

CHAPTER II

LITERATURE REVIEW

In this chapter describes related theory of speaking skill, Problem in Speaking Skills, Cause of Speaking Problem, Problem Solving, Related Study

A. 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. Hornby (1995:37) defined that speaking is the skill that the students will be judge upon most in real-life situation. It means that speaking is medium to express ideas, opinions, and feelings. Productive skills are the ability to deliver message or meaning well in order that listener can give respond of it. In productive skill people can thinking what they should produce to make the listener understood about what they said.

1. The Nature of Learning Speaking

Teaching speaking involves instructing students on how to effectively use language as a means of communication, enabling them to convey ideas, thoughts, and emotions to others. It encompasses developing the necessary skills, strategies, and confidence to engage in meaningful oral interactions in

various contexts. Harmer (2007) Indeed, there are several reasons for teaching speaking, as stated:

- a. Speaking activities provide rehearsal opportunities: Speaking activities in the classroom offer students a chance to practice their speaking skills in a safe and supportive environment.
- b. Speaking tasks provide feedback: When students engage in speaking tasks that require them to use the language they know, it offers opportunities for both teachers and students to provide feedback..
- c. Activation of various elements of language: Speaking activities allow students to activate and integrate various elements of language, such as vocabulary, grammar, pronunciation, and discourse skills.

2. Concept of Speaking

Kathleen's (1999) definition of speaking aligns with the understanding that speaking is a dynamic process of interaction aimed at constructing meaning through the production, reception, and processing of information. It involves the ability to generate spoken words and engage in communication using language. The purpose of speaking is to convey messages, share information, express ideas, feelings, and emotions to others, seek clarification, ask questions, and engage in dialogue.

Thornbury's (2005) perspective on speaking emphasizes that it is an act of producing words and is an integral part of our daily lives. Speaking is a natural and fundamental means of communication that we often take

for granted. On a daily basis, individuals generate a large number of words, allowing them to express opinions, feelings, ideas, and more through oral communication.

3. Micro Skills of Speaking

Indeed, there are various definitions of speaking that have been proposed by experts in the field of language learning and teaching. Different scholars may emphasize different aspects of speaking based on their theoretical frameworks and perspectives. Here are a few additional definitions provided by experts: Brown and Yule (1983) define speaking as "the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts." This definition emphasizes the interactive nature of speaking and the importance of both verbal and non-verbal elements in conveying meaning.

Indeed, in teaching oral communication, Brown (2004) emphasizes the significance of micro skills, which are essential building blocks for effective speaking. These micro skills encompass both the form and function of language. Here are some examples of micro skills of oral communication:

- a. **Pronunciation:** Paying attention to the accurate pronunciation of individual sounds, stress patterns, intonation, and rhythm. This includes articulating sounds clearly, using appropriate stress and intonation patterns, and maintaining a natural rhythm in speech.
- b. **Vocabulary:** Developing a wide range of vocabulary to express ideas, describe experiences, and convey meaning effectively. This involves

expanding vocabulary knowledge and selecting appropriate words and phrases for different contexts.

- c. Grammar: Understanding and using grammatical structures accurately to convey meaning and ensure clarity in communication. This includes using appropriate verb tenses, sentence structures, word order, and grammatical forms in spoken language.
- d. Fluency: Developing the ability to speak smoothly and effortlessly, without undue hesitations or pauses. Fluency involves maintaining a natural pace, linking words and phrases smoothly, and using appropriate fillers to avoid long pauses.

By focusing on these micro skills, teachers can help learners develop their oral communication abilities more effectively. It is important to address each micro skill individually while also considering how they work together holistically to create effective spoken communication. Through targeted instruction and practice, learners can develop proficiency in these micro skills and enhance their overall oral communication competence.

4. Measurement of Speaking Skills

Speaking skill is an important part of the curriculum in language teaching and this makes them an important object of assessment as well. Assessing speaking is challenging, however there are so many factors that influence our impression of how well someone can speak a language, and because we expect tests to be accurate, just and appropriate for our purpose. It means that the speaking skill should be seriously assessed accurately that is appropriate with assessment criteria.

According to Brown (2004) that speaking skills are crucial in language teaching and should be assessed accurately and appropriately. Assessing speaking can be challenging due to the multifaceted nature of the skill and the various factors that can influence our perception of someone's speaking abilities. However, it is important to ensure that speaking assessments are fair, valid, reliable, and aligned with the assessment criteria and objectives. The measurement of speaking skills typically involves assessing various components that contribute to overall speaking proficiency. These components include:

Table 2. 1. Speaking Assessment Rubric	
Pronunciation	
1	Pronunciation frequently unintelligible.
2	Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition.
3	Foreign accent require concentrated listening, and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary.
4	Marked foreign accent and occasional mispronunciations which do not interfere with understanding.
5	No conspicuous mispronunciations, but would not be taken for a native speaker.
6	Native pronunciation, with no trace of foreign accent
Grammar	
1	Grammar almost entirely inaccurate expert in stock phrases.
2	Constant error showing control of very few major patterns and fluently preventing communication.
3	Frequent errors showing some major pattern uncontrolled and causing occasional irritation and misunderstanding.
4	Occasional errors showing imperfect control of some patterns but no weakness that the cause misunderstanding.
5	Few errors, with no patterns of failure.
6	No more than two errors during interview.
Vocabullary	
1	Vocabulary inadequate foe evens the simplest conversation
2	Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc.)
3	Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.
4	Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion of any non-technical subject with some circumlocutions.
5	Professional vocabulary board and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.

6	Vocabulary apparently as accurate and extensive as that of an educated native speakers
Fluency	
1	Speech is so halting and fragmentary that conversation is virtually impossible.
2	Speech is very slow and uneven except for short or routine sentences
3	Speech is frequently hesitant and jerky; sentences may be left uncompleted.
4	Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words.
5	Speech is effortless and smooth, but perceptively non-native in speed and evenness.
6	Speech on all professional and general topics as effortless and smooth as a native speaker's.
Comprehension	
1	Understand too little for the simplest type of conversation
2	Understands only slow, very simple speech of common social and touristic topics, requires constant repetition and rephrasing
3	Understand careful, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing.
4	Understand quite well normal educated speech when engaged in a dialogue, but requires occasional repetition or rephrasing.
5	Understand everything in normal educated conversation except for very colloquial or low frequency items, or exceptionally rapid or slurred speech.
6	Understands everything in both formal and colloquial speech to be expected of an educated native speaker.

B. Problem in Speaking Skills

In highlighting the importance of various language elements when speaking English. Hughes (2004) emphasizes that individuals should pay attention to several components of language, including pronunciation, vocabulary, grammar, fluency, and comprehension. Let's further explore these components:

- a. **Pronunciation:** Proper pronunciation involves producing sounds, stress patterns, intonation, and rhythm accurately to ensure clarity and understanding in communication. It includes mastering the pronunciation of individual sounds, word stress, sentence stress, and the overall flow of speech.
- b. **Vocabulary:** A strong vocabulary enables effective communication. It involves knowing and using a wide range of words and phrases to express ideas, convey meaning, and comprehend others' messages. Building vocabulary includes learning word meanings, collocations, idiomatic expressions, and nuances of word usage.
- c. **Grammar:** Grammar provides the structure and rules for constructing sentences and expressing ideas accurately. It involves understanding and using grammatical structures, verb tenses, sentence formation, word order, and agreement. Proper grammar usage ensures clear communication and prevents misunderstandings.

- d. Fluency: Fluency refers to speaking smoothly, without hesitations or disruptions. It involves maintaining a natural pace, using appropriate fillers, and linking words and phrases coherently. Fluency enables the flow of communication and enhances the speaker's ability to convey ideas effortlessly.
- e. Comprehension: Comprehension is the ability to understand spoken language and interpret the meaning conveyed by others. It includes listening attentively, extracting information, and comprehending the context, main ideas, and supporting details in conversations or speeches.

It is essential for students who aim to speak English effectively to be aware of these language components and understand the rules governing the English language. By focusing on grammar, vocabulary, pronunciation, comprehension, and fluency, learners can develop their speaking skills and engage in meaningful and successful communication in English.

Researcher identified important psychological factors that can contribute to speaking problems among students, as stated by Juhana (2012). Let's further discuss these factors:

- a. Fear of making mistakes: The fear of making mistakes can hinder students' willingness to speak in English. They may be concerned about being judged, embarrassed, or negatively evaluated if they make errors while speaking. This fear can create anxiety and inhibit their confidence in expressing themselves.

- b. Shyness: Shyness refers to a feeling of self-consciousness or discomfort in social situations. Shy students may hesitate to speak in front of others or feel uncomfortable drawing attention to themselves. This can limit their participation and hinder their ability to engage in spoken communication.
- c. Anxiety: Speaking anxiety is a common issue that can affect language learners. It involves feelings of apprehension, tension, or unease when speaking in a second language. Anxiety can disrupt fluency, hinder comprehension, and negatively impact students' confidence and performance in speaking tasks.
- d. Lack of confidence: Confidence plays a significant role in speaking. Students who lack confidence may doubt their abilities, hesitate to express their opinions, or feel insecure about their language skills. This lack of confidence can impede their willingness to engage in conversations and limit their progress in speaking English.
- e. Lack of motivation: Motivation refers to the desire, drive, and enthusiasm to learn and use English. Students who lack motivation may struggle to find the purpose or relevance in speaking English. This can result in decreased effort, limited practice, and a reduced desire to improve their speaking skills.

These psychological factors can significantly impact students' ability to express and convey their ideas in speaking English. It is essential for educators to create a supportive and inclusive learning environment that addresses these factors, encourages risk-taking, builds confidence, reduces anxiety, and fosters intrinsic motivation. By addressing these challenges, students can overcome their speaking problems and develop greater proficiency and confidence in using English as a means of communication.

C. Cause of Speaking Problems

Researcher have provided a comprehensive analysis of the difficulties in speaking faced by students, as supported by Thornbury (2005). Let's delve into the two main areas that contribute to these problems:

- 1) Knowledge factor: This refers to the learner's lack of knowledge of the language and insufficient practice in interactive speaking. English is a complex language with various linguistic aspects such as grammar, vocabulary, pronunciation, and idiomatic expressions. Lack of knowledge in these areas can hinder the learner's ability to produce language accurately and fluently. Regular practice and exposure to the language, both in controlled and authentic speaking activities, are crucial for developing speaking proficiency.

- 2) Skill factors: Even if learners possess knowledge of the language, their ability to use it fluently may still be hindered. Skill factors refer to the learner's inability to automate their language knowledge, resulting in difficulties in producing language spontaneously and effortlessly. This can be attributed to insufficient practice, limited exposure to real-life communication, or a lack of opportunities to develop speaking skills. Affective factors such as lack of confidence or self-consciousness can further inhibit fluency by creating anxiety or inhibitions when speaking.

The researcher have chosen Thornbury (2005) as relevant sources for the research. These studies provide valuable insights into the factors that contribute to students' problems in speaking English, including fear of making mistakes, shyness, anxiety, lack of confidence, and lack of motivation. The researchers emphasize the cause of addressing both knowledge and skills factors in language learning. Conducting further research in this school can contribute to the existing body of knowledge and provide insights for language educators and researchers.

D. Previous Study

There are three related studies that the researcher considered as the references in this study. The first study by Tiara Tama Ardila (2017) focused on identifying students' difficulties in learning English speaking skills at SMA N 5 Jambi. The findings revealed several key issues: Lack of confidence: Students expressed fear of making mistakes while speaking English, which resulted in low confidence levels. This lack of confidence hindered their ability to speak fluently and effectively. Nervousness and worry: Students reported feeling nervous and

worried when speaking English. These negative emotions created additional barriers to their speaking proficiency. Pronunciation and vocabulary difficulties: Students faced challenges in completing sentences due to difficulties in pronunciation and limited vocabulary. They expressed a desire to speak English like a native speaker. 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.

The second study conducted by Ulfa Yusica (2015) focused on the problems faced by Thai students in speaking English. The research aimed to understand the reasons behind the difficulties that most Thai students encounter when speaking English. The study identified several factors contributing to these challenges, Historical and socio-cultural factors: Thailand's history of not being colonized by any European country and cultural influences can impact students' English language proficiency, particularly in speaking. The absence of exposure to English as a native language can pose difficulties in language acquisition. Aural medium: English being primarily learned through written materials rather than spoken interactions can limit students' oral communication skills. Insufficient exposure to authentic spoken English can hinder the development of speaking abilities. Effective factors: Psychological factors such as anxiety, uneasiness, frustration, self-doubt, fear of making mistakes, shyness, lack of confidence, and lack of motivation were identified as significant obstacles to Thai students' speaking proficiency. These affective factors can undermine students' willingness

to engage in speaking activities and hinder their progress. Teaching approach: The study highlighted the influence of teachers on students' success in English language classrooms. Non-native English teachers were observed to focus more on grammar instruction rather than developing speaking performance. This teacher-centered approach may not effectively address students' speaking needs. Based on these findings, it is crucial to address both the psychological factors and teaching approaches to help Thai students overcome their difficulties in speaking English. Strategies that promote a supportive and encouraging learning environment, focus on authentic spoken English practice, and incorporate learner-centered approaches can be beneficial in improving students' speaking skills.

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 Dongo, 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.

The differences of all relevant research with my research are to analyze students' speaking problem at the seventh grade year students of Mts N 6 Kediri. 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.