidence. Therefore, giving students motivation and showing that they will be able to communicate well in English conversation with their confidence.

e. Lack of motivation

Harmer (2001, p.51) stated that motivation is some kind of internal drive which pushes someone to do things in order to do something to succeed at it.
Causes of Lack of Motivation

With respect to the causes of lack of motivation, Nunan (1999) elaborates the causes of the students’ lack of motivation are uninspired teaching, boredom, lack of perceived relevance of materials and lack of knowledge about the goals of the instructional program. These four, as he said, very often become source of students’ motivation. Uninspired teaching, for example, affects students’ motivation to learn.

2.4 Relevant of Research

“The students’ perspective on the application of role play in speaking English to the first grade students at SMK Negeri 1 Gorontalo” composed by Silvani Pateda, (Pateda, 2012). Her research conducted at SMK Gorontalo class X AK.4. The objective of her research is to know how the students’ perspective of role playing in speaking English. In research findings, she concluded that the technique of role playing is very helpful for them to improve their speaking skill, because with the technique the students can add their new vocabulary, and they can have courage if their speak in front of class and the important think with the technique of role playing can increase their pronunciation. She used descriptive qualitative method because she wants to describe the students’ perspective about how is the speaking ability students’ by using role play technique. So, in this research, the researcher focuses on students ‘problems in English conversation. The researcher wants to know the indicator of students’ problems in English conversation and goes to psychological factors. And the researcher used
descriptive method. The researcher focuses on students’ problems in English conversation.

“A descriptive study on students’ anxiety in speaking English” composed by Abdul Kadir Ismail, (Ismail, 2011). His research conducted at the fourth semester of English Department academic year 2010/2011. The objective of his research is to find out the level of students’ anxiety in speaking English, which focus on communicative ability and social interaction. And then, he describes the students’ anxiety in speaking English. And he will describe more why and what causes it the students’ still feels anxious when they speak English. Because he thinks they already take English subject whey they are in junior and senior high school and then in English department they already learn about one skill of language that is speaking English from speaking 1, speaking 2, and speaking 3. In this research, the researcher focus on students’ problems in English conversation and goes to psychological factors, they are anxiety, shyness, fear of making mistake, lack of confidence, and lack of motivation. And the researcher used descriptive method because the researcher described the students’ problems in English conversation (psychological factors: anxiety, shyness, fear of making mistake, lack of confidence, and lack of motivation).

“Improving students’ speaking ability by applying short dialogue technique” composed by Sumarti Ibrahim, (Ibrahim, 2009). Her research conducted students of first class at SMA Negeri 2 Gorontalo. The objective of her research was to found out whether the application of short dialogue technique can improve students’ speaking ability. In finding and discussion, she concluded that using
short dialogue technique the students may think and use their imagination and they used their own words, because when applied the technique in that school it’s found the students’ ability in speaking exactly can be improved. It was proved by the difference of both mean score in pre-test and post-test. She used quasi experimental research it was used to find out whether the students’ ability in speaking can be developed by applying short dialogue technique or not. Her research used short dialogue technique to improve students’ speaking ability but in this research the researcher wants to know the students’ problems in English conversation. And this research used descriptive method because the researcher described the students’ problems in English conversation.