

## CHAPTER II

### THEORETICAL FRAMEWORK

#### 2.1. Speaking

##### 1.1.1. 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.

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.

Tarigan (1990:3-4) defines that speaking is a language skill that is developed in child life, which is produced by listening skill, and at that period speaking skill is learned. Based on Competence Based Curriculum speaking is one of the four basic competences that the students should gain well. It has an important role in communication. Speaking can find in spoken cycle especially in Joint Construction of Text stage (Departmen Pendidikan Nasional, 2004). In carrying out speaking, students face some difficulties one of them is about language its self. In fact, most

of students get difficulties to speak even though they have a lot of vocabularies and have written them well. The problems are afraid for students to make mistakes.

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997). Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving. However, speech is not always unpredictable. Language functions (or patterns) that tend to recur in certain discourse situations (e.g., declining an invitation or requesting time off from work), can be identified and charted (Burns & Joyce, 1997). For example, when a salesperson asks "May I help you?" the expected discourse sequence includes a statement of need, response to the need, offer of appreciation, acknowledgement of the appreciation, and a leave-taking exchange. Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (linguistic competence), but also that they understand when, why, and in what ways to produce language (sociolinguistic competence). Finally, speech has its own skills, structures, and conventions different from written language (Burns & Joyce, 1997; Carter & McCarthy, 1995; Cohen, 1996). A good speaker synthesizes this array of skills and knowledge to succeed in a given speech act.

Speaking is the productive skill. It could not be separated from listening. When we speak we produce the text and it should be meaningful. In the nature of communication, we can find the speaker, the listener, the message and the feedback.

Speaking could not be separated from pronunciation as it encourages learners to learn the English sounds.

Harmer, (in Tarigan, 1990: 12) writes that when teaching speaking or producing skill, we can apply three major stages, those are:

- 1) Introducing new language
- 2) Practice
- 3) Communicative activity.

Speaking has been regarded as merely implementation and variation, outside the domain of language and linguistic proper. Linguistic theory has mostly developed in abstraction from context of use and source of diversity. Therefore, Clark and Clark said that speaking is fundamentally an instrument act. Speakers talk in order to have some effect on their listener. It is the result of teaching learning process. Students' skill in conversation is core aspect in teaching speaking, it becomes vitally aspect in language teaching learning success if language function as a system for expression meaning and the successful in speaking is measured through someone ability to carry out a conversation in the language. We confess that there are many proponent factors that influence teaching speaking success and there are many obstacle factors why it is not running well.

According to Ladouse (1991) speaking is described as the activity as the ability to express oneself in the situation, or the activity to report acts, or situation in precise words or the ability to converse or to express a sequence of ideas fluently. Furthermore, Tarigan (1990: 8) said that "Berbicara adalah cara untuk berkomunikasi yang berpengaruh hidup kita sehari-hari". It means that speaking as the way of communication influences our individual life strongly.

From the explanation above, the researcher concludes that speaking is what we say to what we see, feel and think. When we feel something, we want someone can hear us. So, in this process we can call it is an interaction between two sides.

When someone speak to other person, there will be a relationship. The relationship itself is communication. Furthermore, Wilson (1983:5) defines speaking as development of the relationship between speaker and listener. In addition speaking determining which logical linguistic, psychological a physical rules should be applied in a given communicate situation”. It means that the main objective of speaking is for communication. In order to express effectively, the speaker should know exactly what he/she wants to speak or to communicate, he/she has to be able to evaluate the effects of his/her communication to his/her listener, he/she has to understand any principle that based his speaking either in general or in individual.

Based on the statements above the researcher infers that if someone speaks, he/she should understand what is he/she about. In this section, the writer should develop ideas or build some topics to be talked and to make other responds to what speakers says.

Stern (in Risnadedi, 2001: 56-57) said watch a small child’s speech development. First he listens, then he speaks, understanding always produces speaking. Therefore this must be the right order of presenting the skills in a foreign language. In this learning of language included speaking, there is an activity of speaker or learner and it has to have an effect to build speaker’s or learner’s desires and express how his/her feeling and acting out his/her attitudes through speaking. Thus the learning of speaking can not be separated from language.

On the other hand, speaking can be called as oral communication and speaking is one of skills in English learning. This become one important subject that teacher should given. That is why the teachers have big challenge to enable their students to master English well, especially speaking English in class or out of the class.

Wallace (1978:98) stated that oral practice (speaking) becomes meaningful to students when they have to pay attention what they are saying. Thus, the students can learn better on how to require



the ability to converse or to express their ideas fluently with precise vocabularies and good or acceptable pronunciation.

Speaking ability is the students' ability in expressing their ideas orally which is represented by the scores of speaking. Speaking is only an oral trail of abilities that it got from structure and vocabulary, Freeman (in Risnadedi, 2001: 56-57) stated that speaking ability more complex and difficult than people assume, and speaking study like study other cases in study of language, naturalize many case to language teachers.

#### B. Speaking is Productive Skill

Speaking is the productive skill. It cannot be separated from listening. When we speak we produce the text and it should be meaningful. In the nature of communication, we can find the speaker, the listener, the message and the feedback.

Speaking cannot be separated from pronunciation as it encourages learners to learn the English sound.

#### 1.1.2. 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:

- 1) 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.

## 2) 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.

## 3) 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.

## 4) 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).

### 1.1.3. 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.

#### **1.1.4. 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:

**b. 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.\

**c. 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.

**d. 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 seen.

**e. 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.

**f. 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.

## **2. 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.

### **2.2. Assessment**

Assessment is an ongoing process that encompasses a much wider domain. Whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously makes an assessment of students' performance. Written work-from a jotted down phrase to a formal essay is performance that ultimately is assessed by self, teacher and possibly other students (Brown, 2003:4).

Speaking assessments can take many forms, from oral sections of standardized tests such as the Basic English Skills Test (BEST) or the English as a Second Language Oral Assessment

(ESLOA) to authentic assessments such as progress checklists, analysis of taped speech samples, or anecdotal records of speech in classroom interactions. Assessment instruments should reflect instruction and be incorporated from the beginning stages of lesson planning (O'Malley & Pierce, 1996). For example, if a lesson focuses on producing and recognizing signals for turn-taking in a group discussion, the assessment tool might be a checklist to be completed by the teacher or learners in the course of the learners' participation in the discussion. Finally, criteria should be clearly defined and understandable to both the teacher and the learners.

Brown (2003:141) states as with all effective tests, designing appropriate assessment tasks in speaking begins with the specification of objective or criteria. Those objectives may be classified in term of several types of speaking performance:

1. Imitative

At one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this is purely phonetic level of oral production, a number of prosodic, lexical and grammatical properties of language may be conclude in the criterion performance.

2. Intensive

A second type of speaking frequently employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical of phonological relationship (such as prosodic element-intonation, stress, rhythm, juncture). Examples of extensive assessment tasks include directed response tasks,



reading aloud, sentence and dialogue completion limited picture-cued task including simple sequences and relationship up to the simple sentence level.

### 3. Responsive

Responsive assessment tasks included interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and a small talk, simple request and comments and the like.

### D. Technique of Teaching Speaking

Harmer (in Tarigan, 1990: 13) writes that when teaching speaking or producing skill, we can apply three major stage, those are:

1. introducing new language
2. practice
3. communicative activities.

When introducing new language, the teacher should find out the genre or the text, which is meaningful. In this stage teacher can ask students to pronounce the unfamiliar words, find out the meaning of the expression used in the text.

Other technique used for teaching speaking:

1. information gap by using pictures
2. by using photographs
3. by using song
4. by using mysterious thing
5. Educational drama which covers miming, role play, the empty chair, simulation.

You might consider that testing and assessing as synonymous terms, but they are not. Tests are administrative prepared procedure that occurs at identifiable times in a curriculum when learners recruit all their abilities to offer maximum performance, knowing that their responses are being measured and evaluated. While, H.Douglas Brown, in Teaching by Principles ‘an Interactive Approach to Language Pedagogy’, (USA, Pretice-Hall,Inc, 1994) says, “assessment is an “on going process” that include a much wider domain. Whenever student’ responses to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously makes an assessment of the student’ performance. A good teacher never stop to assess whether those assessment are incidental or intended.

According to Depdiknas in Nur Fatmah’s thesis (2006) stated that assessment is the application of various kinds of ways to get information to what extent the students achieve the competence. It is not same with evaluation. Assessment refers to any variety of methods and procedures used to obtain information about students’ learning achievement or competence. While, evaluation is an identification activity to see wheather a program that has been proposed is achieved or not.

Norman E.Gronlund (1976) formulated the meaning of evaluation as following; evaluation is systematic process of determining the extent to which instructional objectives are achieved by students. With different word but in the same meaning, Drs.M.Ngalim Purwanto,MP (1994) said that Wrightstone and friends state; educational evaluation is the estimation of the growth and progress of the students toward objectives or values in the curriculum. We can conclude that quality of assessment generally determines the quality of the evaluation. A valid evaluation can only be made if an accurate and complete assessment has taken place.

Performance assessment, also known as alternative or authentic assessment, is a way to measure *what students can do* with what they know, rather than how much they know. It is a form of assessment that requires students to perform a task rather than select an answer from a ready-made list (Sweet, 1993). It is not just a testing strategy but an assessment method that involves both process and product (Ferman;2005). It integrates teaching, learning and assessment.

Brualdi Amy (1998) said that performance assessment is any of variety of tasks and situation where the students are asked to demonstrate the understanding and apply knowledge in many contexts. Performance based assessment represents a set of strategies for the application of knowledge, skills and work habits through the performance tasks that are meaningful and engaging to students. This type of assessment provides teachers with information about how students' understand and apply knowledge. Also, teacher can integrate performance assessments into teaching learning process to provide additional learning experiences for students.

Performance assessment requires students to finish complex and significant tasks, while bringing to support prior knowledge, recent learning and relevant skills to solve realistic or authentic problems. J. Michael O'Malley & Lorraine Valdez Pierce, in *Authentic Assessment for English Language Learner* (1996) said that performance assessment is also related to the criteria needed in everyday life practice. It is known more authentic than paper and pencil test because the criteria which are assessed reflect the students' real ability.

How performance assessment does work. Following are some methods that have been used successfully to assess performance according to Education Consumer Guide (2011):

a. *Open-ended or extended response* is exercises and questions or other prompts that require students to explore a topic orally or in writing. Students might be asked to describe their

observations from a science experiment, or present arguments an historic character would make concerning a fact problem

b. *Extended tasks* are assignments that require sustained attention in a single work area and are carried out over several hours or longer. Such tasks could include drafting, reviewing, and revising a poem.

c. *Portfolios* are selected collections of a variety of performance-based work.

A portfolio might include a student's "best pieces" and the student's evaluation of the strengths and weaknesses of several pieces. The portfolio may also contain some "works in progress" that illustrate the improvements the student has made over time.

In this research, the teacher applied open ended or extended response where the teacher asks to the students to perform in front of the class. In that semester, the teacher conducted three times of performance assessment. And the materials are about presentation of someone biography, dialogue, and telling story.

In assessing students' oral performance, performance assessment is the most valid way to be used. By using it, teacher will get information about students' real abilities in implementing all the speaking skill elements. Here, some advantages of performance assessment as following according to Sammuel J. Meisels (2011):

- a) Recognize that students can express what they know and can do in many different ways.
- b) Evaluate progress as well as performance.
- c) Evaluate 'the whole students'.
- d) Involve students in process of assessing their own growth



- e) Establish a framework for observing students that is consistent with the principles of student's development.
- f) Contribute to meaningful curriculum planning and design of developmentally appropriate educational interventions.
- g) Collaborate with other teachers, thus enhancing teacher own professional skills.

### **2.3. 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. From 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 Deptment 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.