CHAPTER II

LITERATURE REVIEW

A. Speaking Proficiency

1. Speaking Definition

Speaking is already defined by many English experts, so in this study the researcher selected multiple definitions for this chapter.

Speaking is one of the most natural and the most crucial languages in our lives. It is the most needed skill in our everyday interactions, and the way we speak reveals our identities and views of the world (Hatipoğlu, 2017). Speaking is also the "most complex and demanding of all human mental operations" (Taylor, 2011, p. 70). The most popular form of communication is speaking. Having excellent speaking skills would enable us to communicate with others to make our ideas more understandable. Good communication means speaking produces several benefits for dialogue organizations like accomplishing the speaking result such as business purposes and any other jobs. Osborn stated that speaking is critical because it is an essential learning process that the students can use to communicate between one person to another (Eiadeh, A. Al.Sobh, M. Al-Zoubi, & AlKhasawneh, 2016).

However, speaking is an interactive process of constructing meaning that involves the production, reception, and processing of information, according to Burns and Joyce. The context in which it occurs—which includes the participants themselves, their shared experiences, the physical surroundings, and the purposes for speaking—determines its form and meaning. It frequently happens on its own, is flexible, and changes. (Zyoud, M, 2016: p.2)

It significant that speaking is the primary action of language. The majority of language activity is oral communication from one speaker to

another in the context daily living. (Riswanto, Serasi, R., Salandega, A., & Kasmaini, 2022. p: 621).

It is clear from the statements mentioned above, speaking is one of the most crucial skills to acquire because it is necessary for English communication. For EFL learners, as in Indonesia, speaking English can be challenging. The teacher is in charge of teaching or assisting pupils with their English language skills. Practicing speaking is not limited to classroom settings; they can take place outside of them.

2. *Speaking Component*

A speaker must be aware of many different aspects of speaking. It's an important technique for speech evaluation. To speak English fluently, learners must use sparing stress and intonation, pronounce phonemes correctly, and communicate in connected discourse (Harmer, 2007).

It suggests that every learner needs to work on specific speaking objectives, like becoming proficient in grammar, vocabulary, pronunciation, fluency, and comprehension. The orators' skills will be assessed in these parts.

a. **Pronunciation**

Speaking is a frequent challenging ability to teach and learn, and for EFL students in particular, acquiring pronunciation is one of the most common components of language learning exercises. It occurred as each learner had a different background. Moreover, the things that make pronunciation more problematic are the teacher mostly focused on the students' vocabulary development and grammatical structures. However, teachers know that the key to learning and teaching pronunciation to the students is to differentiate the features of the sound and focus on helping the learners understand and overcome the difficulties of pronouncing each of the words accurately and systematically.

Anne and Christine claim that because pronunciation is used to infer meaning from the sounds used in communication, it plays a significant role in the eight meaning-conveying process (M & Burns, 2012). This indicates that communication will flow more easily since the pronunciation learning exercises will enable the students to comprehend spoken concepts more rapidly. The students will understand and know to reply. Thus, the teachers should be aware of pronunciation in their class.

b. **Grammar**

It is important for students to understand grammar so they can process and use language correctly. Some people, on the other hand, do not take care towards grammar as long as the message is well delivered. Nonetheless, learning processes require a solid understanding of grammar.

c. **Vocabulary**

Teaching and learning how to speak both depend substantially on vocabulary. An individual should be well-versed in the required terminology when they are looking to interact. Additionally, vocabulary is a list of linguistically significant terms that are often used by a lot of people.

d. **Fluency**

Speaking with ease and understanding is the aim of the activity. Students who talk more often will be able to communicate quickly and effortlessly. People are aware that speaking quickly is known as fluency, but it also emphasizes positioning stops and pauses correctly.

As defined by Brown, fluency is the capacity to speak clearly, smoothly, and keep eye contact despite lacking the necessary capacity for communication to understand. (Brown, 2001).

Furthermore, he also stated that fluency and accuracy is the goal in communication language teaching. Accuracy focuses on 9 articulation, phonology, and syntax right for understudies, while fluency is the fundamental objective in language education. For the purpose of developing a curriculum on understudies speaking, the teacher will typically be guided toward acquiring accuracy and fluency.

e.   **Comprehension**

Based on what Hughes Arthur states, people who measure the language are when they understand the discourse of what they speak both formal and informal, not out of the ordinary of an informed local speaker (Hughes, 2000). It means, in communication context, the speech should be conveyed well by speaker A and should be gotten well by speaker B. It means that comprehension is one of the important things in teaching speaking to get the meaning when somebody takes the communication. In the classroom, the teacher can be looking for a misunderstanding about comprehension in their lesson that they had gotten before. According to the description above, these five elements, such as pronunciation, grammar, vocabulary, fluency, and comprehension, are required for measuring spoken production.

In summary, it may be noted that speaking requires five components. It is obvious that people communicate better if they comprehend those five components.

3.   *Types of Speaking*

In general, types of spoken language are divided into Monologue and Dialogue (Nunan, 1989: p. 27).

Monologue is speaking in which one speaker uses his speaking skills for lengthy periods of time, including making speeches, instructing, reading, hosting fresh broadcasts, and similar activities.

Then the listener must process all the information provided by the speaker without interruption from the listener so that the listener is required to understand the monologue even though he is not able to understand all information. Monologue is usually planned. In English teaching, a learner-centered approach to be exact, students are expected to participate in class by explaining, giving examples, sharing knowledge about something and so on (Gapasin, et al., 2022: p. 24). The application of the English teaching approach as above is the result of the application of the speaking monologue type into the world of education such as giving speeches, teaching and reading.

Dialogue is different from monologue. It depends on the speaker. If the Monologue has only one speaker, then the Dialogue involves two or more speakers. In addition, interruptions will occur in the Dialogue if the other person in the conversation is unable to understand what the other speaker is talking about. Unlike the Monologue, this dialogue is usually held spontaneously without any plan. A study applies an innovative English speaking skill teaching method in which educators hold an online meeting between educators and students with flexible speaking materials. A native speaker is brought into the online meeting so that an interactive dialogue will be created between the students and the native speakers present (Imran, et al., 2022: p. 95). Based on the research, there is no doubt that this research applies the Dialogue type of speaking to the teaching method so that students' Dialogue type speaking skill skills develop together with their good spontaneity.

In short, types of speaking are divided based on the number of speakers in a given situation. They are Monologue, a type of speaking that only involves a speaker without being interrupted by the listener; and Dialogue, a type of speaking which involves two or more speakers and can be interrupted by listeners who are also speakers. These types of speaking are certainly applied to the world of teaching and learning English in the classroom so that students' speaking skills can develop

effectively and efficiently, both for their educational outcomes and for their future.

4. Functions of Speaking

Richard (2008) identifies two primary goals for speech. Speaking serves two purposes: the first is its interactional function, which is to establish and maintain social relationships; the second is its transactional role, which is to transmit information. Furthermore, speaking serves three different communicative purposes: talking as entertainment, talking as a transaction, and talking as a performance.

Talk as interaction indicates interaction that is largely social in nature and pertains to what we often mean when we say "conversation." When people meet, they try to be cordial and create a comfortable space for interaction by exchanging greetings, striking up a conversation, sharing stories from their previous experiences, and other such activities.

Talk as transaction describes circumstances in which the emphasis is on actions or words. The message and precisely and effectively communicating oneself are the primary focus, not the participants and their social interactions with one another.

Talk as performance is identified as the last form of talk that can be effectively distinct. It is known as public talk, that is, talk that transmits information before an audience, such as classroom presentations, public announcements, and speeches.

It is clear from all of the above explanations that speaking serves three distinct functions. Thus, this is speaking in front of an audience, which includes giving speeches, making announcements in public, and making presentations. Everybody communicates with each other for a different reason. They prefer to gain information, impart knowledge to others, or just talk about things like in a normal conversation.

5. *Speaking Proficiency in EFL Classroom*

The mastery of speaking skills in English is a priority for many second-language or foreign language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency. Oral skills have hardly been neglected in EFL/ESL courses (witness the huge number of conversation and other speaking course books in the market), though how best to approach the teaching of oral skills has long been the focus of methodological debate. Teachers and textbooks make use of a variety of approaches, ranging from direct approaches focusing on specific features of oral interaction (e.g., turn-taking, topic management, and questioning strategies) to indirect approaches that create conditions for oral interaction through group work, task work, and other strategies (Richards, 1990).

Speaking is the process that human beings use to generate their ideas and thoughts in speaking form, which are referred to as a productive performance. To encourage speaking as part of a production or interactive performance, a speaker should be comprehensible and meaningful when describing sentences or words.

The ability to speak and perform in a foreign language shall be associated with proficiency in English or Linguistic languages. Having a good knowledge of vocabulary and grammar is not enough for learners to be able to communicate effectively, as a learner also needs a broader range of skills so that the mains of communication can be acquired.

The ability to speak or function in a language that they have acquired is linked to proficiency in linguistics or the English language. Mastering vocabulary and grammar is not enough to be able to communicate effectively, learners also need a broader range of skills so that the mains of communication can be acquired. There are four

components that must be mastered by learners in mastering speaking skills: phonological skills, speech functions, interactional skills, and extended discourse skills (Nunan, 2015: p. 53).

Communication does not mean only focusing on grammar and vocabulary, communication means that someone involves other people as interlocutors or listeners. Therefore, speaking competences exist to determine the competence of a speaker. Speaking competencies are not only related to linguistics, but also related to social mastery such as extended discourse skills and interaction skills. If someone only masters the linguistic part, then miscommunication will occur because of the person's inability to understand the interlocutor and his social environment. On the other hand, mastering social science alone will not be enough in the world of communication because the message you want to convey may not necessarily be conveyed correctly due to a person's lack of linguistic knowledge. Thus, someone's speaking competences will affect the quality of that person's speaking skill.

In short, speaking performance is the ability of a student to speak clearly and smoothly. Speaking with accuracy and fluency is prioritized to improve communication that is meaningful and comprehensible to others. We'll go into more detail about speaking accuracy and fluency in the following sections:

a. **Speaking Accuracy**

Accurate pronunciation, correct grammar, and appropriate word choice are essential for accurate speaking. According to Mc Keenhill (1970), pronunciation is the act of articulating an utterance or pronouncing something. Of course, intonation and stress are inextricably linked to pronunciation. Most effectively, imitation and repetition are used to learn pronunciation, intonation, and stress. It is important for teachers to speak clearly so that students can emulate them during the teaching and learning process.

b. Speaking fluency

It is an extremely complicated idea related mainly to smoothness of continuity in discourse. Thus, it takes into account the connections between sentences, the ways that sentence patterns change in word order and omit structural elements, as well as some features of discourse prosody. According to Richards, Platt, and Weber (1985), fluency is the set of characteristics, such as native-like pausing, that give speech the appearance of being natural and normal. rhythm, intonation, emphasis, speech rate, and interjection and interruption technique.

Fluency in second and foreign language instruction further elucidates a communication proficiency level that encompasses:

1. The proficiency to produce written and spoken language with ease.

2. The proficiency to speak with a good but not necessarily command of intonation, vocabulary and grammar.

3. The proficiency to communicate ideas effectively, and

4. The proficiency to produce continuous speech without causing comprehension difficulties or a breakdown of communication.

B. Local Culture

1. *The Definition of Culture*

In general, from the sociological perspective, culture is the total of the inherited and innate ideas, attitudes, beliefs, values, and knowledge, comprising or forming the shared foundations of social action. Likewise, from the anthropological and ethnological senses, culture encompasses the total range of activities and ideas of a specific group of people with common and shared traditions, which are conveyed, distributed, and

highlighted by members of the group (Collins English Dictionary 1991, 1994, 1998, 2000, 2003).

There are about three and even more definitions for culture. With respect to the definition of culture, Edward Sapir (1956) says that culture is a system of behaviors and modes that depend on unconsciousness. Rocher (1972, 2004), an anthropologist, believes that "Culture is a connection of ideas and feelings accepted by the majority of people in a society" (p. 142). Undeniably, culture is learned and shared within social groups and is conveyed by non genetic ways (The American Heritage, Science Dictionary 2005). Taylor (1974), an anthropologist, says in his Primitive Culture that culture in a complex definition includes beliefs, arts, skills, moralities, laws, traditions and behaviors that an individual, as a member of a society, gets from his own society.

Moreover, Goodenough (1996) claims that culture is a systematic association of people that have a certain way of life. Therefore, culture is the only distinction between human and animals. Of course, animals live in association but it is a special kind. There are, indeed, a lot of sharing characteristics between human beings and animals such as associative life, responsibility toward children and so on. UNESCO (2009) defines culture as "the set of distinctive spiritual, material, intellectual and emotional features of society and social groups that encompasses not only art and literature, but also lifestyles, ways of living together, value system, tradition and belief."

From the mentioned definition, it can be concluded that culture refers to the customs, beliefs, and behaviors specific to a nation. In simple words it reflects everything from how people work and communicate to what they eat and how they dress.

2. The Relationship of Language and Culture

There are three ways Kramsch (1998) characterizes the relationship: (1) Language is an expression of cultural reality; it not only enables people to communicate thoughts and facts but also their attitudes. (2) Through communication, language enables people to give meaning to their experiences. Language embodies cultural reality. (3) Language serves as a symbol of cultural reality by enabling individuals to use it to represent their social identities. Sociologically speaking, language and culture are distinct in the context of using foreign languages, according to Risager (2007). When using a foreign language, one can transfer their first language and culture. A foreign language serves as a communication tool. The speaker expresses their culture through the foreign language.

According to this viewpoint, speaking a foreign language has nothing to do with the culture of the country. When learning a foreign language, both the language and the learners bring their own cultures with them.The target language is not isolated; instead, it always exists in a local interaction with other languages, according to Risager (2007). Thus, local culture integration is essential to ELT.

As stated by Brown (2000), "It is impossible to separate language and culture without losing the significance of either." Language and culture are so deeply entwined. This suggests that a learn language automatically absorbs its cultural context. Therefore, in order to achieve a thorough understanding, English teachers must only impose the target language's culture during the English teaching and learning process.

Kirl (2001) argues that language and culture have the same relationship as nature and nurture, which lends credence to the aforementioned assertion. The latter illustrates the social status of a language and how it functions. This suggests that in order to reduce communication breakdowns when speaking with native speakers, target

language learners must pay close attention to the cultural content of the language.

English teachers are urged to prioritize intercultural understanding when it comes to teaching and learning the language. This entails exposing students to English culture in order to reduce social and psychological barriers that can occasionally impede the success of English language acquisition (Schulman in Ellis, 2003). While psychological distance refers to the psychological characteristics of learners as they show up in language and cultural shock, motivation, and ego boundaries, social distance refers to the equality of each culture's social status. Both have an impact on students' attitudes, which either directly or indirectly helps students pick up the target language. In accordance with Lantolf's (1999) assertion, individuals require mental organization to uphold two potentially culturally constructed artifacts. In summary, local cultural elements of the learners must be integrated into the teaching and learning of the English language.

In conclusion, there is a very close relationship between language and culture in general, and a specific language and its culture in particular. That is, culture has a direct effect on language. In fact, the two issues are closely correlated and interrelated. Language is the symbolic presentation of a nation or a specific community. In other words, language is the symbolic presentation of a culture.

3. **The Local Culture Content**

In context of foreign language use, Risager (2007) stated that sociologically language and culture are separable. The first language and culture can be transferred in foreign language use. Foreign language functions as tool of communication. The foreign language is used as tool to express the speaker's culture. In this perspective, using a foreign language is not necessarily related to its culture. In foreign language learning the learners bring their own culture and the language brings its

culture. Risager (2007) then further stated that target language is not isolated but always exist in a local interplay with other languages. Local culture integration therefore is necessary in ELT.

Indonesia consists of various ethnic groups in which each of them has its own cultures. It includes artifacts, inscriptions, traditional foods, clothes, music instruments, oral traditions and expressions, performing arts, rituals and festival events, knowledge and practices concerning nature and the universe, and traditional craftsmanship. However, the most favorite and also famous one is the traditional food or culinary. It also be the identity of a group of society. There are some traditional food of Indonesia which are easy to found. Moreover, Tyas (2017) claimed that they are input in some English textbooks used in Indonesia. The local contents is derived from Bengkulu Local Culture which are divided into two parts, that are food and beverages.

The names of them are listed bellow:

Bengkulu's Traditional Food	Bengkulu's Traditional Beverages
1. Pendap	1) Sirup Kalamansi
2. Lemang Tapai	2) The Sle
3. Kue Lepek Binti	3) Air Serabot
4. Tempoyak	4) Pokak

C. Previous Related Studies

As a matter of fact, there are some previous researchers regarding the effect of integrating and using local culture material. Here the researcher took couples of research journals.

Wutun, Arafah & Yassi (2018) wrote "Integrating Local Culture in English Language Teaching to Enhance Learners' Emotion to Speak English". The subject of this research is twenty participants were selected

from their different cultural backgrounds. The findings demonstrate that the local culture has a significant influence on a classroom atmosphere in learning English as foreign language. The classroom becomes a cheerful situation for them. The learners' anxiety reduces and they get confidence to learn to speak English. They also have great desire and motivation to speak in English. They found it easier learning to speak English based on what they have in their surroundings. The local culture encourages language learners to become more creative and productive in target language by involving their existing knowledge and modality that they have in their first language and culture.

Moreover, Sutthinaraphan (2019), Using Local Culture to Develop University Students' English Oral Proficiency Skills. This quasi-experimental research was conducted with one group who completed a pretest and posttest along with classroom observation and interviews. Participants were 22 students majoring in English in the Faculty of Education, Valaya Alongkorn Rajabhat University in Thailand. The results revealed that there was a statistically significant improvement between the mean scores of pre- and post-tests (t=-6.59, p=0.00). In the class, students were exposed to a wide range of vocabulary, grammar structure and pronunciation correction. The overall attitudes of the participants toward this innovative approach were very positive.

Furthermore, in 2022, Rahman & Ali conducted a similar topic with the writer entitled "Integrating of Local Culture-Based Instruction in Teaching Speaking Classroom at The Third Semester Students of Universitas Tomakaka Mamuju." The results of this study showed that there was a positive impact on students. In this study, the learner's perspective shows that local culture has a significant influence on the atmosphere that occurs in the classroom. The atmosphere that occurs is the process of learning English as a foreign language, especially in teaching speaking skills to be more fun. With a positive atmosphere that occurs, there is also a reduction in anxiety in

students and they gain confidence to learn to speak English. Then, they have a great desire and motivation to be more active in speaking in English. They find it easier to do that because it is based on what they have around them.

Based on the three previously mentioned studies, the researcher's position is that using local culture as a teaching tool can allow students to express themselves more. Furthermore, engaging activities and techniques encourage students to participate more in class and give learning a purpose.

D. Hypothesis Of the Research

1. (Ha) = There is a significant effect of using Local Culture Content on student's speaking proficiency.

2. (Ho) =   There is not a significant effect using Local Culture Content on student's speaking proficiency.

E. Conceptual Framework

This research proposed a Planning, Presentation and Discussion method (PPD) as a simple approach to teach English speaking skills. In the first stage, the teacher generates a theme for presentations for students who then plan the topic with group members. Students are assigned to assist each other in their preparations. In the second stage, students give a briefly presentation. The teacher or their team members may help presenters if they struggle. In the last stage, classmates and the teacher asked questions. The teacher finished the presentation by pointing out the mistakes students committed. The cycle is repeated in the next task.

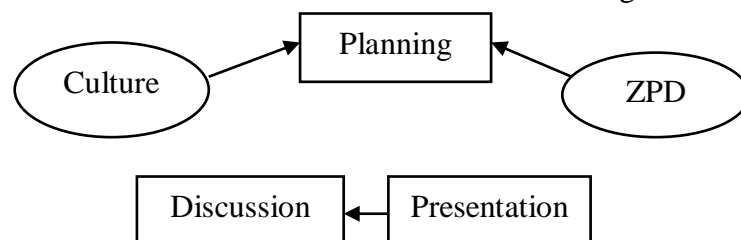A scheme of PPD can be described as Figure 2.1

Figure 2.1 PPD Framework