CHAPTER II
LITERATURE REVIEW

2.1 English Mastery

Manuela, G. (2002: 166) points out that " Learning a foreign language/culture implies widening one's horizons in terms of concepts, norms and values, in other words, to discover otherness and develop a relationship with it in wider terms than one does gradually in one's native society". I agree to a certain extend that learning a foreign language or culture implies widening one's horizons, however understanding the culture that the foreign language brings should be learnt step by step to strengthen understanding the foreign language that someone is learning, especially in tourism world. Other opinion supporting this, J.Richardson & M.Fluker (2004: 75) argue that "Culture is very important to tourism. One of the most compelling motivations for people to travel is to see now other people live and to learn something of their cultural heritage". In line with this, Langacker, R.(1999: 16) supports the argument that "Language is an essential instrument and component of culture whose reflection in linguistic structure is pervasive and quite significant". From those views we learn that language reflects culture, and culture may shape some one's ways of thinking.

In addition Sneha, M's (2006: 7), opinions who describes some causes of cultural barriers as follows: Firstly, Language; It is said that people who do not understand nor communicate properly in English can cause various misunderstandings that leads to a communication barriers. Secondly, Behavior and beliefs; behavior and beliefs are shaped by cultural differences, for examples: body language, thinking, communication, manners, norms that leads to miss communication.

The English language as one of foreign languages must be mastered for communication at workplace, school, and other places. As described previously that having different culture and language, it is common to perform misunderstanding in communication especially in written or spoken English.

Then, when we learn a English language, there are four skills that we need for complete communication.

According to Lorena Manaj Sadiku (2015: 29) , These are called the four "language skills" that stated below :

a. Listening

Listening is an input receptive skill, which means receiving language prevails producing it. Listening is the process of interpreting messages, interpreting what is said. Furthermore, listening is the first language skill we acquire in our native language.

b. Speaking

Speaking is the second language skill. This vocalized form of language usually requires at least one listener. When two or more people speak or talk to each other, the conversation is called a "dialogue". Speaking is the second language skill we acquire in our native language. It is what is known as a productive skill, or an active skill, as it requires us to correctly produce language through sound. Furthermore, speaking is probably the language skill that most language learners wish to perfect as soon as possible.

c. Reading

Reading is the third skill in learning English as a foreign language. Reading is the process of looking at a series of written symbols and getting meaning from them. Reading can be silent (in our head) or aloud (so that other people can hear). Then, Reading is a receptive skill - through it we receive information.

d. Writing

Writing is the process of using symbols to communicate thoughts and ideas in a readable form. In English this includes knowledge of grammar, punctuation and sentence structure. Furthermore, writing is the fourth language skill we may acquire in native speaker.

2.2 Speaking

Speaking in linguistics terms has various definitions. In Oxford Advanced Learner's Dictionary, speak means that saying something to

express ideas and opinions. According to Kushartanti (2005:32) speaking as set of voice uttered by one and understood by someone else. It means that to deliver thought or opinion. In other definitions, Harmer (1996:14) defines speaking as a form of communication, so a speaker must convey what he/she is saying affectively. In line with this definitions, Carter (1997:4) defines it as one of the types of composing language, the type that is swift, complicated, frequent and primary, because the language itself is symbolic used by communicators to construct and to convey information

From those definitions, the writer infers speaking as activities by which human beings try to express thought, feeling, opinion, and to exchange information by using utterances in the form of communication. Therefore, as a tool of communication, it is necessary for people to have a good speaking skill.

2.2.1 The Types of Speaking

According to Brown (2003: 141) there are five basic types of speaking or oral production that students are expected to carry out in the classroom, they are:

a. Imitative

A very limited portion of classroom speaking time may legitimately be spent generating "human recorder" speech, where, for example, learners practice an intonation contour or try to pinpoint a certain vowel sound. Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form.

b. Intensive

Intensive speaking is goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self initiated or it can even form part of some pair work activity, where learners are "going over" certain forms of language.

c. Responsive

A good deal of student speech in the classroom is responsive: short replies to teacher-or student-initiated questions or comments. These replies are usually sufficient and do not extend into dialogues.

d. Interactive

Interactive is interactions that consist of two forms. They are transactional language, which has the purpose of exchanging specific information and interpersonal exchanges, which have the purpose of maintaining social relationship. It is more complex than responsive.

e. Extensive

Extensive (monologue) is extensive oral production that includes speech, oral presentation, and story-telling, during which the opportunity for oral interactions from listeners is either.

2.2.2 The Components of Speaking

According to H. Douglas B (1994), speaking is a complex skill because at least it is concerned with components of grammar, vocabulary, fluency, pronunciation, and comprehension. It is stated below :

a. Vocabulary

Vocabulary is one of the extreme aspects that support speaking activity. It deals with the right and appropriate words. (Ur in Hormailis 2003 : 6).

b. Grammar

Warriner in Ramli (2003: 6) believes that communication in speaking runs smoothly if its grammar can be understood. Therefore, speakers must be aware of the grammar that they use in speaking. In other words, grammar is the rule by which we put together meaningful and part of words of a language to communicate massages that are comprehensible.

c. Fluency

Speaking is an activity of reproducing word orally. It means that there is a process of exchanging ideas between a speaker and a listener. Therefore, it is important to have fluency as having the skill of other components of speaking. Longman in Hormailis (2003: 17) states that the fluency is the quality or condition of being fluent. It is skill to use the language spontaneously and confidently and without undue pauses and hesitation.

d. Pronunciation

Pronunciation is the production of speech sound for communication and it is very important in communication. Kelly (2000: 11) says that to use the stress and the intonation inaccurately can cause problem.

Beside that, the five components of speaking skill as Pernanda (2009: 9) are as bellow:

a. Grammar

Brown in Pernanda (2009: 9) grammar is the rule by which put together meaningful an part of a language to communicate messages that are comprehensible.

b. Vocabulary

Dash (2013: 68) vocabulary skill involves word meaning recognition and guessing the meaning of unknown word structure and context.

c. Pronunciation

According to Professional Development Service for Teachers (2007:7) pronunciation refers to the way words are said.

d. Fluency

Longman in Pernanda (2009: 10) fluency is the quality or condition of being fluent.

e. Comprehension

Longman in Pernanda (2009 : 10) understand everything in normal educated conversation except for very colloquial or low frequency items, or exceptionally rapid or slurred.

Based on the explanation of some theory above, the writer can conclude that the component of speaking is the important one to be reference for a good speaker.

The component of speaking are grammar, vocabulary, pronunciation, fluency and comprehension. It means that in speaking, the speaker should attention of the component to be a good speaker.

2.2.3 The Aims of Speaking

The main purpose of speaking is to communicate. Speaking is a important tool to communicate or to deliver mind things about what the speaker will be said with their society. That is why, speaking is very important. Basically, Tarigan (2008: 30-36) said that there are three important aims of speaking namely:

a. To inform

To inform means that the speaker wants to inform and share ideas, information, process feeling or opinion to the hearer and give knowledge as well in particular purpose (Tarigan, 2008:30). In this case, the speaker just want to inform about a fact.

b. To entertain

To entertain means that the speaker wants to make the hearer feels happier with the materials which are selected primarily based on their entertainment value (Tarigan, 2008:32). For example when the teacher told about story to the students, the parents told the funny story to their children. By doing it, speaking will be more interesting to be heard by the listeners.

c. To persuade

To persuade means that the speaker tries to confirm the hearer to do something in certain activity (Tarigan, 2008:35). The teacher has to make a good teaching to the students by giving them example in delivering material. From the example, the students can be understand the mindset the lesson and be active to join the lesson. The activities need the actions to make the listener interested to perform the actions in which the speaker wants.

d. To discuss

To discuss means that the speaker wants to discuss something because the purpose of speaking is to make some decisions and planning (Tarigan, 2008:36). Discussion activity is believed to get more attention from the students because they have to solve a problem from the task which is given by the teacher. From the statements before, it can be concluded that through speaking, somebody can inform their feeling and knows somebody's feeling from ask him in their communication and make some decisions.

2.3 Public Speaking

Public speaking is one of the public communication skills that must be possessed by anyone to support or as a basis for success in the economic, social, political and even cultural and educational fields. Students who are agents of change are expected to play a role through the ability of public speaking.

There are several definitions of public speaking according to some experts. According to Mc Burney J. H and Ernes J. Wrage, (1975: 76) the definition of public speaking is public speaking as communication of ideas and feelings by using visible and audible symbols originates from the conversation with regard to thoughts and ideas, by using symbols of sound, words, changes in tone and cues.

Furthermore Onong Uchjana Effendi, (2005: 42) argues, "Speech in the narrow sense is the art of public speaking". Speech is not only an informative presentation that contains information or explanations, but is persuasive, which contains an invitation or persuasion so that the audience is moved to carry it out.

The third opinion was delivered by David Zarefsky, (2013: 126) in his book *Public Speaking: Strategies for Success* argues about the definition of public speaking. "Public speaking is a continuous communication process in which messages and signals circulate back and forth between speakers and listeners". Public speaking is a process of continuous communication in which messages and symbols re-circulate continuously between the speaker and the listener.

Based on several definitions of public speaking that have been put forward by experts it can be understood that public speaking is the art of public speaking where an effective oral communication takes place continuously between the speaker and listener with the aim that the listener thinks, feels and acts according to what is expected by speaker.

Furthermore, the definition of the ability of public speaking is a skill in the form of the potential for mastery of public speaking or more commonly referred to as (public speaking) which can be owned from birth or is the result of practice or practice and is used to communicate with other people, groups and communities. Someone can be said to have the ability to speak publicly if they have the skills and potential that can be in the form of confidence and communication skills.

2.3.1 The Components of Public Speaking

There are three components in public speaking by Suhandang (2009: 52), namely:

a) Speaker

The speaker is the center of the transaction. The speaker acts as a communicator who appears as a central activity that describes the

focus of the audience by "looking" at the speaker. The speaker is required to be able to use his communication techniques and tactics so that the purpose of his speech is achieved. By recognizing the "tastes" of the audience so they can package messages that can captivate the audience, in the sense of willing and able to understand the meaning of the speaker and understand the benefits of the contents of his speech for their lives.

b) Message

All messages in public speaking activities flow, departing from the speaker to the listener. The messages sent and received simultaneously and vocally indicate the existence of a combination of effective distribution of messages, because one and the other complement each other.

c) Audience

The listeners or audience (audience) involved in the process of public speaking activities are essentially beings - individuals who are clearly each different and have their own peculiarities. Each of the intended listeners enters the situation of the public speaking with various purposes, different motives, different expectations, different knowledge, and different attitudes, beliefs and values. Consequently, each listener will look at the appearance and speech is slightly different from one another. The principle intention is to change the situation of the meeting towards a better direction, in accordance with the situation desired by the speaker.

2.3.2 The Elements of Public Speaking

There are many elements of public speaking that must be mastered by students in order to be a good public speaker, and the elements states by Barnes & Lock (2010, p. 139-142) :

1. Connected speech

The effective speakers of English need to be able not only to produce the individual phonemes of English, but also to use fluent connected speech. In connected speech sounds are modified, omitted, added, or weakened. It is for this reason that we should involve students in activities designed specifically to improve their connected speech.

Speech is a continuous stream of sounds, without clear-cut borderlines between each word. In spoken discourse, we adapt our pronunciation to our audience and articulate with maximal economy of movement rather than maximal clarity. Thus, certain words are lost, and certain phonemes linked together as we attempt to get our message across. How this affects native and non-native speaker is a native speaker has various devices for dealing with indistinct utterances caused by connected speech. They take account of the context, they assume and hear words with which they are familiar within that context.

Non-native speakers, however, are rarely able to predict which lexical item may or may not appear in a particular situation. They tend to depend almost solely on the sounds which they hear. Learners whose instruction has focused heavily on accuracy suffer a "devastating diminution of phonetic information at the segmental level when they encounter normal speech." (Brown, 1990, p. 65).

2. Expressive Devices

Native of English change the pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical and nonverbal means how they are feeling. The use of these devices contributes to the ability to convey meaning. They allow the extra expressions of emotion and intensity, students should be able to deploy at least some of such supra segmental features and devices in the same way if they are to be fully effective communicators.

Hubler (1998) stated "grammatical devices are expressing emotion across time six grammatical devices which communicate expressivity, specifically, the speaker's attachment to the proposition and or the receiver" (Hubler, 1998, p. 253). Here, He argues that traditional linguistics has failed to provide an adequate framework for understanding the expressive function of language implicit in such structures as the the passive and the periphrastic.

A person uses expressive language every time he or she communicates his needs, thoughts, and ideas to others using words, phrases, or sentences.

Expressive language, though, is a very broad term. As speech-language therapists, we break expressive language down even further into three distinct parts: semantics, syntax, and morphology. We do this so that we can better describe and treat the core problem.

3. Lexis and grammar

Spontaneous speech is marked by the use of number of common lexical phrases, especially in their performance of certain language function. Teachers should therefore supply variety of phrases for different functions, such as: greeting, agreeing and disagreeing. The term "lexis", which was traditionally used by linguists, is a common word these days and frequently used even in textbooks. Using a lexical term borrowed from the realm of linguistics instead of the word vocabulary because vocabulary is typically seen as individual words (often presented in lists) whereas lexis is a somewhat wider concept and consists of collocations, chunks and formulaic expressions. It also includes certain patterns that were traditionally associated with the grammar of a language (Lewis, 1993). Recognizing certain grammar structures as lexical items means that they can be introduced much earlier, without structural analysis or elaboration. Indeed, since the concept of notions and functions made its way into language teaching, particularly as Communicative

Language Teaching (CLT) gained prominence, some structures associated with grammar started to be taught lexically (or functionally). The word "I'd like to" is not taught as "the conditional" but as a chunk expressing desire. Similarly many other "traditional" grammar items can be introduced lexically relatively early on. All familiar with students who on one hand seem to know the "rules" of grammar but still fail to produce grammatically correct sentences when speaking or, on the other, sound unnatural and foreign-like even when their sentences are grammatically correct. Michael Lewis (1993), who might be considered the founder of the Lexical Approach, once claimed that there was no direct relationship between the knowledge of grammar and speaking. In contrast, the knowledge of formulaic language has been shown by research to have a significant bearing on the natural language production.

Learning a language is a cyclical process and full mastery takes a long time to achieve. If we go back to our "would" example, this modal verb has a variety of uses. Apart from expressing desire mentioned above, it can be used to talk about Future in the Past, hypothetical or imaginary situations and past habits to name but a few. Thus students using "would like" to express desire do not have the full mastery of this complex modal verb. Yet, it does not prevent them from using it appropriately in certain situations Likewise, many seemingly difficult grammar structures can be introduced to talk about specific functions or situations (Lewis, 1993).

4. Negotiation language

Negotiation of meaning is a process that speakers go through to reach a clear understanding of each other. The example is asking for clarification, rephrasing, and confirming what you think you have understood are all strategies for the negotiation of meaning. For instance, in the classroom, Information gap activities such as jigsaw reading or listening, group story building, spot the difference and

communicative crosswords are examples of activities that give learners the opportunity to develop their communicative competence through negotiation of meaning as they share information.

According to Hammer (2002) "the influenceive speaking benefits from the negotiator language we use to seek clarification and to show the structure of what we are saying" (Harmer, 2002 p. 269). We often need ask for clarification when we are listening to someone else talk. Speaking is not only having amount of vocabularies and knowing the grammatical structures, but also mastering all elements of speaking above. All messages we delivered will be acceptable by all communicants if we mastered those elements.

2.4 Public Speaking Skills

According to www.cleverism.com, Public speaking skills refer to the talent of influenceively addressing an audience. Whether it is in front of a group of people you already know or a crowd of complete strangers, your ability to communicate to them with clarity and confidence is known as your public speaking skills. In addition, Public speaking skills is a public speaking qualification acquired from practice and used to communicate with others, groups or communities. (Nahar Khoriroh, 2018 : 48)

There may or may not be an opportunity for interaction between the speaker and audience. The basic difference, however, between a casual talk and public speaking is that the latter is more purposeful and meant for celebratory, entertainment, influencing, or informative purposes.

2.4.1. The Factors of Public Speaking Skills

There are three factors that can shape a person into a good public speaker according to Dale Carnegie (1921) quoted from the website of www.forumkuliah.wordpress.com

a) The process of learning and practicing

Students can have good public speaking skills by studying and practicing. The process of learning and practicing can begin by finding reference books on how to improve public speaking skills, visiting seminars and training. Students can also practice public speaking skills during lecture hours such as expressing opinions, presenting, asking questions or answering question.

b) Enabling environment

The environment is a factor in one's consistency to become a good public speaker. This consistency will be disrupted when the environment does not provide positive support.

c) Talent

Talent is realized also provides a potential investment for one's success to become a great public speaker. For some people already have a natural talent without practicing and learning first.

According to several public speaking experts, including Dale Carnegie, H.N. Casson, Stuart Turner, David Zarefsky, Hamilton Gregory, Larry King, a person who has good public speaking skills must pay attention to the factors below (Hidajat, 2006: 90):

a) Approach and Beginning

Approaches and beginnings are important to pay attention to when starting to speak in public. When invited to speak, leave your seat without turning back or muttering to yourself, and walk confidently towards the front. Use the time to stand for a moment very calmly. This silence is a good time to put down notes and get a convincing first sentence to say and then look directly at the listener as soon as you start talking.

b) Overcoming Nervousness

Nervous can be overcome by building positive attitudes of yourself, talk, and the listener. Individuals must be confident (self-confidence).

Stand up straight and calm. Avoid leaning on the podium or sitting bent in a chair.

c) Creating Listener Interest

People like interesting talks. The listener will be very impressed and give appreciation to the speaker for his words.

d) Maintain Accuracy in Speaking, Clarity and Volume

Say the words clearly and speak in a voice strong enough so that all listeners can hear your voice clearly. Speaking appropriately is not too slow and not too fast can make it easy for listeners to accept your idea.

e) Trust Ability

Trusting ability can be done by eliminating all doubts about the ability possessed to speak in public or public speaking. Students to get good public speaking must learn how to organize and master the listener. Advanced public speaking requires expertise and practice to be able to improve the ability of public speaking.

f) Increase the vocabulary

Mastery of vocabulary and selection of the right words can improve fluency and accuracy of speech. The ability to think can also develop with refreshing illustrations. The contents of the conversation varied so that it was not boring.

g) Put pressure on the conversation and be enthusiastic (Enthusiasm)

All movements including the eye (eye contact), facial experiments, body movements, and sound must be shown with enthusiasm to the listener.

h) Timeliness

A series of long-winded words without considering the limited time is not an efficient conversation. Speak brief, but concise, and precise.

i) Has a Smooth Speaking and Sense of Humor

Smoothness is one of the most important parts for speaking efficiently. Someone who has experience, imagination, good speech and sound techniques, and a sense of humor, but who lack fluency will hinder

the individual as a speaker. A student to speak fluently, must speak in a relaxed, relaxed, and not rigid manner. Irregularity speaking is often caused by boring, dry speech and lack of variety. In almost every influenceive conversation there must be an element of humor, which is something funny or laughable so the listeners laugh.

j) Speaking Pleasantly

Avoid words that can make the listener offended or uncomfortable. Speak politely but still be pleasant by greeting the audience or listener first.

k) Talk to the Fair

Do not be excessive, arrogant, or consider yourself the most important and most aware of the problem.

l) Move the Body Naturally

If this is appropriate, use gesture to follow your words. Let this movement naturally and gracefully, so that it can help emphasize the understanding conveyed, without diverting the message.

m) Wearing Matching Clothes

The saying goes that clothing reflects a person's personality. The listener will respect (respect) the speaker who wears matching clothes in terms of pieces, colors, belts, shoes, ties or scrafts, and so on.

n) Using Small Notes

Use small notes (speaking notes) to move the conversation to the next section.

o) Closing and Termination

Summarize the conversation and stop for a moment, then use the right transition. Say thank you and then leave the place with a sweet smile. One theory of communication that can be applied related to this study is the theory of mass or group communication.

According to Werner J. Severin and James W. Tankard, (2005: 4) mass communication itself is defined in three characteristics:

a) Mass communication is directed towards a relatively large, heterogeneous and anonymous audience.

b) Messages that are widely distributed, are often scheduled to reach as many members of the audience as possible simultaneously and are temporary.

c) Communicators tend to be or operate in a complex organization that may require large costs.

Based on the theory that has been explained, it can be concluded about the ability of public speaking seen from the activities of students which include; ability to make presentations, use of gestures, ability to concentrate, be able to overcome (nervousness and stage fright), have experience in public speaking and practice, have a large vocabulary, and the ability to control emotions (anxiety, panic, and feeling afraid).

2.4.2. The Important of Public Speaking skills

According to www.cleverism.com, good public speaking skills can have a huge impact on your speaking for the following reasons:

a. Demonstrates our knowledge.

We are always at your best when you can articulate our thoughts clearly and influenceively. Public speaking skills help us do exactly that. After all, the true worth of the knowledge we possess can only be realized when we can show and apply it.

b. Demonstrates our confidence.

Not only does public speaking increase our knowledge during the process of preparation but it also develops and demonstrates our confidence. Whether we are going to deliver speech, our confidence can help us to stand out among others.

c. Helps you lead better.

The higher you climb up the ladder, the greater will be the number of people you shall have to lead. As a result, the need for public speaking skills and the confidence pertinent to it also increases, making it one of the determining characteristic when considering someone for promotion.