

CHAPTER II

THEORETICAL FOUNDATION

A. Definition Speaking

There are many definitions of speaking that some experts in language learning have proposed. Speaking is described as "an interactive process of constructing meaning that entails the production, reception, and processing of knowledge."¹ Brown described speaking as a productive skill that can be explicitly and empirically observed; however, those observations are inevitably colored by the accuracy and efficacy of the test-listening taker's skill, undermining the reliability and validity of an oral output test.²

Speaking is a two-person activity in which the participants are both listeners and speakers who must act. They pay attention to what they hear and are quick to contribute. Speaking is a skill that can be divided into two categories: accuracy and fluency. Fluency considers "the ability to keep going when speaking spontaneously", whereas accuracy is considered "the ability to use vocabulary, grammar, and pronunciation via some activities."³

¹ Kathleen Bailey, *Practical English Language Teaching: Speaking* (New York: The McGraw-Hill Companies, 2003), .2.

² H. Douglas Brown, *Teaching By Principle: An Interactive Approach To Language Pedagogy*, (New York: Addison Wesley Longman, Inc,2004), 267.

³ Ali Derakhshan, Atefah Nadi Khalili & Fatima Beheshti, "Developing EFL Learners Speaking Ability Accuracy and Fluency, *English Language and Literature Studies*, Vol. VI, No. 2 (May, 2016), 178.

From the above definition, the writer can conclude that speaking is used to communicate with other people or share knowledge, information, and ideas. Moreover, Speaking is an oral expression where the correct rhythm and intonation patterns and the appropriate words are used to convey the correct message. Meanwhile, speaking is one of the productive abilities that students have to master in the learning process, which is about producing words or sounds and constructing meaning.

B. Components of Speaking

1. Pronunciation

In language learning, pronunciation refers to the development and interpretation of a language's significant sounds in order to achieve significance in contexts of language use. According to Yates pronunciation is the production of sounds that is used for making meaning. Repeating sounds and correcting them when they are produced incorrectly is how pronunciation is learned. When students begin learning to pronounce words correctly, they develop new habits and overcome challenges caused by their original language.⁴ Segmental sound production and interpretation, stressed and unstressed syllables, and the speech melody,' or intonation, are all part of this. In addition, factors including voice quality, speech rate, and overall loudness have a significant impact on how we sound.

⁴ Abbas Pourhosein Gilakjani, "English Pronunciation Instruction: A Literature Review", *International Journal of Research in English Education*, Vol. 1, (November, 2016), 2.

2. Grammar

A language's grammar can be described in a variety of ways. Grammar is defined as a set of rules that define all of the language's possible grammatical structures. Greenbaum and Nelson argue that “grammar refers to a set of rules for combining words in English into larger units”.⁵ Grammar is the most important aspect of language. It serves as a bridge between the auditory or written sign systems on the one hand, and the meaning systems on the other. It means that grammar consists of rules that use to combines words into sentences. From the statement above, it can be sum up that grammar is a set of rules to arrange sentences to get meaning based on the context.

3. Vocabulary

Neuman & Dwyer states that Vocabulary refers to the words in speaking (expressive vocabulary) and words in hearing (receptive vocabulary) are two types of vocabulary that we need to know to communicate effectively.⁶ To express our thoughts and understand what others are thinking, we need to have a strong vocabulary mastery.

To understand the language, the student has to master the vocabulary. Knowledge of vocabulary is necessary to express our ideas and understand what other people say. A person's considerable competence in utilizing words of a

⁵ Grenbaum and Nelson, *An Introduction to English Grammar*, (New York: Routledge, 2013), 1.

⁶ Neuman & Dwyer, “Missing in Action: Vocabulary Instruction in Pre-K”, *The Reading Teacher*, Vol. LXII, No. 5 (February, 2009), 385.

language is vocabulary mastery, and it is achieved depending on their interests, requirements, and drive. Vocabulary mastery is an essential component of the four language abilities, and it should be considered one of the required components of language.⁷

4. Fluency

According to Schmidt in *Teaching ESL/EFL Listening and Speaking* said fluent language use involves “the processing of language in real time”. That is learners, display fluency when they engage in a meaning-focused task and do so quickly and easily without disrupting the flow of conversation. Fluency is usually determined by the rate at which information is collected or generated and the number of hesitations; the amount of inaccuracy determines accuracy; and complexity is determined by the existence of more complicated formulations, such as subordinate clauses.⁸

Fluency is a term used in second and foreign language education to indicate a degree of communication competency that includes:

- a) The ability to generate written and/or spoken language with ease.
- b) The ability to communicate well, but not flawlessly, in terms of tone, language, and grammar
- c) The ability to effectively transmit ideas

⁷Mofareh Alqahtani, “The Importance of Vocabulary in Language Learning and How to be Taught”, *International Journal of Teaching and Education*, Vol.III, No. 3, (March, 2015), 26.

⁸I. S. P. Nation and J. Newton, *Teaching ESL/EFL Listening and Speaking*, (New York: Routledge 270 Madison Ave, 2009),152.

- d) The ability to speak in a continuous stream without generating understanding problems or communication breakdown.

It is sometimes contrasted with accuracy, which relates to the capacity to compose grammatically accurate sentences but does not necessarily imply fluency in speech or writing.⁹

5. Comprehension

Comprehension is the ability to understand and process discourse fragments to formulate ideas about the meaning of sentences. Comprehension is how students understand a language or encourage them to improve their understanding of that language. Hence, when speaking, we conclude that comprehension refers to the speakers' knowledge of what they are saying to avoid misinformation. Its function is to enable listeners to quickly grab data from the speaker.

C. Accuracy and Fluency

Accuracy shows the ability to use vocabulary, grammar, proper punctuation, verb tense (past tense, present tense, etc.), article (a, an, the), and preposition (a, an, the, in, on, at, from).¹⁰ In natural interaction, accuracy is defined as the capacity to make correct sentences utilizing correct language and

⁹ Jack C. Richards and Richard Schmidt, "Longman Dictionary of language Teaching and Applied Linguistics", (London: Longman, 2002), 204.

¹⁰ <https://www.britishcouncilfoundation.id/english/articles/fluency-vs-accuracy> , Accessed 9 March 2020.

terminology. It means that the speaker can focus on the phonological, grammatical, and discourse components of their speech production. Accuracy refers to the degree to which students' speech is grammatically acceptable, with clear, comprehensible pronunciation and appropriate vocabulary selection.

Fluency is the degree to which a student can speak at an acceptable speed with few false starts and hesitation.¹¹

D. Types of Speaking

Brown divided into two types, monologue and dialogue. Monologue is oral speech in which only one person participates.¹² There are two forms of monologue: planned and unplanned. A planned monologue has little redundancy and is difficult to understand, but an unplanned monologue has more redundancy and is easy to understand.¹³

Dialogue is oral speech involving two or more speakers. There are two types of dialogue: interpersonal and transactional. Promoting social ties is referred to be interpersonal and The goal of transactional is to transmit propositional or factual data.

¹¹ David Nunan, *Teaching English to Speaker of Other Language an Introduction* (New York: Routledge, 2015), 55.

¹² Douglas Brown, *Language Assessment Principle and Classroom Practice, 3rd Edition*, (New York: Pearson 2019), 158.

¹³ Arsi Zahiri, Berlian Sibarani and Sumarsih, "To What Extent Do Anxiety and Self-Efficacy Effect The EFL Students' English Monologues Speaking Skill?", *International Journal of Education and Research*, Vol. V, No. 9 (September, 2017), 153.

E. Functions of Speaking

For many second and foreign language students, mastering English speaking skills is a top priority. Several linguists have attempted to categorize speech's functions in human interaction. According to Brown and Yule there are three function of speaking, "...three part versions of Brown and Yule's framework (after Jones 1996 and Burns 1998): talks as interaction: talk as transaction: talk as performance. Each of these speech activities is quite distinct in term of form and function and requires different teaching approaches.

1. Talk as Interaction

Talk as interaction is a term that characterizes an interchange that is largely social in nature and corresponds to what we commonly refer to as "chat." It is spontaneous participatory communication between two or more persons. It's about how people strive to persuade others to accept their message. As a result, individuals must communicate with others through their verbal abilities. The primary goal of this function is to facilitate social interactions.

2. Talk as Transaction

The phrase "talk as transaction" is used to describe situations in which the focus is on what is said or done. Instead of focusing on the

participants and how they interact socially, the main goal is to clearly and accurately comprehend oneself.

3. Talk as Performance

In this situation, the monologue takes precedence over the discourse in the conversation. Speeches, public speaking, public pronouncements, narrative recounting, and storytelling were all examples of speaking as a performance.

F. Self-Reflection

Richards defined reflection as “the process of thinking back on and considering experiences, in order better to understand the significance of such experiences.”¹⁴ By looking back on an experience to learn from it and then moving forward, reflection allows for self-development and deeper learning.

Reflection is a state of mind, an ongoing constituent of practice, not a technique, or curriculum element.¹⁵ Students can use reflective activities to figure out the worth of their own experiences, their learning, and the relationship between knowledge and life beyond the classroom, linked to their identity as shaped by society and culture.

¹⁴ Jack C. Richards and Richard Schmidt, “Longman Dictionary of language Teaching and Applied Linguistics”, (London: Longman, 2002), 450.

¹⁵ Bolton, G, *Reflective Practice: Writing & Professional Development*, (London: SAGE Publication Ltd, 2010), 3.

The definition of reflection by Moon¹⁶, on the other hand, emphasizes the importance of reflection and learning, and incorporates reflection into the learning process. She describes reflection as “a form of mental processing with a purpose and/or anticipated outcome that is applied to relatively complex or unstructured ideas for which there is not an obvious solution”.

While focusing on diverse situations, those definitions have one thing in common: they all emphasize purposeful critical analysis of knowledge and experience to gain a deeper understanding and meaning. These interpretations have an impact on self-reflection in the current study. It refers to the steps taken by a learner to reflect on his previous learning experiences.

It is said that because these procedures can lead to educated and severe reflections on one's behaviors and actions, they can help learners improve their self-reflection, which leads to improved academic accomplishment.

G. Kinds of Reflection

There are two types of reflective practice: reflection in action and reflection on action.¹⁷

¹⁶ Moon, J. A, *A Handbook of Reflective and Experimental Learning* (London: Routledge, 1999), 74.

¹⁷ Hickson, H, “Critical Reflection, Reflection on Learning to be Reflective”, *Journal of Taylor and Francis*, Vol. XII, No. 6, (December, 2011), 831.

1. Reflection in Action

It occurs when a teacher or a group of students reflects on a scenario while teaching or learning. Teachers use this Reflection to examine classroom activity and predict unsuccessful instruction. Students perform this action to investigate what and why they are pursuing a certain degree and ask for an explanation directly.

2. Reflection on Action

It occurs after individuals recall what they were thinking, feeling, and doing during the teaching-learning process. Teachers should reflect on what happened in the classroom and assess any ineffective teaching materials. Students can also do this after class by answering any supplied question to evaluate the types or directly telling the teacher-learner relationship.

H. Video Recording

Several techniques and media can be used to improve the language skills of students. Since all students now have mobile phones with video cameras, video recording is not something uncommon. Mobile phone facilitates various language learning activities, including SMS, internet access, camera,

audio/video recording, and video messaging (MMS).¹⁸ Video recording is an activity that requires students to self-record their monologue in English. Students can use the video recording function on their mobile phones. Based on the statement, the students can use it to record and correct their performance, including speaking skills, then, students will understand the excellent pronunciation, intonation, accuracy, fluency and performance when they speak up. Moreover, video recording can use to correct vocabulary and grammar when they perform.

The use of a video recording is beneficial for self-assessment of oral presentation skills as it enables students to observe themselves from the audience's viewpoint.¹⁹ In addition, using video as a teaching tool can create a positive environment for students to learn English. Students will have increased motivation to learn English and can be used to practice speaking before a performance. As a result, it can automatically awaken students' interest in learning English.

I. Video Recording Tools

Students' required specific materials or tools to record speaking performances in order to create a high-quality video that they could utilize as a source of data to evaluate their speaking performances. Derry recommended

¹⁸ Tayebeh Mosavi, "Mobile-Assisted Language Learning", *International Journal of Distributed and Parallel System*, Vol.3, No.1, (January, 2012), 312.

¹⁹ Yamkate and Intract, "Using video Recording to Faciliate Student Development of Oral Presentation Skills", *Language Education in Asia*, Vol. III, No. 2 (December, 2012), 146.

numerous tools for creating a high-quality video, some of which the researcher added.²⁰ The tools are as follows:

1. Camera Phone

One component of mobile-assisted language learning is the camera phone (MALL). For the educational setting, it used a camera built into a smartphone. Students' speaking performances were recorded using this type of recording technology by the researchers. Students can also use camera phones to generate video recording tasks.

2. Microphones

Microphones come in a variety of shapes and sizes. Almost any external microphone will perform better than the camera's built-in microphones in capturing sound.

3. Tripod

Students can effortlessly pan, zoom, and lock the camera in a fixed position by putting the camera in a decent quality tripod while occupied or doing other things.

²⁰ Derry, S, *Guidelines for Video Research in Education: Recommendations from an Expert Panel* (Chicago: Illinois, 2007), 6.

4. Earphones

This tool uses earphones to assess the sound quality at the recording and intervals throughout the session. Later, a videotape with poor audio will be examined.

J. The Advantages of Video Recording

Learners can use video production to think critically about the issue they've chosen to convey, share their ideas and opinions, argue, perform, and, most importantly, be creative. It allows students to choose not only what to say, but also how to say it and portray their point of view.²¹ Pronunciation, grammar, comprehension, vocabulary, facial expression, posture, and gesture errors were committed. One possible approach is for them to record themselves on video. It also allows students to practice, receive criticism, and interact with the language. Tayabeh states with such a learning device the learner controls the learning process and progress in his/her own space based on his/her cognitive state.²² Learning on a mobile phone allows students to learn in a non-classroom environment when they are at home. Learning via a mobile phone, often known as m-learning, will enable students to practice and in any location

²¹ Omaith Rodgers and Labhaoise Ni Dhonnchadha, "Reflective Practice Digital Video Creation in the LSP Classroom", *The EUROCALL Review*, Vol XXVI, No.1, (March, 2018), 47.

²² Tayebah Mosavi, "Mobile-Assisted Language Learning", *International Journal of Distributed and Parallel System*, Vol.3, No.1, (January, 2012), 309.