

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Speaking

1. Definition of Speaking

Speaking is a useful skill that helps produce meaningful writing. Harmer (1990) in English, the most common ways to identified four main skills of listening, speaking, reading and writing. In communication, we could find speakers, listeners, messages, and comments. Speaking plays an important role in communication because without speaking nothing happens. speech activity. Speech is a way of communicating ideas and concepts through verbal messages. In order for students to communicate, we need to apply this language in real communication. Soenardi (2011) speaking means expressing thoughts with words. By expressing what one thinks, one could make other people understand what one thinks. It is important to convey messages clearly and avoid misunderstandings.

Nunan in Astuti (2021) define speaking ability as the most important aspect of learning a foreign language or a foreign language, and success is measured by the ability to had a conversation in that language. Also, Brown in Astuti (2021) argues that speaking is an interactive process of meaning construction involving the production, reception, and processing of information. Speech is an oral language skill that functions in people's daily lives because by speaking we could gather and transmit information. But for students, speaking English fluently is a difficult

challenge because we don't use English as our daily language of communication.

Tarigan in Safitri (2020) states that speaking is the ability to produce sounds or words to express thoughts, ideas, and feelings. Speech is a system of signs that could be heard and seen by using the muscles of the human body to convey these ideas. So speaking is just the pronunciation of words. According to Thornbury in Safitri (2020), speaking requires the ability to work together to organize speaking turns. This often happens in real time, leaving little time for detailed planning. Under these conditions, many memorized lexical expressions are also required in spoken language.

Fulcher (2013) argues that speaking is the use of verbal language to communicate with others. According to Adam in Yuni Mahtawarmi (2019), Speaking is "oral communication between two or more people to express ideas that had been discussed together. Hybel, Richard, and Weaver in Yuni Mahtawarmi (2019) explain that speaking is a process of sharing information, opinions and feelings. In addition, Rizkiah (2014) argues that speaking is the act of conveying information and expressing emotions. The conclusion from some of the above opinions is that speaking is the ability to say words to convey or express intentions, thoughts, and feelings that are arranged and developed according to the needs of the listener so that the listener could understand what is conveyed.

Speaking is an effective skill. When we speak, we create meaningful texts. In communication, we could find speakers, listeners, and messages and responses. In addition, speech could not be separated from pronunciation. On the other hand, speaking could be called oral communication and speaking is one of the necessary skills when learning English. It is one of the important documents that teachers should provide. Therefore, teachers face great difficulties in helping their students become proficient in English, especially speaking English inside and outside the classroom.

English language skills are very important in human life because the purpose of learning a language is to communicate with others. Language had a social function, where communication that takes place through interaction with each other becomes the main goal of learning, both to achieve personal satisfaction and be able to speak a foreign language.

2. Elements of Speaking

a. Vocabulary

Vocabulary is the basic element of language. Keith says that vocabulary includes single words, group expressions, variable expressions, phrasal verbs, and idiomatic expressions. Limited vocabulary ability makes conversation almost impossible.

b. Grammar

Grammar means the ability to use sentences in a general and structured. Marin By Gate says that grammar is an important aspect of

speaking. Of course, to be able to speak a foreign language; it is necessary to know a certain amount of grammar and vocabulary. If we don't know the exact grammar of the sentence, then the listener will doubt what we say. Grammar is one of the components of language. Using correct grammar allows to know the true meaning of a sentence.

c. Pronunciation

Refers to how we make the sound of a word. In other words, pronunciation is the variation in pronunciation of a word or spoken language. In addition, pronunciation includes enunciation, emphasis, and intonation. Pronunciation includes linguistic features (vocabulary and grammar) as well as skills (speaking and listening). When we encounter new vocabulary, it is best to know how to pronounce it correctly.

d. Fluency

Oral language proficiency develops naturally with continuous practice, as students use and practice their speaking skills every day. Reading widely and aloud is a good way to improve fluency as it exposes students to new vocabulary and strengthens their knowledge of spoken language. Fluency is the ability to hear words and understand them immediately. If they see a written word, they could read it aloud and pronounce it correctly. Ways to develop this include explicitly instructing students to read the passage. Encourage students to read in front of the class. This could boost their confidence and also help them advertise better.

e. Comprehension

This suggests in speaking skill, listeners need to understand what the speaker means when they said something.

B. Intensive English Course Program program

1. Definition of Intensive English Course Program program

Intensive English Course Program is a typical subject of English language teaching, especially for first-semester students. By taking intensive subject as the core, students be able to balance without any significant difference in English subjects. It aims to prepare students for a more difficult subject in the next semester. According to Bouti (2018), Intensive Course is a comprehensive subject that includes all English skills such as reading, listening, speaking and writing. In addition, he believes that students who do not pass this subject encouraged to change majors.

2. The Purpose of Intensive English Course Program program

Intensive English Course Program programs are believed to be good for learning English, where in the process students gained experience Learning English. Many studies had shown that teaching English in intensive courses had a greater impact on students than teaching English in general. Therefore, this program could have an effect on students' speaking skills, both verbally and nonverbally. In addition, this kind of program could effect students' confidence or reduce speaking anxiety because it requires them to dare to speak in front of a crowd.

Intensive English Course Program also aims to provide general English skills and the ability to communicate well in English so that students are ready to use English in writing and speaking.

C. Learning Speaking in Pesantren

To face the modernization that occurs in the education system, Sharif Hidayatullah Cyber Pesantren wants to form future generations who could compete not only in the field of religious knowledge but also qualified in the fields of technology, science, and language. English is believed to be an international language and is used by most countries. Therefore, this boarding school began implementing an English program as a foreign language that must be learned by students. It is hoped that the intensive English program could be used as an information sharing tool to introduce Islam in other parts of the world.

Wulandari (2018) evaluated the learning strategies used by English language students. Her research showed that six language strategies had been revealed and the most used strategy is an effective. Teachers could assess students' learning strategies by recognizing that students had different ways of learning English. Mandasari and Oktaviani (2018) state that English learning as a foreign language requires students to develop their techniques to achieve learning goals.

The writer applied observation guidelines, which observed teaching speaking, including preparation, learning, and evaluation. Haris Herdiansyah (2013), simply observing with a specific purpose, could already be

categorized as observation. This observation uses aspects are learning process, that are classroom management, language use, strategy, teaching material, media, assessment, and evaluation.

Speaking is a useful skill for language learning. It includes conversational performance and other important aspects such as pronunciation, intonation, grammar, vocabulary, and so on (Handayani et al., 2019). To overcome this obstacle, the processes involved in communication and proficient speaking must be addressed to improve speaking competence. So that in addition to studying religious knowledge, students are also given English language programs, especially in speaking skills so that they could also master and understand the language with the aim of training student language skills. Students could also keep up with the times and balance religious knowledge and technological advances.

D. Challenges in Learning Speaking

In the environment, speaking is a means of communication and everyone will see that students are fluent in English (Ihsan, Muslem and Aziz, 2018). This should be done step by step and should be developed (Ihsan et al., 2018). Students face several challenges such as lack of vocabulary, fear of making mistakes and embarrassment, anxiety, lack of confidence, and lack of motivation.

1. Lack of vocabulary

This is the first challenge students face when learning to speak.

Dewi and Jimmi (2018) say vocabulary deficiency is a situation where

students couldnot construct sentences due to the limited number of words. Similarly, vocabulary is an important part of learning English. Dewi and Jimmi (2018) support this by stating that the vocabulary score range is 48 and the speaking score range is 23. Dewi and Jimmi (2018) also state that students' lack of vocabulary will affect them when they want to interact and lack confidence.

2. Fear of mistakes and shyness

This psychological factor is how students feel when they want to speak English (Juhana, 2018). Juhana (2018) believes that students will forget what they want to say due to confusion, fear of making mistakes or not when speaking English, and also worry about being made fun of by their friends. Juhana (2018) said that 37% of students mostly chose fear of making mistakes and 26% of students chose embarrassment. In addition, these psychological factors also affect students' speaking ability. In addition, teachers could apply an individualized approach and create a better learning atmosphere in the classroom.

3. Lack of confidence

This psychological factor is a feeling that arises when students realize that their interlocutors do not understand their intentions when speaking in English (Juhana, 2018). Similarly, students feel less confident because they think their English is not good enough and keep quiet. In addition, 13% of students chose lack of confidence as one of the challenges related to speaking English (Juhana, 2018). To give students

high self-confidence, teachers must provide positive encouragement to students.

4. Lack of motivation

In language learning, especially speaking English, motivation is very important for learners. Juhana (2018) adds that 6% of the students chose to lack confidence because they were not motivated when they saw the way the teacher taught. Similarly, teachers should show their enthusiasm by demonstrating active use of English in communication and teaching processes (Juhana, 2018). Using English to communicate and during teaching (Juhana, 2018).

E. Previous Studies

There are some references of the Intensive English Course Program that impacted English skills. First, is a research by Muzayyanah Awaliyah (2020). It is entitled “The Implementation Of English Day Program In Improving Speaking Skill (A Case Study At Darul Hikmah English Area Of Pondok Pesantren Kyai Sharifuddin Lumajang)”. The purpose of this research is describe the planning and implementation of English day program to improve speaking skill. The approach that is used in this research is a qualitative research approach. While the type of research that is used descriptive research. The results of this research showed that English Day Program had influences in improving speaking skill.

Second, is a research by Nanda Ulfatin Rosyidah (2020), which entitled “English Intensive Program Of Twelve Grades At Man 5 Bojonegoro

In Academic Year 2019/2020". The purpose of this research is explain the implementation of intensive program was to prepare English nation examination and explain the advantages and the disadvantages of English intensive program. The writer used qualitative approach. The type of study which used by the writer was descriptive qualitative. The results showed that the implementation of the intensive English program at MAN 5 Bojonegoro had been running well both in terms of learning inside and outside the classroom. Learning in the classroom helps students improve their knowledge while learning outside the classroom helps students understand the lessons and makes learning fun and meaningful.

Third, is a research by Meriatul Wahyu (2020), which entitled "Students' Perception of The English Day Program Towards Their Speaking Skills: a Study at SMA NW Suralaga". The purpose of this research was to determine students' perception of the English Day program on their speaking skills. The design of this research is descriptive research with survey approach. The results showed that most students had a good perception and they are excited about the presence of English Day program. Students had high motivation and expectation that English Day program will help and facilitate them to develop their English speaking skills.

Fourth, research by Restu Mufanti, Andi Susilo, Rohfin Andria Gestanti, Elok Putri Nimasari (2019). Entitled "Public Speaking Intensive Course For Students Of Nonenglish Department (A Study In English Language Centre)". This research aims to investigate the program of that teaching, public speaking intensive course helps students raise their speaking

competency and reduce their anxiety. The methodology used in this research was a descriptive qualitative. The result of this research showed that the scores obtained by the students after participating show that the program had successfully improved their public speaking skills. The program also built their confidence and reduced their anxiety in speaking.

Fifth, is a research by M. Aulia Rizal F (2021), which entitled “Games As Media Of Learning Vocabulary In An Intensive English Class: A Study At Pesantren Darul Falah Besongo Semarang”. The purpose of this research is to explain the students’ response the use of games as media for learning vocabulary in intensive English classes at Pesantren Darul Falah Besongo Semarang. The writer utilized qualitative research with a descriptive approach to organizing this research. The results showed that games as media of learning vocabulary in an intensive English class, students responded positively that games as an interesting learning media could be applied in learning English, especially English vocabulary. Students also argue that learning English vocabulary by using games as support could motivate them to improve and learn more about English.

The similarities between previous research and this research are the implementation of English program, improving speaking skill, and the research used descriptive qualitative method. The differences are the subject of the study and the place of the study.