

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter deals with previous research findings, some pertinent ideas, conceptual framework and operational definition of variable.

A. Previous Research Finding

There are many researchers finding which are related to this research, below are some of previous research findings which related to this research:

Fanny Hanny Boyoh in her research about The Influence of Reading Habits and Vocabulary Mastery On the Ability to Speak English, found that there was an insignificant influence of reading habits on students' ability to speak English in private high school students in Jakarta. This is evidenced by the acquisition of sig : $0,507 > 0,05$ and $t_{hitung} : 0,667$. Variable reading habits do not contribute enough or significant enough to improve students' English speaking ability.¹

Galuh Raga Paksi in his research about The Influence of Reading Habits and Vocabulary Mastery On the English Speaking Ability of Junior High School Students in Kalideres, West Jakarta. Concluded that there was an insignificant influence of reading habits on students' ability to speak English. This is evidenced by the value of sig : $0,473 > 0,05$ and $t_{hitung} : 0,723 < t_{table} : 1,67$.²

Riska Ananda in her research about The Correlation between Students' Self Esteem and Students' Speaking Skill of the Second Year Students at SMA Negeri 2 Bantaeng found that, the students of SMA Negeri 2 Bantaeng had high self esteem 19

¹ Fanny Hanny Boyoh, "Pengaruh Kebiasaan Membaca dan Penguasaan Kosakata Terhadap Kemampuan Berbicara Bahasa Inggris" Journal of English Language Teaching Vol. 01, No. 01 (April 2018).

² Galuh Raga Paksi, "Pengaruh Kebiasaan Membaca dan Penguasaan Kosakata Terhadap Kemampuan Berbicara Bahasa Inggris Siswa SMP di Kalideres Jakarta Barat" Journal DEIKSIS Vol. 10, No. 02 (2018).

(74%) with the mean score 67.11, but very poor in speaking skill 20 (80%) mean score 50.88. Furthermore, the coefficient correlation (r_{xy}) : 0.146 the correlation was very low (there was no correlation). It meant the h_1 is rejected and h_0 is accepted, on the other words there was no correlation between students' self esteem and students' speaking skill of the second year students SMA Negeri 2 Bantaeng.¹

Based on the research finding above, the researcher can conclude that there is an insignificant influence between reading habits and students' speaking ability, meaning that reading habits do not contribute enough or significant enough to improve students' English speaking ability.

There are some differences and similarities of previous studies with this research. Among the differences is the number of research variables, where the first and second studies have three variables, namely reading habits, vocabulary mastery and speaking skill, while in this study only consists of two variables, namely reading habits and speaking skill. Previous research focuses on the influence of reading habits and vocabulary mastery on speaking skill while in this study only focuses on the influence of reading habits on students' speaking skill and seen from the methods used, equally using quantitative research by distributing questionnaires and speaking tests. Third research, both of them have the same aspect, namely speaking skill but in previous studies focused on the influence of self esteem while in this study focused on the influence of reading habits on students' speaking skill.

³ Riska Ananda, *The Correlation between Students' Self Esteem and Students' Speaking Skill of the Second Year Students at SMA Negeri 2 Bantaeng*, (Unpublishing Skripsi: UIN Alauddin Makassar, 2017).

B. Some Pertinent Ideas

1. The Concept of Reading Habits

a. Definition of Reading Habits

Habit is a pattern to respond a certain situation that is people always doing every day and he never boring to repeat. As cited in Oxford Dictionary, define habit as “A thing that a person does often and almost without thinking, aspecially something that hard to stop doing”.² According to Andrew, a habit from the standpoint of psychology, is more or less fixed way of thinking, wiling, or feeling acquired through previous repetition of a mental experience.³

According to Tampubolon, reading is an activity physical and mental that can develop into a habit. As well as with other habits, forming the habit of reading as well requires a relatively long time.⁴ In the habit forming business reading, two aspects to note, that is, interest (the combination between desire, will and motivation) and reading skills (skills of the eyes and mastery reading techniques). Reading habit is well-planned and deliberate pattern of study which has attained a form of students toward understanding academic subjects and passing at examinations. Reading habits determine the academic achievement of students to great extent. Both reading and academic achievement are interrelated and dependent on each other.

Based on some of the above opinions about the understanding of habits and reading, researchers can take a conclusion that the reading habit is an activity reading on a regular basis that involves both physically and mentally to get the message, instruments or knowledge to be conveyed by the author.

⁴ Horby, A.S, *Oxford Advanced Learner Dictionary of Current English*, (fifth edition, NY Oxford University Press, 1995).

⁵ B.R Andrew, “American Journal of Psychology” (Vol. 14. No.2, 1903).

⁶ Tampubolon, *Teknik Membaca Efektif dan Efisien*, (Bandung: Angkasa, 1990).

b. Nature of Reading Habits

Reading is considered as the activity which is complex for it involves some elements such as the ability to recognize written symbols and the ability to comprehend the meaning of the written symbols, reading can be considered as a habit.

Chettri and Rout assert that reading habit is a reading activity which is done recursively.⁵ In other words, based upon this view, reading can be considered as a habit if it is done many times in a regular way.

Similarly, Iftanti also emphasizes that the key of reading habit is repetition with respect to the desired reading behavior.⁶ From this notion, reading habit is considered as the way in which individuals repeat many times their reading activities so that it is absorbed into themselves as an enjoyable activity which is done with full of awareness or sincerely.

In addition to Chettri and Rout and Iftanti's view above, Wanjari and Mahakulkar reveal that reading habit involves the reading materials which are settled and the passion to have more allocated time to do reading activities.⁷ Based upon this view, individuals can be considered to have a reading habit if they have more concerns with reading materials as well as indicated by having more time to do reading activities.

Reading habits are shown and manifested from several things. The first one is diversity of reading materials. Students who has a reading habit may enjoy reading in

⁷ Kushmeeta Chettri and S.K. Rout, Reading Habit- An Overview, *IOSR Journal of Humanities and Social Science (IOSR-JHSS)*, 14, 2013.

⁸ Erna Iftanti, A Survey of the English Reading Habits of EFL Students in Indonesia, *TEFLIN Journal*, 23, 2012.

⁹ Shashi Wanjari and Vaishali Mahakulkar, Assessing Reading Habits of D.Ed. Trainee Teacher, *Indian Streams Research Journal*, 1, 2011.

variety of materials, either fiction or nonfiction. The second one is time spent reading for enjoyment. It refers to the allocated time on which students spend their time for reading. The third one is enjoyment of reading. It relates to the meaning of reading habit itself. Students who have a reading habit will feel pleased and enjoy reading; therefore, they have more enjoyment of reading; consequently, they will spend more time to read in their leisure time. The fourth one is reading for school. Students who have a reading habit will devote their activity and time for reading, and certainly included reading to learn the school materials. The last one is diversity of online reading activities. Recently the development of technology and information is not only communicated in a written form but also it is delivered and conveyed in a digital form; as a result, students are required to learn by reading and accessing any kinds of important resources from the internet. It is, therefore, students who have a reading habit will also utilize the internet as the learning material. They will do the online reading activities.

Moreover, by having a reading habit, one can obtain some benefits. According to Iftanti, reading habit constitutes a gateway through which knowledge is obtained, as well as it becomes a tool which develops individuals' personalities and mental capacities.⁸ Based on this view, if reading activity becomes a habit or done regularly and systematically, it can make people's intellect and attitudes toward things improve due to their development of personalities. Therefore, it can be considered it eventually makes them able to cope with various matters in life.

In conclusion, reading habit is considered as an activity which is done regularly and recursively with full of joy. Individuals having a reading habit can be shown by

¹⁰ Erna Iftanti, What Makes EFL Students Establish Good Reading Habits in English, *International Journal of Education and Research*, 3, 2015.

the allocated time they spent to do reading activities, the material they read, the way they behave, feel, think, and consider the reading activity. By having a reading habit, individuals can broaden their knowledge as well as develop their attitudes towards things.

c. The Purpose of Reading Habits

There are some reading habits purposes which have either positive or negative result. For purpose of this topic, they are grouped into four segments they are: hobbial, recreational, concentration, deviational.⁹

1) Hobbial

A hobby is an activity that creates joy and satisfaction in doing it. The purpose of reading habit as a hobby make a reader knowledgeable in so many areas, such as in educational, politic, religious, and economic. This purpose of reading habit not only makes one satisfied but also positive. Unlike others hobbies, reading is of the most recommended one to shape readers personality skill. By reading book particularly can develop the knowledge of vocabulary which helps in conversations.¹⁰ Reading as hobby is wonderful, it helps the readers to improve their ability to absorb and to comprehend written material and help them to pursue a better job.¹¹

2) Recreational

A good reading habit for recreational makes the reader acquire more knowledge in the classroom. Reading for relaxation is aimed to cool the reader's brain and to

¹¹ Ogbodo Rosemary Ochanaya, *Effective study Habits in Educational Sector: Counseling Implications*, *Edo Journal of Counseling* (Vol.3. No.2, 2010).

¹² Anshi, *Habit of Reading a Beneficial Start*, (<http://www.depthneight.com/habits-of-reading-a-beneficial-start/com>).

¹³ Trent Hamm, *Perfect Hobby? Reading Book is Fun, Cheap, and Good for You*, 2012, (<http://abcnews.go.com/Business/reading-books-fun-cheap-good/story/com>)

avoid mental fatigue; the example activities on reading for relaxation are reading newspaper and magazine.

3) Concentration

Concentration means the readers acknowledge their reading process to understanding the meaning of the passage. Reading for concentration is recommended for use in school by stakeholders; this reading habit positive purpose shows positive result in student's achievement in school.

4) Deviatonal

This is the only reading habit which has a negative norm. The reader sometimes pretends to read and deviates from the actual reading. This should be avoided by the students. If this reading habit attitude acquired by the student, it may lead to loss of interest in the acquisition of knowledge.

Based on the explanation above, the researcher can conclude that there are some reading habits purposes which have either positive or negative result. Reading habit for hobbial, recreational, concentration, and deviatonal. Those purposes can help the students to improve their ability to absorb and to comprehend written material and increase their achievement in school.

d. The Importance of Reading Habits

Reading habit is defines as an important vehicle to increase personalities and mental capacities. People who read much will have deeper knowledge and understanding. It avoids children to face difficulties when they grow up and face working world. In addition, by reading, readers can develop their critical thinking ability so that they can decide to refuse or receive opinions.

Reading habit also has affect on reader's academic aspect. When children regularly reading for pleasure, they will unconsciously increase their language skill and fluency. Reading habit has positive impact on all aspect of literacy and school success, by having reading habit, student will be able to reach good performance in academic field.

Based on the explanation above, the researcher can conclude that reading habits give advantages in many fields, such as mental growth, language skill, learning achievement which is further important for daily life and also society.

e. The Aspects of Reading Habits

The gaining an effective reading habit, Julio Cesar summarized six aspect of reading habit, they are: reading frequency, books read, time spent on academic reading, time spent on non academic reading, motivation in the family environments, motivation in the academic environments.¹²

1) Attitude Toward Reading

It defines as the expression of attitude toward reading. It is the expression of how much reader likes or dislikes toward reading.

2) Reading Frequency

Reading frequency is one of activity when someone do to read for someone minutes or hours as frequently. Reading frequency used to measure students' reading frequency in their spare time.

¹⁴ Julio Cesar Galicia Gaona, *Relationship between Reading Habits*, University Library and Academic Performance in A Sample of Psychology Students, *Revista de La Education Superior Journal*, (Vol. XI (I), No.157, 2011).

3) Books Read

The number of many books that the students have read in the last three months was included in the questionnaires.

4) Time Spent on Academic Reading

It is considered the time that the students devote their time to read academic book especially for their specialist subject.

5) Time Spent on Non Academic Reading

It is discussed amount of time that the students used to read non academic book, magazine, such as novel, fiction, romance, horror, etc.

6) Motivation in the Family Environment

It is very important in the students' reading habit, when students see the behavior of their families who like to read, indirectly the response of students to get used to reading will occur naturally. It focuses on the recommended book the purchased by the family based on the interest of he family.

7) Motivation in the Academic Environment

Teacher motivation in improving students' reading habit is very important the role of teachers in schools is closely related to the result obtained by students. The existence of a reading culture carried out by the teacher towards students will greatly help students in getting used to reading books. It focuses on the frequency of students' reading literature in their school environment based on the teacher report.

Classify aspects related to reading is time, desire and will, motivation, and environment. Based on the some opinions above, aspects that must be known about student reading habits, namely time, desire, motivation and environment.

f. Advantages of Reading Habits

The implications of applying reading as habitual activity are students can expand the knowledge and increase focus and concentration. Reading habitual activity also helps them become more intelligent, and boots their vocabulary meaning. The impact of reading in people is live is extraordinarily widespred. A reader can learn a new word, can be introduce to new facts, he can become knowledgeable about the whole world and he can stimulated to both taught and emotion.¹³ Several advantages of reading habit, they are:¹⁴

1) Habit of the Mind Performs Effectively

To read frequently, the people would have abilities to communicate and think well. Acquiring reading habit would automatically active neurons and make it always in good shape. People who exhibit habit as daily activity would help them to perform effective in front on public.

2) Habit of Regular Reading Helps us Develop A Good Vocabulary

Habit in reading develops their alertness in identifying error in a sentence. Frequent readers have a range of words bank. They would have specific information about the meaning of the word and they are able to predict the meaning based on context. Frequent readers would be better in understanding the message that the writer trying to convey.

¹⁵ Thanuskodi, "Reading Habit Among Library and Information Science Students" (Annamalai University: International Journal Education Science, 2011).

¹⁶ Steel Jack, "The Habit of Reading and Its Advantages – Why You Should Develops Habit of Regular Reading, (International Journal Education Science, 2008).

3) Habitual Reading Boots Intellectual Curiosity

Regular habit of reading exposes a reader to understand the complexity of different books. A reader become knowledgeable about various literacy skills and leads to reader to think independently and critically.

4) Habitual Reading Means A Pshychological Activity

Regular habit a psychological activity means a reader link with their mind to feel the writers' imagination. The reader uses their mind to figure out the scheme of story, to feel the writers and to experience the difference of personal player.

5) Habitual Reading Helps Readers to have A Positive Set of Mind

Efficient frequent readers should be active positive mind and critical. The reader should give feedback quickly to the material as a respond to what they have read. They should also get the summary and make a critical judgment from the material.

Based on the explanation above, the researcher can conclude that there are few important benefits of reading habit. By implementing habitual reading, readers are able to train their mind in the context of helping brain to work effectively. Habitual reading enriches readers' vocabulary in various literacy skills. The readers are also able to read critically, effectively, and positively. Moreover, reading habit makes the readers open up their mind and helps them become more intelligent.

g. Characteristics of Poor Readers

According to (the literacy tool books, n.d.) claims that there are common characteristics of poor readers:¹⁵

¹⁷ The literacy tool books, n.d., Retrieved from <http://www.perceptualliteracy.com/Parents/Articles.aspx?id=16>

1) Loss of confidence

Poor readers have invariably lost confidence in their reading ability. The loss of confidence leads to a lack of engagement with reading leading to further problems and further loss of confidence.

2) Automatic word recognition

A good reader will recognize some words just by looking at them. They will not have to break them down into letter sounds first. A poor reader will have to consciously break down words into letters and then “sound them out”.

3) Read a word at a time

Poor readers tend to read words one at a time whereas a good reader will tend to assess words in phrases so that each word is being assessed in the context of the phrase it sits in. This gives the good reader extra information to work out what each word means individually.

4) See success and failure as something beyond their control

Poor readers will not understand why they are failing. They will tend to think it is luck or teacher bias or some kind of personal characteristics. As a result they will not believe that they can do anything to improve their reading.

Based on the explanation above, the researcher can conclude that there are some characteristics of poor readers. Poor readers have invariably lost confidence in their reading ability, they will not understand why they are failing. Poor readers will tend to think it is luck, as a result they will not believe that they can do anything to improve their reading.

h. Characteristics of Good Readers

To list all the many things good readers learn that are not taught in school is almost impossible. There are so many. According to Mikoapolsky, there are some lists the characteristics of good readers:¹⁶

- 1) Good readers learn to automatically read letter combinations at the end of words differently than the same letter combinations that form a word. For example, a good reader reads the letters t-r-y as “tree” when it comes at the end of words such as entry, pantry, country, etc. likewise, a good reader reads the letters t-y at the end of a word as “tee” as in party, country, jaunty, nasty, and empty. At the beginnings of words t-y is usually pronounced tie as in tryone, trye (british spelling), typhoid, and typist. Tries becomes “trees” in entires, pantries, countries, etc. ties becomes “tees” in parties, counties, and empties.
- 2) Good readers learn how to pronounce the –sque letter combination as sk as in basque, masquerade, mosque, grotesque, and bisque. they learn that que at the and is /k/ as in unique, technique, and pique. View more of the specific phonic patterns that are not taught.
- 3) Good readers learn how to scan without being systematically taught how to scan.
- 4) Good readers can use a dictionary and without being systematically taught have learned to correctly pronounce any word by using the dictionary diacritics.

¹⁶ Mikoapolsky, “Characteristics of Good Readers”, 2009. Retrieved from <http://www.avko.org/free/articles/good-reader-characteristics.html>

- 5) Good readers can read dialects in print. For example, the following are definitions from *Dictionary for Yankess and other uneducated people* by Bil Dwyer. Bad: a place for sleep or rest. Bail: this rings on Sunday mornings. Bait: what people do on “hawse” racing.
- 6) Good readers know the conventions cartoonists use to indicate thinking, motion, speed, dreaming, as well as talking.
- 7) Good readers catch satire and puns.
- 8) Good readers enjoy reading.
- 9) Good readers know to find things in catalogs and can use telephone directories and anything with an index.

Furthermore, Pressley and Goudvis stated that there are some characteristics of good readers:¹⁷ Interact with text, have goals for reading, evaluate text for important ideas, note structure of text before reading, make predictions, construct, revise, and question as they read, read different kinds of text differently, process text during and after reading, find comprehension of text to be productive, creative visual images based on text they have read, draw inferences, synthesize information, repair understanding, enjoy and appreciate literature.

Vaugh and Thompson claimed that a good reader actively thinks as he/she reads. Here, good readers have some characteristics:¹⁸

- 1) Reads rapidly and accurately

A good reader reads fluently. A student must progress from individual word decoding to automaticity-fast, accurate and effortless word identification. The

¹⁹ Pressley and Goudvis, “Characteristics of Good Readers”, 2001. Retrieved from <http://www.Icps.org/Page/50594>

²⁰ Vaugh and Thompson, “Seven Habits of Good Reader”, 2004. Retrieved from <http://www.sightwordsgame.com/learning-to-read/seven-habits-of-a-good-reader/>

ability to read words rapidly and accurately allows a student to focus on understanding the text the ultimate goal of reading. As a student progresses, the evolution will lead to understanding the text as a whole rather than the individual words. When a student struggles with word identification, his attention is no longer on understanding the written text but rather identifying the word. Repeated reading (rereading the text for speed and accuracy) and modeled reading (hearing what it should sound like) are both great ways to improve fluency.

2) Sets goals

A good reader establishes a purpose for reading. Prior to reading, a student needs to identify the reading purpose. Quite simply, she/he must know the answer to the following question: why are you reading this? Knowing your objective helps you achieve it. Whether you are reading the step by step directions in a cookbook while making dinner or engrossed in a novel, we read for various reasons. A student will also read for various reasons but much of their reading will be to learn. The K-W-L technique is a great tool that helps a student set a prior. Prior to reading, a student asks two questions:

- What do you already know?
- What do you want to know?

Upon completion of the reading material, she asks, what have you learned? As a student becomes a proficient reader self-examination technique, like K-W-L, occur subconsciously.

3) Identifies text structure

A good reader can identify the structure of the text. When a student can picture the organization of the text, she/he is more likely to understand and absorb it. Authors often use transitional words to connect ideas. Recognizing these signal words helps a student identify the text's structure. Informational text typically is presented in four basic ways:

- Descriptive: visualize a sun (the subject) and its rays (the individual pieces of information that supports the subject). For example, characteristics are, includes.
- Sequential/chronological order: visualize a sequential process as the author tells a story step by step. For example, first, second, then, next, before, after.
- Comparison and contrast: visualize overlapping circles. For example, similarly, likewise, like, both, same. By contrast (always state the obvious first), however, but, instead, although, on the other hand.
- Cause and effect: visualize a flowchart depicting a cause and effect diagram. For example, since, because, as a result, if, ... then, therefore, reasons why, thus.

4) Monitors understanding

A good reader monitors his/her own reading to ensure comprehension. While reading, a student needs to monitor their understanding of the text and identify concepts or words that they do not understand. In addition, they need to apply “fix-it” strategies to repair any misunderstandings. A student should reread, identify the unfamiliar phrase or word or ask a question to help him/her

interpret the meaning. When your student gives you a confused look, take the time to explain the word or concept. Clarifying confusing concepts aids in both vocabulary and comprehension.

5) Creates mental notes and summaries

A good reader creates mental notes and summarize while reading. She/he can recall the main character's dilemma at the beginning of the story. Mental notes and summaries help a student remember what they are reading. Help your student by modelling this strategy. While reading to your student, visualize and summarize aloud. As you read a book, describe the visual images that you are creating in your mind and summarize what you read so far.

6) Anticipate the next move

A good reader makes predictions, which gets a student actively involved in what they are reading. It motivates them to further investigate the text in search of meaning and understanding. While reading to your student, encourage them to recognize foreshadowing and predict what will happen next.

7) Edits thoughts

A good reader revises and evaluate as she/he reads. She/he can determine both the important and trivial ideas and integrates new and exiting information. A student thinking changes as they progress through a book and gather more details. As a student collects new information, she/he also obtains a deeper understanding of what she/he is reading and can draw conclusions.

Based on the explanation above, the researcher can conclude that there are some characteristics of good readers. A good reader reads fluently, established a purpose for reading, and can identify the structure of the text. A good reader monitors his/her own reading to ensure comprehension, creates mental notes and summarize while reading. A good reader makes predictions which gets a student actively involved in what they are reading, a good reader revises and evaluate as she/he reads.

i. The Causes of Low Reading Habit in Indonesia

UNESCO states that poor reading habit in Indonesia is caused by several factors.¹⁹ Firstly, there is limited access to books. Not all regions in Indonesia have sufficient bookstores and libraries. Moreover, most community members do not have strong purchase power. Secondly, many books do not reflect what the society is actually looking for. Lastly, bad marketing strategy makes books in Indonesia give the wrong impression toward the community members. They assume reading books have become too serious. However, reading habit can be improved through establishment of book corners or reading communities.

According to Mustafa, some factors suspected to influence the low reading habit. First, the low availability of reading infrastructure, books and other library materials can not be accesses by people easily. Second, books are more often very expensive. Third, parents or teachers are seldom supporting students to read. Fourth, the oral culture in communication activities among Indonesian people is dominant.

²¹ United Nations Development Program, As Illiteracy Rate Lowers, RI Struggles with Reading Habits, Jakarta Post: 2016. (<http://www.thejakartapost.com/news/2016/03/24/as-illiteracy-rate-lowers-ri-struggles-with-reading-habits.html>)

There are commonly four major factors that present the promotion of reading, they are as the following:²⁰

- 1) Indonesian people are actually not reading society. They are mostly oral society. Most of them prefer to speak than to read and write.
- 2) The management of library is poor. There are some factors such as lack of qualified and competent manpower in librarianship, lack of money to support the development of library, and also lack of good management in library operation.
- 3) The books and other library materials are expensive and unaffordable. Most Indonesian people can not afford to buy good reading materials.
- 4) Indonesian people consume much time on the electronic media and internet. TV, internet and other multimedia have potential effect on children's reading performance. It has become an issue of growing concern among education and often cited as cause for the decline in people reading habit. Children and even adults spent much amount of their time watching entertaining television programs or just playing games.

Based on the explanation above, the researcher can conclude that there are several causes of low reading habits in Indonesia. Starting from, there is limited access to books, many books do not reflect what the society is actually looking for, bad marketing strategy makes books in Indonesia give the wrong impression toward the community members. Indonesian people consume much time on the electronic media and internet which causes decreased reading habits.

²² Mustafa, "Indonesian People Reading Habit is Very Low: How Libraries Can Enhance the People Reading Habit" (Bogor: 2012).

2. The Concept of Speaking

a. Definition of Speaking

Speaking is one of ways to express what we thought and feelings, telling experiences or giving variety informations to the other. Like some definition follow:

- 1) Brown, Burns and Joyce, are of the opinion that speaking is an interactive process of constructing meaning that involves producing, receiving and processing information.²¹
- 2) Richards argue that speaking as transaction refers to situations where the focus on what is said and done.²²
- 3) Speaking is known as oral skill that plays essential role in human interaction and communication when people communicative their ideas, mind and feelings to the others. The act of speaking involves not only the production of the sound but also the use of gesture.²³

From the definition, it can be inferred that speaking is communication, talking something or interaction with other people orally. Speaking is the skill to say words to express, convey ideas and feelings verbally to others.

²³ A. Kaharuddin Bahar, *Interactional Speaking* (a Guide to Enhance Natural Communication Skills in English), Yogyakarta: Trustmedia Publishing, 2014, cet. 1.

²⁴ A. Kaharuddin Bahar, *Transactional Speaking* (a Guide to Improve Transactional Exchange Skills in English for Group Discussions (GD) and Interviews), Gowa: Gunadarma Ilmu, 2014, cet. 1.

²⁵ Adlia, *Using Back and Back Strategy to Improve the Students' Speaking Skill of the Second Year of SMKN 4 Pinrang*, (Unpublish: STAIN Parepare, 2014).

b. The Components of Speaking

There are at least five of speaking skill cornered with it such us as follow:

1) Comprehension

Comprehension is discussed by both speakers because comprehension can make people getting information they want. It is defined as the ability to understand something by a reasonable comprehension of the subject or as the knowledge of what a situation is really like. For example: a knowledge of words (include the way to spell and pronounce), and a knowledge of grammar. Comprehension also involves different psychological operations, including perception, recognition, and inference. Comprehension contributes to a language learning and without comprehension there is no learning.²⁴

2) Grammar

It is obvious that in the order able to speak foreign language, it is necessary to know a certain amount of grammar and vocabulary.²⁵ Grammar is the sound and the sound patterns, the basic units of meaning, such us words, and the rules to combine them to form new sentences.²⁶ Therefore, grammar is very important in speaking because if the speaker does not mastering grammar structure, he cannot speak well.

3) Vocabulary

One connect effectively communicate of express their ideas both in oral and written form if they do not have sufficient vocabulary. So, it means the

²⁶ Scott Thornburry, *An A-Z of ELT: A Dictionary of Term and Concepts Used In English Language Teaching* (Oxford: McMillan, 2006).

²⁷ Martin Bygate, *Language Teaching: A Scheme for Teacher Education: Speaking* (Oxford: Oxford University Press, 1997).

²⁸ Victoria Fromkin and Robert Rodman, *An Introduction to Language* (New York: Harcourt Brace Collage Publishers, 1998).

appropriate diction which is used in communication. Without having a sufficient vocabulary, one cannot communicate effectively or express their ideas in both oral and written form.

4) Pronunciation

Pronunciation is the way the students produce clearer language when they speak. It deals with the phonological process that refers to the component of the grammar made up of the elements and principle that determine how sounds vary and pattern in a language.

5) Fluency

In simple, fluency is the ability to talk freely too much stopping or hesitating.²⁷ Meanwhile, according to Grower et-all, fluency can be thought of as the ability to keep going when speaking spontaneously.²⁸ When speaking fluently student should be to get the message across with whatever resources and abilities they have got, regardless of grammatical and other mistake.

From the explanation above, the researcher can conclude that all of aspects influence each other. Furthermore, English speaking skill here not only focuses on the knowledge of language that will affect them in presenting their knowledge of English and when to present it.

c. Strategies for Developing Speaking Skill

Students often think that the ability to speak language is the product of language learning. Speaking is also a crucial part of the language learning process. Effective instructors teach students speaking strategies, using minimal responses, recognizing

²⁹ David Ridell, *Teach English as a Second Language* (Chicago: McGraw-Hill Companies, 2001).

³⁰ Roger Gower, et-all, *Teaching Practice Handbook* (Oxford: Heinemann English Language Teaching, 1995).

scripts, and using language to talk about language that they can use to help themselves expand their knowledge of the language and their confidence in using it. These instructors help students learn to speak so that the students can use speaking to learn. There are some strategies to develop speaking skill as follows:

1) Brainstorming

One of ways to generate a number of ideas of a short amount of time is through the brainstorming strategy. Brainstorming helps to stretch a students' imagination, encourages group cooperation, and leads to creative thinking through spontaneous contributions by all group members. Key principles of brainstorming include the following:

- a) Select a problem or topic and react to it quickly.
- b) Designate one person in the group as the recorder of ideas.
- c) Accept and record all ideas or suggestions.
- d) Build on other people's ideas.
- e) Do not criticize anyone's ideas.
- f) Remember that, initially, quantity of ideas is more important than quality.

2) Conversation

In the conversation the students will talk a lot in the foreign language. One common problem in speaking activities is that students often produce one or two simple utterances in the foreign language and spend the rest of the time chatting in their native language. Another common problem is that the teacher talk too much of the time, thus taking away valuable practice time from the students. So that the students will have opportunity to talk a lot in conversation.

3) Discussion

In discussion the students may aim to share ideas about an event, or find solutions in their discussion groups, it well by giving brainstorming before to help learners to solve the inhibition.

4) Interviewing

Most information students gather for school projects comes from traditional sources like the encyclopedia or internet. Students need to learn that another way of gathering information is through interviewing, or asking someone for information or opinions.

5) Show-Tell and Share

Generally the activity is a brief a talk by student describing a favorite object brought from home. Although it is familiar and widely used, it is not particularly effective oral language activity. To make show and tell a truly meaningful activity, devide the students into small groups. To teach the strategy, bring something from your own home that is meaningful to you. Show it to a small group of children and talk about it. Allow the children to handle the object and to ask you questions about it. This way, they learn how to conduct the small group show and tell activity in which everyone gets a chance to talk and share about his or her object. Small groups also less intimidating to young children. The topic could be based on an experience. As children become more and more familiar with this activity, their presentations improve and their talks are more organized.

Based on the explanation above, the researcher can conclude that there are many strategies to develop speaking skill, namely brainstorming, conversation, discussion,

interviewing, show-tell and share. The cultivation of trust to speak develops so slowly that it takes a long time and the patience of the teacher in guiding students. So the teacher needs to create the situation that allows students to practice using spoken language, the teacher must be able to encourage students to describe, classify, inform, plan and compare various things verbally.

d. Problem with Speaking Activities

These are some problems with speaking activities they are:

1) Inhibition

Students are often inhibited about trying to say things in a foreign language in the classroom: worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.

2) Nothing to say

Even if they are not inhibited, you often hear students complain that they cannot think of anything to say. They have no motivation to express themselves beyond the guilty feeling that they should be speaking.

3) Mother-tongue use

In classes where are, or a number of the students share that same mother-tongue they may tend to use it, because it is easier, it feels unnatural to speak to one another in a foreign language.²⁹

Based on the explanation above, the researchers concluded that there are some problems activities that may be faced by the students to speak. So, a teacher must be able to adjust the problem of students in speech and provide corrections to the

³¹ Asma Kamaruddin, *Increasing Transactional Speaking Skills through Group Discussion for Eleventh Grade of MAN 2 Parepare*, (Unpublish skripsi: STAIN Parepare, 2014).

students so that the students who had difficulty in speaking will not find difficulty in speaking.

e. Characteristics of Successful Speaking Activities

Sometimes spoken language is easy to perform, but in some cases it is difficult. In order that they carry out the successful speaking, they have to fulfill some characteristics of successful speaking activity such as giving much time or opportunity to the students to speak as often as possible. Allocation as much time possible to students talking can help create the best environment for oral activities.

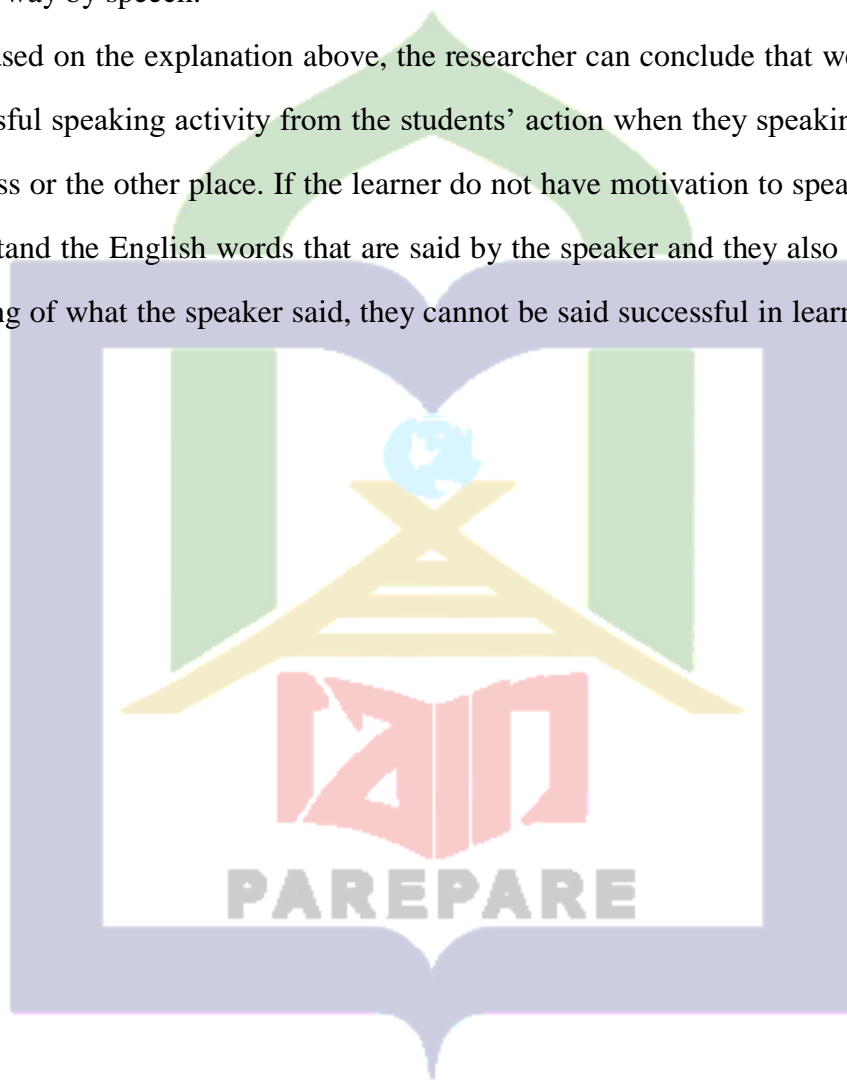
Ur Penny explains some characteristics of successful speaking activities which include learners talk a lot, participant is even, motivation is high, and language is of an acceptable level. Each characteristics is explained as follows:³⁰

- 1) Learners talk a lot. As much as possible of the period of time allocated to the activity is in fact occupied by learners talk. This may be obvious, but often most time is taken up with teacher's talk or pauses.
- 2) Participant is even. Classroom discussion is not dominated by a minority of talkative participants. It means that all students get a chance to speak and contributions are fairly evenly distributed.
- 3) Motivation is high. Learners are eager to speak because they are interested in the topic and have something new to say about it, or they want to contribute to achieve a task objective.

³² Ur Penny, *A Course in Language Teaching*. New York. (Cambridge University Press, 1996).

- 4) Language is of an acceptable level. Learners express themselves in utterances that are relevant, easy to comprehend to teach others and acceptable level of language accuracy. Speaking is the ability to use the language in ordinary way by speech.

Based on the explanation above, the researcher can conclude that we can see the successful speaking activity from the students' action when they speaking English in the class or the other place. If the learner do not have motivation to speak and do not understand the English words that are said by the speaker and they also cannot grasp meaning of what the speaker said, they cannot be said successful in learning English.



C. Conceptual Framework

The conceptual framework of this research will be drawn as follows:

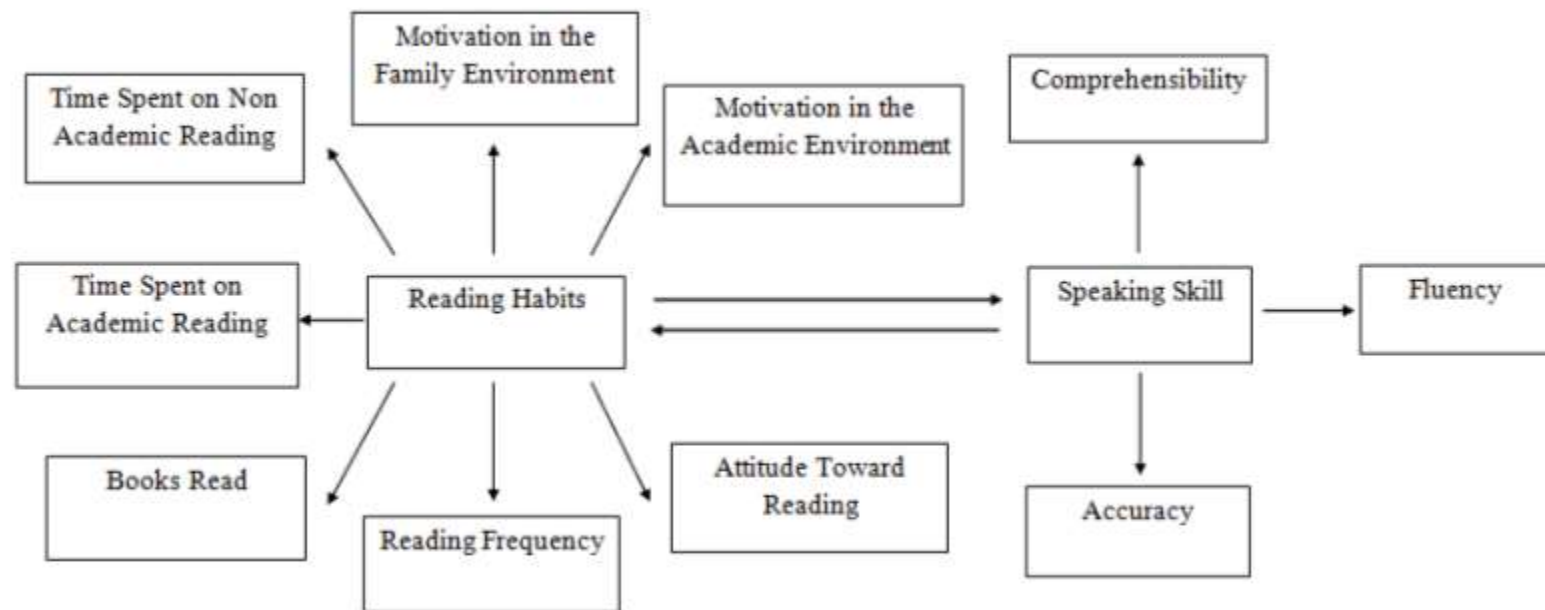


Figure 2.1 The Conceptual Framework of the Research

D. Hypothesis

Based on the related literature, the researcher formulates hypothesis as follows:

H_o : There is no influence of reading habits on students' speaking skill at the tenth grade of SMAN 8 Pinrang.

H_I : There is influence of reading habits on students' speaking skill at the tenth grade of SMAN 8 Pinrang.

E. Operational Definition of Variables

In this research, there are two variables, consist of independent variable and dependent variable. The independent variable is students' reading habits and dependent variable is students' speaking skill.

Students' reading habits is behavior to read which is done regularly to understand and get information from written material. Students' speaking skill is the skill to say words to express, and convey ideas and feelings verbally to others.