CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher presents some literature related to problems in English speaking and writing problem. The researcher presents an overview of definition of speaking, speaking problem, definition of writing, writing problem and previous study.

A. Speaking Skill

1. 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.

2. Speaking Problem

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

a. Psychological Problems

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

1) 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.

2) 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 quite 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.

3) 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.

4) 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.

5) Lack of Motivation

In speaking performance, motivation influences the success of speaking performance. Motivation also will influence the score of speaking performance. Zua (2018) 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.

b. Linguistic Problems

According to Ur (2000) there are four main problems in practicing the speaking skill of the foreign language in the classroom. Which are inhibition, nothing to say, low uneven participation, and mother tongue use.

1) Inhibition

This problem reveals more when learners try to participate in the classroom but many factors stop them to do so. Littlewood (1999: 93) argues that: "it is too easy for a foreign language

classroom to create inhibition and anxiety." Such factors refer to the feeling of shyness and fear of making mistakes and these are due to the development of communicative skills and the feeling of linguistic inferiority. Students fear to make mistakes especially if they will speak to critical audience. Ur (2000:111) states that: Learners are often inhibited about trying to say things in a foreign language in the classroom. Worried about, making mistakes, fearful of criticism or loosing face, or simply shy of the attention that their speech attracts.

Furthermore, Dill (2009) also investigated Turkish EFL learners' communication obstacles in English language classrooms, and it reported that anxiety and unwillingness during the English speaking process are considered two of the biggest obstacles for EFL learners. Anxiety and unwillingness are caused by the fear of being negatively evaluated when making mistakes, particularly in front of their friends. This study also revealed that students who perceive their English as poor feel more anxious and are more unwilling to communicate in English classes than the other students perceiving their English level as "*very good, good, and OK*".

This view is supported also by Bowman et al. (1989) who argue that in teaching speaking you are asking your learners to express themselves in front of the whole class, so this leads many

of them to experience the stress when doing speaking activities. To end, stress and anxiety are two factors that also can stop the students from speaking confidently in front of their classmates.

2) Nothing to Say

The common expressions SL Learners use when they are imposed to participate in a given topic is "I have nothing to talk about", "I don't know", "no comment" or they keep silent. These expressions are due to the lack of motivation in expressing themselves or the chosen topic they should discuss or talk about. Rivers (1968: 192) says that: "The teacher may have chosen a topic which is uncongenial to the learner or about which he knows very little, and as a result he has nothing to express, whether in the native language or the foreign language." Moreover, the poor practice of the SL can contribute to create this problem. Backer and Westrup (2003) support that many students find it difficult to answer when teachers ask them to say anything in the target language. The learners may have only some ideas to talk about; they may not know how to use some vocabulary or they are not sure of the grammatical correctness. Also, students could not carry out the discussion on topics that are not interesting for them.

3) Low or Uneven Participation

This problem refers to the amount of each students' time of talking. Rivers (1968) claims that some personal factors can affect

participation in a FL and teachers then should recognize them. There are some students who tend to be dominant and take almost the whole students' talk time. However, others prefer to speak only if they ensure that what they will say is correct, and some others keep silent, show no interest or participation all along the course. Harmer (2001) suggests streaming weak participants in groups and letting them work together. In such cases they will not hide behind the strong participators, and the teacher can achieve a high level of participation. Another factor that can create problem of participation is the classroom arrangement that may not help students to perform some speaking activities. Bowman et al. (1989: 40) support the idea by saying that "traditional classroom seating arrangements often work against you in your interactive teaching." Low participation is due to the ignorance of teachers' motivation too. If the teacher does not motivate his learners, the talkative ones also will show no interest. So, increasing and directing student motivation is one of the teacher's responsibilities.

4) Mother-Tongue Use

SL students of the same mother tongue tend to use it outside and even inside the classroom because they feel more comfortable and less exposed to the target language. According to Baker and Westrup (2003: 12) "barriers to learning can occur if students knowingly or unknowingly transfer the cultural rules from

their mother tongue to a foreign language." Therefore, the learners will not be able to use the foreign language correctly if they keep on being influenced by the use of their mother tongue. Lack of the vocabulary of the target language usually leads learners to borrow words from their native language.

According to Hojat & Afghari (2013) in their study about speaking-associated problems from EFL students and instructors perspectives, they reported that there are four:

1) Vocabulary

Students have problem with insufficiency of lexical knowledge as relates to a number of vogue topics commonly talked about in lab classes.

2) Grammar

Students have problems with the past and past participle forms of some irregular verbs, complex structures including clauses and phrases, tenses, prepositions and articles, conditionals and causative structures.

3) Pronunciation

Students have problem with the pronunciation of words whose pronunciation and orthographies or spelling. Furthermore, students also have problems with English intonation patterns and the role of their mother tongue in giving rise to pronunciation-related problems.

4) Fluency

Student halt of speech and asking for help from the teacher and classmates and the student make of short pauses while speaking in the class, especially with the large number of students in class.

B. Writing

1. Definition of Writing

The terms of writing have several meanings. According to the Longman dictionary, "writing is words that have been written or printed". Many experts have proposed the definition and explanation of writing. Widdowson (1978:62) states that writing is the act of making up correct sentences and transmitting them through the visual medium as mark on paper. Hornby (1974:996) states that writing is in the sense of the verb 'write'. Write is to make letters or other symbols (ideographs) on a surface, especially with a pen or a pencil on a paper. Troyka (1987:3-4) states that writing is a way of communicating a message to a reader for a purpose.

According to Heaton (1975: 127) writing is a task which involves students to make grammatically correct sentences by manipulating words in the form of a piece of continuous writing with successfully communicates the writers' ideas on a certain topic. The statement shows that the main purpose writing is to express ideas, thoughts, and writing

clearly in a written language. From the definition above the writer can conclude that by using writing, we can share our idea, feeling or anything that exist in our mind. Writing is one way of making meaning experience.

2. Writing Problem

Writing Problem According to Byrne (1979), writing is a difficult activity for people both in their mother tongue and in their foreign language. It means writing is difficult when the writer write the foreign language because they are not only Indonesian language but also English language writing is difficult skill for people or students. Beside the problems mention above there are some problems, which classified into three kinds by Byrne, those are:

a. Psychological Problem

Writing essentially is a solitary activity and the fact that we are required to write to our own, without the possibility of benefit of feedback, and it makes the act of writing difficult.

b. Linguistic Problem

In writing, we have a compensate for the absence of these features: we have to keep the channel of communication open through our own effort and to ensure, both through our choice of sentence structure and by the way our sentences are linked together and sequenced, that the text we procedure can be interpreted on its own.

c. Cognitive Problem

Writing is learn through a process of instruction: we have to master the written form of the language and to learn certain structures which are less used in speech, or perhaps not used at all, but which are important for effective communication in writing. We also have to learn how to organize our ideas in such a way that a reader who is not present can understand them and perhaps by a reader who does not know to us.

According to Alfaki (2015) there some problems in writing English, which are grammatical problems, mechanical problems, sentence structure problems, problem of word choice, cognitive problems.

a. Grammatical Problems

Learners have a number of problems in their attempts to write in the second language. As verbs take different forms depending on tense and subjects they are used with, they create problems for second language writing students" (Tyner, 1987). Similarly, Kharma (1987) in Melese (2007: 12) states that students have problems with subject-verb agreements, pronoun references, and connectors.

b. Problems of Sentence Structure

Sentences reflect various syntactic structures (Reid, 1983). However, incapable learners use run on, incorrect, and fragmented sentences (west 1966, in Tsegaye 2006:16). Kharma (1986) states that those students who have the problem of writing good sentences

structures are unable to produce longer sentences requiring subordination and coordination. According to Zamel (1983:22), cohesive devices are crucial in writing. However, the linking devices have been found to be problematic for English language students.

c. Problem of word choice

A good writing or composition should consist of appropriate and varied range of vocabularies used along with proper grammar and varied range of sentence structures (Norish, 1983; Alamirew, 2005). According to Reid (1983) in Melese (2007: 13), when the writer practices the choice of vocabulary that would reflect a concern for the reader and the purpose of writing, the composition written by the student would become sensible to his/her reader. However, writing in a second language using the appropriate words in the appropriate place is a problem for students. For example, White (1980) states that usually students use 'big words' in their essays to impress the reader, their teacher. The effort to impress the reader leads to a problem of diction.

d. Cognitive problems

The cognitive problems that students face include problems of punctuation, capitalization, spelling, content and organization:

1) Punctuation Problems

According to Byrne (1988: 16), the fact that punctuation has never been standard to the extent as spelling, makes it is

problematic. Similarly, Carrol and Wilson (1995: 191) state "students' writing encounter punctuation problems as there are no universal rules of punctuation."

2) Capitalization Problems

Capital letters are useful for sentence initials, the beginning of important words, in topics, headings, etc (Kroll, 1991). However, learners have problems in using capitalization properly. There are reasons for students' problems in using proper capitalization. "The rules of capitalization are not universal and classifying nouns as proper and common nouns is difficult for students" (Gowere et al,. 1995).

3) Spelling Problem

Due to the influence of other languages, variant pronunciations and other historical reasons, the English spelling system which has become inconsistent is complex for students (Gowere et al, 1995)

4) Content Problem

Learners of English as a second or foreign language also face problems of exploring ideas and thought to communicate with others (Clifford, 1987). According to Leki (1991) this could be because of the traditional methods teachers use to teach writing for spelling, punctuation, and mastering grammar. Clifford (1987) suggests that teachers should encourage students to focus on the

message, ideas or thoughts they wish to convey rather than grammar, spelling, punctuation and others.

5) Problem Organization

According to Kharma (1986), learners have the problem of structuring the paragraph, topic development of a paragraph, structuring the whole discourse and a theme in a discourse. "The most common students' problem in paragraphing is either the paragraph is not limited to a single topic or the single topic is not developed or exemplified adequately" (West, 1966: in Tsegay 2006: 17). Raimes (1983) states that the other problem of organization in student' writing is the difficulty of differentiating a topic and supporting ideas or generalizations and specific details. Pincas (1982) has also showed that learners have the problems of writing united paragraphs because of their failure to use cohesive devices appropriately.

C. Language Learning Strategies

Language learning strategies are defined differently by many researchers. An early definition given by Rigeney (1978) who defines language learning strategies as the often-conscious steps or behaviors used by language learners to enhance the acquisition, storage, retention, recall, and use of new information. According to Wendern (1987), language learning strategies can be defined from the aspect of language learning behaviors, such

as learning and regulating the meaning of a second or foreign language, cognitive theory, such as learner's strategic knowledge of learning, and the affective view, such as learners' motivation, attitude, etc. Rubin (1987) defined language learning strategies as behavior, step, or techniques that students frequently use to improve their progress in L2 developing skill; these can facilitate that internalization, storage, retrieve or use of new language.

In 1990, Rebecca L Oxford introduced strategy inventory for language learning (SILL). This inventory describing the various types pf language learning strategies that learners employs to help him/her to learn a new language. These LLS can be classified under six types, Memorization, Cognitive, Compensation, Metacoginitive, Affective and Social strategies. Below is a detailed description of them:

1. Memorization Strategies

Memorization Strategies are technique used to remember more effectively, to retrieve and transfer, information needed for future language use. Memorization help students to in memory important information gathered from their learning. When the information is needed for use in the future, these strategies help the student to get information back. For example, the semantic map of group of nouns or verbs that shows the relationship between the words.

2. Cognitive Strategies

Cognitive strategies used to help the students to manipulate the target language or task correctly by using all their processes. They include

reasoning, analysis, and drawing conclusion. For example, the use of drill to practice the language and the use of dictionary to find difficult words.

3. **Compensation Strategies**

Compensation Strategies are employed by the students to compensate the missing knowledge in the target language due to lack of vocabulary. The strategies help to allow the students to use the language to speak and write in the target language even their vocabulary is limited. For example, the use of linguistic clues to guess the meanings or by inventing words to use of linguistic clues to guess compensates their lack of vocabulary.

4. **Metacognitive Strategies**

Metacognitive Strategies are employed by students to help them coordinate the learning process by concerning, arranging, and evaluating their learning, this help learner to control their own learning. Students will also able to plan what their learning strategies should be and change them if they are not suitable. For example, overviewing with already known material and deciding in advance on what to pay attention to.

5. **Affective Strategies**

Affective Strategies are technique to help students control their emotions, attitude, motivations and values. These strategies have a powerful influence on their learning language because they allow students to manage their feelings. For example, students may use laughter to relax and praise to reward themselves for their achievements.

6. Social Strategies

Social Strategies are activities that students engage in to seek opportunities to be exposed to an environment where practice is possible. These strategies are important because language learning always involves other people; it is a form of social behavior. For example questioning for understanding or fact and work together with peers or speakers of the target language including non-native and native like speakers in order to upgrade their language skills.

D. Previous study

This research was conducted by Nurezzati Nabihah Binti Mohamad Ali (2013). She investigated the problems faced by Thai students in learning English in UNISZA, Malaysia. The objective of the study are the researches wants to know the problems that faced by Thai students in learning English language. The respondents of this research involves were 20 Thai students consisting of two male and eighteen female from the Faculty of Islamic Contemporary. The result of the study show that the most problematic skills faced by Thai students is speaking skills while the least problematic skills is writing skills. They occasionally can have an informal conversation in English and express themselves in English. Moreover, they did not really comfortable in with native speaker instructor in the classroom.