

## **Chapter II**

### **Theoretical Foundation**

Some theories are needed to support the research. The theories are considered proper for the research in order to strengthen the accuracy of the data.

There are some theories that would be used, those are:

#### **2.1 Interest**

We can be interest in something because of their feeling of that something will mean for them. Students who has certain needs or desires toward something, they will have high interest and more enthusiastic to achieve what they want to do. Sardiman (2003) said that, *Minat diartikan sebagai suatu kondisi yang terjadi apabila seseorang melihat ciri-ciri atau arti sementara situasi yang dihubungkan dengan keinginan-keinginan atau kebutuhan-kebutuhannya sendiri.* Which mean interest can be happen when someone desired something based on what they needed. When it happened, he/she will be easily to learn something. Inline with Sardiman, Woolfolk (2004) define interest in education, “students interest and excitement about what they’re learning is one of the most important factors in education.”

Furthermore according to Moeliono (1999), Interest is the tendency of a person to choose a particular activity among other activities which are different. In that case, interest motivates people to choose the fittest and the most appealing

activity in their daily life. Every activity has their own quality and people are often selective on the thing that they found attractive.

### **2.1.1 Characteristic of Interest**

Slameto (2010) characterized interest in his statement, *minat sebagai kecenderungan yang tetap untuk memperhatikan terus-menerus yang disertai rasa senang*. Which mean that when we interested, we tend to happily pay more attention . For example, a student that interest in English language will attract more rather to another. According to Djamarah (2008) reveals that the interest can be indicated through:

1. Expressions of liking something than the other,
2. Active participation in an activity that interests you
3. Give greater attention to something that interested him/her, regardless of the other (focus).

From above explanation we can conclude that interest can be indicated as like on to something more than to other things. Then we will active in some activity that give us the interest. Finally, we will be more attentive on the thing we interested.

### **2.1.2 Classification of Interest**

Surya (2004) classified the interest into three categories, those are:

1. Voluntary interest is an interest that arise from within the students without any outside influence.
2. Involuntary interest is an interest that arise from within the students with the influence of the situation created by the teacher.
3. Non voluntary interest is the interest generated from within the students are forced or abolished.

There are three types of interest, voluntary, involuntary and non voluntary. Involuntary interest is an interest that we have on our own will without any invitation. Involuntary interest is happening because of the situation which is espoused. Non voluntary interest is an interest because of the force or propulsion.

## **2.2 Speaking and Fluency**

According to Santoso (2006) Speaking is defined as usage and use. Speaking, in the usage sense, involves the manifestation either of the phonological system or the grammatical system of the language or both by using the speech organs. In term of use, however, the act of speaking involves not only the production of sounds but also the use of gesture, the movement of the muscles of the face, and indeed of the whole body.

As proposed by Harris and Hodges (1995: 14) fluency is an ability to speak quickly and automatically. It means that fluent speaker should be able to speak quickly and automatically. If we can speak smoothly without problem that means we are a fluent speaker.

Brown (2003) states that designing appropriate assessment tasks in speaking begins with the specification of objective or criteria. Those objectives may be classified in term of several types of speaking performance:

1. Imitative

At one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this is purely phonetic level of oral production, a number of prosodic, lexical and grammatical properties of language may be conclude in the criterion performance.

2. Intensive

A second type of speaking frequently employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical or phonological relationship (such as prosodic element-intonation, stress, rhythm, juncture). Examples of extensive assessment tasks include directed response tasks, reading aloud, sentence and dialogue completion limited picture-cued task including simple sequences and relationship up to the simple sentence level.

### 3. Responsive

Responsive assessment tasks included interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and a small talk, simple request and comments and the like.

On the statement above we can know that speaking is an ability that is taken for granted, learned as it is through a process of socialization through communicating. In the process of speaking, a person does not only consider the informational content of what they are saying but also try to project their own ideas appropriately and effectively, and present themselves to the world of the listeners in a way which engages their attention. In addition, to reach a high achievement of speaking ability, learner must practice more and more. We can get their score result with the table on the next page, from the speaking rubric assessment from Bloom (2008: 35):

**Table 2.1 Speaking Rubric for Conversation**

**Table 2.2 Scoring Information**

	<b>Fluency</b>	<b>Pronunciation</b>	<b>Performing Skill</b>	<b>Details</b>
<b>5</b>	Smooth and fluid speech;  few to no hesitations; no attempts to search for words; volume is excellent.	Pronunciation is excellent; good effort at accent	Excellent control of language features; a wide range of well-chosen vocabulary	Excellent level of description; additional details beyond the required
<b>4</b>	Smooth and fluid speech;  few hesitations; a slight search for words; inaudible word or two.	Pronunciation is good; good effort at accent	Good language control; good range of relatively well-chosen vocabulary	Good level of description; all required information included
	Speech is relatively smooth; some hesitation			

3	and unevenness caused by rephrasing and searching for words; volume wavers.	Pronunciation is good; Some effort at accent, but is definitely non-native	Adequate language control; vocabulary range is lacking	Adequate description; some additional details should be provided
2	Speech is frequently hesitant with some sentences left uncompleted; volume very soft.	Pronunciation is okay; No effort towards a native accent	Weak language control; basic vocabulary choice with some words clearly lacking	Description lacks some critical details that make it difficult for the listener to understand
1	Speech is slow, hesitant & strained except for short memorized phrases; difficult to perceive continuity in speech; inaudible.	Pronunciation is lacking and hard to understand; No effort towards a native accent	Weak language control; vocabulary that is used does not match the task	Description is so lacking that the listener cannot understand

Source: Bloom Rubric for speaking ability

### 2.3 Conversation

According to Pashler (2009) Conversation is a joint activity in which two or more participants use linguistic forms and nonverbal signals to communicate interactively. Dialogues are conversations between two participants (although the terms dialogue and conversation are often used interchangeably). Face-to-face

conversation is universal, engaged in by all human cultures, and providing an interactive context in which children learn their native languages.

According to Baker (1997) conversation is as much about showing as it is about telling. From the listener's perspective, this means that conversation is as much about perceiving as it is about hearing. When we are telling somebody about something while that somebody is listening that is when conversation happened.

## **2.4 Correlation**

According to Cherry (2016) Correlation is a statistical measurement of the relationship between two variables. Possible correlations range from +1 to -1. A zero correlation indicates that there is no relationship between the variables. A correlation of -1 indicates a perfect negative correlation, it means that as one variable goes up, the other goes down. A correlation of +1 indicates a perfect positive correlation, it means that both variables move in the same direction together.

There is two types of correlation which is zero correlation and illusory correlation. A zero correlation suggests that the correlation statistic did not indicate a relationship between the two variables. It's important to note that this does not mean that there is not a relationship at all; it simply means that there is not a linear relationship. A zero correlation is often indicated using the abbreviation  $r=0$ . An illusory correlation is the perception of a relationship between two variables when only a minor or absolutely no relationship actually exists. For example, people



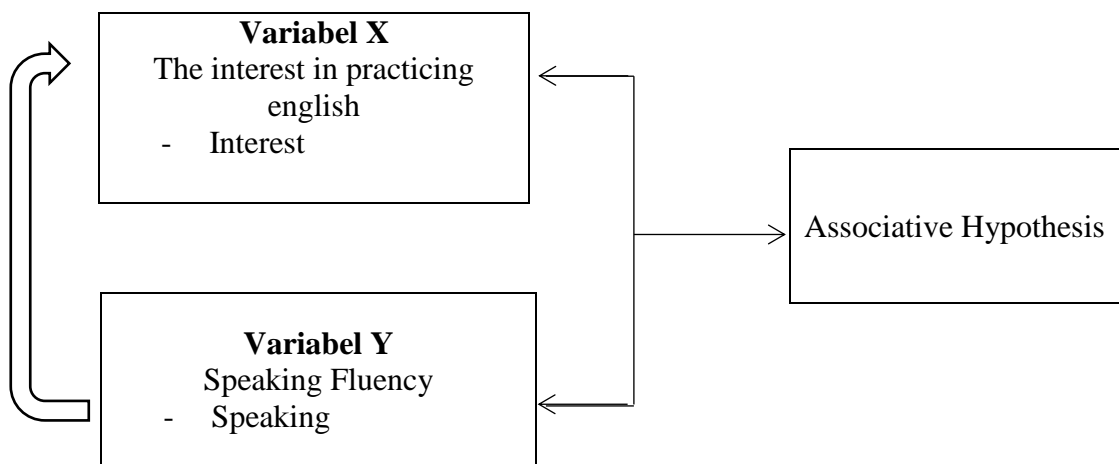
sometimes assume that because two events occurred together at one point in the past, that one event must be the cause of the other.

## 2.5 Framework

*Kerangka berpikir merupakan sintesa dari teori- teori yang digunakan dalam penelitian sehingga mampu menjelaskan secara operasional variable yang diteliti, menunjukkan hubungan antar variabel yang diteliti dan mampu membedakan nilai variabel pada berbagai populasi atau bagian yang berbeda. Kerangka berpikir yang baik, menjelaskan secara teoritis pertautan antar variabel yang akan diteliti. Jadi secara teoritis perlu dijelaskan hubungan antar variabel independen dan dependen (Sugiyono, 2008:477).*

It means that framework is a synthesis of the theories used in research to be able to explain the operational variables that studied, shows the relationship between the variables that studied and it is able to distinguish the value of the variable in multiple populations or different parts. A good framework explains the theoretical linkage between variables that will be studied. Thus, theoretically, it is necessary to explicate the relationship between independent and dependent variables.

In this study the framework as follow:



## 2.6 Hypothesis Statement

*Hipotesis merupakan kebenaran yang masih diragukan. Hipotesis merupakan jawaban sementara terhadap rumusan masalah penelitian. Hipotesis merupakan hasil pemikiran rasional yang dilandasi dengan teori, dalil, hukum yang sudah ada sebelumnya. Hipotesis dapat juga berupa pernyataan yang menggambarkan atau memprediksikan hubungan-hubungan tertentu diantara dua variabel atau lebih, yang kebenaran hubungan tersebut tunduk pada peluang untuk menyimpang dari kebenaran. (Sanusi, 2011:44).*

It means that the hypothesis is that the truth is still doubtful. The hypothesis is a temporary answer to the formulation of research problems. The hypothesis is the result of rational thinking that based on the theory, proposition and the law that already exists. The hypothesis may also be statements that describe or predict certain relations between two or more variables, the truth of the relationship subject to the opportunity to deviate from the truth.

Based on the background, question and theoretical foundation of this research, then the research shall build a hypothesis statement that related to the research question, the statement as follow:

Is there any significant and positive Correlation Between the Interest in practicing English conversation on the speaking fluency?

This hypothesis statement then will be treated in the chapter 3 and will be tested in chapter 4 to find the answer of the hypothesis with the determining statistical hypothesis formulation as follow:

H<sub>0</sub>: There is no correlation between the Interest in practicing English conversation on the speaking fluency

H<sub>a</sub>: There is a correlation between the Interest in practicing English conversation on the speaking fluency