

## **CHAPTER II**

### **LITERATURE REVIEW**

In this chapter, the researcher provides the literature review that discusses the definition of speaking, aspect of speaking, taking reservation and related studies.

#### **A. Speaking**

##### **1. Definition of Speaking**

Speaking as the basic type of communication was defined as a skill to express, inform, persuade, and entertain ideas, desires, emotions, feelings, opinions, and other in oral communication way. According to Bailey (2005, p. 2) speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Speaking skill is more than just the ability to pronounce words or form sentences. It is the ability to apply one's linguistic knowledge such as grammar, vocabulary, pronunciation, and fluency in real time communication.

This includes being able to respond appropriately in different situations, understand the speaker's intent, and convey one's own message clearly and effectively. Speaking also serves several important functions in daily life. It is used to express ideas, thoughts, feelings, opinions, and personal needs. Whether in casual conversation, academic discussion, or professional interaction such as in the hospitality industry speaking allows individuals to participate in social life, build relationships, and achieve specific communicative goals.

Therefore, mastering speaking skills involves developing both linguistic competence in which knowledge of the language system and communicative competence where the ability to use language appropriately in context. In classroom settings, students need opportunities to practice speaking through meaningful and interactive tasks that simulate real life communication. These activities will help them improve their ability to construct meaning effectively. In addition Figueras (2019,p.134) explains that speaking is being given growing importance as a catalyst in language proficiency.

The ability to express ideas verbally plays a crucial role in enhancing learners' mastery of a language, as it actively engages them in meaningful interaction and practical use. In the context of language education, speaking is no longer regarded as a secondary or supportive skill rather, it is viewed as a fundamental component that actively contributes to learners' linguistic advancement. Learners are encouraged to participate actively in real life discourse rather than merely focusing on theoretical knowledge. Through consistent practice, individuals develop not only fluency but also confidence, accuracy, and the ability to negotiate meaning in various social contexts. This emphasis also reflects the understanding that interactive competence supports the integration of other language skills, thereby fostering more holistic development.

Consequently, prioritizing oral production in educational settings enables learners to become more effective and autonomous users of the

target language. As stated by Ricards (2008,p.19) the mastery of speaking skills in English is a priority for many second language or foreign language learners. The development and mastery of speaking skills in English have become a central priority for many learners of English as a second or foreign language. Speaking is often considered the most important language skill because it directly reflects learners' ability to communicate ideas, opinions, and information in real life situations.

Through speaking, learners are able to interact with others, negotiate meaning, and participate actively in social, academic, and professional environments. As a result, speaking proficiency is frequently used as an indicator of overall language competence. Moreover, in the context of globalization, effective oral communication in English is increasingly required in various fields, including education, employment, tourism, and international services.

Learners who possess strong speaking skills are more likely to communicate confidently and appropriately with people from different linguistic and cultural backgrounds. Therefore, mastering speaking skills in English is not only important for academic achievement but also essential for future career development and professional success. For these reasons, many learners place significant emphasis on improving their speaking ability as a fundamental goal in learning English as a second or foreign language.

## 2. Aspects of Speaking

Speaking becomes important because speaking is a skill that can make people easily understand to what things explained. Students' speaking ability is expected to be good because they have learned English since several years before and they will have many performances related to oral skill in universities. But in fact, even college students' speaking ability is still low. It is difficult for them to fulfill some aspects of speaking performance. There are several aspects of speaking that must be fulfilled by the students. Harmer (2007, p.343) explains that there are five aspects of speaking skills, namely comprehension, grammar, vocabulary, pronunciation and fluency.

### a. Comprehension

Comprehension means that students are not only able to produce spoken language, but also capable of accurately processing and understanding the meaning of what they themselves say as well as the meaning of the responses they receive from others during communication. This aspect involves the ability to grasp the content of spoken messages, interpret context, and respond appropriately based on their understanding. In speaking activities, especially in interactive or transactional situations such as taking reservations, comprehension is essential because it ensures that the exchange of information is effective and accurate. Students who are able to follow a conversation, respond meaningfully, and adjust their responses

according to the flow of dialogue demonstrate a high level of comprehension.

It means they can decode the spoken input, connect it with prior knowledge, and produce a relevant output. Therefore, when students have successfully processed and understood the meaning of both their own utterances and those of their conversation partners, it indicates that they have fulfilled the comprehension aspect in speaking performance. Comprehension also reflects the student's ability to stay engaged in the communication process, handle unexpected questions or changes in topic, and maintain the coherence of interaction. In short, comprehension is a critical component that supports fluency, accuracy, and effectiveness in spoken English, particularly in real world tasks where communication must be both functional and responsive.

b. Grammar

Grammar is a set of rules and sentence structures that students must understand and master in order to communicate effectively and accurately in spoken language. It includes the correct use of tenses, subject-verb agreement, word order, articles, prepositions, and other elements that contribute to the formation of meaningful and grammatically correct sentences. Mastery of grammar enables students to construct sentences that are not only structurally accurate

but also clear, coherent, and appropriate to the context of communication.

When students are able to apply grammatical rules correctly in their speech, their communication becomes more understandable, fluent, and acceptable to listeners. It also reduces the risk of miscommunication or confusion that may arise from poorly structured sentences. In speaking tasks such as taking reservations in a hospitality setting, the use of correct grammar helps convey professionalism and builds confidence in both the speaker and the listener.

Students who are capable of composing sentences that follow the correct grammatical structure demonstrate that they have acquired and internalized the grammar aspect of speaking. This indicates not just rote memorization of rules, but the ability to use those rules flexibly and appropriately in real-time communication. Therefore, grammar serves as a foundation for effective spoken interaction, and its mastery is a key indicator of a student's overall speaking proficiency.

c. Vocabulary

In order to speak well and communicate effectively, students need to master a wide range of vocabulary along with a deep understanding of the meaning and appropriate usage of each word. Vocabulary is a fundamental component of language that allows

speakers to express their thoughts, feelings, and intentions clearly and precisely. By mastering vocabulary, students are able to select the right words or diction that fit the context of communication, making their speech more accurate, fluent, and meaningful. Without sufficient vocabulary mastery, students will encounter difficulties in expressing ideas, forming sentences, and participating in conversations, especially when they need to respond spontaneously.

Limited vocabulary often leads to hesitation, repetition, or even communication breakdowns, as students struggle to find the right words to convey what they mean. This can affect their confidence and hinder their speaking performance, particularly in real life situations such as giving greetings, making reservations, or interacting with others in service oriented settings. Therefore, vocabulary mastery is essential not only for general speaking but also for context specific communication, such as using the correct expressions in greetings or formal interactions in the hospitality industry.

Students who are able to choose appropriate diction, use varied vocabulary, and express their ideas with clarity and confidence demonstrate that they have fulfilled the vocabulary aspect of speaking skills. This indicates that they possess not only a broad word bank but also the ability to apply it effectively in meaningful and purposeful communication. Ultimately, building a strong vocabulary base supports other aspects of speaking such as fluency, comprehension,

and grammar and contributes significantly to overall communicative competence.

d. Pronunciation

Pronunciation is how students produce clearer speech when speaking. In pronouncing words, it is necessary to be clear and straightforward so that the interlocutor can understand the meaning of the words. Students have fulfilled the aspect of pronunciation if there are fewer misspronunciations that they say. According to Thornbury (2005, p. 128-129), pronunciation refers to the student's ability to produce comprehensible utterances to fulfill the task requirements.

This means that pronunciation is not merely about sounding like a native speaker or achieving perfect articulation, but rather about ensuring that speech is understandable and effective for communication. In the context of language learning, particularly in speaking tasks, pronunciation plays a crucial role because it directly affects how well the listener can interpret the speaker's message. Intelligibility is the core goal of pronunciation students do not necessarily need to have flawless accents, but they must be able to pronounce words clearly enough so that communication can occur without breakdowns.

This involves several aspects such as individual sounds in which phonemes, word stress, intonation, and rhythm, all of which contribute to how a spoken message is received by a listener. In relation to

speaking performance in specific tasks like taking reservations in the hospitality context, proper pronunciation is essential. Mispronouncing key vocabulary or using incorrect stress patterns can lead to misunderstandings, especially when dealing with customer names, dates, room types, or other important details.

Therefore, developing pronunciation skills becomes a functional and necessary part of achieving communicative competence in real world settings. Pronunciation highlights the importance of clarity over perfection. For students, especially those in vocational schools, being able to produce comprehensible speech that meets the task's communicative demands is a more realistic and useful goal than striving for native like pronunciation.

e. Fluency

Fluency is generally defined as the ability to speak smoothly, confidently, and with minimal hesitation, while maintaining a level of accuracy that allows the speaker to be clearly understood. It reflects how naturally a student can use the language in real time communication without frequent pauses, repetition, or searching for words. Signs of fluency include speaking at a relatively fast and consistent pace, using natural intonation, and showing only occasional short pauses or fillers such as "uh," "um," or "hmm." The fewer and shorter the pauses or hesitations, the more fluent the speaker is considered to be.

Fluency does not mean speaking as fast as possible, but rather speaking at a natural rhythm with appropriate phrasing and flow. A fluent speaker is able to maintain the conversation without frequent interruptions caused by uncertainty or a lack of vocabulary and grammar knowledge. Therefore, fluency demonstrates a speaker's confidence, automaticity in language use, and ability to convey ideas effectively under time pressure, which is especially important in spoken interactions such as discussions, presentations, or role-plays in real life scenarios like taking reservations.

In the context of speaking skills assessment, fluency is one of the core components, along with comprehension, grammar, vocabulary, and pronunciation. These five aspects work together to reflect a student's overall speaking ability. A student with strong speaking skills is someone who can understand and respond appropriately, form grammatically correct sentences, use accurate and varied words, pronounce words clearly, and deliver speech with smooth flow and minimal hesitation. Thus, fluency is not only about speed, but also about the speaker's ability to communicate ideas naturally, clearly, and effectively within the broader framework of oral language competence.

### **3. Basic Types of Speaking**

Speaking is one of the essential language skills that plays an important role in communication. In the context of English language learning, speaking involves not only producing sounds, words, and sentences, but also conveying meaning appropriately in different situations. Students' speaking ability can be developed and assessed through various types of speaking activities, each of which reflects different levels of language use and communicative competence.

Therefore, understanding the basic types of speaking is important to identify students' speaking performance and to determine appropriate speaking tasks in the teaching and learning process. Brown (2003, pp.141-142) argues that there are five basic types of speaking. First, imitative. It is the ability to simply 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 included in the criterion performance.

Second is intensive. A second type of speaking frequently employed in assessment context is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships such as prosodic elements: intonation, stress, rhythm, juncture. The speaker must be aware of semantic properties in order to be able to respond, but interaction with an interlocutor or test administrator is minimal at best. Third is responsive, it includes

interaction and test comprehension but on the limited level of very short conversation, standard greetings, and small talk, simple request and comments, and the like. The stimulus is almost always a spoken prompt in order to preserve authenticity, with perhaps only one or two follow up questions or retors.

Fourth is interactive. The difference between responsive and interactive speaking is the length and complexity of the interaction, which sometimes includes multiple exchange and multiple participants. Interaction can take the two forms of transactional language, which has the purpose of exchanging specific information or interpersonal exchange, which have the purpose of maintaining social relationship. The last is extensive. Extensive oral production tasks include speech, oral presentation, and storytelling during which the opportunity for oral interaction from listener is either highly limited perhaps to nonverbal responses or ruled out altogether. Language style is frequently more deliberative planning is involved and formal for extensive tasks, but we cannot rule out certain informal monologues such as casually delivered speech.

## **B. Taking reservation**

Students learn how to communicate effectively when taking a room reservation from a guest an essential skill in the hotel industry. After learn about taking reservation, students will be able to greet guests politely, ask questions regarding hotel room reservations, use appropriate vocabulary and expressions during the reservation process and correctly confirm

reservation information. Bardi (2011,p.135), describes taking a reservation is defined as a systematic process that involves recording and confirming a guest's request for accommodation and other related services for a particular date and duration.

This process is not merely about noting down information, but it requires accuracy, clarity, and professionalism in ensuring that all guest preferences and requirements are well understood and properly documented by the hotel staff. The goal of this process is to ensure the availability of rooms and services requested by the guest, and to avoid any miscommunication that could lead to dissatisfaction. It also serves as a formal agreement between the hotel and the guest regarding the terms of the booking such as check in or checks out dates, number of guests, type of room, payment method, and any special requests or conditions. In essence, taking a reservation forms the foundation of the guest's first impression of the hotel's service quality, because it is usually one of the first interactions between the guest and the hotel.

Moreover, this process involves several key stages: greeting the guest in person or via telephone, gathering the necessary information, checking room availability through the reservation system, confirming the details, and ending the interaction politely and professionally. Each of these steps requires effective communication skills, particularly in English, especially when dealing with international guests. The hotel staff must be able to use

polite expressions, correct grammar, appropriate vocabulary, and clear pronunciation to ensure mutual understanding.

In the context of hospitality education, especially in vocational high schools, learning how to take a reservation is a crucial competency. It not only trains students in technical procedures but also helps them develop essential language and customer service skills that are directly applicable in the real-world hospitality industry. Therefore, mastering the process of taking a reservation is an important indicator of students' readiness to enter the professional workplace.

### **C. Related Studies**

The study that is related to this research as follow: First: An Analysis Of Students' Speaking Performance Problem In Presentation Of The Third Semester At English Language Education Of Fakultas Keguruan Dan Ilmu Pendidikan Universitas Islam Riau by Hilman Amzari Nasution. The purpose of this research s to find out the students' speaking performance problem in giving presentation at the third semester and focus on the most inhibiting problems. The technique of collecting the data is questionnaire.

Second, is Analysis Student's Speaking Performance as an Academic Speaker's Practice by Selina Dwi Anggini. This research is aimed to investigate student's speaking performance while they have academic speaking practice. To find the data, researcher use video record originally from the speaker then doing the analysis with triangulation validity.

Third is An Analysis of Students' Difficulties During Speaking Performance In The Classroom By The Second Semester Students At English Education Study Program Uin Raden Intan Lampung by Anida Triyana Putri. In collecting the data, the researcher used observation, interview and documentation. From the data analysis, the researcher found some conclusion of students' difficulties during speaking performance in the classroom by the second semester students at English education study program UIN Raden Intan Lampung as follows: first, researcher found that the students' difficulties during speaking performance were: lack of vocabulary, pronunciation, grammar, fluency and comprehension.

Second, factors causing the students' difficulties in speaking English were the students afraid of make mistakes, felt shy, felt nervous, fear being criticized by friends and felt inferior and the implication of this research could give the information for the reader, in this study we can know more about students difficulties in speaking performance especially in linguistic and non linguistic aspects. Fourth The analysis of the third year students' speaking performance in classroom presentation of English Education Department at UIN Alauddin Makassar by Dewi Sahruni. This research aimed at analyzing the third year students' speaking as performance in classroom presentations. The method used was descriptive research with a qualitative approach.

The different between this study and previous study is the research focuses on analyzing students' speaking ability within a vocational context,

particularly in the activity of taking reservations in the hospitality program especially students at XI Hospitality of SMK Kartini Sintang. This focus indicates that the study does not merely address speaking ability in general, but rather emphasizes the use of English in real workplace situations that require accuracy, politeness, and professionalism in communicating with guests.

The context of this study is situated in a vocational high school, thereby emphasizing practical communication needs that are relevant to the demands of the industry. The participants of this study are XI hospitality students of SMK Kartini Sintang who are being prepared to face real service situations. Therefore, the speaking skills analyzed are closely related to work based communication skills rather than purely academic competence. This study also employs role play in taking reservations as the primary source of data.

Through this activity, students demonstrate their speaking performance directly in situations that resemble real conditions in the hospitality field. This approach provides a more authentic representation of students' ability to use English functionally. The data were obtained through documentation in the form of students' performance videos and interviews, ensuring that the analysis is based not only on perceptions but also on students' actual performance. Furthermore, this study does not merely identify students' difficulties in speaking, but also analyzes their level of

ability in several speaking aspects, including pronunciation, vocabulary, fluency, grammar, and comprehension within a specific task context.

Thus, the findings provide a more detailed and specific description of students' ability to perform professional communication tasks. In addition, this study offers practical contributions by emphasizing the importance of implementing teaching strategies that are relevant to workplace demands, such as role-play activities, pronunciation drills, and the use of interactive media and industry based materials. Through this approach, the study is expected to support the improvement of students' speaking skills, not only in academic contexts but also for professional use.