**CHAPTER II**

**REVIEW OF RELATED LITERATURE**

In this chapter,the reviews of the theorytical background concerning the research question are presented.There are some points that will be discussed on this chapter.They are:

1. **Speaking**
2. Definition of speaking

Speaking is daily activity which is done by human being by involving their mouth. Every person needs to speak to express his ideas, say something about her or his think, etc. Speaking involves at least two people; a speaker and listener. In real life, they discuss each other, exchange information about they see and hear, etc. People unconsciously interact and communicate not only through words, but also through facial expression, gesture, movement and aso knowledge of linguistic when they communicate with other people.

(Bayle,2005:2) states that speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. It is spontaneous, open ended, and involving, but it’s not completely unpredictable. Speaking is such fundamental human behavior that we don’t stop to analyze it unless there is something noticeable about it. Speaking is main priority in language learning. According to Allen, speaking is a sound practice, particularly in the early stages of learning a language, to give priority to give development of automatic speech habit (Allen,1985:97).

1. Purpose of Speaking

(Nunan,1999:228) state that, there are two purpose of speaking:

1. Information routines (transactional language)

Information routines contain frequently recurring types of information structure. These can be subdivided into routines that are basically expository in nature (for example; telling story, describing something, giving a set of instructions, making comparison), and those that are evaluative (giving a explanation, making justification, predicting, coming to decision)

1. Interactional routines (social category)

Interaction routines can be subdivided into service encounters (for example; a job interview) or social (a dinner party, a coffee break at work, etc.).Bygate adds a conversational management dimension to his scheme, suggesting that participants need constantly to negotiate meaning and on manage the interaction in terms of who say what, to whom, when, about what.

1. Component of speaking
2. Pronunciation

Pronunciation is the way for students’ to produce clearer language when they speak. Its deal with the phonological process refers to the component of a grammar made of the elements and principles that determine how sounds vary and pattern in language.

1. Vocabulary

One cannot communicative effectively or express their ideas both oral and written form if they do not have sufficient vocabulary.

1. Grammar

It is need for students to arrange a correct sentence in conversation.

1. Comprehension

For oral communication certainly requires a subject to respond to speech as well as to initiate it.

1. Fluency

Fluency is defined as that part of the lesson where students work on their capacity to communicate within the language, generally a period free correction (Walton, 1999:32).

1. Public Speaking

Public speaking is an activity that involves mental and physical presentation skill that are different from social conversational skill. To be an effective public speaker requires physical coordination, mental concentration, content organization, skill practice, and a great deal of experience (fujishin,2009:23).

According to Lucas (,2007:9) there three major differences between conversation and public speaking:

1. Public speaking is more highly structured

It usually imposes strict time limitations on the speaker. In the most cases, the situation does not allow listeners to interrupt with questions or commentary. The speaker must accomplish her or his purpose in the speech itself. In preparing speech, the speaker must anticipate questions that might arise in the minds of listeners and answer them. Consequently, public speaking demands much more detailed planning and preparation than ordinary conversation.

1. Public speaking requires more formal language

Slang, jargon and bad grammar have little place in public speeches. As angry as she is about industrial pollution, when Wilma Subra speaks to congressional committee, she doesn’t say. “We’ve damn well got to stop the greedy creeps who pollute whole communities just to make a few more bucks”. Despite the growing informality of all aspects of American life, listeners usually react negatively to speakers who do not elevate and polish their language when addressing an audience. A speech should be special.

1. Public speaking requires a different method of delivery

When conversing informally, most people talk quietly, interject stock phrase such as “like” and “you know”, adopt casual posture, and use hat are called vocalized pause (“uh”, ”er”, “umm”). Effective public speakers, however, adjust their voices to be heard clearly throughout the audience. They assume a more erect posture. They avoid distracting mannerisms and verbal habit.

1. **Teaching and learning speaking**
2. Teaching principle

Headly in Richards, (2002:23) proposed five principles for proficiency-oriented teaching:

1. Opportunities must be provided for students to practice using the language in range of contexts likely to be encountered in the target culture.
2. Opportunities should be provide for students to carry out a range of function (task) necessary for dealing with other in the target culture.
3. The development of accuracy should be encouraged in proficiency oriented instruction. As learners produce language, various forms of instructions and evaluate feedback can be useful in facilitating the progression of their skills toward more precise and coherent language use.
4. Instruction should be responsive to the effective as well as the cognitive needs of students, and their different personalities, preferences, and learning styles should be taken into account.
5. Cultural understanding must be promoted in various ways so that students are sensitive to other culture and prepare to live more harmoniously in the target language community.
6. Method in teaching speaking

According to Richards, (2002:7) Communicative Language Teaching (CLT) has survived in the new millennium. This method refers to a diverse set of rather general and uncontroversial principle Communicative Language Teaching can be interpreted in many different ways and used to support a wide variety of classroom procedure. The principles themselves can be summarized as follows:

1. The goal language learning is communicative competence.
2. Learners learn a language through using it to communicate.
3. Authentic and meaningful communication should be the goal of classroom activities.
4. Fluency and accuracy is both important dimension of communication.
5. Communication involves the integration of different language skills.
6. The learning is gradual process that involves trial and error.
7. Assessing speaking

For some time now great emphasis has been placed on oral practice in language teaching. Oral practice becomes meaningful to students when they have to pay attention to what they are saying (,Robbinet,1980:220).

Testing the ability to speak is most important aspect of language testing. At all stages beyond the elementary levels of mimicry and repetition it is an extremely difficult skill to test (Heaton,1975:82).No language skill is so difficult to assess with precision as speaking ability, and for this reason it seemed wise to defer our consideration of oral production test until last. (Haris,1969:81)

According to Bayle (2005:23-24) there are three approachs in testing speaking:

1. Direct Test of speaking involves a procedure in which the learners actually speak the target language, interacting with the test administrator or with other students and generating novel utterances. So far instance, an oral proficiency interview, a conversation, or an unscripted role-play can be considered direct test of speaking.
2. Indirect Test of speaking, on other hand, is one in which the test-takers do not speak. For example, the students may be given a conversational cloze test. A conversational cloze test is one where the original text is the transcript of an actual conversation. Indirect test of speaking can be very practical and reliable. It is much easier and more time-efficient to administer a conversational cloze passage to forty students and score the result with a pre-set key than it is to have forty different conversations with students and train raters to evaluate their conversational competence.
3. Semi-direct test, this term has been applied in contexts where students actually speak (that is, they produce oral language), but they don’t interact in conversation, interview, or role-play.
4. **Pronunciation**

Part of speaking the English language competently is the ability to produce its sounds in ways that are intelligible to other speakers (Hegde, 2000:265). Pronunciation refers to the way a word or a language is spoken, or the manner in which someone utters a word. The better of pronunciation, the better people will understand and the easier to find it to understand them

1**.** Definition of pronunciation

Most people think of pronunciation as the sounds we make while speaking. As speakers of language, we need to be able to understand each other with relative ease. The pronunciation patterns native speakers use reflect those commonly accepted by particular speech communities. Though most of us think in terms of speech production. Pronunciation is the way a certain sound or sounds are produce (Richard, 1992:89). Furthermore, Harmer (2007:281) explains that “pronunciation is the way we make the sounds of the language, how and where we place the stress, and how we use pith and intonation to show how we are feeling and what we mean”. Moreover, D. P Haris (1974:81) stated, “Pronunciation is including the segmental features vowels consonants and stress and intonation patterns”. On emphasis on hearer’s perceptions is especially relevant. How we pronounce words, phases, and sentence communicates to others considerable information about who we are, and what we are likes, as people.

2**.** The Features of Pronunciation

a**.** Segmental Features

Segmental phonology has to do with the individual sounds of the language. (Nunan, 1999:106). The way that vowels and consonant components combine to form words and utterances as the segmental aspect of language. Linguists refer to this inventory of vowels and consonants.

1) Vowel

Vowels are the tools of poets since it is vowels that allow poets to create assonance and rhyme, and thus to shape language musically and make it pleasing to the ear (Murcia, Brinton and Goodwin, 1996:93), they, moreover say that vowels is to define them as sounds in which there is continual vibration of the vocal cord and the airstream is allowed to escape from the mounth in an unobstructed manner, without any interruption. Furthermore, Kusuma (1993:14) stated that vowels are speech-sounds in which the air-stream can pass freely though and out of the mouth. Another stated given by Kelly (2000:29), he stated vowels are articulated when a voiced airstream is shaped using the tongue and the lips to modify the overall shape of the mouth.

(a) Classifications of vowels

(1)The pure vowels sounds

The word ‘pure’ here is used to differentiate single vowel sounds from diphthongs. The sounds have been divided up into categories, according to the characteristics of their articulation, and each category begin with a brief outline.

a. Rounded: the lips are pushed forward into the shape of a circle

b. Spread: the corners of the lips are moved away from each other, as when smiling.

c. Neutral:the lips are not noticeably rounded or spread.

(2) Close vowels

For close vowels the tongue is quite high in the mouth. Moving from /i:/ through to /u:/, we also notice the different positions of the tongue; /i:/ is a front vowel, and /u:/ is a back vowel.

(3) Mid vowels

For mid vowels the tongue is neither high nor low in the mouth. Moving from /e/ through to /ᴐ:/, we also notice the different position of the tongue; /e/ is a front vowel, and /ᴐ:/ is back vowel.

(4) Open vowels

For open vowel, the tongue is low in the mouth. Moving from /æ/ through to /Ϸ/, we also notice the different positions of the tongue; /æ / is a front vowel, and /Ϸ/n is a back vowel.

2) Diphthong

Diphthong might be a combination of vowels sounds (Kelly, 2007:34). While, according Kusuma(1993:19) diphthong are the results of a movement of the tongue during the production of the sound. He, moreover stated diphthong is an independent vowel-glide not containing either a peak or a valley of prominence (1993:39).

3) Consonant

Consonants are speech-sounds in which the airstream after having passed the larynx is either stopped for a moment and release (Kusuma, 1993:14). According to Kelly (2000:47), he stated that consonants are fored by interrupting, restricting or diverting the airflow in a variety of ways. There are three ways of describing the consonant sounds:

(a) The manner of articulation

The manner of articulation refers to interaction between the various articulators and the airstream. The various terms of manner of articulation are explained in the following table:

Table 1

|  |  |
| --- | --- |
| Plosive | A complete closure is made somewhere in the vocal tract, and the soft palate is also raised. Air pressure increases behind the closure, and is then released ‘explosively’, e.g. /p/ and /b/ |
| affricative | A complete closure is made somewhere in the mouth, and the soft palate is raised. Air pressure increases behind the closure, and is then released more slowly than in plosives, e.g. /ʧ/ and /ʤ/ |
| Fricative | When two vocal organs come close enough together for the movement of air between them to be heard, e.g. /f/ and /v/ |
| Nasal | A closure is made by the lips, or by the tongue against the palate, the soft palate is lowered, and air escapes through the nose, e.g. /m/ and /n/ |
| Lateral | A partial closure is made by the blade of the tongue against the alveolar ridge. Air is able to flow around the sides of tongue, e.g. /l/ |
| approximant | Vocal organs come near to each other, but as to cause audible friction, e.g. /r/ and /w/ |

(b) The place of articulation

The place of articulation gives more information about what the various articulators actually.

Table 2

|  |  |
| --- | --- |
| Bilabial | Using closing movement of both lips, e.g. /p/ and /m/ |
| Labio- dental | Using the lower lip and the upper teeth, e.g. /f/ and /v/ |
| Dental | The tongue tip is used either between the teeth or close to the upper teeth, e.g. /θ/ and /ð/ |
| Alveolar | The blade of the tongue is used close to the alveolar ridge, e.g. /t/ and /s/ |
| Palate - alveolar | The blade (or tip) of the tongue is used just behind the alveolar ridge, e.g. /ʧ/ and /ʤ/ |
| Palatal | The front of the tongue is raised close to the palate, e.g. /j/ |
| Velar | The back of the tongue is used against the soft palate, e.g. /k/ and /ŋ/ |
| Glottal | The gap between the vocal cords is used to make audible friction, e.g. /h/ |

(c) The force of articulation

The force articulation, the following terms are used: fortis or strong, and lenis or weak. In spoken English, fortis happens to equate with unvoiced sounds, which require a more forcefully expelled airstream than lenis sounds, which n English happen to be voiced.

b. Suprasegmental

Suprasegmental phonology has to do with stress, rhythm, and intonation patterns in the language (Nunan, 1999:106). While, Murcia, Brinton and Goodwin (1996:35) explained that suprasegmental features involve those phenomena that extend over more than one sound segment. Furthermore, Kelly said that suprasegmental features, as the name implies, are features of speech which generally apply to groups of segments, or phonemes. The features which are important in English are stress, intonation, and how sounds change in connected speech.

1) Stress

Every word in English contains one or more vowels. If the word has two or more syllables, one of the vowels is pronounced slightly longer and louder than the other vowels. We call that syllable the stressed syllable. Stress can fall on any syllable in English (Lindell and Hagiwara, 1990:243)

2) Rhythm

The rhythm is based on the predicable recurrence of the stressed syllables in that sentence (Lindell and Hagiwara, 1990:244).

3) Intonation

Intonation is the line of contour that connects one pitch to another pitch. Intonation gives meaning to spoken English sentence (Lindell and Hagiwara, 1990: 244-245)

4) Pitch

English sentences have differences n pitch the rising and falling of the voice. There are four pitches which occur predictably in General American English speech. These are extra high pitch, normal unstressed pitch, and low pitch (Lindell and Hagiwara, 1990: 244).

3. Types of pronunciation

a. Good speech

Good speech may be defined as a way of speaking which is clearly intelligible to all ordinary people.

b. Bad speech

Bad speech is a way of talking which is difficult for most people to understand.

**D. Teaching pronunciation**

1. Approach in teaching pronunciation.

The field of modern language teaching has developed two general approaches to the teaching of pronunciation:

a. Intuitive-imitating approach

An intuitive-imitating approach depends on the learner’s ability to listen to and imitate the rhythms and sounds of the target language without the intervention of any explicit information; it also presupposes the availability of good models to listen to, a possibility that has been enhanced by the availability first of phonograph records, then of tape recorders and language labs in the mid-twentieth century, and more recently of audio and videocassettes and compact discs.

b. Analytic-linguistic approach

An analytic-linguistic approach, on the other hand, utilizes information and tools such as a phonetic alphabet, articulatory descriptions, charts of the vocal apparatus, constrantive information, and other aids to supplement listening, imitating, and production. It explicitly informs the learner of and focuses attention on the sounds and rhythms of the target language. This approach was developed to complement rather than to replace the intuitive imitative approach, which was typically retained as the practice phase used in tandem with the phonetic information.

2. Principles for teaching pronunciation

a. Foster intelligibility during spontaneous speech

In earlier decades, a serious flaw of pronunciation teaching was the tendency to teach speech sounds isolated from meaningful content. Contemporary teachers and learners realize that efforts to communicate meaningfully are even more important that perfect pronunciation. Lesson should engage learners in using sounds in more personalized ways and though more spontaneous ways of speaking. Being able to produce sounds in isolation is a far cry from being able to use them intelligibly in connected streams of speech.

b. Keep affective considerations firmly in mind

Emotion can run high whenever language learners are asked to developed new pronunciation habits. It is essential to realize that pronunciation practice normally take a place in front of other students and a teacher. There are many learners who have what they believe to be very good reasons to resist a teacher’s efforts to modify their ways of pronunciation English. Peer pressure often plays an important a role. A learner may fear rejection from classmates if her or his pronunciation begins to sounds better than other students’ in the room. This in an area in which teachers need to provide learners with generous degrees of affective support.

c. Avoid the teaching of individual sounds in isolation

It is crucial for teachers to embed whatever sounds or sound patterns are the focus of instruction within connected stretches of speech. Other than very brief lesson segments when teacher may introduce a specific pronunciation point for the first time, it is almost always more effective to illustrate and practice sound within contexts of whole phases, short sentences, and interactive classroom task. Activities that provide opportunities for learners to communicate meaningfully with each other are more interesting, enjoyable, and memorable.

d. Provide feedback on learner progress

It is important to provide learners with feedback on how well they are doing. Teachers need to support learner’s efforts, guide them, and provide cues for improvement. Otherwise, learners may be unaware where they need to place their energies. Such feedback can be provided by you as the classroom teacher, by peers, and though self-awareness training in conjunction with live analysis, video, and/or audio recordings.

e. Realize that ultimately it is the learner who is in control of changes in pronunciation.

Try as we may, teachers are not able to make the changes necessary for improvement in pronunciation to take place. Teachers can provide guidance and practice opportunities, but learners are the ones who are in charge of making any changes that may ultimately take place, Morley (1994:89) speaks of the pronunciation teacher as a “language coach” who “supplies information; gives models from time to time; sets high standards; provides a wide variety of practice opportunities; and supports and encourages the learner”.

3. Pronunciation Methods

a. Direct Method

In direct method foreign language instruction, pronunciation is taught though intuition and imitation; students imitate a model- the teacher or a recording – and do their best to approximate the model though imitation and repetition. In another word, students learn to pronounce by listening to and repeating the teacher’s model of a word or phrase.

b. Audiolingualism method

In the audioligualism, pronunciation is very important and is taught explicitly from the strat. As in the direct method classroom, the teacher (or a recording) models a sound, aword, or an utterance and the students imitate and repeat. However, the teacher also typically makes use of information from phonetics, such as a visual transcription system or charts that demonstrate the articulation of sounds. In another word, pronunciation is emphasized and taught from the beginning.

c. Silent Way

The silent way (Gattegno 1972,1976) as cited in Murcia can be characterized by the attention paid to accuracy of production of both of the sounds and structures of the target language from the very initial stage of instruction. Not only are individual sounds stressed from the very first day of a silent way class, but learner’s attention is focused on how words combine in phrases- on how blending, stress, and intonation all shape the production of an utterance. There is a strong emphasis on accuracy of production; words, phrases are repeated until they are near nativelike.

d. Community Language Learning

CLL is a method developed by Charles A Curran for teaching second and foreign languages. CLL processed is learner decides what degree of accuracy in pronunciation to aim for

e. Communicative Approach

Communicatively adequate pronunciation is generally assumed to be a by -product of appropriate practice over a sufficient period of time.

f. Total Physical Response and Natural Approach

Production is delayed until learners are ready to speak, which gives them time to internalize the sounds of the new language; thus good pronunciation is assumed to come naturally.

g. Suggestopedia

Music, visualization, ac comfortable setting, low lights, and new names/ identities are used to reduce learner inhibitions. Lengthy dialogues are read aloud by the teacher, who matches his or her voice to the rhythm and pitch of the music: these are subsequently performance by the learners.

1. Pronunciation Tests

Diagnostic evaluation of pronunciation, as of any skill, is a means of determining a learner’s level of proficiency, usually for the purposes of screening (determining wheter the learner can perform a certain task or function) or placement (deciding on a suitable class level given the learner’s level of language proficiency). In short, it is a global assessment of the class’s – and each learner’s – perception and production.

a. Diagnostic perception

Diagnostic tests of listening discrimination, which can be given either in class or in a language laboratory, should test the learner’s ability to distinguish both segmental and suprasegmental features.

1) Consonant-vowel discrimination

In order to determine the learner’s ability to distinguish vowel and consonant sounds, the teacher can use minimal-pair discrimination exercise.

2) Word stress

Recognition of English word stress patterns can be tested by asking learners to choose the correct stress pattern for words or sentences in a text or dialogue that is recorded or read aloud by the teacher.

3) Prominence

Testing formats that diagnose learners’ ability to perceive the most prominent element can resemble those used for word stress.

4) Intonation

For testing the learner’s discrimination of intonation patterns, two types of tests may be used. First, the learner is asked to determine whether the utterance has rising or rising- falling intonation. Second, a multi choice format can also be used to test the learners ability distinguish the shades of meaning expressed by different stress and intonation patterns for the same utterance. For this type f assessment, the learner hears the initial utterance and then must determine which interpretation r response is the correct one.

5) Reduced Speech

For testing the learner’s comprehension of reduced speech, the following format utilizes a close passage in which commonly reduced and unstressed words have been deleted. Students then provide the missing words as they listen to the taped passage or dialogue.

b. Diagnostic Production

As with tests of perce, tests of production should focus on features that have been taught in class. The speaking portion of a class test can consist of various short passages that the student reads aloud onto the tape. Scoring of such production exercises should be straightforward, with points counted only for the individual items being evaluated.

1. **Problem and strategy in Pronunciation**

The problem of ELT in Indonesia is a complex one. There are the hardware problems (e.g., facilities, facilitators, students) and software problems (e.g,. policies, curriculum, and education system). (Cahyono and Widiati, 2004:31)

1. Difficulties in pronunciation

According to Kusuma (1993:1) the students of spoken English or any spoken language is faced of the outset with difficulties of five kinds in the matter of pronunciation. They are as follows:

1. We must learn to recognize readily and with certainly the various speech-sound occurring in the language when we hears them pronunced: we must moreover learn to remember the acoustic qualities of those sounds.
2. We must learn to make the foreign sounds with his own organs of speech.
3. We must learn to use those sounds in their proper place in connected speech.
4. We must the proper usage the matter of the sounds attribute of prosodies as they are often called (especiall length, stress and voice pitch)
5. We must learn to catenate sounds i.e to join each sounds of a sequence onto the next and to pronounce the complete sequence rapidly and withounth stumbling.
6. Problem in teaching pronunciation

According to Gebhard (1996:186-188) Problems some EFL/ESL teachers face include the following:

a. The “students won’t talk” problem

Teachers point out that some students, including advanced students, are so shy or have such high levels of anxiety over speaking that they will not speak in class.

b. The “error treatment” problem

Some teachers are connected that students do not change their language, even after receiving feedback on their language errors.

c. The “any native speakers can teach conversation” problem

There is a false assumption among some administrators and teachers that any native speakers of English can teach the conversation class.

While Harmer stated that the problem in teaching pronunciation as following:

a. What students can hear

Some students have great difficulty hearing pronunciation features when reproduce. Frequently, speakers o different first languages have problem with different sounds.

1. What students can say

All babies are born with the ability to make the whole range of sounds available to human beings. But as grow and focus in on one or two languages, it lose the habit of making some of those sounds

c. The intonation problem

For many teachers the most problematic area of pronunciation is intonation. Many students find it extremely difficult to hear “tunes” or to identify the different patterns of rising and falling tones.

2. Strategies to improve pronunciation

a. Strong Vigorous practice

Use vigorous practice with strong muscular movements. Use slightly exaggerated mouth movements, overly articulating words. Don’t hurry. Take time to articulate as clearly as possible.

b. Self-Monitored practice

Listen closely to and monitor yourself on both the sounds and the rate, rhythm, and vocal qualities. Pay attention to stress points, pitch rises and falls, and rhythmic patterns.

c. Slow-Motion practice: half-speed practice

Try slow-motion, or half-speed, practice for a strong sense of kinesthetic touch-and-movement feedback and for the feeling of articulation.

d. Loop practice (“Broken Record” Practice)

Use an endless-loop practice of twenty or more strong and vigorous repetitions of a phase or word with focus on kinesthetic feedback.

e**.** Whisper Practice (Silent Practice)

Use whispered or silent practice to focus on articulation and the feeling of articulation.

f. Mirror Practice, Video Practice

Use mirrors to view the articulation of specific sounds. If possible, zoom in on a close-up of your face as you articulate words

1. **The Result of Previous Study**

Previous study is the result of research from the researcher before. Some research related to students’ problems and teachers’ strategy on speaking have been conducted by some researcher of the study:

1. “Students’ Strategies to Overcome Speaking Problems in the Conversation Class as an Intra-curricular Program at SMA Negeri 8 Malang” by Yuliyastutik from Universitas Muhammadiyah Malang.

The researcher analyze students’ problem in speaking and strategies to overcome students’ problem in conversation. The findings of study show that the problems which occured in the conversation class were caused by three factors: lack of support, lack of motivation and peer pressure. The problems included worrying about others’ responses, using Indonesia rather than English, having inadequate English vocabulary, being unable to pronounce well what they mean, focusing more on correct function and structure, being timid or less confident of speaking English. Of all the problems, lack of support was considered as the main reason for their speaking problem. Lack of motivation is the next reason, and peer pressure is the last reason for their speaking problems. The findings show that to cope with the speaking problems, the students employed eight communication strategies: avoiding communication, adjusting the message, paraphrasing, using approximation, creating new words, switching to the native language, using non-linguistic resources, and seeking help. Among these strategies, switching to the native language and seeking help occurred most frequently in the class.

1. “Teacher’s Strategies in Overcoming Problems in the Teaching of Speaking at SMK NEGERI 1 Singosari Malang” by Mohammad Hasbullah from Universitas Negeri Malang.

In This study is intended to find out students’ speaking problems and teacher’s strategies in overcoming the problems. From the findings, it can be concluded that the students have some speaking problems which hamper them from expressing their ideas in the speaking class. The problems which occur in the speaking class are “students-do-not-use-English” and “students-do-not-want-to-speak-English”. To overcome the students’ speaking problems, the teacher employs some teaching strategies e.i. giving instant reward, giving information on the importance of English, creating fun activities, giving additional score, providing list of words, quoting words from the media (song, newspaper, magazine and etc.), drilling, giving direct correction, reading aloud, training the students to think in English, pair working and grouping techniques.

1. “A Study Of Student’s Problems in Daily English Speaking Activity at SMA Pomosda Tanjung Anom Nganjuk” by Yun Arita from Universitas Muhammadiyah Malang.

In this study the researcher found that students of SMA POMOSDA Tanjunganom Nganjuk had many problems in speaking, such as: the students’ difficulty to make the sentence and difficulty to make the sentence with the correct structure. Students’ insufficient and difficulty to remember all of vocabularies used to communicate with others, students’ vernacular patois problem that gave bad effect of students’ pronunciation, intonation, accuracy, and fluency, and problem of punishment. The causes of students’ problems were because the students only had few vocabularies in their speaking and they seldom use all vocabulary in their speaking, the students only had few vocabularies and they had insufficient exercise to use the correct sentence, the students were not confident to speak with correct pronunciation, intonation, accuracy and fluency and vernacular patois which influenced their daily English speaking and students impinged regulation of language in the school.