

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the review of related literature of the research. The following explains the definition of problem, English speaking skill, online learning, teaching English speaking skill, and review of related studies.

A. The Definition of Problem

Problem is a word that we often hear in everyday life. There is no one is not spared from a problem, whether it is a mild problem or a serious problem. The problem is an obstacle that must be solved, in other words the problem is a gap between realities that is not in accordance with what is expected. Here are the definitions of the problem according to experts:

1. According to the Oxford Advanced Learner's Dictionary (2022, def. A.1), problem is a thing that is difficult to deal with or to understand.
2. According to Sugiyono (2009, p. 52) problem is defined as a deviation between what should be and what actually happened, between theory and practice, between rules and implementation, between plans and implementers.
3. According to Kupisiewicz (1964, p. 16) problem is understood as a difficulty of theoretical or practical nature that causes an inquiring attitude of a subject and leads him/her to the enrichment of his/her knowledge.
4. According to Okon (1996, p. 79) problem as a practical or theoretical difficulty that a pupil has to solve independently by his own active research.
5. According to J. Linhart (1976, p. 385) problem is an interactive relation between a subject and its surroundings, which incorporates the inner conflict that is solved by the subject by searching of transitions from initial condition to the final condition.
6. According to Ducker (1945, p. 58) problem is when a person has a specific aim but he/she does not know how to achieve it.

From the opinions of the experts above, it can be concluded that the “problem” is a mismatch between expectations and reality, some see it as not fulfilling one’s needs, and some interpret it as something that is uncomfortable or something that can hinder someone in achieving their goals.

Problems can arise anywhere, including in teaching and learning. In the teaching and learning process in schools, things are found that are not in accordance with the learning objectives because of problems in learning. For example, when the teacher is teaching, students are often found lazing around, students chatting with their friends or even students sleeping in class during teaching and learning activities. However, as a teacher, they must be able to minimize or even overcome problems in learning, by providing a proper solution with problems that arise and the learning process. Therefore, researchers made this research so that the researcher as prospective teachers can find out problems in learning and be able to overcome problems in this case it is a problem in teaching learning English speaking skill during a pandemic situation.

B. English Speaking Skill

1. The Definition of Speaking

Speaking is one of four English skills which bring many problems for Indonesian students, especially how to speak English fluently in conducting teaching English process (Nurhayati, Djatmika, Santosa, & Wiratno, 2016, p. 207). People can express their idea, feelings, emotions, and message by speaking, because speaking is the oral communication. According to Tarigan (1992, p. 8) speaking is the intended skill to express message through oral language. In addition (Richards, 2002) as cited in (Sanjaya, 2010, p. 3) said that speaking is a skill involves in producing fluent and appropriate speech need to be understood. According to Grognet (1997, p. 136) speaking is one of the skills that have to be mastered by students in learning English. Speaking is the skill that the students will be judge upon most in real-life situation (Hornby, 1995, p. 37). It means that speaking is a “medium” to express the ideas, opinions, and feelings.

As the one of productive skills, speaking skill plays a very important role, especially to obtain information from the speaker who speak, then students have be able to take information from the speaker clearly, effectively, and acceptably. This case explains us that the students have to produce a language and use it fluently and appropriately considering grammar. Speaking may also use to describe something such as, describe people's behavior and make polite request.

Hymes (1998, p. 26) told that speaking is content and context. As the content, speaking includes some rules such as grammar, pronunciation, tenses, grammar, etc. As the context, speaking is way to understand the meaning based on the statements and the intonation that speaker said. Furthermore, Harmer (2002, p. 269) argued that speaking is the ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language on the spot. Then, Campbell (2004, p. 50) stated that Speaking is involves not only words we use, but also the way we say them, our tune of voice, facial expressions, posture, and gesture.

Based on the opinions above, the researcher concludes that speaking is the ability to speak fluently based on the pattern and transferring the meaning then they can express their ideas, feeling, and emotions to the others.

2. Aspects of Speaking

Speaking is one of skills that use oral word to express the idea, so the speaker should fulfill the component of speaking so that the listener can understand the speaker idea or the speaker meaning. According to (Syakur, 1987, p. 3), there are some components of speaking:

a. Vocabulary

Vocabulary helps people in arraging the sentence to communicate and it can make the language more variety (Nurhayati, 2019 4(1), p. 20). People cannot communicate effectively or express their idea both oral and

written form if they do not have sufficient or less in vocabulary mastery. Therefore, vocabulary means the appropriate diction which is used in communication.

b. Grammar

Grammar is needed for students to compose correct sentences in conversation or speech in other aspects. It is in line with explanation suggested by Heaton (1987, p. 5) that student's ability to manipulate structure and to distinguish appropriate grammatical form in appropriate ones. The utility of grammar is also use to learn the correct way to gain expertise in a language in oral and written form.

c. Pronunciation

Pronunciation is helped people to speaky rightly based on the rule of English pronunciation (Nurhayati, 2019 4(1), p. 20). So based on that explanation, pronunciation is the way for students to produce clearer language when they speak. It deals with the phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language.

d. Fluency

Fluency can be defined as the ability to speak clearly and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses. These signs indicate that the speaker does not have to spend a lot of time searching for the language items needed to express the message (Brown H. D., 1994, p. 4).

3. Components of Speaking

In speaking, there are some aspects such as how speaker pronounce a word, how the speaker use grammar and express their idea. Grammar is the ability to make good sentences in general structural related of using tense and vocabularies. Actually, speaking has several components that should be mastered on speaking ability. There are some components of speaking (Harris, 1977, p. 81):

- a. Pronunciation includes vowel, consonants, stress, and intonation.
- b. Grammar; the ability to use sentences in general and structural.
- c. Vocabulary relines to right and appropriate use of the words.
- d. Fluency is the case and speed of the flow of speech.
- e. Comprehension is a subject to respond to speech as well as to initiate.

So that, by applying some of components above, speakers can express what they want to say clearly when someone speaks, besides checking his/her fluency, comprehension, and others (Finnochairo, 2002, p. 110). It means that, when speaker want to say something, they should arrange the meaning of the sentences they say. They should concern on the sound, voice, pitch, and form, they have to be surely convince what they want to say is appropriated with condition.

C. Online Learning

1. The Definition of Online Learning

Online learning is an open and broad learning system using pedagogical tools (educational aids), which is made possible through the internet and network-based technology to facilitate the formation of learning processes and knowledge through meaning (Dabbagh, 2005, p. 15). It means, online learning is the learning system that conducted on the Internet, where students can access their learning materials online at any place and time. Online Learning most often takes place in the form of online courses, online degrees, or online programs.

From the explanation above, it can be concluded that online learning means learning whose implementation is facilitated by technology such as the internet, audio, videotape, or computer equipment. Although it is clear about the technological equipment used, the most important focus in online learning is on the learning process because in this case it only functions as a tool. Online learning is also known as the transformation of learning from a teacher-centered to a student-centered approach with supporting ICT facilities, e-learning provides the possibility for students to be able to study anywhere and anytime (Pedriati, 2015, 4 (2), p. 25). In simple terms, online learning is a way of conduct teaching and learning activity with the help of technology in the form of electronic devices and internet connections that allow teachers and students to carry out teaching and learning activities without having to meet in one place together at one time

2. Types of Online Learning

Generally, there are two types of online learning activities (Mardiah, 2020, 1 (2), p. 52), they are:

a. Synchronous online learning.

Synchronous learning is the kind of learning that happens in a real time. This means that students and the teacher interact in a specific virtual place, through a specific online media, at a specific time. Methods of synchronous online learning include video conferencing, teleconferencing, live chatting, and live-streaming lectures (Riwayatningsih, 2020, p. 309). It means that even though the teacher and students are not in one physical place together, they still can interact in real-time through the online media such as:

1) Zoom

Zoom is a collaborative, cloud-based video conferencing service offering features including online meetings, group messaging services, and secure recording of sessions. As with comparable platforms like Skype, Zoom offers the ability to communicate in real time with geographically dispersed individuals via computer, tablet, or mobile device (Archibald, 2019, p. 2). It is suitable for use as a learning media. An example of using zoom during learning is the teacher presenting learning material by utilizing the zoom feature by providing interaction space to ask questions or ask students to ask questions in the chat column on zoom or directly ask questions in the zoom room.

2) YouTube

YouTube is considered a source of online material that can play a key role in the teaching and learning field. Nowadays, it has become more popular with people. This website can provide students with videos that may help them improve their understanding and performance in English language learning, learners can gain positive indicators when they watch authentic and real-life clips. Using YouTube videos to teach English classes as supplementary material can give learners a good understanding and knowledge of their course. In addition, it is likely to make the learning process more fun and meaningful. Furthermore, it gave the students opportunity to memorize their lessons more easily (Almurashi, 2016, 3(4), p. 32).

3) Google Meet

Google Meet is a video conference web or application that is used for online meeting processes created and developed by Google. Google Meet allows users to hold meetings on the go, conduct virtual teaching and learning activities and training classes, remote interviews, and much more. Google Meet has a feature that can be used to make high

quality video calls for a group that can reach 25 people (Kusuma Dewi, 2021, p. 535).

b. Asynchronous Online Learning.

Although Synchronous and Asynchronous Online Learning are similar, each of them has different characteristics in terms of the types of digital media used, and the effectiveness in various situations. Some learning applications and social media that can be used in Asynchronous Online Learning are:

1) WhatsApp

WhatsApp is a type of mobile messaging application that can be installed on iPhone, Android, Windows Phone, or Windows PCs. It allows users to make free voice calls, face-to-face video calls, or text messages. For example face-to-face learning in class, the teacher can send pictures or certain problems/cases, then students are invited to discuss by sending answers via the WA Group.

2) E-mail

E-mail is defined as a system for delivering messages to single or multiple recipients through telecommunications links of computers by applying a web-based service or dedicated software. An example of email use in e-learning is that the teacher instructs the students to turn in the assignment through email. To make it possible, all students are required to create an email address so they can email their papers or assignments. Moreover, the teacher can provide handouts that are sent via email.

3) Edmodo

Edmodo could be a teaching tool shaped once social network with attention on communication and not simply the distribution of data from the teacher and grade reportage. It can be used to share files, links, assignments, and grades as well as issue alerts and updates, dialogue with students on a wall that is similar to Facebook, surveying students, and mapping out the class syllabus on a public calendar. For instance, Edmodo can be integrated into classrooms for several uses, such as to post assignments, take quizzes, create polls for the student to respond, and provide links for useful information. Edmodo enables students to upload assignments for their teachers to view and grade.

4) Google Classroom

Google Classroom is a collaborative tool for teachers and students that build on existing Google technologies, mainly Google Docs, Google Drive, and Gmail. A teacher working with Google Classroom can setup classes to which students can join using a code provided by the platform. Within a course, teachers can: create and distribute assignments and attach different types of documents to them; monitor the state of the students' submissions; and provide feedback to the students once the assignment is turned in. Teachers can grade the assignments and manage the grades using Google Spreadsheets (Monez, 2017, p. 2)

Based on the explanation above, it is known that there is a difference between Asynchronous and Synchronous Online Learning. Asynchronous online learning, reflecting complex problems, when synchronous conferencing is not possible due to work, family time, or other obligations, students have more time to follow the learning because lecture do not demand immediate response, using asynchronous means such as email, discussion boards, and blogs. While online learning is synchronous, discussing less complex problems, in interacting or preparing assignments,

students become more committed and motivated because quick answers are expected, using synchronous means such as video conferencing, instant electronic messaging, and speaking, and face-to-face conferencing.

3. The Challenges of Online Learning

With all the convenience and practicality of using online learning, in its application there are some challenges (Mardiah, 2020, 1 (2), p. 53), including:

- a. The unavailability of internet access, Wi-Fi, electricity, computer, PC, and other infrastructures that support the E-learning process;
- b. The lack of cheaper software;
- c. Learners don't feel motivated enough because the students may end up feeling isolated and emotionally disconnect;
- d. Poor levels of student engagement, it is difficult to focus on a pixelated video screen when they hear some distractions such as noise and feedback; rustling papers, motorcycles, cars, horns, kettles, wind, and so forth;
- e. Lack of classroom-like teacher presence;
- f. The problem of skill and knowledge, some lecturers and students are not skillful and illiterate in using digital technology;

In conclusion, the manners toward ICT (Information, communication, and technology), understanding of the importance of ICT in learning including E-learning needs to be encouraged persistently.

D. Teaching English Speaking

1. Teaching English Speaking in Senior High School

Teaching speaking as foreign language is one the significant aspect to master English. Teachers have to know a good way to improve senior high school students' speaking ability. In teaching speaking, teachers should explore and create their strategy to make the students interest to learn English speaking skill. When the teacher has the right teaching strategy, students become more diligent and enthusiastic to listen to the material. The purpose

of teaching and learning speaking skill is the students of Senior High School should be able to speak English appropriately and students must be able to build an interactive communication to express their thought, idea or desire whether in formal or informal conversation.

2. Teachers Roles in Teaching Speaking

The teachers also need to know their roles in teaching speaking (Byrne, 1997, p. 2). They have specific roles at different stages, as follows:

- a. The presenting stage; when the teachers introduce something new to be learned, the teachers play a role as informants.
- b. The practice stage; when the teachers allow the learners to work under their direction, the teachers have a role as conductors and monitors.
- c. The production stage; when the teachers give the learner opportunity to work on their own.

It can be concluded that, in the presenting stage, before the learning process begins, the teacher must be informed about the new material to be studied. The teacher provides the little glimpse and the direction about material. In practice stage, the teachers have to control the students when they in work under the teachers direction. And last in the production stage, the teachers give the students task such as making sentences and pronouncing them correctly.

3. Strategy in Teaching English Speaking

In teaching speaking, teachers need a way to solve some problems in teaching learning process; there are some the manner of teacher to solve some the problems, the strategies are explained in the following term (Ur, 1996, p. 121):

- a. Use group work

This increases the sheer amount of learner talk going on in a limited period of time and also lowers the inhibitions of learners who are unwilling to speak in front of the full class.

b. Base the activity on easy language

In general, the level of language needed for a discussion should be lower than that used in intensive language-learning activities in the same class: it should be easily recalled and produced by participant, so that they can speak fluently with the minimum of hesitation.

c. Make a careful choice of topic and task to simulate interest

On the whole, the clearer the purpose of the discussion the more motivate participants follows.

d. Give some instruction or training in discussion skills

If the task is based on group discussion then included instructions about participation when introducing it.

e. Keep students speaking the target language

You might appoint one of the groups as monitor, whose job it is to remind participants to use the target language, and perhaps report later to the teacher how well the group managed to keep to it taking.

The other strategies by (Killian, 2014), explained how to improve student's speaking skill needed most teaching strategies in class. Those teaching strategies are collected to fulfill the language learners' needs during learning English, especially in speaking. The strategies are as follows:

a. Setting Clear Lesson Goals

It is crucial that teacher be clear about what he wants students to learn during each lesson. If teacher cannot quickly and easily state what he wants the students to know and be able to do at the end of a given lesson, the goal of the lesson cannot be clear. Clear lesson goals help teacher (and students) to focus every other aspect of lesson on what matters most.

b. Showing & Telling

Teacher should normally start lessons with show and tell. Put simply, telling involves sharing information or knowledge with the students while showing involves modeling how to do something. When teacher has cleared about what he wants students to know and be able to do by the end of the lesson, a teacher needs to tell them what they need to know and show how to do the tasks.

c. Questioning to Check for Understanding

Research suggests that teachers typically spend a large amount of teaching time asking questions. However, few teachers use questions to check for understanding within a lesson. However, a teacher should always check for understanding before moving onto the next part of their lesson. Techniques such as randomized sampling, student answer-boards and tell-a-friend are helpful.

d. Summarizing New Learning in a Graphical Way

Graphic outlines include things such as mind maps, flow-charts and Venn diagrams. Teacher can use them to help students to summarize what they have learned and to understand the interrelationships between the aspects of what teachers have taught them. Discussing a graphical summary is a fantastic way to finish off teacher's show and tell. Teacher can then refer to it one more time at the end of the lesson.

e. Plenty of Practice

As said by Killian, practice makes perfect. Practice helps students to retain the knowledge and skills that they have learned while also allowing another opportunity to check for understanding. If teacher wants to harness the potent power of practice, he must ensure that students are practicing the right things. Finally, research shows that students do better when their teacher has them practice the same things over a spaced-out period of time.

f. Providing Students with Feedback

Feedback is the breakfast of champions, and it is the breakfast served by extraordinary teachers around the world. Put simply, giving feedback involves letting the students know how they have performed on a particular task along with ways that they can improve. Unlike praise, which focuses on the student rather than the task, feedback provides students with a tangible understanding of what they did well, of where they are at, and of how they can improve.

g. Being Flexible about How Long it Takes to Learn

The idea that given enough time, every student can learn is not as revolutionary as it sounds. It is also the central premise behind mastery learning, a technique that has the same effect on student results as socio-economic status and other aspects of home life.

h. Getting Students Working Together (in productive ways)

Group work is not new and teachers can see it in every classroom. However, productive group work is rare. When working in groups, students tend to rely on the person who seems most willing and able to the task at hand. To increase the productivity of the groups, teachers need to be selective about the tasks they assign to students and the individual role that each group member plays.

i. Teach Strategies Not just Content

Teachers can increase how well students do in any subject by explicitly teaching them how to use relevant strategies. When teaching children to read, teacher needs to teach them how to attack unknown words, as well as strategies that can deepen their comprehension. When teaching them Mathematics, you need to teach them problem-solving strategies. And, just as with content, you need to tell students about these strategies, to show them how to use them and to give them guided practice before asking them to use them independently.

j. Nurture Meta-Cognition

Many teachers believe they are encouraging students to use meta-cognition when they are just asking students to use strategies – strategies such as making connections when reading or self-verbalizing when solving problems. Encouraging students to adopt strategies is important, but it is not meta-cognition. Meta-cognition involves thinking about options, choices and results – and it has an even larger effect on student results than teaching strategies. When using meta-cognition the students may think about what strategies they could use before choosing one, and they may think about how effective their choice was before continuing with or changing their chosen strategy.

4. The Difficulties of Teaching English Speaking Skill

Learners sometimes have some constraints when they want to speak English in the classroom. They feel afraid of making misspronounce and to be judged by the hearer. There are problem comes from the learner that have possibility to be obstacles in teaching speaking (Richards, 2002, p. 54), as follows:

- a. They cannot sustain spoken interaction beyond short segments
- b. Frequent communication breakdowns and misunderstandings
- c. Lack of vocabulary
- d. Needed to talk about common utterances
- e. Lack of communication strategies
- f. Speaks slowly and takes too long to compose utterances
- g. Cannot participate actively in conversation
- h. Spoken English doesn't sound natural
- i. Poor grammar and pronunciation.

He also states reasons for poor speaking skills that caused a problem in teaching speaking such as:

- a. Lack of curriculum emphasis on speaking skills
- b. Teachers' limited English proficiency

- c. Class conditions do not favor oral activities
- d. Limited opportunities outside of class to practice
- e. Examination system does not emphasize oral skills

(Magdalena, 2011) Argues some general problems in teaching speaking as follows:

- a. The character and inadequate frequency of speaking opportunities in the classroom in comparison to the abundance of natural varieties
- b. Genres of oral communication
- c. Unoptimal conditions for developing learners
- d. Selecting the most appropriate types of spoken discourse for classroom practice in a particular language course
- e. Distribution of communicative situation.

In teaching learning process, there are some problems across in teaching speaking (Ur, 1996, p. 121):

- a. Inhibition

Unlike reading, writing, and listening activities, speaking requires some degree of real-time exposure to an audience. Learners are often inhibited about trying to say things in a foreign language in the classroom: worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.

- b. Nothing to say

Even if they are not inhibited, you often hear learner complain that they cannot think of anything to say, they have no motive to express themselves beyond the guilty feeling that they should be speaking.

c. Low or uneven participation

Only one participant can talk at a time if he or she is to be heard; and in a large group this means that each one have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

d. Mother-tongue use

In classes where all, or a number of, the learners share the same mother tongue, they may tend to use it: because it is easier, because it feels unnatural to speak to one another in a foreign language, and because they feel less ‘exposed’ if they are speaking their mother tongue. If they are talking in small groups it can be quite difficult to get some classes particularly the less disciplined or motivated ones to keep to the target language.

From the theories above, the problems in speaking can hamper the development of student’s speaking skills in the teaching and learning process. Thus, in teaching speaking, teachers should always encourage students and not to let students become giving up when they make mistakes. The teacher should make students understand that making mistakes is the part of the learning process, so no need to worry about that. In conclusion, problems that arise in teaching speaking can make teachers find the right way to teach them and how to overcome the problem in teaching English speaking skill.

E. Review of Related Studies

There have been three previous studies done on the problems of teaching speaking during the Covid-19 outbreak, which are defined as follows:

The first are at the Senior High Scholl level, the research conducted by Marzuki, Ismail Yunus H. Agung Rinaldy Malik (2021) with the title “*Kesulitan Guru Bahasa Inggris Dalam Menggunakan E-Learning Selama Pandemi Covid-19*”. The purpose of the research was to determine the difficulties of English teachers in using online learning during the Covid-19 pandemic. The research

uses qualitative research. The participants were 10 English teachers from different Senior High Schools in Tolitoli Regency, Central Sulawesi. The instruments used to collect data were questionnaires and interviews. These research findings reveal that English teachers experience three obstacles during online learning, including knowledge about the use of online learning, quality of internet connection, and physical condition (Marzuki, Yunus, Malik, 2021). The other research is conducted by Lipriani Padilla (2021) with the title *English Teachers Challenges in Teaching Online during New Normal in Man Kaur Regency*. This research was motivated by the government's policy to carry out learning from home as a form of preventing the transmission of the Covid-19. The research aims to determine the English Teachers Challenges in Teaching Online during New Normal in Man Kaur Regency. The type of research is descriptive qualitative research. Data collection techniques were carried out by observation, interview and documentation. The data analysis technique used is data reduction, data display, verification and confirmation of conclusions. The results of this research are unstable internet connections in teaching, limited learning media such as students not having laptops or smartphones, limited time and techniques in providing online explanations and students cannot understand well the material during online learning (Padilla, 2021).

The second is at the Junior High School level, the research conducted by Sukma Berlian Arum Prabawati (2021) with the title "*Problems Faced by English Teachers in Teaching Online English during Covid-19 Pandemic at SMPN 2 Kedunggalar*". The research question are: 1) identify the online learning media used by English teachers at SMPN 2 Kedunggalar, 2) to find the problems faced by English teachers in online learning process during Covid-19 pandemic at SMPN 2 Kedunggalar, and 3) to find how teachers deal with problems in teaching English Online during the Covid-19 pandemic at SMPN 2 Kedunggalar. The descriptive qualitative analysis approach was used in this research. The objective of the research is to look into the issues that English teachers at SMPN 2 Kedunggalar have with online learning and the solutions that teachers have come up with for online English learning at SMPN 2 Kedunggalar. The researcher used is interviews, observation, and documentation to collect the data. The results of

this study showed that the problems faced by English teachers in learning English online during the Covid-19 Pandemic at SMPN 2 Kedunggalar were difficulties in student's internet access and many students did not respond. Based on the research results, it is also known that the solution to the problem faced is to provide an extension of the time for sending assignments and if students have difficulty accessing the internet, students are allowed to submit their work at school. For students who do not respond, the teacher takes the initiative to contact personally, if this method is deemed insufficient then the teacher tries to contact his friends and the teacher reminds them through the group. For the problem of boredom, the teacher gave group assignments (Prabawati, 2021).

The similarity of this research with the previous study is that one of the objective of the research is to find out the problems that faced by English teachers in teaching during the Covid-19.

The differences besides the location of the research are, so far, not many research have discussed more specifically about the problems that arise within the process of teaching English speaking skills during pandemic situation. The second difference is in terms of subject of the study, in this research, the subject of the research is the English teacher at SMAN 1 Campurdarat, while in the one of previous study, and the subject was an English teacher at SMPN 2 Kedunggalar. The third difference is that in the three studies above the learning conditions are full online, while in this research the learning conditions at SMAN 1 Campurdarat are using both online and offline learning. The other difference is in the method used, in the three previous studies were the research method used by researchers is interview, observation, and documentation to collect the data. While in this research, the researcher also distributes questionnaire to the students as the supporting data.