

CHAPTER II

REVIEW OF RELATED LITERATURES

2.1. Definition of the Difficulty

Learning something new is always challenging us because it requires great effort and time. Any problems encountered is a difficulty. According to Holy (2005: 8), the difficulty is the state or quality of being difficult, trouble or effort that involves something. The difficulty is a state or quality that causes something to be difficult, every difficulty can lead to a failure to do something.

Learning a new language can be the most difficult task for the students. According Ji Eun Lee (2008: 1), there are several aspects that make it difficult in learning experience, including:

1. Phonological differences are one of them. In other words, the differences in the sound system between the mother tongue and the new language when learning a new language can cause difficulties in students. There are some sounds that do exist in one language, but not in other languages
2. In addition, one should learn the new structure of the language such as grammar, usage or word order so as to use it effectively. In addition, people have to learn a new language structures such as grammar, usage or sequence of words that can use them effectively
3. A lack of chances of practicing the new language outside is one of the difficult, aspects in learning a language. The lack of opportunity to practice the new language outside is one of the difficult aspects of learning a language. The new language is rarely used in real life, so that students feel no need to learn a new language. They

did not find any reason to learn a new language. Due to lack of motivation, students do not really try hard to learn a new language.

That's why learning a language (in this case is English) as a difficult task for the students. Especially in speaking, because speaking requires some aspects that must be mastered by the students. One of its aspect is a students' psychological, namely the courage of the students in speaking English.

Indeed, mastering a language must know the form of sentence patterns and vocabulary well. It is this that exist in the minds of learners. They are afraid to speak English because of Reviews their preoccupation with the selection of a suitable sentence (Kelvin 2007).

Furthermore Richards (2005: 8) states that: 'The difficulty of language learning is defined in terms of such factors as sentence length, processing time required, derivational complexity, types of embedding, number of transformation, and complexity.' The length of the sentence, time, complexity source of learning, the method used, the rate of change and kekomplekskan in learning the English language is a factor that can make it difficult, for students to learn English.

Based on some of the above opinions, the difficulty in speaking English because:

1. The difficulty expressing ideas verbally. So that students are confused to speak.
2. The limited vocabulary, so that the student is difficult to speak fluently and old.
3. Limited ability to grammar. So it is difficult to speak with the correct rules.
4. Lack of pronouncing the words. So it is hard to say the word that is spoken correctly.
5. The lack of courage to speak out for fear of being wrong.

This time, Although students have studied English for many years, but many of them still can not use oral English. It is due to these difficulties.

2.2. Aspects Speaking Skills

Aspects of speaking skills is one aspect of the four aspects of language skills. Speaking skills aspect is oral language skills, to express the speaker's thoughts to the interlocutor through word of mouth. As disclosed Ruth (2002), speaking is the form of oral language that is inevitably used to communicate ideas and feelings. Speaking skills is a form of spoken language that is used to communicate ideas and feelings. Based Webster Dictionary (Andrew, 2007), speaking is to utter words, to express thought by words, to utter speech, discourse, or narague, to talk, to the make mention, to tell by writing, to comunicate ideas in any matter. By speaking, we can communicate information and ideas, and build relationships with the community to communicate something to others.

Aspects of speaking skills is very important. In fact, Chaedar (1993: 19) said that for linguists that language is formed from the symptoms of speech sounds of a language. Speech here is the talk. Their writings merely an illustration of speech. He continued that we can speak without writing, but we can not write without talking (at least myself). Appeared first language is to use word of mouth. The students can not be said to be proficient in English if he was not able to use the English language for communication purposes. The results of the research on foreign language teaching in the Netherlands in 2002 points out that the teaching of foreign languages has always stressed on the ability to hear and speak to the beginner level, while the ability to speak.

Lawtie (1995) also looked at aspects of speaking skills is an important component in the English language, as put forward that oral communication is a vital component of the English language arts curriculum and provides the base for growth in

reading, writing, and listening abilities. Oracy consists of both verbal and nonverbal communication. It is important that teachers recognize that nonverbal communication is culture-specific, and be aware of the differences that may exist across cultures when students express themselves nonverbally.

This is in line with the thinking of Andi Shakir (2009) that "The success of English learning is seen through the Generally speaking ability". The success of learning English is to master the skill of speaking. According to Grugeon et al (Taylor and Francis, 2009) 'All learning across the whole curriculum, could be said to begin and end with speaking and listening. It would be almost impossible to introduce any new topic or revise an old one without some forms of questioning or discussion by the teacher or children '. The language learning begins and ends with talking and listening. Many language learners assume the ability to speak as a measure to know a language. These students define fluency as the ability to communicate with others, far more than the ability to read, write, or understand spoken language. They consider speaking as the most important skill. They can obtain and assess the progress of their achievement in oral communication.

Surely these speaking skills have special characteristics as compared with the other three aspects of language skills. Peculiarities of spoken language is summarized by De Vito (1993) in five of the following:

1. Speech more frequent use of the words are easy and common, pronouns and function words -ie words that indicate grammatical connection instead of referring to real-world objects as done by nouns, adjectives, and adverbs. This function words there are nine groups as proposed by Francis in the structure of American English, (p: 421-428), as follows:

- a) Noun Determiners, the word that comes before the noun, or in other words: words whose presence indicates a noun. Determinants of nouns include: articles (a / an, the); possessive pronoun (my, your, our, their, and its); demonstrative adjectives (this that, these, those); number / numbers (more, several, all, some, every, and other)
- b) Auxiliary verb (do, be, have, get, be going, can, must, will, Might, may, could, would, and so on)
- c) Qualifier/ words affirming, affirming including adjectives, adverbs; limit or specialized meaning (very, quite, somewhat, too, more, most, enough, still, lots, even)
- d) Prepositions /preposition, that preposition is simple (after, before, of, in, with, and so on); compound (back of, due to, together with); phrase (by means of, in front of, on account of)
- e) Co-ordinators /conjunctions (and, but, or, for, rather, than, either ... or, neither ... not)
- f) Interrogators /question words, the simple question words (who, which, what, whoever, whatever)
- g) Includers, namely the so-called conjunctive storey complex sentences in traditional grammar. Into it including the after, although, now, since, if, because, also a relative pronoun relative pronouns; who, which, that, when, where
- h) Sentences linkers (Connecting line) or also called connectors: consequently, furthermore, however, in fact, at least, on the other hand)

- i) Miscellaneous group/ Mix which includes: attention claimers; yes, yeah, uh-uh, unh-unh; responses; yes, no, maybe, O. K; infinitive markers; to, Negator; not; and hesitators; well, uh-h, um-um.
- 2. A speech-less using different words
- 3. Speech many use the words never, always, many, much, very, but, however, although, it seems to me, apparently, and the like
- 4. Speech is more abstract than writing
- 5. Speech more wear verbs, adverbs, while writing more wear nouns and adjectives.

Therefore, in studying aspects of speaking skills then have to pay attention to these characteristics. In addition, in the aspect of speaking skills, there are several components. Burnkart (1998) mentions that language learners need to recognize that talk includes three areas of knowledge, including:

- 1. Mechanics (pronunciation, grammar, and vocabulary), using the right words in the right order with the correct pronunciation
- 2. Functions (transaction and interaction). The function of the transaction is to know when the clarity of a message must exist and interaction is to know when the right understanding is not necessary
- 3. Social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, the relative roles of of participants), understanding how to take into account who is talking to whom, under what circumstances, on what, and for what reason.

Meanwhile, according to Syakur (2010), there are five components in aspects such as the speaking skills, comprehension, grammar, vocabulary, pronunciation, and fluency. Likewise, according to Shakir (2007), speaking skill aspects requires two items, namely linguistic and non-linguistic aspect. Linguistic aspect consist of;

comprehension, pronunciation, grammar and word order, vocabulary, and general speed of speech, sentence length and etc. While non-linguistic aspect, personality dimensions, such as self-esteem and extroversion. These components must be developed both for learning to speak.

However, based on this research focuses on the components studied only Pronunciation and Grammar. Pronunciation is the sound of words. Given the Learner Oxford Pocket Dictionary (2003: 343) pronunciation is way in the which a language or a particular word or sound is spoken". Next Hornby (2007) explains that pronunciation is a way in the which a language is spoken, person's way of speaking a language or words of a language. So, it is a way pronunciation people to pronounce words.

Syakur (2007) also said that pronunciation is the way for students' to produce clearer language when they speak. It deals with the phonological process that refers to the components of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. There are two features of pronunciation; phonemes and suprasegmental features. A speaker who constantly mispronounces a range of phonemes can be extremely difficult, for a speaker from another language community to understand the pronunciation.

This can make a person unable to speak or pronounce the words clearly. So it can be understood by his interlocutors. Pronunciation is very important to be trained because the pronunciation of English words is certainly far different from the pronunciation of words in the mother tongue of the students. And there are many similarities between the pronunciation of certain words that have to pronounce the words correctly and clearly to be understood by the listener. Besides, listening skills are also very supportive to master the pronunciation. Because the spoken word interlocutors should really listened well to be captured well too. In addition to errors in

pronunciation, errors in listening may also cause interference when speaking English. As stated by Mair (1988: 24) as follows:

The effectiveness of teaching is also supported by the attitude of the listener. Often speaking activities were beneficial not only because of the poor attitude of the listener. Frequent listener to forget what he heard, impressed on an interesting conversation, but do not remember the contents of the conversation, or less attention to the content of the conversation delivered because it faces less attractive speaker for example,

In the e-Book of Pronunciation Practice (2008) classified pronunciation exercises into units / classification including the following:

1. Contractions

Contractions are a form of condensation in everyday language that is often used. Sudjoko (1999: 1) stated that the purpose is to shorten contractions two words. So when it is written of words or letters are omitted, and some are merged. For example, the form of "I am" to "I'm", "are not" into "aren't".

2. Plural -s

Plural -s is the pronunciation of the words that are changing or adding -s or -es due to change a single word plural. For example, "book" into "books", "book" the pronunciation is \bʊk\ and "books" the pronunciation is \bʊks\.

3. Pronunciation -ought

Several pronunciation -ough consist of different ways and pronouncing -ought. Several different ways and enough of them while pronouncing Although -ought for example bought.

4. /-d/ sound

/-d/ sound consists of verbs that undergo changes in the past said, for example, asked, allowed, called, and decided.

5. Pronunciation of /ch/

Pronunciation of /ch/ the pronunciation of words consisting of letters ch elements, such as Charge, Christian, and Machine.

6. /-et/ pronunciation

/-et pronunciation the pronunciation of words ending in -et pronounced [ɪt].

7. Pronunciation of -ment

pronunciation –ment the pronunciation of words ending in -ment pronounced [mənt].

8. -age and -ege ending

-age and -ege ending the pronunciation of words ending in -age and -ege. For example, Cabbage, village, and college.

9. Silent Letters

Silent Letters is the words one letter missing when spoken. Silent letters consists of a silent b, c Silent, Silent d, Silent g, h Silent, Silent k, l Silent, Silent n, and Silent p.

However, the above classification is not a classification standard pronunciation, because the pronunciation in English is very unique. The classification above is adapted from the book in order to facilitate the pronunciation exercises to learn pronunciation.

Besides pronunciation, other speech components, namely grammar. According to Brown (1994), grammar is a system of rules governing the conventional arrangement and relationship of word in a sentence. Summarizing the views grammar according Chaedar (1993), the insight linguistic broadest sense of grammar refers to general conclusions about the regularity and irregularity that exist in the language. In medieval times, the grammar is defined as a set of rules, usually in the form of a book (lesson) that set the one true language usage. Later in traditional grammar termed as prescriptive

grammar, the rules generally applicable and should be followed both in speech and in writing. While the modern grammar termed as descriptive grammar (to describe language) which explains the working procedures of the language as it is, objectively, not emotionally systematic.

If you often associate with the Batak for example, then you will be able to speak the word in that language. If your words can be understood by the Batak people, this means you know the grammar Batak although you never pursue Batak grammar. So grammar describe what humans do when speech, not written in the book or memorized by rote.

Therefore, grammar is also one of the important elements of English to be learned in speaking. Speaking itself has rules of grammar that has been formed. Key of the language is understanding the basics. Without the basics of English grammar, then the speaking skills will be very limited, even quickly once lost, forgotten, and so on. As disclosed Baehaqie (2007) that if we had control of AV and following verb function and its use well then arguably we have mastered the English keyword. AV (Auxiliary Verb) or an auxiliary verb is a verb that is used to help the formation of a full sentence in nominal sentence (a sentence which does not have a verb) and verbal sentence (a sentence that predicate verb) in the form of a sentence denying and interrogative sentence. AV consists of to be (is, am, are, was, were), do, does, did, can, shall and will. A verb is a word used to express a job or deed. AV and Verb itself belongs to the grammar. Furqanul and Chaedar (1996) argue that before being able to communicate actively, they first had to master at least two hundred active vocabulary and some grammatical rules of the target language. Learners should also be sufficient to master the rules of the target language basic wording (in English: subject-predicate sentence structure, the position of adjectives and adverbs, negate, question formation).

The students would be able to understand speech interlocutor and able to devise new phrases to be used to communicate if knowing the grammar. Furqanul and Chaedar (1996) argued that lately applied linguists continues to emphasize its study of the characteristics of creative grammatical system. When a person has grammatical competence, he would have the ability to produce an unlimited number of sentences, most of which are new sentences.

The benefits of learning grammar is that the students have a strong foundation for the next English language lessons. For the purpose of learning English in elementary school itself is as basic as students to learn English at a higher level. This is like the foundations of mathematics, for example addition, multiplication, division, and so on. Without these basics, then when learning to a higher level such as finding the circumference or area Flat and students will have trouble. So also in the grammar of English there is a pronoun (pronoun), for example, the third person pronoun for he and she. He is used to the male gender and she's the female gender. If students do not know this then the student will have difficulty expressing and cause errors in the sentence. Heaton (Mora, 2010) that student's ability to manipulate structure and to extinguishing Appropriate grammatical form in Appropriate ones. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form ".

A student's ability to use the structure or pattern to distinguish sentences and grammatical forms of words that correspond to each other. Benefits of grammar as well as to learn the proper way acquire language skills both oral and written.

That must be mastered in advance are parts of speech. Parts of speech include: noun, countable noun (singular and plural), pronoun, adjective, verb, adverb, preposition, and conjunction. Parts of speech is very important to master at the beginning of learning. According to Sudrajat (1994: 7), if you want to master the

English language or want to be an English teacher, then it must first master the parts of speech. Because parts of speech is the primary capital to master the English language.

Parts of speech the elements that make up a sentence. The sentences must have at least a subject and predicate, in English a predicate that should verb. If there is no verb then instead is to be. The sentences are only two types of sentences that predicate verb called verbal sentence and the predicate to be called nominal sentences. Parts of speech can be used as a reference for students to form simple sentences from the vocabulary they have acquired. So the vocabulary that has been obtained by the students can be used to speak English.

During this time, there was a paradigm that learning grammar just makes students to master a foreign language, especially language. Because the students would feel confined by rules so afraid of making mistakes. This is of course a reason, but it does not mean to eliminate the grammar in language learning. It needs to be followed by practices that increase of student performance speak. According to Chomsky (2008), people who are learning any language is not memorized speech for the sake of the speech they had ever listened and then said again, once or repeatedly. If we learn the language the way it is logical to say that process is less plausible. Therefore, the statement also means that we can not innovate or create new produce utterances. Our head is not enough memory to work like that. In short, the statement advised 'listen first before you can say'. This statement is behavior, an approach that is highly appreciated conditioning behave, and experience less cognitive ability and mental glance, for example in terms of imagination. According to Chomsky, the speakers do not acquire language in that way. Therefore, the concept is very relevant competence and performance. So, every time we say, hear, and read a speech, competence students told the students that the sentence is grammatical or

ungrammatical. Stored in the speaker's head is deep structure (grammar) not surface structure (utterances). Then it is logical to say, the formula grammar that we know can make a lot of utterances, may be infinite in number.

To determine the success of students in speaking skills, Brown (2001: 270) mentions the characteristics of success in learning speaking skills include:

1. Learners talk a lot. As much as possible of the period of time allocated to the activity is in fact occupied by learners talk. This may be obvious, but Often most time is taken up with teacher talk or pauses.
2. Participant is even. Classroom discussion is not dominated by a minority of active talk of participants. All get a chance to speak and contributions are fairly evenly distributed.
3. Motivation is high. The learners are eager to speak because they are interested in the topic and have something new to say about it, or they want to contribute to achieve a task objective.
4. Language is of an acceptable level. The learners express themselves in utterances that are relevant, easy comprehensible to teach other and of acceptable level of language accuracy,

The success of the students at the speaking skills are the students can talk more, all of the students spoke no exception, extremely high motivation of students to speak, and the language that meets acceptable levels of language.

2.3. Learning English at Vocational School

Implementation subjects English learning in vocational schoolal ready introduced since elementary. English itself is one of the foreign languages most studied in Indonesia. In addition, English is used by many countries. According toCrystal

(2003) that the English spread and used almost a quarter of the world's population and continues to develop into one and a half trillion in the early 2017 it.

The purpose of teaching English in vocational school to include all language competencies items, namely: listening, speaking, reading, and writing. Where in general our students in vocational school to include in deepening English. English is very different from the children's first language (Indonesian, Javanese, Sundanese, and other regional languages in Indonesia). The linguistic differences are important to understand teachers accountable for learning the truth. Such differences include: speech, spelling, grammar, stress and intonation, vocabulary, and the value of foreign language culture. So it will have an impact on the pattern of teaching English at a vocational school to include is more recognition. As the teacher, we have to make the English be interested as called "the first impression is very impressive". Here as a motivation for them is to explore the repertoire of English at the level further. Therefore special tips required in the form of the application of teaching methods are innovative.

Because it is still in the early stages of the introduction of the deepening of the material can only revolve around simple themes that allow the sensory range of students and simple imagination of students. It is tailored to the child's cognitive level vocational school.

Likewise, consider the atmosphere of student learning environment. Do not let the material provided by the fact never interacted and beyond the imagination of the students. So the significance of learning expectations are very far from expectations. The researcher could not begin deepening of learning the language in a way to memorize words and meanings, introducing tense, and the other as we learned while in junior high school. Lots of textbooks in English for CMS written in a style like that. The pattern of English learning levels wherever possible deepening of the atmosphere

that is created in that room is a room that all forms of display using the English language. According to Pity (2007), the research results found that children who succeed in English language acquisition are those who frequently interact with people who can speak English well. And according to Furqanul and Chaedar (1996), the process of learning to speak in a foreign language would be easier if the learner is actively engaged in efforts to communicate.

English as well as Indonesian is a communication tool that contains several properties that is systemic, arbitrary, said, humane, and communicative. Systemic called because the language is a system that consists of a sound system and a system of meaning. According to Chaedar (1993: 83), systematic means having rules or patterns. In any language, this rule can be seen in two ways: (1) the sound system and (2) a system of meaning. Optionally as between meaning and sound there is no logical relationship. Arbitrary means selected at random and without reason, chosen at random without excuse (Chaedar, 1993). Speech called for in the most important is the sound, because although there are found in the written media but ultimately read and making a sound. Chaedar(1993) also said that we can talk without writing, but we can not write without talking (at least myself). We are called humane because no language if humans still exist and need (Santosa: 2005). So that especially English, learning should be returned as human language learning. We may remember how our parents taught language in us. As well as when we learn language, learning English is no exception. Without any method they teach the language but we can finally speak. However, when the age of the school and learned the language, the situation is reversed. The language which was originally a simple and exciting thing turns out to be a difficult, subject, (Goodman, 1986).

In reality, learning English at vocational school is still implemented the principles of the language learning for the young learners. This can be seen from the results of research conducted by Muflikah the implementation of vocational learning English in Tulungagung, put forward a number of dimensions to learning English as follows:

1. The purpose of learning is that students have a positive perception and attitude towards the English. In addition, to enable the students to have the skills to listen, speak, read, and write simple English.
2. The model used was thematic syllabus syllabus. The skills taught language and language elements in an integrated manner under a particular theme or topic.
3. Learning activities in the form of task completion and classically executed. Enforcement procedure is carried out through four stages of the lesson plan, the initial activity, core activities, and weekend activities.
4. Instructional material used consisted of subject matter and content development. The principal material used is sourced from primary school English curriculum stipulated by the regional office of the department of education, East Java Province, while the development of material taken from other references, artificial materials artificial materials teachers and students.
5. Evaluation of student learning outcomes are used to determine the success of learning English. In practice, the assessment is classified into four parts, namely the assessment procedure, the type of assessment, assessment tools, and the form of implementation of the test. Assessment procedures implemented through a test in process and final test. Types of tests carried out by an oral test and a written test. Assessment tool in the form of questions that should be done by the students through a written test. The questions taken from text books, work sheets, and

problems created by the teacher. The shape of the test execution is given through tests formative and summative tests.

6. The role of teachers in the learning activities are very dominant: explain the material, giving assignments, classroom control, and evaluate student learning outcomes.
7. The role of students in learning activities. The Students only carry out tasks as instructed by the teacher. It means that the students are still lack in given the opportunity to practice using the English itself.

In other side, English materials for vocational school are a lot on the market, but they are qualified enough to be used as textbooks in class. Therefore, the teachers must be able and skilled select books to consider conformity with the objectives, content, language and level of difficulty for the students. In addition, the unavailability of the English syllabus for vocational equipped with teaching materials, guidance teachers, and the media. Pity continued that English teaching in vocational school should appeal to the students requiring English teachers who have the ability and skills of the English sufficient to act as a teacher of foreign languages in vocational school but the majority (Approximately 80%) they do not have the educational background of adequate English. How teachers view the process of learning and the way he was taught to give an appreciable impact on the learning process. Balhadi (1986: 46) argued that class infestation that has a mental illness such as "do not like the teacher", for example. It is difficult to be directed to the objectives for the targeted, especially if the handle was actually less preferred the teacher.

If the atmosphere of learning is fun, so the students will be fully focused on the learning that bulk time high attention. According to the research, the high rainfall period proved to improve learning outcomes (Surur 2010). In the view Saefurohman (2009)

about the influence of teachers on students' attention on the following subjects, the number of students who are considered slow and fail to receive the materials from the teacher's teaching style mismatches caused by a teacher with a student's learning style. Conversely, if the teacher's teaching style according to the student's learning style, all lessons will be very easy and fun. The teachers will feel happy because it considers all the smart students and potential for success in the kind of intelligence.

In English learning in vocational, few opportunities for the students to apply what they learn in a communicative situation outside the school. According to Tarin & Tarin (1990: 23), there are three characteristics also apply skills in language skills, which are mechanistic language skills, experience, and the kinds of questions very suitable application in developing language skills. And according to Asyroful (2008: 8), learn to speak English it is using the language. Based on the research results Rubin and Thomson (1983) Rubin (1975) and Stern (1975) the characteristics or properties of a good language learner, one point mentioned that good language learners are learners who want to practice. Furqanul and Chaedar (1996) said that the exercises in speaking skills one can do with a dialogue or conversation practice. For according to Tarin and Tarin (1990), conversation is the basis of good speaking skills for children and adults. However, the students must live conversation or dialogue. Because the students who are currently practicing really live dialogue, mood carried away as if he really blends with her character that will be quickly mastered. According to Tarin and Tarin (1990: 107), the conversation usually in an intimate setting, participants felt close to each other, there is spontaneity. In the end, the students can improvise and modify the dialogue adapted to the situation so that it can be used to communicate the truth.

In general English classes in Indonesia, more emphasis on "learning about English" instead of "learning how to use English", Gebhard (1996) stated that most

English lessons geared for the students to analyze and understand the English, so they can pass the exam. As an English teacher at vocational school often faced with two choices, to pursue teaching English exam scores or train the students' ability to use language as a language of communication. It seems that the first option was chosen because it has been a measure of success in learning English is identified with the acquisition of test scores. What happened next, learning in the classroom monotony of day to day. Student learning time is spent working on practice questions. For the students' speaking skills, there is no doubt at all that they are reluctant to speak in English. They seem to feel shame and fear of being wrong. Siswandi (2006: 11) revealed that the cause of the lack of activity and communication skills of students due to lack of courage to speak. This is due to fear if the opinion expressed is wrong or right but expressed his opinion in the wrong way.

The students do not dare to speak English. If there is no courage to reveal what to talk about the skills in using the English would not be achieved well, courage basically need to be trained the students would not grow up courage when there is no method that is able to stimulate the bravery of the students because of the courage would not grow up without any training gradually.