

CHAPTER II

THEORETICAL REVIEW

A. Perception

1. Definition of Perception

According to Desiderato (as quoted by Huda) state perception is an experience about an object, an event that has already happened and even what is happening, or it can be a relationship that is obtained to be able to deduce information or interpret a message contained therein. Perception can also be interpreted as a process about various things that are highly relevant senses or past experiences that aim to provide a structured picture and also have meaning in certain situations.¹ BimoWalgito states that perception is a process that is preceded by a sensing process, also known as the process of receiving a stimulus by an individual through sensory organs, also called a sensory process. But the process didn't just stop, because the stimulus received will be continued into a continuous process, namely the process of perception. Therefore, we can observe that perception cannot be separated from the sensing process of an individual and sensing is the initial center of the perceptual process.

¹Miftahul Huda, *Model-Model Pengajaran Dan Pembelajaran*. (Yogyakarta: PustakaBelajar, 2017), 23.

Therefore, sensing can occur at any time when an individual receives a stimulus through the individual's sense organs such as through the eye as a visual tool, through the ear as a hearing aid, through the tongue as a taste tool, through the nose as a means of smell and also the last one, namely through skin as a means of touching.²

Hamachek defines perception as how individuals experience stimuli by the sensory receptors, from the world around them. What is experienced consciously is not always the same as what is experience auditority, visually or tactically. People's perception is affected by the way in which they view the world around them. Therefore individual's interpretation of sensory stimuli will be affected by their own view.³

All of this is an individual sense organ that is used to receive a stimulus from outside the individual, for example, such as the surrounding environment. Furthermore, the stimulus obtained from the individual's sensing is then organized and interpreted so that the individual can realize and understand what he gets from his senses and that is what is called the perceptual process sensing. Because perception is a integrated activity in an individual, than what is

²Walgito Bimo, *PengantarPsikologiUmum*. (Yogyakarta: Andi, 2010), 70.

³Hamacheck. *Psychology in teaching and growth*, (Boston: Allyn& Bacon, 1995),

present in an individual can contribute to active perception. Based on the argue, perception can be expressed because individual feelings, thinking ability, individual experience are not same, in conception of a certain stimulus, perception results may differ from individual to individual. Perception in individual (Davidoff in Bimo Walgito).⁴

2. Characteristics of Perception

In order for a perceptual process to be produced by a meaningful sensing, the following are general features that exist in the perception process among other:

- a. Modality : a stimulus received must be in accordance with the modality of each individual sensing such as basic sensory properties. Including : light for sight, smell of smelling, temperature for feelers, sound to the ear, the nature of the surface as a touch and so forth.
- b. Spatial dimensions : perceptual processes have spatial dimensions that can provide a place or space such as high and low, foreground and background, up and down, broad and narrow or others.

⁴Walgito Bimo, *Intruccion to General Psychology*, (Yogyakarta: C.V Andi, 2010), 86.

- c. Time dimension : perceptual process also has a time dimension where perhaps this will be very important because it can give certain circumstances such as slow, fast, young, old or others.
- d. The structure of context or it can also be called the whole that is united in perception: all objects and also symptoms in the world of observation must have a structure that is very integrated with their connections, therefore in this case structure and context are a unified whole.
- e. A meaningful world: in the process of perception, we tend to or are more dominant in making observations on various symptoms that are very meaningful to our lives and also those that have to do with our own lives. Therefore perception is a world that is full of meaning.⁵

3. Factors Affecting Perception

In addition that something has good or bad consequences will not happen if there are no factors or causes for the incident to occur. From that perceptual process, a perceptual process will not occur if there are no certain factors in it and without being based on the many factors of the perception process according to experts.

⁵ Abdul Rahman Saleh, *A Psychological Introduction in ThePerspecticve of Islam*, (Jakarta: KencanaPrenada Media Group, 2010), 111.

David Krech and Richard S. Krutch (quoted by Rahmat) state perception is influenced by two factors, namely; functional and structural factors. The first is the functional factor, which is a factor that comes from a need, experience from the past and also other things that are personal in nature such as a learning process, horizons and knowledge, the cultural background of the individual, and also education, all of which are colored. Also with the value of the individual personality they have. This functional factor deserves to be called a frame of reference which functions to influence the way a person gives a meaning to a message he receives. While structural factors are factors that come from outside the individual, namely a stimulus received and also the environment from the individual. The best way so that a stimulus can be recognized or well received by the individual is by making a stimulus much stronger because at the same time an individual will receive a variety of different stimuli every time, even at the same time.⁶

According to Robbins and Judge states that perception is formed by three factors such as: Perceiver is a person who gives a perception, the object which is the person or target to receive this

⁶Jalaludin Rakhmat, *Communication Psychology*, (Bandung: PT.RemajaRosdakarya, 2010), 51.

perception, and finally the situation it means that a situation where the process of a perception occurs or the reason for that perception to be carried out.⁷ Of each of the factors previously mentioned, each has a different component in the perceptual process such as the perceiver factor containing attitude components, motives for carrying out the perceptual process, interest in the perceptual process, experiences from the past, and expectations in carrying out the process perception. Furthermore, the components in the object factor are something new or novel, the movements are carried out, the sound received, the measure of the perceptual process, the background of the perceptual process, closeness, and similarity. The last one is the components that are in the situation factor, namely the time needed during the perception process, work arrangements during the perception process and social arrangements.

Moreover Salmeto states that perception has two main aspects which are influenced such as:⁸

a. Internal factors

Internal factors in perception come from the individual inside, which depends on psychological condition factors such as

⁷ Robins Judge, *Organization Behavior Edition*, (New Jersey: Pearson Education Limited, 2013), 60.

⁸ Slameto, *Belajar dan Faktor-Faktor yang mempengaruhinya*, (Jakarta: Reineka Cipta, 2010), 54.

thoughts, feeling, need, gender, motivation and interest, learning process and attention.

b. External factors

External factors in perception comes from the individual outside such as information obtained, knowledge and environment. Different with the internal factors, the external factors influence someone's perception while stimulus as internal factors in monitoring process. Stimulus process connected through the sense of organ, in order word, individual's sense of organs as connector between individual and the object.

The stimuli people select to focus on depend on their internal components as well as the external environment. Viljoen describes of these individual internal components as preparatory set, orientation, intensity of motives and familiarity of stimuli. Preparatory serrefes to a collection of items that people are more inclined to see according to their internal state. Orientation is the perspective to react to certain physical stimuli, which is often based on individuals' history and culture. Intensity of motives refers to individuals' history and culture. Intensity of motives refers to individual unfulfilled needs. Familiarity of stimuli refers to exposure to stimuli familiar to individuals. If individual are

exposed to a range of different stimuli, they will be attracted to the familiar rather than the unfamiliar.

The factors that effect perception were important in this study, as the respondents each focused on different stimuli from either the external or internal environment. The participants could perceive the evaluation of teaching skill differently due to factor such as culture, their unfulfilled needs, response to their own internal states, or choosing to react to familiar rather than unfamiliar stimuli. All of the student tutor (respondents) were unique, with their own perceptions and expectations, and this influenced the way the perceived their evaluation of the teaching sessions they presented.⁹ The perception of the students also can play a crucial role in learning. By knowing the students' perception can be used for conducting an evaluation.

B. Grammar

1. Definition of Grammar

Grammar is a set of rules which is the grammatical structure of the language, and these rules are commonly referred to as grammar. Grammar is also a book that describes various rules that aim to form words and then become sentences. In general, grammar is

⁹Viljoen, *Pathogenicity associated genes in Fusariumoxysporum* (f. p. cubens race, 2012), 81.

also defined as a set of clear and structured rules that aim to regulate each arrangement of words, phrases and sentences in a language itself. In learning English, besides we have to enrich our vocabulary and pronunciation, it is also important to know the procedures for writing English so as not to make grammatical errors.¹⁰ In addition, Coghil and Stacy define that grammar is a set of rules that aim to arrange parts of the structure, grammar also determines how a word is arranged in the form of language units that have meaning.¹¹ Continued with the opinion of Swan (2005: 19) state who is a linguist who really pays attention to British English accents. He stated that grammar is the rules that explain how word for word are combined, neatly arranged and also changed, aiming to show several types of meanings contained. Meanwhile, according to Harmer state grammar is an explanation of how each existing word is changed and connected to a sentence in a language, grammar is also a very important aspect of the translation process.

In grammar, there are three basic of grammar in English, among others thing:

- a. Etymology is the study of how to arrange various letters of the correct English language into word. Grammar in English has 8

¹⁰Oxford Learne's Pocket. Oxford University Press

¹¹Coghil Stacy, *English Grammar*, (New York: Wiley Publishing, 2003) 23.

common parts and there are called the eight parts of speech, such as : Noun, Pronoun, Adjectives, Verb, Adverb, Preposition, Conjunction, Interjection.

- b. Syntax is a science that can learn a way of arranging various words in English so that they become a precise sentence, or in other words, syntax is part of a grammar which studies a process to make a good sentence.
- c. Orthography is a spelling system in a language whose form is symbols and writings in which there are capitalization, spelling problems, punctuation, and word decoding. The following are some of the languages that are in the orthography including:
 - 1) Word is a series of letters that can form a word (money, Monday, month).
 - 2) Letter is a picture or image of a sound or a pronounced scratch mark.
 - 3) Syllable is a part of several words that can be pronounced directly.¹²

In every language that exists, when we are going to compose a sentence so that it becomes the right arrangement it is very

¹²Harmer, *The Practice of English Language Teaching*, (Third Edition, 2003), 142.

important. It aims to avoid misunderstanding a meaning in a good sentence.

From the explanation it can conclude that grammar is very important to use to understand the meaning contained in the word from the speaker. People argue that even though we didn't use correct grammar but people can understand the meaning from our body language or the vocabulary which is they have and understand. Moreover, they forget that English is international language so we have to realize that as non-native speakers we really need grammar which might be helpful for our future.

2. Grammar Functions

English is not the native language people are born with. English is a language that we learn because of the demands of education or work, so grammar has a important function. By learning grammar, students could be more understand the system of the language itself. In addition, students could be understand how the language works, nevertheless by learning the grammar of a language, students can be more confident when using it in conversation or writing that focused on the grammar. Moreover, by mastering

grammar students could be able to judge that the use of English that is not in accordance with standard does not mean that is not systematic. Furthermore, by studying the standard and standard rules of grammar, students could be use more flexibly to refer to more precise conditions or ideas. Learning grammar will be very useful for those of students who will take various English exams, such as TOEFL, TOEIC, or IELTS. This exam is very important for student careers and education because through there exams students will illustrate their English language skills.

In the current era of globalization, English has dominant in all of aspects. In consequence, most Asian countries use English as a second language after their national language. English a communication tool most often used by the world to interact. In fact, more than hundred countries use English as the language of instruction. The functions of learning English including grammar or other skills such as reading, writing, or speaking are as follows:

- a. People know that English is used in more than hundred countries, than by understanding English with a good and correct language structure students could be easily understand everything that uses English. Students easily enjoy reading a book in English without

translation. Students can understand the storyline of a film or seminars in English without being hindered by language difficulties.

- b. Make it easy when use technology, almost every electronic device uses English. Instructions on computer device use English. When people understand English it can easily use and enjoy existing technology. In addition, grammar very needed to improve understanding in TOEFL, TOEIC, or IELTS in academic test.
- c. Students having wider job opportunities, when student has good English skills, it will make it easier for students to work. Student who has good English language skills are needed in many educational institutions and institutions. Students can also open a courses, English is very needed from starting children to adults. In addition, opportunities to work or study abroad are more wide open for people who speak English which is the main capital when going to another country.

C. Speaking

1. Definition of Speaking

The ability to speak is a person's language skills that are functional in human life every day. This is because the ability to speak that people have can provide benefits such as getting

information from the other person and also giving opinions to other people. However, in Indonesia this may be a difficult thing because English is a foreign language that people rarely use in our daily activities. The ability to speak is a very productive ability and an ability that cannot be separated from listening activities. Because when we communicate with others there will be feedback from each other so that there is no miss communication and when we are talking without realizing it we create meaningful texts. Tarigan also states that speaking ability is the ability to say a sound or words to express an idea or anything, convey or express someone's feelings, ideas or thoughts. The ability to speak is also a system of audible signs as well as visible signs that can utilize the human muscle tissue for the purposes and objectives of an idea as well as ideas that are subsequently combined. He also then argued again that the ability to speak is an act of humans that makes extensive use of physical, psychological, neurological, semantic and linguistic factors to the point that it can be considered a human tool that is so important for human control.¹³

Mulgrave in Tarigan state that speaking ability is a tool to express or communicate ideas that have been compiled and also

¹³Tarigan, *Berbicara: Sebagai Suatu Keterampilan Berbahasa*, (Bandung: Angkasa, 2008), 16.

developed to suit the needs of a listener or listener. The ability to speak is also an instrument that aims to state something directly to the listener whether a speaker can understand or not a discussion of either the topic or the listener. And whether the speaker can adjust calmly when communicating an idea to the listener so that the speaker can find out whether the listener understands and is enthusiastic. In the process of speaking ability, there are speakers, listeners, feedback, and also pronunciation (pronunciation) which we cannot separate from the ability to speak which functions to make the listener understand what we are saying. Therefore, when we do our speaking ability, our pronunciation should be clear and loud as much as possible.¹⁴

The effective oral communication requires the ability to use the language appropriately in social interactions that involves not only verbal communication but also paralinguistics elements of speech such as pitch, stress and intonation. Moreover, nonlinguistics elements such as gestures, body language, and expressions are needed in conveying message directly without any accompanying speech, Richards and Renandya.¹⁵ Social contact in interactive language

¹⁴Tarigan, *Berbicara: Sebagai Suatu Keterampilan Berbicara*, (Bandung: Angkasa, 2008), 19.

¹⁵Richard Renandya, *Methodology in Language Teaching: An Anthology of Current Practice*, (CambridUnivesity, 2002), 67.

function is a key importance and in which it is not what you say that counts but how you say it what you convey with body language, gestures, eye contact, physical distance and other nonverbal messages.

Ladouse, in Nunan state the ability to speak is an action that aims to explain someone in certain situations and also report or provide certain information.¹⁶Tarigan states that speaking ability is a way to communicate which greatly affects human life in everyday life. In this case, the writer concludes that speaking ability is a way to express a human feeling which is then expressed or manifested in an oral process between two people or more.¹⁷Bygate say that im order to be able to speak a foreign language, it is necessary to know a certain amount of grammar and vocabulary. The speakers' sentence cannot be as long as or as complex as in writing, because the writer has more time to plan. Mistake are also made in both the message and the wording than students forget things intended to say. To minimize those mistakes, the learners should have speaking practice through many kinds of activities such as story telling in front of the class, playing a role on stage, or even joining conversation program.¹⁸

¹⁶ David Nunan, *Research Methods in Language Learning*, (Cambridge: Cambridge University Press, 1991), 23.

¹⁷Tarigan, *Basic Principles of Teaching and Learning Methods*, (Bandung: Angkasa, 1990), 8.

¹⁸Bygate, *Speaking*. Oxford: Oxford University Press, (1987), 12.

2. The Components of Speaking

According to Harmer speaking is a complex skill because at least it is concerned with components of grammar, vocabulary, pronunciation, fluency and comprehension. Speaking has some important components, there are:¹⁹

a. Grammar

Grammar is partly the study of what form or structures are possible in a language and grammar is the set of logical and structural rules that govern the composition of sentences, phrases, and words in any given natural language. Leech states that grammar is a set of rules which describe how we use a language. The aim of grammar is also to learn to correct way to gain expertise in language in oral written form. Therefore, grammar is needed for students to arrange a correct sentence in conversation.²⁰

28. ¹⁹ Harmer, *Practice of English language teaching*, (New York: Longman, 1991),
²⁰Leech, *Principles of Pragmatics*, (New York: Longman, 1982), 11.

b. Vocabulary

Vocabulary is total number of word that makes up language. Those words are used in speaking, vocabulary also means the appropriate diction which is used in communication. Brown states that aside grammar, the other component which is important is vocabulary. Vocabulary means the appropriate diction which is used in communication. Without having vocabulary mastery, student cannot communicate effectively or express their ideas in both oral and written form. Vocabulary is the total number of words in a language; all the words known to a person or used in a particular book, subject, etc; a list of words with their meaning, especially one that accompanies a textbook.²¹

c. Pronunciation

Pronunciation is the way in which a language is spoken. In learning process teachers need to be sure that their students can be understood when they want to say. Pronunciation refers to the ability to produce easily comprehensible articulation. Gerard state pronunciation is the way for students to produce clearer language when they speak. It deals with the phonological process that refers to the components of grammar made up of the elements and principles

²¹Brown, *Teaching by Principles*, (New York: Pearson Education, 2007), 16.

that determine how sounds vary and pattern in a language. There are two features of pronunciation; phonemes and supra segmental features. A speaker who constantly mispronounces a range of phonemes can be extremely difficult for a speaker from another language community to understand.²²

d. Fluency

Fluency is the ability to process language easily and quality or condition of person to speak a language easily and well. Fluency is the smoothness of flow with which sound, syllables, words and phrases are joined together when speaking. Brown state fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs on fluency include a reasonably fast speed of speaking and only a small number of pauses and "ums" or "ers". These signs indicate that the speaker does not have to spend a lot of time searching for the language items needed to express the message.²³

e. Comprehension

Comprehension is quite complete at a normal rate of speech. For oral communication certainly requires a subject to respond to speech as well as to initiate it. Hornby state comprehension is the

²² Gerard, *Writing a Book That Makes Difference*, (Ohio: Story Press, 2000), 53.

²³ Brown, *Teaching by Principles*, (New York: Pearson Education, 2007), 12.

mind, act power of understanding exercise aimed in improving is testing ones. There are four components of speaking that must to attention by the students if they want to speak well.²⁴

All of these components will produce speech that can be understood in communication, good pronunciation, grammatically knowledge, vocabularies mastery, comprehension in meaning and fluency are needed in building a speech. However it must be remembered that language and speech are meant for communication with another people in our environment. It is not enough for students to learn words, phrases and grammatical language only. Students have to produce speech in their daily communication. Learning language is about practicing and generating speech and students need to express their meaning by doing much practice in speaking.

3. Elements of Speaking

Speaking is one of the four skills in learning foreign language besides listening, reading and writing. It is not easy for the students to communicate in English because they have to think more often when speaking English. Certainly students need interaction with others (teachers, friends, parents, etc) to communicate in daily life.

²⁴Hornby, *Oxford advanced learner's dictionary of current English*, (Oxford: Oxford University Press, 1995), 6.

Bygate state that interaction skill involves the ability to use language in order to satisfy particular demand. First, it is related to the internal conditions of speech. Second, it involves the dimension of interpersonal interaction in conversation.²⁵

Harmer state that the ability to speak English presupposed the elements necessary for spoken production as follows.²⁶

a. Language Features

The elements necessary for spoken production, are the following:

- 1) Connected speech : in connected speech sound are modified (assimilation), omitted (elision), added (linking r), or weak (through contractions and stress pattering). It is for this reason that it should involve students in activities designed specifically to improve their connected speech.
- 2) Expensive devices : native speakers of English change the pitch and stress of particular parts of utterances, vary volume speed, and show by other physical and nonverbal (paralinguistic) means how they are feeling

²⁵Bygate, *Speaking*, (Oxford: Oxford University Press, 1987), 14.

²⁶Harmer, *Practice of English Language Teaching*, (New York: Longman, 1991),

(especially in face to face interaction). The use of these devices contributes to the ability to convey meaning.

- 3) Lexis and grammar : teacher should therefore supply a variety of phrases for different function such as agreeing or disagreeing, expressing surprise, shock or approval.
- 4) Negotiation language : effective speaking benefits from the negotiator language that use to seek clarification and show the structure of what are saying. Someone often need to ask for clarification when people is listening to someone else talks and it is very crucial for students.

b. Mental / Social Processing

Harmer state that the success of speaker's productivity is also dependent upon the rapid processing skills that talking necessitates:

- 1) Language processing : language processing involves the retrieval of words and their assembly into syntactically and propositionally sequence.
- 2) Interacting with others : effective speaking also involves a good deal of listening, an understanding of how the other participants are feelings, and knowledge

of how linguistically to talk turn or allow others to do so.

- 3) Information processing (on the spot) : quite apart from our response to other's feeling, it also needs to be able to process the information they tell the moment get it.²⁷

4. Various Kinds of Speaking Skill

According to Tarigan general terms, speaking ability could be divide into four, including:²⁸

- a. The ability to speak in a public or a large crowd in a society (public speaking) which includes 4 types, such as:
- 1) The ability to speak in public places which aims to provide information or report something that is informative (informative speaking).
 - 2) The ability to speak in situations that are family or friendship (fellowship speaking).
 - 3) The ability to speak in a society that invites, persuades the listeners (persuasive speaking).

²⁷Harmer, *Practice of English Language Teaching*, (New York: Longman, 1991), 80.

²⁸ Tarigan, *Berbicara Sebagai Suatu Keterampilan Berbicara*, (Bandung : Angkasa, 2008), 24.

- 4) The ability to speak in a public place that is calm and careful is aimed at negotiating such as a very formal and very closed event (deliberative speaking).
- b. The ability to speak in a particular conference (conference speaking) includes:
- 1) Speaking skills that are carried out in group discussion activities.
 - 2) The ability to speak at an event that is not official (informal) which usually the speaker must be closer to the listener.
 - 3) Speaking skills carried out in study group activities are usually in an educational activity.
 - 4) The speaking ability that is carried out in policy making groups in this case is more about legal activities.
 - 5) Ability to speak in a comic activity.
- c. The ability to speak in an activity that is official (formal) including:
- 1) The ability to speak in a conference event.
 - 2) Ability to speak in a panel discussion activity.
 - 3) The speaking ability that is carried out in symposium activities is such an intimate event.
- d. The ability to speak is carried out in a parliamentary procedure activity and also in debate activities.

5. Objectives of Speaking

By communicating, an individual enters into various groups with the aim of classifying various general concepts. In addition, the ability to speak is useful for making various bonds of a general nature, creating a unity in various symbols that can distinguish between various groups and can also help determine a particular action.

According to Ochs and Winker in Tarigan speaking ability basically has three general purposes, including:²⁹

- a. Ability to speak to inform and also report.
- b. Speech ability aims to entertain certain individuals and entertain certain individuals.
- c. The ability to speak aims to invite, persuade and convince a particular individual or even the community at large.

Then according to Tarigan states that the main purpose of speaking ability is to communicate because basically humans are social creatures. The most important thing is social action which is the act of exchanging and expressing experiences between individuals with one another, exchanging thoughts, expressing each other, and

²⁹ Tarigan, *Berbicara: Sebagai Suatu Keterampilan Berbahasa*, (Bandung: Angkasa), 16.

mutually agreeing on a stand or belief.³⁰ Also base on Sujanto states that speaking ability has an obstacle to speaking ability is divided into several factors, including: Factors that exist from outside the participant or physical factors, Factors consisting of linguistic and non-linguistic aspects, or media factors, Psychological factors and also a psychological factor in the participants being sad or angry.³¹

6. Speaking Activities

Speaking need a comprehensive cooperation between students and teacher in order that they can help each other to express their idea and act out it, because they feel comfortable in speaking class activities and they are given the same chance to practice their language, their speaking ability will improve even without they realize it. Ur state that classroom activities that develop learners' ability to express themselves through speech would therefore seem an important component of a language course.³² Another aspect that also affected the students' fluency in speaking was related with the type of activities provided by lecture in the teaching and learning process.

³⁰ Tarigan, *Berbicara: Sebagai Suatu Keterampilan Berbahasa*, (Bandung: Angkasa, 2008), 8.

³¹ Sujanto Amin, *Keterampilan Bebahasa: Membaca-Menulis-Berbicara Untuk Mata Kuliah Dasar Umum Bahasa Indonesia*, (Jayapura: FKIP UNCEN; Jayapura,2010), 192.

³² Ur, *A Course in Learning Teaching*, (Cambridge: Cambridge University Press, 1996), 120.

Lecturers need to be careful in implementing and developing particular methodology including choosing the approach and technique to be implemented in teaching and learning process. Implementing and developing inappropriate approach, method, and technique in teaching and learning process may create some new problems.

The students felt bored with the activities run in the classroom, most of them felt sleepy when the activities running, and finally, their motivation in the following the lecturing activities decreased slowly. Some characteristics of successful speaking activity:

- a. Learners talk a lot. As much as possible of the period of time allotted to the activity in fact occupied by learner talk. This may seem obvious, but often most time is taken up with teacher talk or pauses.
- b. Participation is even. Classroom discussion is not dominated by a minority of talkative participants: all get a chance to speak, and contribution are fairly evenly distributed.
- c. Motivation is high. learners are eager to speak: because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task objective.

- d. Language is of an acceptable level. Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable of language accuracy.

Furthermore, there are the strategies to easier the learner in learning speaking activities such as:

- a. A memorized for adding fluency to accelerate mastery and fluency in speaking also student can remember and produce ideas easily and quickly.
- b. Using auxiliary tool to increased learning activity to understand the meaning of the word more quickly and to proper and fluent communication such as, dictionary or image.
- c. Practice the aims to capable of helping learners to quickly and properly mastery in speaking English. This strategy can retain memories of the material that has been studied.³³

Nevertheless, this is one of the difficulty cause some errors in study work that is Intralingual errors occur when first language does not have a rule, which foreign language has, but the learned applies a foreign language rules producing an error (Tarigan,1990 in Merlyn).³⁴

Also Richards state the other causes and sources of errors are

³³ Oxford R.L, *Language Learning Strategies; What Teacher Should Know*, (New York: Newbury House, 1990), 280.

³⁴ Simbolon Merlyn, *Journal on English as a Foreign Language*, 2015), 76.

overgeneralization, ignorance of rule restriction, incomplete application of rules and false concept hypothesized. The errors that are regarded as false concept hypothesized derive from faulty comprehension of distinction of target language. These are due to poor gradation of teaching materials.³⁵

³⁵ Richards, *Error Analysis; Perspective on Second Language Acquisition*, (Routledge, 1990), 110.