CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter is describes some theories functioning as the basis of the research and the previous study.

A. Definition of speaking

The definitions of speaking are many variations. According to Mead and Rubin (1985), speaking is an interactive process in which an individual alternately takes the roles of speaker and listener, and which includes both verbal and nonverbal component. Chaney in Kanyi (2006) gives the definitions of speaking as the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts.

According to Hornby (1990:) defines speaking is make use of words in an ordinary voice. Lawtie (2007) states that speaking is fundamental to human communication. O' Malley (1996:59) speaking is negotiating intended meanings and adjusting one's speech to produce the desire effect on the listener.

Based on the definitions above, the researcher gives the definitions of speaking as an activity of producing word by sound that including speaker and listener or to communicate with other.

B. Aspect 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 (1987:3), there are some components of speaking:

a. Vocabulary

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

The grammar needed for students to arrange a correct sentence in conversation or speech in other aspect. It is in line with explanation suggested by Heaton (1978:5) that student's ability to manipulate structure and to distinguish 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.

c. Pronunciation

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 fluently 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 and "ums" or "ers". 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: 1997:4).

C. Problems in Speaking

The problems in speaking can be seen from two aspects. Psychological aspect and language aspect.

1. Psychological Problems

According to Juhana (2012:101), there are some psychological factors that faced by the students when they speaking in the class:

a. Fear of Mistake

Many theorists argued that fear mistakes becomes one of the main factors of students' reluctance to speak in English in the classroom. Aftat (2008) in Juhana (2012:101) adds that this fear is linked to the issue of correction and negative evaluation. In addition, this is also much influenced by students' fear of being laughed at by other students or being criticized by the teacher. So, the students low of motivation and low in participation in speaking activity. Therefore, it is important for teachers to convince their students that making

mistakes is not a wrong or bad thing, because students can learn from their mistakes.

b. Shyness

Shyness is an emotional thing that many students suffer from at some time when they are required to speak in English class. Shyness is the one of common problem in student's speaking performance. Shyness also being a problem in speaking learning class, so paying attention on this aspect is also quit important in order to help the students do their speaking performance in the classroom, Gebhard (2000) in Juhana (2012:101). According to Baldwin (2010) in Juhana (2012:101), speaking in front of people is one of the more common phobias that students encounter and feeling of shyness makes their mind go blank or that they will forget what to say.

c. Anxiety

Anxiety is a feeling of tension, apprehension and nervousness with the situation of learning a foreign language, Horwitz et all (2001) in Juhana (2012:102). Anxiety is one of problems that can make the students do not feel comfortable when they doing speaking performance. According to Horwitz (1991) in Juhana (2012:102), anxiety about speaking a certain language can affect students' performance. It can influence the quality of oral language production and make individuals appear less fluent than they really are. By the explanation above, the teacher should make an attempt to create a

learning atmosphere which gives students more comfortable situations in their learning activity.

d. Lack of Confidence

Lack of confidence usually occurs when students realize that their conversation partners have not understood them or when they do not understand other speaker. In this situation, they would rather keep silent while others do talking showing that the students are lack of confidence to communicate. Tsui cited Nunan (1999) in Juhana (2012:102) says that student who lack of confidence about themselves and their English necessarily suffer from communication apprehension. By the explanation above, the teacher should more give attention in building student's confidence when they speaking.

e. Lack of Motivation

In speaking performance, motivation influences the success of speaking performance. Motivation also will influence the score of speaking performance. Zua (20018) in Juhana (2012:103) adds that motivation is an inner energy. She says that no matter what kinds of motivation the motivation the learners process it will enhance their study interest. So, the students should to have the motivation so that their speaking performance will be successful.

2. **Language Problems**

An issue which has been extensively discussed in the literature concerns the level of Indonesian learners' EFL speaking proficiency. A

number of reports show that Indonesian learners commonly have not attained a good level of oral English proficiency. Mukminatien (1999:1-10) found that students of English department have a great number of errors when speaking. The errors include pronunciation (e.g, tenses, preposition, and sentence construction), vocabulary (e.g, incorrect word choice), fluency (e.g, frequent repair), and interactive communication (e.g, difficulties in getting the meaning).

As the explanation above, the researcher takes the theory from Penny Ur (1996) that be classified into four parts that include Psychological problem and language problem. This theory will be simpler to analyze the student's speaking difficulty.

According to Penny Ur (1996), the student's speaking difficulty are: inhibition, lack of topical knowledge, low or uneven participation, and mother tongue use.

1) Inhibition

The students feel worried about making mistakes, fearful of criticism or losing face. They are shy of the attention that their speech attracts.

2) Nothing to Say

Learners often complain that they cannot think of anything to say and they have no motivation to express themselves. Rivers (1968) believes that the learners have nothing to express maybe because the teacher had chosen a topic which is not suitable for him or about

which he knows very little. It is difficult for many students to respond when the teachers ask them to say something in a foreign language because they might have little ideas about what to say, which vocabulary to use, or how to use the grammar correctly (Baker & Westrup, 2003).

3) Low or Uneven Participation

In a large group, each student will have very little talking time because only one participant can talk at a time so that the others can hear him/her. The students have not the same opportunity to speak English. There is a tendency of some learners to dominate while others speak very little or not at all.

4) Mother Tongue Use

The students feel that mother tongue is easier than the second language. The students often include mother tongue use when they speak in second language. This problem will make the students feel comfortable to do it. Harmer (1991) suggests some reasons why students use mothertongue in class. Firstly, when the students are asked to have a discussion about a topic that they are incapable of, if they want to say anything about the topic, they will use their own language. Another reason is that the use of mother- tongue is a natural thing to do. In addition, using the first language to explain something to another if there is no encouragement from

the teachers. Finally, if teachers frequently use the students' language, the students will feel comfortable to do it.

D. The Solution To Solve The Students' Speaking Difficulty

According to Juhana (2012:101), possible solution to solve the psychological problem as follows:

1. The solution to solve fear of mistake

    To overcome the feeling for fearing mistake in speaking, between teacher and students should there are chemistry and the teacher should build the students concentration and good atmosphere in the class, so the students will feel comfortable when they speak English. Like the suggestion from Zua (20018) in Juhana (2012:101) to overcome the feeling fear mistake. First, the emotional between teacher and students should be built. It's mean that the students are expected to feel comfort with their teacher and believe that the teacher will help them if they make mistake. Second, the teacher should improve the students' concentration when learning English. The last, the teacher should create a harmonious atmosphere that can reduce students' problem.

2. The solution to solve the shyness

    In terms of solution to overcome shyness, the teacher should create the good way to solve the students' shyness. Peace (2011) in Juhana (2012:101) says that it is urgent that teacher creates a friendly and open classroom environment. By doing this way, students' shy are hoped

to feel fine of making mistakes in their learning. This way, students will not worry of their imperfect pronunciation and grammar.

3. The solution to solve the anxiety

Students' anxiety when they speaking can be solve by giving motivation the students and create an ease environment. According to Keramida (2009) in Juhana (2012:102), motivating the students and creating an ease environment in class are important to be noticed by the teacher since it can lower students' anxiety, increase their confidence, and encourage their willingness to communicate.

4. The solution to solve lack of confidence

The solution to solve the students' lack of confidence, Ye Htwe (2007) in Juhana (2012:102) shares the strategy to build students' confidence. He says that maximizing students' exposure to English is a good way to build the students' confidence.

5. The solution to solve the students' lack of motivation

The solution to solve the students' lack of motivation, teacher can do activities like promoting students' awareness the importance of English, enhancing students' interest in English, and developing their self-confidence. Aftat (2008) in Juhana (2012:103) suggest that to encourage the students' motivation, teachers should provide constant encouragement and support as well ask question that reveal the basis of a students' problems. Doing this becomes very important, because

encouragement also gives students a feeling of secure and welcome in their learning.

Besides the theory above, here presented the other theory about solving for speaking problems. According to Penny Ur (1996), there are some solving that can the teacher do to solve the speaking problems. Those are:

1. Use group work

    This increases the sheer amount of learner talk going on in a limited period of time and also lowers the inhibition of learners who are unwilling to speak in front of the full class. It is true that group work means the teacher cannot supervise all learner speech, so that not all utterances will be correct, and learners may occasionally slip into their native language; nevertheless, even taking into consideration occasional mistakes and mother-tongue use, the amount of time remaining for positive, useful oral practice is still likely to be far more than in the full-class set-up.

2. 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 the participants, so that they can speak fluently with the minimum of hesitation. It is a good idea to teach or review essential vocabulary before the activity starts.

3. Make a careful choice of topic and task to stimulate interest.

On the whole, the clearer the purpose of the discussion the more motivated participants will be see.

4. Give some instruction or training in discussion skills

If the task is based on group discussion then include instructions about participation when introducing it. For example, tell learners to make sure that everyone in the group contributes to the discussion; appoint a chairperson to each who will regulate participation.

5. Keep students speaking the target language

You might appoint one of the group 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. Even if there is no actual penalty attached, the very awareness that someone is monitoring such lapses helps participants to be more careful.

However, when all is said and done, the best way to keep students speaking the target language is simply to be there yourself as much as possible, reminding them and modeling the language use yourself; there is no substitute for nagging.

Nguyen Hoang Tuan and Tran Ngoc Mai (2015) give the suggestion to solve the students' speaking difficulty based on their

study at Le Than Hien High School. They give the suggestion for the teacher and the students as follows;

As for the teachers, they should first improve the performance conditions by giving their students time to prepare for a speaking task, teaching the students how to use mind map to generate ideas and giving students enough time to perform their tasks.

Secondly, they should help their students to overcome inhibition and shyness by having friendly, helpful and cooperative behaviors to make students feel comfortable when speaking in the class, reminding students not to worry about making mistakes and giving them clear instructions and sufficient guidance.

Thirdly, the teacher should personalize and simplify the topics in the textbook to make them easier, more interesting and relevant to their lives. Moreover, speaking skills should be included in tests and exams because the students will be more motivated to learn speaking skills because they are tested. Another suggestion is that the teachers should give students more opportunities to speak English in class by using some speaking activities that require students to speak. Furthermore, the teachers should decide carefully when and how to correct the students' mistakes so that

the students are not fearful of making mistakes and the flow of the students' conversation is not destroyed. In addition, the teacher should encourage students to participate in speaking activities.

Finally, the teachers should create an English speaking environment by encouraging the students to use English in the classroom to make it a habit, letting them watching films or videos in English and the teachers should also use English in the classroom frequently so that the students have more exposure to the language.

As for the students, they should first understand the importance of speaking skills. Their awareness of their studies may result in their motivation for learning. Secondly, they should practice speaking English outside the classroom more often by doing the speaking tasks in the textbook at home with their classmates, joining speaking club where they can use English to communicate and speaking on their own in front of a mirror. Finally, they should use English in the class instead of their mother tongue to make it a habit.

E. Characteristics of a successful speaking activity

After knowing the solution for the speaking problems, the teacher also should know the kinds of the characteristic of a successful speaking activity so that the students' speaking ability will improved and the speaking activity at the class will run well. Penny Ur (1996) gives some characteristics of a successful speaking activity. Firstly, learners talk a lot, it's mean that as much

as possible of the period of time allotted to the activity is in fact occupied by learner talk. This may seem obvious, but often most time is taken up with teacher talk or pauses.

Second, participation is even it's mean that classroom discussion is not dominated by a minority of talkative participants; all get a chance to speak, and contributions are fairly evenly distributed. Then, motivation is high. Learners are eager to speak, because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task objective. The last is language is of an acceptable level. Learners express themselves in utterances that are relevant, easily comprehension to each other, and of an acceptable level of language accuracy.

F. Review of Previous Study

The research about analysis student's speaking difficulty is not the first time. Before this research, there are many researches that study about the student's speaking difficulty at the school or at the university.

First, the research was conducted by Nguyen Hoang Tuan and Tran Ngoc Mai (2015). They do the research at Le Than Hien High School Vietnam with the aim to know the factor affecting students' speaking performance. To get the data, they distribute the questionnaire to 11 grade students that amounting 200 students and 10 teachers at this school. Form this research, they get the findings that according to the teachers, the most common speaking problem was that the students spoke very little or nothing

in speaking classes. Most of the teachers said that the students could not think of anything to say. Moreover, they often used Vietnamese and they had no motivation to express themselves.

The results from student questionnaire were nearly the same as from the teacher questionnaire. The students reported that they spoke very little or nothing in speaking class. Most of the time, they could not think of anything to say so they used Vietnamese. A significant number of students also claimed that they were fearful of criticism or losing face. They had no motivation to use English to express themselves.

Based on the finding above, Nguyen Hoang Tuan and Tran Ngoc Mai give some recommendations for the teacher to solve the students' speaking difficulty. The teacher should Giving enough time for preparing and performing speaking, avoiding student's inhibition and make them comfortable, personalize and simplify the topics in the textbook to make them easier, including speaking as an examination, giving more attention when correct the student's speaking, making speaking habit and speaking environment and encourage them to participate.

The second previous research was conducted by Lismia Damayanti (2014). The research was conducted at IAIN Tulungagung with the aim to research the problem in doing presentation faced by the English Deprtment Students at IAIN Tulungagung. This research is qualitative research. To collect the data, the researcher doing observation, distributing questionnaire, and interview. Based on her research, the result of the study showed that the

students had problems in doing presentation. The most problem faced by students is feeling anxiety. Some students also lacking of grammar knowledge and having limited vocabulary. By this problem, the lecturer can overcome the students problems when doing presentation by giving suggestion to the students about the language error after doing presentation.