

## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **2.1 Theoretical Framework**

##### **2.1.1 The Nature of Speaking**

Speaking becomes a habit carried out by everyone to express ideas, feelings, and communication goals in everyday life. Speaking can be seen as the physical manifestation of thoughts, ideas, and presumptions found in the individual schema while it converts abstract concepts into meaningful sounds and utterances (Guebba, 2021). In that case, we cannot miss a day without speaking to communicate with others. A good speaker will hold the listener's full attention and keep them engaged. Due to the potential impact, it can have on many language learners' personal and professional success, developing effective speaking skills is no longer considered a bonus but a crucial component of their language competency growth (Goh and Burns, 2012). It depends greatly on how we as teachers perceive our goals and how to prepare students to utilize the language, which is one of the fundamental issues in teaching foreign languages (Martin, 1987). Therefore, as teacher candidates, we must have good speaking skills to deliver the materials straightforwardly so the students can understand the material clearly and give their full attention to what we have spoken.

In addition, speaking is not only a matter of ability but also knowledge. By offering students "oral exams" and "speaking practice," we acknowledge that there is a distinction between knowledge of a language and skill utilizing it (Martin, 1987, p. 3). Knowing the difference between knowledge and ability is crucial since problems in each area may call for different approaches to solving (Martin, 1987). While both can be understood and memorized, the main distinction is that only a skill can be reproduced and practiced (Martin, 1987). Therefore, it is crucial for students to improve their

speaking abilities so they can use spoken English in a variety of learning environments (Goh and Burns, 2012). To assess speaking ability, Brown (2003) outlines five components of speaking. They are grammar, vocabulary, comprehension, pronunciation, and fluency. Those components are essential aspects of being mastered in speaking ability.

### **2.1.2 Speaking Fluency**

Fluency is one of the several aspects of speaking ability we must pay attention to. In language instruction and assessment, fluency is frequently used to imply "mastery" of the language and represents what is occasionally referred to as general proficiency (Tavakoli and Hunter, 2017).

Meanwhile, speaking fluency is beneficial to support the effectiveness of the communication process in oral communication. According to Richards (2006), speaking fluency is using naturally occurring language when a speaker engages and maintains meaningful communication. Although with communication skills limitations, this communication would be understandable and continuous (Shahini and Shahamirian, 2017).

Tavakoli (2016) demonstrated that speed fluency measurement consists of several aspects:

1. How quickly a sentence is delivered (for example, articulation rate)
2. Breakdown measures signify when the flow of a sentence is interrupted (for example, pauses), and
3. Repair measures demonstrate the monitoring process and repair techniques used during the speech production process (e.g. repetitions).
4. Mean number of filled pauses, e.g. em and er.

It can be concluded that speaking fluency is one of the speaking components that is crucial for teacher candidates in delivering instruction effectively in the classroom, and they can also be role models for students.

### 2.1.3 Factors Influencing Speaking Fluency

Students' speaking fluency was affected by several factors. According to Dinh and Dung (2020), the factors that may affect students' speaking fluency includes:

1. Affective factors

They refer to the student's feelings and moods. The critical aspects of speaking fluency are emotional variables, including anxiety, shyness, self-consciousness or confidence, and fear of making mistakes.

2. Performance factors

It comprises the planning period and the time constraint (Thornbury, 2005). It has been hypothesized that giving students more planning time before completing the task enables them to produce more complex and fluent language (Patanasorn, 2010).

3. Automation

Once English language learners repeat it automatically, it performs as a speed procedure that helps them speak fluently. Furthermore, students can communicate enthusiastically, appropriately, and fluently in supportive and pleasant situations.

4. Teacher's error corrections in speaking class

Correcting students frequently undermines their motivation and induces speech phobia. In other words, learners cannot develop fluency if the teacher continuously stops students from correcting their spoken faults.

Based on the factors above, the teacher candidates must be more aware of improving their speaking fluency and finding solutions to the issues related to those factors in speaking fluency so they can deliver the material more effectively.

## 2.2 Study of the Relevant Research

Many studies investigated speaking fluency among students. One of the studies is conducted by Putri et al. (2020). This study investigated the factors influencing students' fluency in English speaking skills. This study aimed to determine the best teaching-learning strategy for speaking sessions by examining the factors affecting the students' speaking fluency in English focus courses. The finding showed that nine factors affect the students' speaking fluency. In addition, linguistic factors become the biggest concern to find out the strategy and the teaching method in engaging the students' English speaking fluency in the classroom.

The previous study is relevant to the present study because both studies' contexts analyzed the factors that affect students' speaking fluency. Besides, the previous study is beneficial and used a complete technique for data collection, so it demonstrated confirmable data. Moreover, the resulting data were varied. However, the previous study focused on nine factors that affected the students' speaking fluency, producing that linguistic factor as the main factor that the researchers pay attention to. Meanwhile, in the current research, the focus is on students' feelings when students have to speak in front of the class, students' motivation, linguistic factors and students environment.

Furthermore, the data collection techniques in the previous study were questionnaires, document analysis and recording tasks. While in the current study will use a semi-structured interview. On the other hand, in the current study, the researcher analyzed the participants who are educated as prospective teachers while the participants of the prior studies were not those who were educated as prospective teachers.