

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **2.1 Concept of Speaking**

##### **2.1.1 Definition of Speaking**

Speaking is one of skill that is important in learning a foreign language. According to Ur (1999), speaking is included all other skills of knowing that language. Speaking is one of the four language skills that must be learned, these skills include reading, writing, listening and speaking. In addition speaking is usually juxtaposed with writing because both are considered productive skills or the ability to deliver, convey messages in writing and orally, while reading and listening skills are considered receptive skills or the ability to understand spoken language that is heard or read. talking is also related to listening because in two ways it can produce good communication.

According to Nunan (2003), speaking is one of the important things of the language learning process either as a foreign language or a second language. Students' achievement in understanding and learning speaking can be measured by the fluency of students in communicating with the target language or foreign languages well. if the student can already speaking smoothly and both the students will be easy to communicate and to express their opinions and ideas.

Speaking is perhaps a specialty for the majority who learn English (Florez 1999). In addition, teaching speaking is important because they can help students get the ability to speak foreign languages well, so that students can communicate spontaneously, fluently based on the context with native speakers. According to Luoma (2004), speaking in a foreign language is very difficult and competence in speaking takes a long time to develop. Learning to speak a foreign language is very difficult, because we have to understand the language itself so that it will spend a long time who can speak English or develop the ability to speak.

### **2.1.2 Components of Speaking**

Hughes (2011) proposed characteristics of speaking performance, such as fluency, accuracy, grammar, vocabulary, and pronunciation. Fluency is as the ability to express oneself in a way that is understandable, sensible and fluent without too much doubt, otherwise the communication will not go well because the listener will be confused and do not understand the conversation. Accuracy is greatly affects the understanding of the listener, if a speech is not accurate, the listener will lose interest in listening to the speech. The grammatically points to the scope and how to use the learner's proper grammar structure. Vocabulary is getting accuracy in vocabulary terms determines the selection of the right words during speaking. Pronunciation is say words in the right or understood way, but if

they are pronounced wrongly, it can create misunderstandings because if they are mispronounced then they can have different meanings.

Rahmawati (2017) proposed elements in speaking that must be mastered by students, including:

a. Grammar

Grammar is very required for students and teachers in composing a correct sentence when speaking in conversation. According to Heaton (1978), students' ability to operate language structures and distinguish grammatical forms in appropriate forms. Grammar is also used to learn language in the right way to improve skills in a language both in spoken and written form.

b. Vocabulary

Vocabulary means the selection of the appropriate words used when communicating. If one does not have sufficient vocabulary, a person cannot communicate well or express ideas effectively in both spoken and written form. Having a limited vocabulary is also a barrier that prevents students from learning a language. Without an understanding of grammar, there is very little to say and if you don't have a vocabulary there is nothing to say.

c. Pronunciation

Pronunciation is a student's way of producing clearer language or sentences when speaking. It is concerned with the skill process which refers to the grammatical component which consists of the

elements and principles that determine how to produce sounds and pronounce various words and patterns in a language.

d. Fluency

Fluency is the ability to speak fluently and accurately. Fluency in speaking is the goal of learners in learning languages. There are some signs of fluency which include a fairly fast pace of speech and only slight pauses.

### **2.1.3 Types of Speech**

Kusmaryati (2009) proposed six categories that include the ability to speak, including:

a. Imitating

At this stage there is the ability to practice breakthroughs and focus on forming the linguistic element. At this stage all you do is emulate a word, phrase, or sentence. The most important thing at this stage is to focus on pronunciation. Teachers provide training directly on learning activities. It is intended that students receive the opportunity to listen and practice their pronunciation directly.

b. Intensive Ability

At this stage students learn and practice aspects of sound (phonological) and structure (grammatical) as aspects of language. This teaches students to do assignments in teams.

c. Responding Ability

The ability to respond includes interacting and understanding tests, but is limited by the level of short speeches, greeting sentences and short conversations, requests and concise comments.

d. The ability to provide responses

At this stage the aim is to convey and exchange certain information. An example is a conversation that is done in groups.

e. Interpersonal relations skills

At this stage the goal is more about the ability to maintain social relations than the delivery of facts and information. Examples of speaking practice include interviews, role playing, discussions, conversations, and games.

f. Extensive ability

Teachers provide opportunities for students to practice speaking through self-speaking exercises using material for example; oral reports, resume, and retelling a stories.

#### **2.1.4 Teaching Speaking to Tourism Students**

According Masoumpanah & Tahririan (2013), the students of the Tourism and Hotel Management have to fluent in speaking, listening, reading, and writing. However, speaking skills are highly needed in tourism industry because in the workplace, the students will do

communication activities such as giving directions, requesting and giving tourist information, giving information about hotel facilities, meal times, etc.

Moreover, according Zahedpisheh, et.al (2017) to foster students' speaking skills for tourism purposes, the ESP teacher should provide a variety of learning activities such as group discussions, role plays. In addition, teaching speaking for tourism students is more practical such as discussion, dialogue and etc.

## **2.2 Teacher's Challenges in Teaching Speaking to Tourism Students**

Teachers have challenges in teaching speaking to their students. 4 study conducted by Khoirunnisa, et.al (2018) revealed that teachers have some challenges in teaching speaking including : (1) difficulties in vocabulary, grammar, and pronunciation, (2) lack of confidence, (3) low motivation, and (4) limited materials in the textbook.

In addition, Maican (2014) revealed that some challenges in teaching English to tourism students including: (1) Reference. It means reference should be made to need for improvement at institutional level because despite the European for harmonization within higher education, there is actually no coherent policy related to language teaching and learning in higher education, including here the field of economics, (2) Lack of need analysis on the students. Lack of needs analysis among students. lack of a genuine needs analysis among students which should

actually correlate students' self-perceived language level with their high school reports for English and results at diagnostic tests, on the one hand, and with subsequent investigations regarding learning styles, adaptation difficulties and other individual variables, on the other hand, (3) Tourism students do not have enough knowledge of speaking in communicative activities. Do not always have the background contents knowledge to get involved in communicative activities. So, that is why interdisciplinary cooperation could be a solution in this respect, (4)Size of the groups. size of the group very often limit teachers in their pursuit for applying modern teaching methods. A fact which reduces the efficiency of certain activities and encourages social loafing, (5) Lack of teacher opportunities in tourism training. Teachers has to be willing a lifelong trainee. Teachers to have insight into the field of tourism, in which he/she is not a specialist, as well to permanently update and adapt teaching materials.

### **2.3 Previous Related Studies**

There were some studies which are related with the writer's present study. Firstly, a study conducted by Khoirunnisa, Suparno, and Supriyadi (2018), "ESP Teacher's and Students' Perceptions on Teaching Speaking for a Tourism Program". This study is aimed at finding out the teacher's and students' perceptions and challenges about teaching speaking for a Tourism Program. This study revealed that students faced difficulties in vocabulary, grammar and pronunciation, students have lack confidence

and low motivation to learning speaking, the limited material in the textbook also become challenge in the learning process. There are some similarity and differences between this study and the writer's present study. The similarity is both investigates the challenges of teaching English speaking students of tourism. The differences between this study and the writer's present study on the participants, time, and place.

Secondly, a study conducted by Maican (2014), which entitled "Teaching English To Tourism Students". This study is aimed in providing a general form of the specific characteristics of an English language teaching to students in the tourism sector, states some of the possibilities that English teachers and students will face in order to succeed and be able to achieve the goals of learning itself. This study revealed that students are need many references to improvement at institutional level, lack of analysis of the needs of the students themselves, teachers must be willing to become trainees to have insight into tourism and also teachers face students who have different background knowledge to be involved in communicative activities. There are some similarity and differences between this study and the writer's present study. Both studies investigate of teaching English speaking students of tourism. The differences between this study and the writer's present study is on the participants, time, and place, and in this study about teaching English and my study is about teaching speaking.



Thirdly, a study conducted by Oktarin, Syahrial, and Harahap (2019), which entitled “Need analysis of ESP for tourism study program at SMKN 7 Kota (Senior Vocational School) Bengkulu”. This study is aimed to analyze the English learning needs of students in tourism study program. This study revealed that most of tourism study program students is lack of the knowledge about words and expression, which are used in tourism terms. There are some similarity and differences between the previous study and the writers’ present study. The similarity is both investigates the challenges of teaching English speaking students. The differences from this study and the writer’s present study on the participants, time, and place.