

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Speaking

Speaking is one of four languages skills. Speaking is productive skills, since it procedure ideas, message or suggestion according to Chastain in Dinihari et al (2016). Through speaking makes people able to communicate and interact with society. To create a successful communication or interaction, the listener should pay attention and listen carefully in order to understand what the speaker intends to say and speaker should to use an effective way to do speaking, so the listener can understand what they mean.

Speaking is one way to communicate which ideas and though a message orally. Speaking is very important in people. To enable people to communicate, we need to apply the language in real communication. According to Gert and Hans in Efrizal (2016), speaking is speech or utterances with the purpose of having the intention to be recognized by the speaker and the receiver processes the statements in order to recognize their intentions. Besides that, Rebecca in Efrizal (2016), stated that speaking is the first mode in which children acquire language, it is part of the daily involvement of most people with language activities and it is the prime motor of language change. It also provides our main data for understanding bilingualism and language contact.

Speaking also is one of the basic skills in learning a foreign language besides listening, reading, and writing. It has been though since the students

entered elementary school, however it is not easy for the students to communicate in English. They have to think more often when speaking English. According to Brown and Yule in Efrizal (2012), stated that speaking is depending on the complexity of the information to be communicated. However, the student sometimes finds it difficult to clarify what they want to say.

From the definition above, it can be concluded that speaking is a productive skill and the ability to express communication with other. Because the main purpose of speaking is to communicate in order to express thoughts ineffective it being understood the students to understand the meaning of everything and trying to communicate.

2.1.1 The Definition of Speaking

Speaking is significant to an individual's process and experiences. According to Nadzirotunnuha (2017), speaking as an activity of producing sound by the sound that including speaker and listener or to communicate with other. Speaking is also the most natural way to communicate between one people to other people. And speaking is one skill that needs more attention from the students because the students should have good interaction with each other in speaking.

Talking about speaking Tarigan in Ngadiso (2016), give definition about speaking is the ability to convey the idea, thought and feeling. That means speaking is audible and visible codes systems which use numbers of muscle and human being body's muscles network to a certain purpose, idea or opinion as a combination. Besides that speaking also defines human being behavior by physics

factor, psychological, neurological, semantic and linguistic extensively as an essential instrument of social control.

According to Nunan in Choudhury (2005), speaking in a second of a foreign language will be facilitated when learners are actively engaged in attending to communicate. The primary purposed in learning of language is able to communicate with other people by using the language being learned. In other words, learners are expected to be able to express their thinking and feeling.

Harris in Iman (2017), states that speaking is a complicated thing to do requiring simultaneous use number different abilities, which included in this requiring pronunciation, grammar, vocabulary, fluency, and comprehension. As additional information, Brown (2004) state that there are many aspects involves in speaking. They are the language users' knowledge linguistics rule (usage) and his ability to use this knowledge in a true communication setting.

According to Rebecca in Efrizal (2012) language, learners need to recognize that speaking involves three area knowledge mechanics (pronunciation, grammar, and vocabulary).

From the statements speaking it can be concluded that speaking intermingles with other language components such as pronunciation, grammar, vocabulary, and etc.

2.1.2 Function of Speaking

Speaking is not an instant skill to be acquired. It needs a long process. According to Rubi and Thomson (1994) stated that language is a complex system and each system is different and requires the reorganization of students thinking with lots of exposure. So it needs for students to practice and to be a more successful language learner. As of speaking functions, Richards (2008) states that the functions of speaking are classified into three first talk as interaction, talk as transaction and talk as performance.

Talk as interaction it means about conversations used in daily activities in social interaction. When people meet, they exchange greetings, engage in small talk, recount the experiences, and soon. While talk as a transaction is about the situation focusing on the meaning delivered or the message for instance, as teachers teach students, etc. On the contrary, talk as performance refers to public talk which transmits information to an audience, such as classroom presentations, public announcements, and speeches.

From those definitions above speaking as activities by which human beings try to express thought, feeling, opinion, and to exchange information by using utterances in the form of communication. Therefore is the tool of communication it is necessary for people to have a good speaking.

2.1.3 Purpose of Speaking

The main purpose of speaking is to communicate. In order to conveying thought effectively the speaker must understand the meaning of anything will be said and also can evaluate the effect of communication to the listener.

Whether it is as a social tool or it is a business and professional tool basically speaking has three common meaning Tarigan in Laksana (2016) there are:

a. To inform

The way of speaking is to inform. It means that speaking, we are as a speaker informs the listener what we want. And by speaking we can inform our idea when we want to express our idea.

b. To entertain

By speaking we know people's feeling whether they are sad or happy. In this condition, people can entertain other people by speaking in a funny story, by a joke, or humor.

c. To persuade

People speak in order to persuade something. By speaking we can ask other people to do or not do certain actions.

2.1.4 The Importance of Speaking

The importance of speaking ability is not only in daily life, but also takes important roles in the process of language learning. According to the Oxford Advanced Learner's Dictionary (2008:426), speak means to say words to say or to talk something about something, to have a conversation with somebody, to address somebody in word etc. People do communication for some reasons. Harmer in Mudyanita (2011) states the reasons why everyone needs to speak, as follows:

- a. They want to say something

What is used here is a general way to suggest that the speakers make definite decisions to address other people. Speaking may be forced upon them but we can still say that they feel the need to speak otherwise they would keep silent.

- b. They have some communicative purpose

Speakers say things because they want something happens as a result of what they say. They may want to charm their listeners to give some information to express pleasure they may decide to be rude or flatter. To agree or complain in each of these cases they are interested in achieving this communicative purpose what is important the message they wish to convey and the effect they want it to have.

c. They select from their language store

Speakers have an infinite capacity to create new sentences. In order to achieve this communication purpose, they will select (from the "store" of the language they possess) the language they think is appropriate for this purpose. The ability to speak a foreign language is the most pressed skill because someone who can speak a language will also be able to understand it. Lado in Kusmaryati (2009), defines speaking as the ability to use in essentially normal communication, stress, intonation, grammatical structure and vocabulary of the foreign language at normal rate delivery for native speakers of the language. Speaking skill is a matter which needs very special attention. No matter how great an idea is if it is not communicated properly it cannot be effective.

Speaking is an essential tool for communicating, thinking, and powerful learning tool. It shapes modifies, extends, and organizes thought. Oral language is a foundation of all language development and therefore the foundation of all learning. Lado in Kusmaryati (2009), points out that speaking ability or skill is described as the ability to report acts or situation, or the ability to report acts or situations in precise words or the ability to converse or the express a sequence of ideas fluently. The researcher can conclude that speaking can be an important skill in English because however, someone will judge as a master of English when they can communicate with good oral communication with other people.

1.1.5 Components of Speaking

They are four components of language that influence speaking ability such as, pronunciation, grammar, fluency, and vocabulary Brown (1992). They are presented below:

a. Pronunciation

Pronunciation is the production of speech sound for communication and it is very important in communication. Kelly Fuadi et al (2013) says that to use the stress and the intonation inaccurately can cause the problem.

b. Fluency

Fluency can be defined as an ability to speak fluently and accurately. Rahman and Deviayanti in Fuadi et al (2013) state that fluency is the smoothness or flow with which sounds, syllables, words, and phrases are joined together when speaking. In reality, we often observe many students have many pauses when speaking English. If the students want to speak English, they often think first before speaking for each word that they want to say. The result they make difficult to reach what they want in a conversation.

c. Grammar

Thornbury in Fuadi et al (2013) says that grammar is a description of the rules that govern how language sentences are formed. Furthermore, he says that grammar is a kind of sentence-making machine. Without grammar, the sentence

will be confused to have meant so it is clear that grammar is really needed by students to arrange a sentence in speaking.

d. Vocabulary

One cannot communicate or express their ideas both oral and written form effectively if they do not have sufficient vocabulary. Thornbury in Fuadi et al (2013) says that without grammar it can be very little ideas that can be conveyed and without vocabulary, nothing can be conveyed. This is in line with Thornbury (2002) in Ahmad Fuadi et al says that you can say very little with grammar but you can say almost anything with words.

2.2 Teaching Speaking

Based on School-Based Curriculum in Maulana (2016), the purpose of teaching speaking is that how the students are expected to be able to express and comprehend the ideas in simple transactional and interpersonal conversation to interact with the nearest environment. But many English learners feel obstacle and unsatisfied with their achievement in speaking. EFL learners also face the student won't talk problem according to Gebhard in Juhana (2012). The students did not want to speak English because they are too shy, afraid of making mistake and afraid their friend will laugh at them. Most of the time, students lose their interest and enthusiasm in language learning because they had negative feelings such as lack of confident and quick feeling bored when learning English. By making lessons more attractive through different activitiess create supportive

environments and others teachers can build students' interest and increase their motivation.

2.2.1 Characteristic of a Successful Speaking Activity

To support the teaching-learning process of speaking skill, the teachers must know about the characteristics of students and also the characteristics of successful speaking activity. If the teacher knows about the characteristics of each student the teacher can easily give the material to students. According to Ur (2008), there are some characteristics of successful speaking activity:

- a. Students talk a lot. As much as a possible period of time allotted to the activity occupied by students talk. This is obvious, but often most time is taken up with teacher talks or pauses. It means the students must be active to speak with their friends as much as possible. It is very clear that the students are busy but they seldom spent their time to talk to their teacher.
- b. Participation is even and fire. Classroom discussion is not dominated by a monitor of talkative participants all get a chance to speak and contributions are fairly evenly distributed. It means that the classroom discussion is not dominated by one participant only but all of the participants get the same chance to speak.
- c. Motivation is high. Students 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 an objective task. It means that the students have high motivation to speak English. By having a high motivation the

students will be interested in learning English especially in speaking. They often try to deliver their own idea confidently.

- d. Language is at an acceptable level. Students express themselves in utterances that are relevant easily comprehensible to each other and of an acceptable level of language accuracy. It means that they use the components of speaking which are relevant to the acceptable level of language such as, pronunciation, grammar, fluency, and comprehensible. So the students often try to speaking English correctly in real communication.

2.2.2 Type of Speaking Activates

According to Brown (2001:141) there some type of classroom speaking performance, they are:

- a. Imitative

Learners practice an intonation contour to try to pinpoint a certain vowel sound. Imitation of this kind is carried out not for the purpose of meaningful interaction but for focusing on some particular element of language form.

- b. Intensive

Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language.

- c. Responsive

Short replies to teacher or students initiated question or comment.

d. Transactional

Transactional language carried out for the purpose of conveying or exchanging specific information is an extended form of responsive language

e. Interpersonal

Interpersonal dialog carried out more for the purpose of maintaining a social relationship than for the transmission of facts and information.

f. Extensive

Students at intermediate to advanced levels are called on to give extended monologues in the form of an oral report, summaries, or perhaps short speeches.

From the statement above, the researcher can conclude that there are some types of classroom speaking performance can be used by the students. The first is imitative. In this performance, the students just imitate how to say incorrect intonation not meaningful interaction. The second is intensive. The students practice some phonological or grammatical aspect of language. The third is responsive. The student should have question or command for their teacher. The fourth is transactional. In this activity, the students will try to speak to get the purpose of getting information. The fifth is interpersonal. The students will get the purpose of maintaining a social relationship to get the fact and information. The list is extensive. The students will try to perform oral monologues such as a report, summary, or short speak.

2.2.3 Students' Problem in Speaking

In learning English speaking some students will make problems or errors when they try to utter words, phrases or sentences. Problems or errors in speaking cannot correct themselves, therefore, it needs explanation. According to Ur (2009), there are some problems faced by the students in speaking. The problems of speaking include student inhibition, nothing to say, the low of participation, and mother tongue use:

a. Inhibition

The students usually inhibited when trying to speak some words in speaking activities. Because they worry about making mistakes and simply shy in speaking the English language.

b. Nothing to say

The students cannot think of anything to say, because they have no motivation to express themselves to speak. Because of that, the students lack of confident and vocabulary in speaking ability and they feel insufficient to speak when they want express what they want to say.

c. Low participation

The students have low participant when they speak, this means that they have only very little talking time. This problem is compounded by the tendency of some learners to dominate while other speak very little or not at all.

d. Mother tongue use

The students usually use mother tongue in speaking activities because it is easier and also 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.

Then, what the teacher can do to help to solve some of the problems above. This is the duty of the teachers to help the students solve their problems. Here are some ways to solve them according to Nadzirotunnuha (2017):

a. Use group work

Use group work can increase 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.

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 the participants so that they can speak fluently with the minimum of hesitation.

c. 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 see.

d. Give some instruction or training in discussion skills

If the task is based on group discussion then include instruction about participation when introducing it. For example, tell learners to make sure

everyone in the group contributes to the discussion; appoint a chairperson to teach who will regulate participation.

- e. Keep students speaking the target language

You might appoint one of the group as a 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.

2.2.4 Factor Causing Students Difficult to Speak English

According to Slameto in Fatima (2017), there are two factors, which influence the speaking competence. There are internal and external factors is the factor comes from the students. The explanation of each factor can be seen as follow:

1. Internal Factor
 - a. Intelligence

Intelligence is closely related to intellect, which is a comprehensive term for observing understanding, thinking, remembering, and all ways of knowing and of getting knowledge. The students who have a high intelligence will accept the explanation from the teacher and will adapt in a long time. So intelligence is an important factor in supporting a successful study. It refers to the ability of the students to utilize what has been learned in adjusting to the unfamiliar situation or in solving the problems.

According to Slameto in Fatima (2017) intelligence is an ability which consists of three points an ability to use the abstract concepts effectively and an ability to know about the relation and study it quickly.

b. Aptitude

The aptitude will develop if somebody gets a good chance to study and get enough facility. The individual, who has minimal aptitude in a certain subject, even though he is given enough lesson and good facility, will not reach his achievement, as well as others who have a good attitude.

According to Slameto in Fatima (2017), aptitude is the capacity to learn. Aptitude is the condition or personal characteristic which can be developed through suitable exercise. So aptitude is a natural or acquired talent or ability inclination or quickness in learning and understanding.

c. Interest

According to Slameto in Fatima (2017), the meaning of interest is persisting tendency to pay attention and to enjoy some activities and contents. Interests is a feeling of curiosity, fascination or absorption, the researcher concludes that interests are a set of mental tendencies that consist of like, dislike, difficult or easy in doing activities.

d. Motivation

Motivation can be defined as the influence that accounts for the imitation, direction intensity and persistence of behavior. The high motivation in learning

will influence the mastery of English skill of students in this case the teacher has the job as a motivator. Give motivation to students to learn more and to be more active and effective because of motivation in learning English if the students have high motivation to practice they will succeed in speaking English.

Motivation is to motivate someone to do something. It is impossible for students to learn if they don't know the importance and the benefit of learning itself. If they know the benefit of the study the student will be motivated to learn because they will achieve the result of learning.

Sardirman in Hakim (2018) says that motivation is an essential condition of learning, the result or the achievement of the learning activity will be optimal if there is a learning motivation. The more right motivation is given the more successful a learner will be. Thus, motivation will determine the intensity of the learning process.

2. External Factor

a. Family

The different condition of the students in their family can establish their future education and how they will learn. In this case, parents take care of their children by giving motivation and helping them to develop their knowledge, skill, and ability in order to prepare themselves in the future including some facilities at home that student needs in the learning process. The factors that come from the family include educational parent, relationship methods on the family, the

condition of the family, economical matter, the parents understanding, cultural background, and responsibility of family and attention of the family.

Slameto in Fatima (2017) says that this factor is very important for students who are studying because it gives influence for the successful study of student. If there are good influences from the family the students will have the motivation to study hard.

As additional information according to Juhana (2012), there is some psychological factor that faced by the students in speaking English, they are:

a. Fear of Mistake

As argued by many theorists, fear of mistake becomes one of the main factors of students reluctance to speak English in the classroom. With respect to the fear of making mistake issue, According to Juhana (2012) adds that this fear is linked to the issue of correction and negative evaluation. In addition, this is also much influenced by the students fear of being laughed at by other students or being criticized by the teacher. As a result, students commonly stop participating in the 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. This indicates that shyness could

be a source of the problem in students learning activities in the classroom especially in the class of speaking. Actually, the students felt of shyness makes their mind go blank or that they will forget what to say.

c. Lack of Confidence

It is commonly understood that student's lack of confidence usually occurs when students realize that their conversation partners have not understood them or when they do not understand other speakers. In this situation, they would rather keep silent while others do talking showing that the students are lack of confidence to communicate.

d. Lack of Motivation

Motivation is important to notice in that it can affect students reluctance to speak English. In this sense motivation is a key consideration in determining the preparedness of learners to communicate. According to Juhana (2012) further adds that motivation is an inner energy. From the motivation, the students will enhance their study interest.

2.3 Relevance Studies

There are three related studies that the researcher considered as the references in this study. First, Tiara Tama Ardila (2017) made research about *“Students’ Difficulties in Learning English Speaking Skill at SMA N5 Jambi”*. This study intended to find out students’ difficulties in learning English speaking skill. The result showed that students have a problem with their confidence, the students afraid of making mistakes while speaking English. They also felt nervous and worried when speaking English. In the aspect of pronunciation and vocabulary, they have difficulties in completing the sentences. They confess that they want to speak like a native. This research suggested that students should solve their own problem in learning English, they may read English books and articles to overcome their vocabulary problems. They may also practice with their friend to practice their pronunciation and speaking skills, the most important point is that the students have to be confident to speak English.

Second, Ulfa Yusica (2015) made research about *“Problem Faced by Thai Student in Speaking English”*. This study is intended to find out the problem faced by Thai Students. This investigates to convey the reason most students in Thailand have difficulties in speaking English. Language skill is one of the four skills in English which could be the most difficult process for the student to make a deal with. There are many factors which affect Thai student to be difficult in concerning with English especially in speaking. There are so many problems that remain in Thai students oral communication. Those are because the history of Thailand which has never been colonized by any European country, age, or

maturational constrain, aural medium, socio-cultural factor, and effective factor. The effective factors still have a great deal of with the psychological factor of Thai students attitudes including, anxiety, a feeling of uneasiness, frustration, self-doubt, apprehension fear of mistakes, shyness, lack of confidence, and lack of motivation. Not only that, the teacher could be a great factor which affects the success of English classroom teaching. The non-native teachers are still applying the teacher-center approach and go for teaching grammar more than speaking performance.

Third, Alvin Nadzirotunnuha (2017) made research about *"The Analysis of Students' Problems on Speaking at SMP Islam Darussalam Dongko"*. The purpose of this study was to: 1) To analyze what are the students' problems on speaking skill at SMP Islam Darussalam Dongko, and 2) To know what will the teacher do to solve the students' speaking problems at SMP Islam Darussalam Dongko. Research method: 1) the research design in this study was descriptive survey with quantitative approach, 2) the population of this study was all students consisting 217 students and all English teachers consisting 3 teachers at SMP Islam Darussalam Dongko, 3) the research instrument were questionnaire and interview, 4) the data analysis was using percentage formula. The result showed that students faced speaking problems. Based on the result showed that 56% students sometimes and 20% students often face inhibition, 54% of students sometimes and 11% students often face nothing to say, 51% of students sometimes and 36% students often face low and uneven participation, and 35% students sometimes and 42% students often face mother tongue use. It showed that the common

problems on speaking were mother tongue use especially on the aspect of students feel that mother tongue use is easier. Based on the problems, the teachers have some ways to solve the speaking problems. The teachers habituating the students to speak English, don't give too difficult and too many topics and change the students' mindset that English is not difficult.

Fourth, Rhandy Maulana et al (2016) made research about, “*Students’ view on EFL Speaking Problems*”. The purposes of this study are to investigate the problems encountered by students in EFL speaking context. In order to ascertain the problems faced by students in learning this skill, qualitative study design undertaken by using purposive sampling. In collecting the data, the writers administrated a number of questionnaires to students in relation to the problems of speaking. The collected data were analyzed by presenting them in the form of narration and following three steps proposed by Miles, Huberman, and Saldana (2013). The research finding shows that all students face problem in speaking. The most problems that they face in learning speaking skill are lack of vocabulary, poor pronunciation, less confidence, to speak and afraid of making errors while speaking.

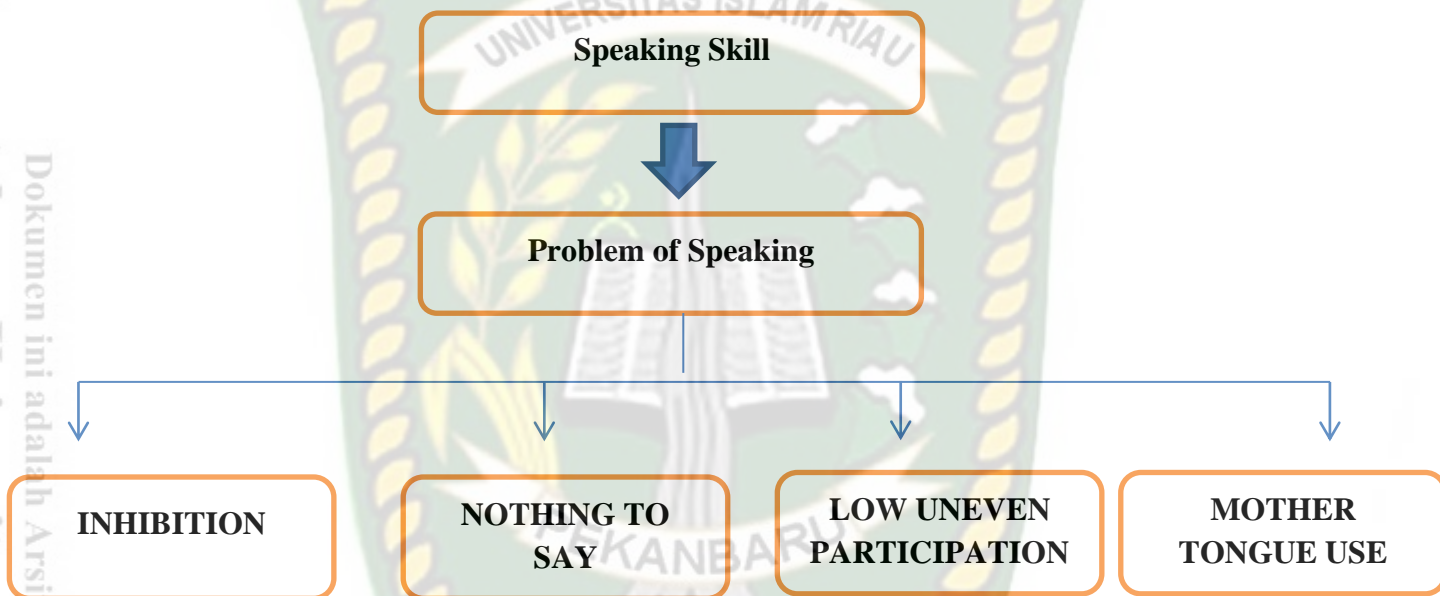
The last relevant was written by Herlina (2013) made a research about “*A Study on Linguistic Factors Toward Students’ Obstacles in Speaking of The Second Semester at FKIP UIR Pekanbaru*”. This study is intended to find out the factors causing students’ obstacles in speaking. The causes if the factor and the possible solutions to overcome the obstacles are also covered in this study. The finding revealed that most students believe that linguistic factor such as lack of

vocabulary, lack of understanding grammatical pattern, and incorrect pronunciation, become their obstacles to speaking in English class. The result showed that the second-semester students at FKIP UIR are actively participating in speaking English in the classroom. The result from questionnaire shown that lack grammatical pattern is the highest percentage as linguistic factors students' obstacles in speaking because of students so lazy to read the books and looked up the dictionary so that lack of grammatical pattern is the highest percentage with percentage 35%.

The differences of all relevant research with my research are to analyze students' speaking problem at the first year of SMP Tri Bhakti Pekanbaru. Because it should be known the impact of the problem faced by students in speaking, and also know in order to solve the problems of speaking.

2.4 Conceptual Framework

Speaking is an important skill that needs to be master by students. In learning speaking, students get problems in a talk. According to Ur (2009) stated there are some problems faced by students in learning speaking.



(Adopted from Penny Ur (2009))

2.5 Assumption

Based on the consideration of the theory and practice on the field, the researcher assumes that the first year students have several problems that make the students cannot speak English.



Dokumen ini adalah Arsip Milik :

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