

DISSERTATION

**THE INTERPLAY OF STUDENTS' SOCIO-CULTURAL
BACKGROUND, LECTURERS' DELIVERY FORMAT, AND
STUDENTS' SPEAKING PERFORMANCE**

HUBUNGAN LATAR BELAKANG SOSIO-KULTURAL MAHASISWA,
RENCANA PEMBELAJARAN SEMESTER DAN KETERAMPILAN
BERBICARA

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**POST GRADUATE SCHOOL
FACULTY OF CULTURAL SCIENCES
HASANUDDIN UNIVERSITY
MAKASSAR**

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**POST GRADUATE SCHOOL
FACULTY OF CULTURAL SCIENCES
HASANUDDIN UNIVERSITY
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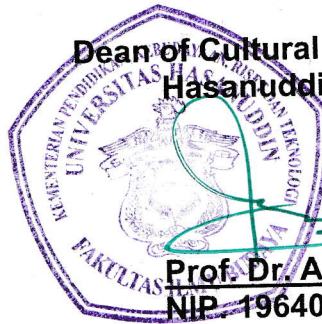
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Makassar, Desember 2022

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DECLARATION

Stating that dissertation entitled The Interplay of Students' Socio-Cultural Background, Lecturers' Delivery Format and Students' Speaking Performance is an original work and supervised by Prof. Dr. Abdul Hakim Yassi, M.A., TESOL, DIPL and Dra. Nasmilah, M. Hum., Ph.D as co-supervisor-1 and Dr. Abidin Pammu, MA.,TESOL as co-supervisor-2. The whole idea in this dissertation, except I stated as a quote, is an idea that I set myself. In addition, there is no part of this dissertation I have used previously to obtain any degree or academic certificate. If the above statement is proven otherwise, then I am willing to accept the sanction that is specified by the Postgraduate School, Hasanuddin University, Makassar.

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ABSTRAK

MUHAMMAD ASWAD. Hubungan Latar Belakang Sosio-kultural Mahasiswa, Rencana Pembelajaran Semester dan Keterampilan Berbicara (Dibimbing oleh Abdul Hakim Yassi, Nasmilah, and Abidin Pammu).

Paradigma sosial budaya adalah perkembangan manusia yang dapat berdampak pada individu dalam berinteraksi. Latar belakang sosial budaya merupakan salah satu aspek yang paling krusial dalam interaksi sosial tidak terkecuali pada proses belajar mengajar khususnya pada pembelajaran bahasa. Penelitian ini berfokus pada kajian hubungan sosio-kultural mahasiswa terhadap rencana pembelajaran semester dan keterampilan berbicara pada matakuliah speaking. Penelitian ini diharapkan mampu memberikan pemahaman yang lebih mendalam tentang bagaimana sosio-kultural mahasiswa memengaruhi rencana pembelajaran semester (Lecturer Delivery Format), keterampilan berbicara, dan mengetahui bagaimana implementasi RPS dalam proses pembelajaran. Penelitian ini menggunakan desain mix-method dengan melakukan observasi dalam kelas, wawancara, dokumentasi dan kuesioner sebagai alat pengumpulan data. Data penelitian diperoleh dari dosen dan mahasiswa pada mata kuliah speaking di program studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan Universitas Sulawesi Barat. Peneliti menggunakan teknik purposive sampling dalam memilih sampel penelitian. Ada dua dosen dan 50 mahasiswa sebagai sampel pada penelitian ini. Hasil dari olah data penelitian menunjukkan bahwa (1) terdapat pengaruh antara latar belakang sosio-kultural mahasiswa dan rencana pembelajaran semester (Lecturer Delivery Format) pada mata kuliah speaking, (2) latar belakang sosio-kultural mahasiswa juga memengaruhi secara signifikan pada keterampilan berbicara bahasa Inggris di dalam kelas, (3) Rencana Pembelajaran Semester (Lecturer Delivery Format) berisi komponen-komponen kegiatan belajar mengajar, dengan beberapa kegiatan diantaranya adalah: kegiatan pengantar, presentasi, dan penutup. Latar belakang sosio-kultural mahasiswa dan Lecturers Delivery Format terlihat mempunyai hubungan erat dengan keterampilan speaking. Dengan demikian mempertimbangkan kondisi latar belakang sosial budaya mahasiswa dalam penyusunan Rencana Pembelajaran Semester (Lecturers Delivery Format) adalah langkah yang tepat dan efisien untuk meningkatkan keterampilan berbicara mahasiswa dalam pembelajaran.

Kata Kunci: Latar Belakang Sosial budaya; Rencana Pembelajaran Semester(Lecturers Dilevery Format), Keterampilan Berbicara

ABSTRACT

MUHAMMAD ASWAD. *The Interplay of Students' Sociocultural Background, lecturers Delivery Format and Students' Speaking Performance* (Supervised by Abdul Hakim Yassi, Nasmilah, and Abidin Pammu).

Socio-cultural paradigm is about the human development that can impact the individual in socio interaction. This socio interaction is the value resulted from the socio-culture that has already existed and been applied in a society. It can be said also that its refers to social life which has aspects of customs and habits of the community. Sociocultural background is one of the most scrutinized aspects in teaching and learning process. It helps lectures to know the students' condition before meeting, need analysis and preparation in their class. This study focuses on describing the interplay of Sociocultural background and students' speaking performance and also the interplay of Sociocultural background and lecturers delivery format. The result is expected to provide deeper understanding about how the sociocultural background affects the lecturers delivery format, how the sociocultural background, affect the learner's speaking performance, and how the lectures implement the course guidelines in the classroom context. This study was mix-method design utilizing classroom observation, interviews, documentation and questionnaires as the main data collection tools. The data were collected in English education program, Faculty of Teacher Training and Education Universitas Sulawesi Barat. It involved the English lecturers and learners in the English speaking subject. The researcher used purposive sampling technique in choosing research samples. There were two English lectures and 50 learners that were taken as samples for this research. The results from the findings revealed that (1) there is an effect of sociocultural background on speaking performance in English Education Program Faculty of Teacher Training and Education Universitas Sulawesi barat, (2) the social background of students greatly affects the speaking skills in learning English in the classroom, (3) Lecturers' delivery format was based on the course guidelines are teaching subjects that include one or more subjects to be taught during one or more meetings. The lesson plan contains components of teaching and learning activities, media and teaching and evaluation tools. Lesson plan explains more about the stages in one lecture meeting. These include: introduction, presentation, and closing. Socio-cultral backgroud of learners and lecturers delivery format interplay with learners' speaking performance because taking the conditions of socio-cultural background of students can help the need of students in learning, which later from needs can be the right consideration in compiling lecturers delivery format which aims to improve students' speaking ability.

Keywords: *Sociocultural Background; Lecturers Delivery Format; Speaking*

TABLE OF CONTENT

COVER	i
COVER.....	ii
COVER	iii
APPROVAL FORM.....	iv
ACKNOWLEDGEMENT	v
ABSTRAK.....	vii
ABSTRACT.....	viii
TABLE OF CONTENT	x
LIST OF TABLES	xii
LIST OF FIGURES	xiii
CHAPTER I INTRODUCTION	1
1.1 Background	1
1.2 Problem Limitation	6
1.3 Research Question.....	8
1.4 Research Goals.....	8
1.5 Research Benefit.....	9
CHAPTER II REVIEW OF RELATED LITERATURE	11
2.1 Some Previous Related Finding	11
2.2 Some Pertinent Ideas	16
2.2.1 Sociocultural Background.....	16
2.2.1.1 Definition of Sociocultural.....	16
2.2.1.2 Perspective Sociocultural for Education.....	19
2.2.1.3 Aspects that Related to The Sociocultural	22
2.2.2 Lecturers Delivery Format.....	27
2.2.3 Students' Speaking Performance	34
2.2.3.1 Definition of Speaking	34
2.2.3.2 Aspects of Speaking Performances	38
2.2.3.3 Types of Speaking Performances	41
2.2.3.4 Factors Affecting Speaking Performance	42
2.3 Conceptual Framework.....	44
2.3 Hypothesis	48
CHAPTER III RESEARCH METHODOLOGY	50
3.1 Research Design	50
3.2 The Population and Sample	52

3.3 The Research Instruments	53
3.4 Procedure of Collecting Data	55
3.5 Technique of Data Analysis	57
CHAPTER IV FINDINGS AND DISCUSSION	65
4.1 Findings	65
4.1.1 The Sociocultural Background	66
4.1.1.1 The Students' Sociocultural Background	66
4.1.1.2 The Implementation of Students' Sociocultural Background	75
4.1.2 The Lecturers Delivery Format	77
4.1.2.1 The Analysis of Lecturers Delivery Format in Speaking Subject	77
4.1.2.2 The Implementation of Lecturers Delivery Format ..	81
4.1.3 Speaking Performance	83
4.1.4 The Sociocultural Background Affect Learners Speaking Performance	95
4.2 Discussion	110
4.2.1 The Sociocultural Background and The Lecturers Delivery Format	110
4.2.2 The Sociocultural Background and Learners Speaking Performance	115
4.2.3 The Teachers Implement The Course Guidelines in The Classroom Context	119
CHAPTER V CONCLUSION AND SUGGESTION	121
5.1 Conclusion	121
5.2 Suggestions	123

BIBLIOGRAPHY

LIST OF TABLES

Table 2.1 Teaching Procedure by Using PPP Format	32
Table 2.2 Teachers and Students' Role in The PPP Procedure	33
Table 3.1 The Scoring System of Likert Scale	58
Table 4.1 The Students' Speaking Performance Score	92
Table 4.2 Normality Test.....	97
Table 4.3 Linearity Test	99
Table 4.4 Validity Test of Sociocultural Background.....	101
Table 4.5 Validity Test of Speaking Performance	103
Table 4.6 Realiability Test Result	105
Table 4.7 The Coefficient of Determination.....	106
Table 4.8 Model Summary.....	107
Table 4.9 F Test.....	108
Table 4.10 T- Test	109

LIST OF FIGURES

Figure 2.1 Conceptual Framework.....	45
Figure 4.1 Educational Background.....	70
Figure 4.2 The Fathers' Major Educational Background.....	71
Figure 4.3 The Mothers' Major Educational Background.....	71
Figure 4.4 Economic Conditions or Parents' Income.....	72
Figure 4.5 The Number of Family Member.....	73
Figure 4.6 Father's Job.....	74
Figure 4.7 The Conscruction of Learners' Home.....	75
Figure 4.8 Normal P Plot.....	98
Figure 4.9 Liner P Plot.....	100

CHAPTER I

INTRODUCTION

This chapter deals with sections, they are; background, problem identification, problem limitation, research question, objective of the research, and significance of the study. The explanation of each section is described in detail in the following subsections.

1.1 Background

Teaching and learning are efforts to implement education that has a direct impact on the success of educational goal achievement. This is why teaching and learning should be carried out as good as possible. Thus, to gain the best results, teaching and learning should be organized well starting from the planning, implementation, and evaluation (Chizhik & Chizhik, 2018). Teachers have to begin their planning by determining learning objectives. After that, teaching procedures are set up to implement teaching and learning process. Teaching procedures play important role to achieve the objectives. Lastly, evaluation is conducted which aims to measure whether the objectives are achieved or not.

The lecturers certainly has the honor and responsibility to carry out the task first-hand to students (Vighnarajah et al., 2008). The lecturer has an obligation to work on and ensure that students are able to follow the learning well. If teaching and learning cannot be carried out properly, students will fail

in their learning. Then, if students fail, the mandate of the law to educate the nation's life is not carried out. In maximizing their work, lecturers have to prepare everything before the class takes place specifically for lesson plans.

The unpreparedness of teachers to teach is often caused by the lack of teaching planning by the teachers. They teach not based on the concept that should be. Learning that is encouraged by the teacher in a class should have been designed in such a way as before, so that learning takes place effectively and efficiently (Dinham, 2007). Well planned learning will be seen from the organization of teaching materials, time, student, and activities when learning is carried out in class. All these components will support each other to motivate student learning and will lead to the achievement of learning success.

Teachers have to guarantee that teaching-learning process in the classroom to get the learning objectives. Learning is taken by way of teaching. Teaching process is organization of learning atmosphere in which students are able to study how to learn and interact. Teaching and learning process intends to transmit knowledge, to impart skills, and to format of attitudes, behavior, and values (Sequeira, 2012). The implementation of the learning process needs to be done systematically based on appropriate procedures to achieve learning objectives. Therefore, teachers have to design their teaching procedures before the class takes place. If they do not have enough preparation before the

class, their classroom will be disorganized. It may not achieve the learning objectives.

Managing classes with complex elements such as students for example students' socio-cultural backgrounds, teaching materials, time, spaces, and interaction patterns is not easy. Teachers have to consider the essential elements in their lesson plan. All elements must be maximized correctly so that the goals of learning can be achieved properly. One way to manage it is to arrange teaching and learning procedures in the lesson plan. It gives a lot of contributions to the activities in the classroom. It provides security in case several unpredictable situations happen. It also assist teachers to think about teaching materials, content, time allocation, procedures and activities, as well as a control tool if the teacher is unable to teach (Richard, 2001). Lesson plan is blue print of a class which will take place.

One of the language skills that must be mastered and used as a course for learners of a second language or foreign language, which in this case is English, which is speaking skills. Tarigan (2009) argues that a person who masters a language, intuitively he is able to speak in that language.

The importance of having English speaking skills as a communication tool and thinking tool is one of the goals of holding Speaking courses in the Department of English Language Education, University of West Sulawesi. In general, the purpose of the Speaking course is to provide oral English skills for

students of this program so that they are able to compete in the world of work. Although the Department of English Education, Sulawesi Barat University Sulawesi is an education-based major, for students majoring in English language education, job opportunities are not only educators or teachers. However, there are several other fields such as government, tourism and hospitality can be an alternative employment for graduates of this major. So, the Speaking course, where students are trained to be able to speak English well and accurately, is very supportive of these job opportunities.

However, speaking learning in the Department of English language education at the Sulawesi Barat University of is not without its obstacles. Students from various social and cultural backgrounds who study English in this department are a challenge for the lecturers who teach the course. the socio-cultural background of learners refers to learners, which comprise socio-cultural practices and experiences. These encompass norms and values, religion and beliefs, socio-economic and political relations and science knowledge. Social cultural factors influence the feelings, attitudes, values, beliefs and interactions of a population group. Examples include social classes, religious norms, wealth distribution, language, business and health practices, social values and attitude towards work in general, students majoring in English at the University of West Sulawesi still have difficulty conveying ideas or thoughts, questions and so on by using English correctly and accurately.

Preliminary observations show that the ability to speak is still below average. Most are still more likely to use Indonesian in expressing their ideas, or opinions. Some students still choose to remain silent when asked to present their ideas in English.

Some materials might be both linguistically and textually suitable, but did not become socio-cultural appropriate yet. Simply put, textbook should be on both linguistic suitability and socio-cultural appropriateness, while the reality is still showing imbalance share of attention towards both of them. The socio-cultural behaviors and expectations accompanying the use of the target language can be synthesized into one term, socio-cultural competence. This is the competence that needs to be more appraised and represented. The importance of the existence of social culture that taught in this textbook is accordance with the provisions that already exist in a lesson plan. Remembering the learners' needs, this social cultural is one that is needed by learners. Because with this social cultural that has taught in writing, learners can get to know and understand the importance of social life that cannot be separated from a culture.

In addition to the social cultural background factor, lecturers delivery format is also one of the supports to improve students' speaking performance. Semester Learning Plan (RPS) is a learning planning document prepared as a guide for students in carrying out lecture activities for one semester to achieve

predetermined learning outcomes. Of the item of learning outcomes in the first step is learning objectives.

The learning objectives attached to the lecturers delivery format are this course aims to develop students' oral communication skills and competencies in social and intercultural contexts. The focus of developing the proficiency of this course is on fluency, accuracy, appropriateness, and effectiveness in communicating, therefore the lecture material consists of English functions in formal and informal contexts. In addition to lectures, lectures are held with activities in the form of role plays, interviews, information transfers and information exchanges, as well as language games. Assessment of student learning achievement is carried out through lecture participation, weekly individual performance, midterm exams, and end-of-semester exams.

Based on the foregoing, this study is very necessary to be carried out because for researchers by knowing the interplay of sociocultural background, lecturers delivery format and students' speaking performance at the West Sulawesi university.

1.2 Scope of the Problem

Daryanto (1998), social is something that concerns aspects of people's lives. But when viewed from the origin of the word, social comes from the word "socius" which means everything that is born, grows and develops in life together. The word of culture comes from sanskrit, namely buddhayah, which

is the plural form of Indonesia. buddhi (mind or notific) is defined as things related to human mind and reason. In English, culture is called culture, which comes from the Latin word Colere, which is to cultivate or work. It can also be interpreted as cultivating the farming. The word culture is also sometimes translated as "culture" in Indonesian.

So, culture is a way of life that develops and is shared by a group of people and is passed on from generation to generation and is a system of knowledge that includes a system of ideas or ideas. Which is contained in the human mind. Culture is a whole way of life of society whose embodiment is seen in the behavior of its members. There are several elements of the socio-cultural system, namely feelings (sentiment), beliefs (knowledge), norms of goals, levels or ranks (rank) Status and roles, Sanctions, Power or influence (power) Sanctions, pressures of tension (stress strain), and Facilities or facilities.

The assessment component of speaking ability was also put forward by Brown. The assessment of speech ability according to Brown includes five components. The five components in question are (1) speech, (2) grammar, (3) vocabulary, (4) comprehension, and (5) fluency (Brown, 2004).

1.3 Research Question

Based on the theoretical background, this study emphasizes the interplay of students' sociocultural background, lecturers delivery format and

students' speaking performance. These three points are formulated in the form of research questions to be answered in this research as follows:

1.3.1 How does the sociocultural background affect the lecturers delivery format?

1.3.2 To what extent does sociocultural background affects learners speaking performance?

1.3.3 How do the teachers implement the course guidelines in the classroom context?

1.4 Research Objective

Based on the background and research questions stated in previous term, the researcher formulated four objectives of this research, namely;

1.4.1 To investigate the sociocultural background and how it affects the lecturers' delivery format.

1.4.2 To investigate to what extent does sociocultural background affects the learner's speaking performance.

1.4.3 To elaborate how the lecturers implement the course guidelines in the classroom context.

1.5 Research Benefit

The goal of the study is to find out and describe the interplay of students' sociocultural background to lecturers delivery format and students' speaking performance. Theoretically, the research findings will contribute to teaching-

learning English in English education program Faculty of teacher training and education Universitas Sulawesi barat, particularly related to students' sociocultural background, lecturers delivery format, and students' speaking performance in the English class.

Practically, this research benefits the participants to be more aware about their speaking to perform in the process of teaching-learning English in classroom. It can also serve as a reference for the teachers to improve their performances during the process of teaching-learning. Besides, it also serves to be the model of teacher talk in teaching-learning process. At least, other teachers can apply this teaching materials in their own classroom. By doing so, it is expected to increase teacher talk productivity when they address the speaking performance to their learners.

Theoretically, the results of this study will provide scientific information and multiple advantages in education in general, especially in lecturers delivery format teachersto make their teaching more effective. The effective students' sociocultural background and lecturers delivery format of the lecture will support the lessons in teaching-learning activity. It should relate to what the learners want bachieve and need to improve in terms of the target language learning objective.

The result of this study is also useful for teachers in preparing their learners to enter the next higher education level. It can help lectures in

developing the quality of teaching-learning process and enable them to motivate the learners to use the target language accurately. The result of this research can also be used as a reference for those who wants to conduct a study in English teaching-learning process in term of the interplay of sociocultural background, lecturers delivery format and students' speaking performance di universitas Sulawesi Barat. in language classroom. Based on the analysis and discussion in this study. It is expected that this research will give the readers scientific information about the lecture and students by the teacher in the classroom and its effect on English language learners.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of three sections, namely previous related findings, pertinent ideas, and conceptual framework. The elaboration of every section is explored in detail in the following subsections.

2.1 Some Previous Related Findings

There are some previous researchers who conducted studies on the interplay of students' sociocultural background, teachers' delivery format, and students' speaking performance. In this part the researcher reviews some related studies in the same field concerning teacher talk. It can be studied in a variety of contexts across the age range from primary school to higher level of education. It investigated in a variety of subject learned, or in the methodology used.

The first study is written by Wulandari (2021) entitle The Effect of Socio-Cultural Challenges of Teaching English for Young Learners in Remote Areas of Banten. In this research, the goal is to find out the socio-cultural challenges of TEFL in remote area. This research was conducted in Banten and used qualitative research for collecting the data. The writer did collect data from five English lecturers in universities of Banten. Banten especially Serang is one of the areas of Banten which has a problem in teaching in remote area. In this research, the writer used purposive sampling technique for selecting the

participants, where interview and observation have been taken by the writer in collecting the data and for the last the writer used analyze descriptively. Several challenges of teaching and learning English arise due to socio-cultural aspects, but also because of the community's economic situation, public beliefs about teaching English, and a curriculum that is out of date with current social conditions. For the result of this research, the writer asked the participants for dealing with some obstacles which will be faced in teaching learning process. Beside of that, to make the student's learning English better, the writer created positive thinking, and understanding in the process of teaching and learning (Saputri, 2021).

This research has a similarity with the present research conducted by the researcher. The present research also uses qualitative method to analyze the students' social cultural in English learning process, While the difference between her research and this study, she's analyzed about investigating the influence of socio-cultural aspects challenging in teaching learning process, while for this study, it analyzed the interplay of social cultural background of students to lectures and students' speaking performance.

Secondly, The Influence of Socio Cultural and Educational Background on EFL Learners' Motivation. It is undeniable that motivation plays a very important role in the learning process of students. However, some learners still face difficulties in learning English language due to some factors such as

differences on its cultural aspects that contributes to the lack of intercultural competence on EFL learners. The aim of the research is to investigate the socio cultural and educational factors that influence the learner's motivation on English as Foreign Language (EFL) learning among post-graduate students of English Department of Syiah Kuala University, Aceh, Indonesia. The method applied was descriptive qualitative in which the data were collected through questionnaire administration. The results showed that sociocultural and educational background impacted positively on learners' motivation in EFL learning. Students who are in collectivistic culture (60%) carried traditional thinking in facing new culture during the EFL learning process while the rest of the students who are in the part of individualistic culture (40%) tend to react positively in facing new culture. Furthermore, educational background also has impacted the learners' motivation. Students' prior knowledge contributed to (70%) their learning achievement (Keumala et al., 2019).

Previous studies have focused on the use of descriptive qualitative, and this study used a mixed type of study. For the qualitative data were obtained from questionnaires, while in this study, the questionnaires data were analyzed through quantitatively analyzing.

The third previous study is written by Rochwulaningsih entitled *The Role of Social and Cultural Values in Public Education in Remote Island: a Case Study in Karimunjawa Islands, Indonesia*. This paper aims to analyze education

problems in remote islands especially in Parang Island of Karimunjawa Islands, Indonesia. Specifically, this paper aims to identify socio-cultural values and its role in education both formal and nonformal. The research was conducted in the Parang Island one of thousand remote islands in Indonesia. The result shows that education in Parang Island encounter strategic issues including the teacher attendance who mostly comes from outside of the island. Their mobility of certain matters forces the teachers to go out from the island but sometime because of geographical condition their return to the island is unable to be ensured. These natural constraints precisely construct typical socio-cultural values especially in local education. The values which include multiculturalism, mutual cooperation, and togetherness has integrated into some subjects such as, Citizenship Education, Indonesian Language, Islamic Education, and some local contents such as Marine Education. It has been internalized into empirical experiences of the students as part of marine community that is typically open and egalitarian in character. Meanwhile, Islamic tend to be patterned in syncretism which promote balance and harmony of life. These values have been practices transmitted in religious education such as madrasah and some of informal Islamic institutions. The multiculturalism live, in harmony is effectively socialized through education, family life and community (Rochwulaningsih, 2015).

The third previous study is written by Kakita R entitle Social and Cultural Factors Influence on English Speaking Abilities. Social and cultural factors assume a huge job in learning climate. The speaker foundation assumes an indispensable job in English speaking skills, and it could be a dialect capacity that is horrifying by social and cultural segments. The researcher utilized the technique to hold the majority of the improvement occurred inside the class in regular settings and conjointly to gauge the speaking troubles experienced by technical course aspirants. This examination focuses on the impact of socio-cultural factors on the English-speaking abilities and it comprises observations, interviews, unstructured meetings, and surveys. The combination of different culture foundation students took part and accepted the need for social air and cultural support, which can empower the dimension of English expressive knowledge because they feel unsure while communicating. This examination is to discover useful inputs for learners, parents, and educationists to upgrade the procedures of instruction and figuring out ways to improve speaking abilities in English (Kakita, 2020).

This research has a similarity with the present research conducted by the researcher, education problems to identify socio-cultural values and its role in education.

2.2 Some Pertinent Ideas

2.2.1 Sociocultural Background

2.2.1.1 Definition of Sociocultural

In the education system, the learning objectives must be in accordance with the target learner's needs. One of these needs is the existence of sociocultural, which is where socio-cultural is taken from the scope of learning goals. In order to understand more about this socio-cultural, let's check understanding, social cultural perspectives in education, and theories that discuss social-culture.

Culture can be defined as a way of life. No matter where people live, their behaviors and thoughts follow and are generally based on their own cultures. Culture has many different dimensions. It includes ideas, customs, skills, arts and tools that characterize a group of people in a given period of time; it is also the beliefs, values, and material objects that create our way of life. Culture establishes a context of cognitive and affective behavior for each person. It influences individual estimation and attitudes, and can also have an effect on practical aspects of life such as hobbies (Condon, 1973).

Culture is also a matter of habit, and it is habit that becomes tradition and tradition that gives rise to culture. Local people begin with habitual actions and go on to create common stereotypes.

Condon further explained that stereotypes assign group characteristics to individual purely on the basis of their cultural membership. The cultural stereotypes affect how people think, speak, act, and interact with one another. Samovar, Porter, and Jain (1981) also stated that culture and communication are inseparable because culture not only dictates who talks to whom, about what, and how the communication proceeds, but also helps to determine how people encode messages, the meanings they have for messages, and the conditions and circumstances under which various messages may or may not be sent, noticed, or interpreted. In a word, culture is the foundation of communication.

Foremost, the thought of Vygotskian showed the base of Knowlagent should not be looked for inside mind but in socio interaction that is created between more and less knowledgeable. Vygotsky judged as a grandfather of socio-cultural theory. His theory about the human development points out how socio and cultural world impacted on the individual development.

According to Andreas Eppink in Zul End, socio-cultural is all things or values that apply in a society that becomes a characteristic of the community. Socio-cultural indeed refers to social life which emphasizes aspects of customs and habits of the community itself.

(End, 2012). In hence, socio-culture is a social structure and cultural pattern in a society. The socio-cultural foundation refers to relationships between individuals, between communities and individuals naturally, which is aspects that have existed since humans were born.

The epistemological stance of a socio-cultural perspective defines human learning as a dynamic social activity that is situated in physical and social contexts, and is distributed across persons, tools, and activities (Karen, 2009) A socio-cultural perspective also emphasizes the role of human agency in this developmental process. It recognizes that learning is not the straightforward appropriation of skills or knowledge from the outside in, but the progressive movement from external, socially mediated activity to internal control by individual learners, which results in the transformation of both the self and the activity.

Human activities take place in cultural contexts mediated by language and other symbol systems, and can be best understood when investigated in their historical development. It is still there are some relations between the target learners and their socio-culture. The learners live with need variety of culture where it is really

influence them. Besides they have own culture they also need it to interact and communicate in society.

After all the definitions and the explanations above, it can be concluded that socio-cultural is about the human development that can impact the individual in socio interaction. This socio interaction is the value result from the socio-cultural that already got and applied in a society. And can be said also that socio-cultural refers to social life which has aspects of customs and habits of the community itself.

2.2.1.2 Perspective Socio-cultural for Education

Basically, education was never been released from the scope of culture. Culture is the result of human acquisition during the interaction of life both the physical and non-physical environment. The results of the acquisition are useful to improve the quality of human life. Giving the learning experiences that promote strength, knowledge, and skill which can be transferred is the goal of educational practice (Stephen, 2006). This can be said that education in its practice cannot be separated from these three things, namely strength, knowledge, and skills. Which where these three things will be honed by the learners and become their grip after going through the education process. According to Peter L. Berger and Thomas Luckmann, In the education of social construction theory, it is seen

how students' learning can provide understanding. Students can learn through the environment, then reflect on their experience. Social construction sees the meaning or motivation of students in studying because education is interpreted as the capital of social existence, education is interpreted as capital to break the chain of poverty, education is interpreted as capital to find a job, and education is interpreted as an inheritance. Individuals or actors seem to be constructed that it is through education that they can get a decent life.

Phan argued that persons' cognition can be placed in three separate layers of learning; Individual socio-cultural and historical origin, community in general, individual learning and achievements obtained by individuals (Phan, 2012) From those three points, learners in their learning process will always relate to social and culture. The culture itself can come from their origin, habit, and their social learning.

Phan also stated that there are three interactive processes that can influence individuals' development and learning; community and its social influences, immediate family and its expectation, and individuals' cultural belief and values. Learners and their culture will not escape from their social life. They can live because of the culture itself. They will not forget their culture wherever they live and

wherever they learn. So, if in the learning process does not involve a culture and also social, the purpose of education will not be achieved.

Purwoko also stated that the learning process should involve the three factors; instructional, individual, and socio-cultural (Purwoko, 2017) The third factor is easy to put in procedures of teaching. The teaching process is done in the classroom included techniques that is taught by the teacher and materials that will be taught to the learners or textbook used by teacher and learners. It can be said that in the education perspective, the socio-cultural can be there in the learning process.

By adopting a socio-cultural perspective that highlights the important role of social context in cognitive and social development, Jang proposes to facilitate learners with it, sometimes limiting language learning cannot be understood without considering the context in which the strategy arises and develops, as well as the types of hierarchies of students from various backgrounds (Eun, 2011). On the other hand, Mihaela stated that socio-cultural perspective on understanding learning is an opportunity to capture how language accounting for learning experiences is mediating understandings of how speakers place themselves as social actors within cultural worlds and whilst navigating through and expanding their understanding of

these worlds, they shape up an expanding understanding of who they are in those worlds (Mihaela, 2014).

Put simply that adopting socio-cultural in learning is really needed. In social development institutions, educational institutions for example, facilitating learners with the right things is a must. Learners come from different social and cultural lives, but the existence of an applying socio-cultural will make learners know more through learning and even practice what has been taught through the development of a socio-cultural in itself.

In sum, based on some statements above, in education, learners and their culture cannot be detached. Cultural background can affect their goals in learning. It can form how their desire and how their behaviors in their activities. That culture is their soul as their provision in the future. So, it is good if in learning process the teachers can balance the learners" needs by their method or strategy without forgetting their socio-cultural.

2.2.1.3 Aspects that Related to the Socio-cultural

The socio-cultural theory came from some experts. Every expert has its own aspects in looking at the socio-cultural. In the real life, the interdependence between individual and social in the

construction of knowledge can be clarified by looking three-point themes according to Vygotsky's theory.

- a. Individual development, it includes the higher mental functioning, has its social origin in the social resources.
- b. Human action, both the social and individual planes is mediated by tools and sign.
- c. The first two themes are best examined through genetic, or development analysis (Vera John-Steiner and Holbrook Mahn, 1996).

Given the comprehensive of socio-cultural theory, its educational implications for assessment, curriculum, and teaching learning are only several of them can be provided in this entrance. It means that the robust themes that can influence individuals' social and culture are mental functioning and its social resources, and tools and sign which are used in human action. The other socio-cultural aspects come from Celce Murcia and she divides the aspects into social and culture in the different way as follows:

- a. Social aspects There are age, gender, office and status, social distance, relations (power and affective) as participant variables. And also, there are time, place, and social situation as situational variables.

- b. Cultural aspects It involves three main components; socio-cultural background knowledge of the target language community, awareness of major dialect or regional differences, and cross-cultural awareness (Celce, 1995).

In hence, even though Celce Murcia divided social aspects and cultural aspects in different factors, it is still in a united. Murcia divides the relevant social aspects into four categories and cultural aspects into three categories. The categories in first aspect concern to the interaction and the communicative situation. The categories are known to determine how they talk and are talked to. These categories involve the temporal and physical aspects of the interaction such time, duration, and location as well as the social dimension (Celce, 1995). On the other words, Murcia mentions the socio-cultural as one of the competences that takes place in communicative competence. Where socio-cultural is very involve the communicative competences.

Furthermore, the cultural aspects also involve the communicative competence. The categories in cultural aspects refer to the schematic and systematic knowledge of the language code. Widdowson also states that the in real life communication, the systematic knowledge is subservient to the schematic, the socio-cultural background knowledge of the target language community is

also given its due. This belief put some knowledge of the life and traditions, as well as the history and literature of the target speaker community.

Between two aspects above cannot be detached each other because the social of the society is not far to the culture of the society too. All the target language has its culture in their social. It is believed also that where there is a social in community, there is a culture that is held.

It can be said that Brown's theory is divided into four aspects of socio-cultural. Every aspect above has its definition and its values. All those aspects are not very different to what already explained in Murcia's aspects. Murcia said that the socio-cultural aspects there are the one competence of the communicative competence. So do Brown's aspects. Brown's aspects make reference to the communicative competence in learning of second language and learning the cultural context of second language.

The next aspects come from Brown (2006). He stated four major aspects that may lead the learners to learn language. Those aspects as follows:

- a. Stereotypes or generalizations.

The stereotypes or generalization may be accurate in describing the typical member of a culture, but it is inaccurate for describing a certain individual, simply but every person is unique. It means that to describe the typical culture is easy but it is hard to describe the certain individual culture because every single person has its unique.

b. Attitudes

The attitudes usually are implied by the stereotypes toward the culture of language. Attitudes, like all aspects of the development of cognition and affect in human being, develop early in childhood and are the result of parents' and peers' attitudes. On the other words, the attitudes firstly come from the parents' teaching. Then the attitudes also can come from the environment of the playground or the peers. The people attitudes can be imitated from the environment they live

c. Second culture acquisition

Then the second culture acquisition is also need to understand the socio-cultural in learning second language. Many students in foreign language classroom learn the language with little or no sense the depth of cultural norms and patterns of the people who speak the language. It can be said that many people who meet

others in the first time do not know the norms and patterns each other. So, they communicate with what they only know before, without the language acquisition.

d. Social distance

And the last aspect that comes from Brown is about the social distance. The social distance refers to the cognitive and affective proximity of two cultures that come into contact within an individual. The social distance here may mean the distance between two speakers or target language. The two people who meet at the first time will have the distance, especially in their social. Distance what means here is the differences of the social each individual.

From the description above, it can be concluded that each aspect that come from each expert has its characteristics. Even though the aspects are different, the relation between them is not so far. The aspects still describe the relevance to the socio-cultural. There is a relation in each aspect and those aspects can be said that each culture what people have in society cannot be detached from their environment or their social. Social and culture is both mutually.

2.2.2 Lecturers Delivery Format

A lesson plan is teachers' guidance of what students are going to learn and how to execute it effectively during the class time. It is the

teachers' road map to run a specific lesson, and it involves the objectives (what the students are supposed to learn), how the objectives will be achieved (the method, procedure) and the way to measure how the progress is; whether the objectives are achieved or not (test, worksheet, homework etc.). Teachers are able to propose appropriate learning activities and develop strategies to get answer on student learning. Teachers who prepare their lesson plan well will be more confident to enter the classroom. They are also able to maximize their opportunities to have a meaningful learning experience with their students because they have managed every single activity with its time allocation.

Brown mentions some essential elements of a lesson plan, namely, objectives, materials and equipment, procedures, evaluation, and extra class work (Brown, 2001).

- a. Goals and Objectives. Goals put emphasis on purposes, aims, and rationales for what teachers and students will concern during class time. The goals are typically determined by ministry of educational affairs which is stated in National curriculum standards. However, teachers have to specify them into detailed objectives by using instructional words.
- b. Materials. Materials cover what resources, books, equipment, etc. which will be utilized in the classroom. The most beneficial material that teachers have to consider to use in language classroom is an

accomplished list of materials which includes full citation of textbooks, worksheet, story book used, etc.

c. Lesson Procedures. A language lesson should involve various activities which combine several types of language input and output. A set of variety contributes to effective language learning. Several researches have shown that it motivates students. They are able to take advantages from it. There are four parts which promote an effective lesson as follow:

- 1) Preparation. Preparation for teaching and learning is best understood as an ongoing process which evolves as we continuously learn new information about the children, their needs, their interests and their abilities. In this way, all preparation for teaching and learning should be understood as being ongoing and evolving.
- 2) Presentation. A presentation delivers content through oral, audio and visual channels allowing teacher-learner interaction and making the learning process more attractive. Through presentations, teachers can clearly introduce difficult concepts by illustrating the key principles and by engaging the audience in active discussion.
- 3) Practice. Practice' is a controversial phenomenon. Different traditions, processes and agents are involved in forming practice in teacher education. Different educational arrangements for practicum learning

are formed by different historical, political and organizational processes in different national settings.

- 4) Evaluation. Evaluation of teaching involves collecting evidence, from various stakeholders, for the purpose of improving the effectiveness of the teaching-learning process. A successful evaluation generates outcomes that are valid, reliable and indicate directions and action for development.

There are two options of the implementation of these parts. These parts of a lesson are possible to take place at once in one class session or they are also possible to extend over multiple sessions. It highly depends on the nature of the topic and the activities. The lesson plan should describe who is going to do what in every session of the lesson. Each phase of preparation, presentation, and evaluation activities should be allotted in the range 8 to 10 minutes each. Communication practice activities is possible to run a little longer (Guide to writing a successful Lesson Plan, n.d.).

According to Moonasar, lesson plans basically have four to five parts, lesson information, objectives, procedures, assessment, and anticipated problems and solutions. However, teachers have authority to modify lesson plan format to meet the situation they face. The explanations of each part as follow:

- 1) Lesson Information. This includes but is not restricted to direct information that is needed for the lesson plan. Basically, this part also involves other parts like learning objectives, materials or sources, and particular notes. This information should be put in the top of the format so that it will be easy to read. Nevertheless, teachers are free to determine it. Teachers only have to make sure that lesson information should be readable for outside observers, such as peers, co-teachers, supervisors, and parents.
- 2) Objectives. Objectives remind the teachers to keep on the track during the class. Objectives show direction for teachers and students so that when the class takes place, they know what their goals are. It is important for teachers to know the lesson objectives for unprejudiced assessment as well as measuring students' improvement during the lesson. It is also important for students to know lesson objectives in order that they are able to work towards teachers' hopes and assessment. Students and teachers may get lost in the lesson quickly if there is no proper direction. Writing clear objectives are important to create an effective lesson plan.
- 3) Procedures. Procedures are the biggest part on a lesson plan. Regardless format type of lesson plan, when teachers write the procedures, they must keep the procedure concise, visually easy to

understand, and repetitive in form. Again, as mentioned before, it intends to convince that lesson plans are readable (Moonasar, n.d.).

Table 2.1 Teaching Procedure by using PPP format

Procedure	Details
<p>Presentation: <i>Introduction of Lesson Theme, Objectives, and Target Language.</i> Time: 10 minutes</p>	<p>1) Introduction slide is up for students to see. T: Today we are talking about expressing how you feel. How does Justin feel? Ss: Sad, upset T: Yeah, it looks like he does. Let's look at our Key Expressions for today. (Teacher may read chorally with students.) T: Now, let's watch a video to see what we will be able to do at the end of class. Teacher uses video to demonstrate objectives for students.</p>
<p>Practice: Students work with the language. Scaffolding prior knowledge, jig-saw, group work. Time: 10 minutes</p>	<p>1) Show pictures of situations in which people are expressing feelings. T: Talk to your team; make a list of what feelings you see. 2) Assign pictures to groups to share. T: Okay. Let's listen to our classmates' ideas and we can write more. 3) Students share ideas. 4) Students have guided practice with the teacher inserting different feelings into the model dialogue.</p>
<p>Production: Students master and internalize language. This is an opportunity to apply the language to a task. Time: 20 minutes</p>	<p>1) Students will interview their classmates and ask how they feel and what situations make them feel that way. Students will write down their answers. T: Okay. Interview five classmates. How many classmates? Ss: Five. T: Right. Five from different teams. T: Use your practice sheet for examples. T: Write down your classmates' answers.</p>

(Moonasar: 2009)

4) Assessment. Assessment has to closely relate to the lesson's objectives. Assessment is used to gauge and understand students' progress particularly what they have accomplished. It also functions as an indicator of how effective the teaching and learning is. Assessment should be conducted throughout not only to the lesson but also on micro level; a student as individual and macro level; students in group or entire the class.

5) Anticipated Problems and Solutions. This frequently denied part is not only a space to note what potential barriers could happen but also an exercise to improve teachers' awareness and experiences in writing a lesson plan. The anticipated problem's part is where teachers are required to practice their critical thinking skills. In this part teachers should systematically go through the benefits and restrictions in their methods. They also should analyze possible classroom management issue as they relate to the lesson.

Jeremy Harmer's Theory about Presentation, Practice, Production (PPP) Presentation, Practice, Production, or PPP, is a teaching structure or procedure in a foreign language. It designs teaching and learning into three phases, starting from tight teacher control moves to greater learner freedom. According to Jeremy Harmer, PPP is mostly used to teach simple languages in the lower levels (Harmer, 2009). In addition, a number of modern course books present materials in the form of PPP.

Table 2.2 Teachers and Students' Role in the PPP procedure

Teachers' Roles	Students' Roles
Presentation Phase	
The teacher dominates speaking up to 75% of duration, as they present information to students. The teacher concentrates on building comprehension when explaining materials to students at this phase.	Students are listening to teachers' explanation, and ask questions in case there is unclear explanation from the teachers.

Teachers' Roles	Students' Roles
To make sure whether the students have understood the explanation, teachers are delivering some questions.	
Practice Phase	
The teacher utilizes activities to practice the new language orally and in written format. The teacher's guide the students to keep practice and fixes up when students make mistakes. The teacher boosts a bunch of individuals, pair work or group work during this phase.	Students use the time allocation up to 60% to practice, while teachers use time up to 40% to guide the students.
Production Phase	
The teachers monitor students' activity, but they do not correct until the end. This phase concentrates on students' fluency rather than their accuracy.	Students keep producing language orally or in written up to 90% of duration, while teachers only use time allocation up to 10% to control. Students utilize the language in every day and a natural context, through practical tasks within minimal input from the teacher

(Harmer, 2009)

2.2.3 Students' Speaking Performance

2.2.3.1 Definition of Speaking

Speaking is one of the four language skills (reading, writing, listening and speaking). It is the means through which learners can communicate with others to achieve certain goals or to express their opinions, intentions, hopes and viewpoints. In addition, people who

know a language are referred to as speakers of that language. Furthermore, in almost any setting, speaking is the most frequently used language skill (Shiamaa, 2006). Speaking is expressing thought, ideas, and feeling which use the ability to pronounce the words to organize the words into phrases or sentence to choose the words related to the topic.

The mastery of speaking skills in English is a priority for many second-language or foreign-language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency. Oral skills have hardly been neglected in EFL/ESL courses (witness the huge number of conversation and other speaking course books in the market), though how best to approach the teaching of oral skills has long been the focus of methodological debate. Teachers and textbooks make use of a variety of approaches, ranging from direct approaches focusing on specific features of oral interaction (e.g., turn-taking, topic management, and questioning strategies) to indirect approaches that create conditions for oral interaction through group work, task work, and other strategies (Richards, 2008).

Speaking is the process of building and sharing meaning through the use of verbal and nonverbal symbols, in a variety of contexts. From this definition we can share our idea to others with oral communication. Speaking usually symbolized as express feeling to others. Through speaking, humans are able to connect their mind in every aspect of life. That is make the students more fluency in their communication. Because when they speak, they know what they are thinking and how they feel about it, and as you speak other people make judgments about your character and assumptions about what you are thinking and why (Robert, 2006). Speaking for communication is designed for the intermediate to advance level classroom. It will not focus on the communication which usually become a “trap” for the students because of its routine activities of every chapter, but will concern to the students’ activities cooperatively where the students can work in groups which consist of two, three, four or even more students with different activities (Anita, 2010).

According to Harwood (1987), speaking is a unique form of communication which is the basis of all human relationships and the primary channel for the projection and development of individual identity. Particularly in literate societies and cultures, its distinctive characteristics are sometime overlooked. Speech is about making

choices. Students must choose how to interact in expressing themselves and forming social relationship through speech. Of course, when we speak, we use our tongue and talk orally. In short, 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 (Ani, 2016).

Besides that, speaking is oral-language proficiency and a complex language skill that involves knowledge and pronunciation, grammar, vocabulary, and culture. Speaking is also used for many purposes, and each purpose involves different skill. In some situation, many people use speaking to give instructions or to get thing done. They use speaking to describe thing, to complain about people's behavior, to make polite requests, or to entertain people with jokes and anecdotes.

Good competence is accompanied by good performance, as Brown defines that performance is the overtly observable and concrete manifestation or realization of competence. This term describes that performance can be observed by actual doing something. Bad or good someone's competence can be measured by his or her real performance. In conclusion, speaking performance is how to speakers deliver their idea to be audience through words and sentences where

their performance in speaking will show their competence automatically. The competence is similar with knowledge that speaker has when do speaking performance, such as grammar, fluency, accuracy, size, interaction, and coherence category.

Speaking includes many types of activities such as presentation in front of the class, speech, drama, or theater. Such activities show that speaking as performance. When someone speaks among many people, she has performed as a public speaker.

From definition above the writer concludes that speaking is one of four skills of English to express opinion, idea, thought, our feeling and etc. to the other people, with speaking the people can communicate each other so, the people especially the students have to mastery this skill because this is oral skill that very important for second language learner or foreign language learner to communication in their live. Without speaking we cannot express what we want to express and it is make people difficult to communicate with other and will caused bad relations.

2.2.3.2 Aspects of Speaking Performances

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 some 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. These aspects of speaking performance included:

- a. Accuracy According to Nunan (2003), accuracy refers to the extent to which the learners' speech is grammatically acceptable, with clear, intelligible pronunciation and appropriate choice of vocabulary.
- b. Fluency is the extent to which the learner can speak at an acceptable speed with few false starts and hesitations (Nunan, 2015). Lado (1961) points out that speaking ability is described as the ability to report acts or situation, in precise words, or the ability to converse or to express a sequence of ideas fluently. Research into listener's perception suggests that pausing is one of the factors of fluency (Thornbury,2005). Furthermore, he states that people can be said as fluent speakers if they fulfill the following features:
 - a) Pauses may be long but not frequent
 - b) Pauses are usually filled
 - c) Pauses occur at meaningful transition points
 - d) There are long runs of syllables and words between pauses.

- c. Pronunciation According to Thornbury (2005), pronunciation refers to the student's ability to produce comprehensible utterances to fulfill the task requirements. Harmer (2001) provides more issues related to pronunciation. He suggests pitch, intonation, individual sounds, sounds and spelling, and stress. Pronunciation becomes important because it gives meaning to what is being said. Wrong pronunciation may cause misunderstanding or people involved in a conversation are offended.
- d. Grammar. According to Brown (2001) "Grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence". In relation to contexts, a speaker should consider the following things: a) Who the speaker is b) Who the audience is c) Where the communication takes place d) What communication takes place before and after a sentence in question e) Implied versus Literal Meaning f) Styles and Registers g) The alternative forms among which a produce can choose.
- e. Vocabulary. Three usual things used by speakers in what they are being said: a) When people speaking, they are involving high proportion of words and expressions that express their attitude (stance) to what is being said. b) Speakers usually employ words and expressions that express positive and negative appraisal

because a lot of speech has an interpersonal function, and by identifying what people like and dislike, they are able to express solidarity (Thornbury, 2005).

2.2.3.3 Types of Speaking Performances

There are six types of speaking performance that students are expected to carry out in Speaking English. It is essential to distinguish the different purposes for which the learners need in speaking skills. According to Brown, the types of speaking performance will be explained below (Brown: 1994).

- a. Imitative. A very limited portion of classroom speaking time may legitimately be spent generating “human tape 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 elements of language form.
- b. Intensive speaking 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. Intensive. A good deal of student speech in the classroom is responsive: short replies to teacher or student-initiated questions or comments.
- d. Transactional. Transactional language, carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language.
- e. Interpersonal is carried out more for the purpose of maintaining social relationship than for the transmission of facts and information.
- f. Extensive (monologue) Finally, students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches. Here the register is more formal and deliberative. These monologues can be planned or impromptu.

In conclusion, speaking performance tends to be in the form of monolog rather than dialog. Often follows a recognizable format, and is closer to written language than conversational language. Similarly, it is often evaluated according to its effectiveness or impact on the listener, something that is unlikely to happen with talk as interaction or transaction.

2.2.3.4 Factors Affecting Speaking Performance

Students speaking performance can be affected by the factors that come from performance conditions (time pressure, planning, standard of

performance and amount of support), affective factors (such as motivation, confident, and anxiety), listening ability and feedback during speaking activities (Hoang, 2015). The factors are:

a. Performance Condition

Students perform a speaking task under a variety of conditions. The performance conditions can affect speaking performance. The four types of performance conditions that include time pressure, planning the standard of performance and the amount of support.

b. Affective Factors

One of the most important influences of language learning success or failure is probably the affective side of the learner. The variety of affective variables has been confirmed to be related to success in second language acquisition in research over the last decade but most of those studies examined the three categories: motivation, self-confident and anxiety.

c. Topical knowledge

Topical knowledge is defined as knowledge structures in long term memory. In other words, topical knowledge is the speaker knowledge of relevant topical information. The information that topical knowledge provides enables learners to use language with reference

to the world in which they live. The topical knowledge has effect on speaking performance

d. Feedback during speaking activities

Most students want and expect their teachers to give the feedback on their performance. However, all speaking production should not be dealt with in the same way. The decisions that the teachers make about how to react to students' performance will depend upon the stages of the lesson, the activities, the types of mistakes made and the particular student who is making that mistake. If the teachers correct whenever there is a problem, the conversational flow as well as the purpose of the speaking activity will be destroyed. If the students are corrected all the time, they will become afraid to speak. They suggest that the teachers should always correct the student mistakes positively with encouragement. In conclusion, those aspects will affect the performance of students in speaking. The students have to know about those aspects that explained above. It will be supporting their performance when they will show them speaking.

2.3 Conceptual Framework

According to the related theories and previous studies of this research, the researcher makes a conceptual framework to make it easier to do.

Figure 2.1 Conceptual Framework

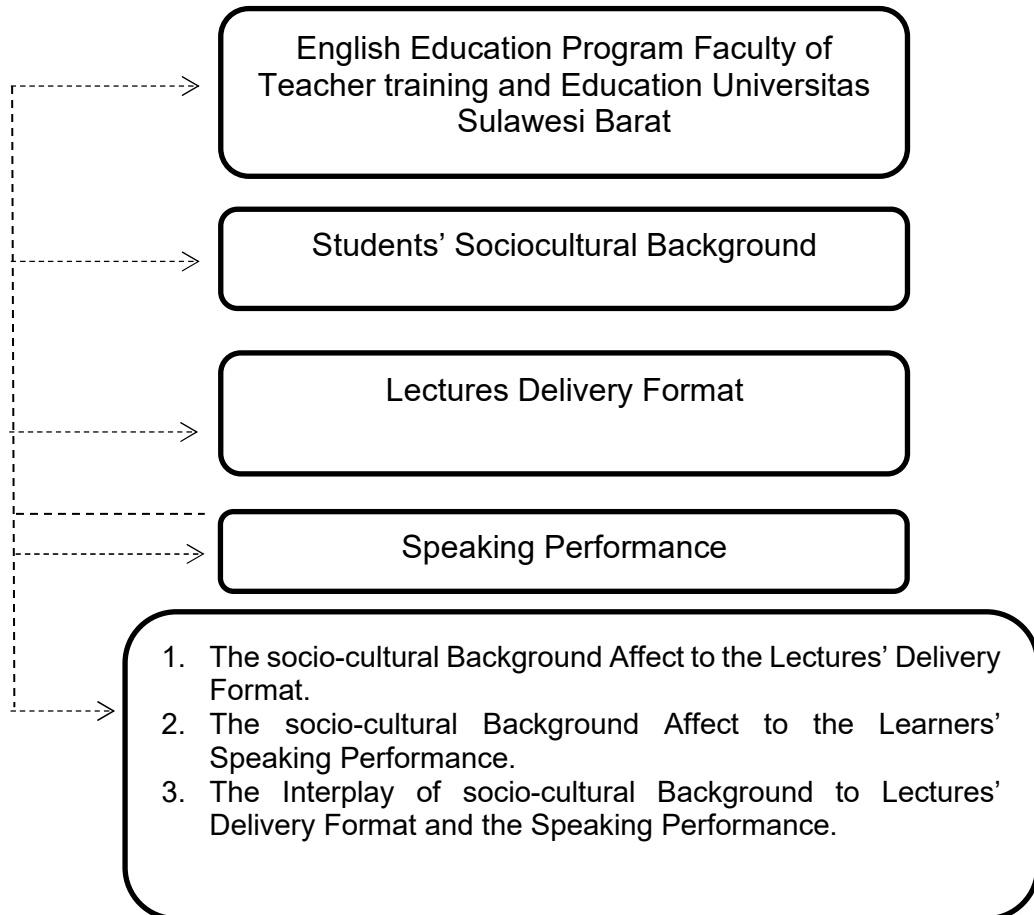


Diagram 2.1 Conceptual Framework

To construct the theories in this study, the researcher presents some literature to answer the concept of socio-cultural Background, lecturers delivery format and students' Speaking Performance. The understanding of the meaning of socio-cultural background can be reached from some aspects. It can be seen from definition, perspective Socio-cultural for education, aspects that related to the socio-cultural.

This research refers to Daryanto writing that social is something that concerns aspects of people's lives. But when viewed from the origin of the word, social comes from the word "socius" which means everything that is born, grows and develops in life together. There are several elements of the socio-cultural system, namely feelings (sentiment), beliefs (knowledge), norms of purpose, levels or ranks (rank) Status and roles, Sanctions, Power or influence (power) Sanctions, pressures of tension (stress strain), and Facilities or facilities (Daryanto, 1998).

In this study, researchers will focus on one system, namely level or rank as well as status and role to measure students' sociocultural background, where this system is able to influence the quality of students in learning, namely:

1. Educational background of parents. Education is the main means of advancing human life. The more developed human life, the more advanced the ideals and goals of human life. So that with the highest number of ideals, it is also increasingly demanding on improving the quality of education as a means of achieving these ideals. Education as one of the most important sectors in national development, is used as the mainstay to function as much as possible in an effort to improve the quality of life of Indonesian people (Fuad Ihsan, 2001).
2. The educational background of formal and non-formal parents. What is

meant by educational background in this study is the level of parental education obtained formally. Indicators of the educational background of parents consist of the level of formal and informal education. For formal education levels, such as Elementary School (SD) and equivalent, Junior High School (SMP) and equivalent, and Senior High School (SMA) or Vocational High School (SMK) and equivalent as well as S1, S2, and S3 colleges until graduation or graduation while informal education levels such as courses.

3. The economic condition of the family economic condition as "the position of a person in society relates to others in the sense of his rights as well as obligations in relation to resources". Further explained by Soekanto (2001).

Lecturers' delivery format, the researcher would analyzed of the lecture's' lesson plan in teaching speaking subject.

To measure the students' speaking performance, the researcher used the Important aspects in the assessment of speech skills include (1) fluency, (2) accuracy, and (3) communication strategies (oral communicative strategies). The accuracy of speaking in question includes (a) grammar, (b) vocabulary, and (c) pronunciation. The communication strategy in question is an achievement strategy (achievement strategies), for example by guessing strategies or by paraphrase strategies or by combining the two. The assessment component of speaking ability was also put forward by Brown. The

assessment of speech ability according to Brown (2004) includes five components. The five components in question are (1) speech, (2) grammar, (3) vocabulary, (4) comprehension, and (5) fluency. Each component, Brown divides in a score scale of 1-5.

The result that will be achieved in this research is the socio-cultural background affect to the lecturers delivery format, the socio-cultural background affect to the learners' speaking performance, and the interplay of socio-cultural background to lecturers delivery format and the speaking performance.

2.4 Hypothesis

A research hypothesis is a specific, clear, and testable proposition or predictive statement about the possible outcome of a scientific research study based on a particular property of a population, such as presumed differences between groups on a particular variable or relationships between variables. All these variables, along with the results of previous research, were used to test the following hypotheses of this study.

Based on the third research question in the chapter 1, the literature review and the thinking framework above, the hypothesis is formulated as follow:

H1 = there is an interplay between students' sociocultural background and speaking performance. It is needed to test to prove the notion about

interplaying between students' sociocultural background and speaking performance and their English learning achievement.