

CHAPTER II

LITERATURE REVIEW

This chapter includes the definition of speaking skill, components and function, factors that caused problem in speaking skill, teaching speaking, giving opinion expression, and previous studies.

A. Speaking Skill

1. The Definition of Speaking Skill

Among the four skills in English, speaking is an oral form of communication that considered the most crucial skill that every learner must master. By speaking, people can communicate, express their thoughts, or give others any information they know. Chaney and Bruk (1998) in Suban (2021) define speaking as the act of creating and communicating meaning using various settings and verbal and non-verbal signals.

Akhter et al. (2020) state that speaking becomes the most pivotal skill among the four skills in English. Currently, communication is a basic need since they need to convey their thoughts or ideas, views, and opinions. Moreover, they can communicate with others. To communicate with others globally, Akhter also adds that this could happen if students can express their thoughts in English. Thus, they need to enhance their speaking skill to communicate with speakers of other languages in other countries.

Speaking is the most difficult skill to be mastered. It is caused by several reasons. The first reason is an environmental factor, in which they are not exposed to English frequently enough. They barely practice speaking English daily because they tend to use their mother language to communicate with others even though they are in EFL class. Other reason that also contribute are nervousness and laziness to begin learning English. Besides, speaking requires a lot of components, such as vocabulary, pronunciation, fluency, grammar, and comprehension. This could be why speaking is difficult since the learner needs to think and speak simultaneously (Haryudin & Jamilah, 2018). Speaking is a productive skill that can be directly and empirically observed. Those observations are invariably colored by the accuracy and effectiveness of a test-taker's listening skill, compromising the reliability and validity of an oral production test (Brown, 2004). Brown divided some types of speaking skills into five types in the following taxonomy:

a. Imitative

Being able to merely repeat back (imitate) a word, phrase, or even a sentence is at one end of a series of types of speaking performances.

b. Intensive

The creation of small lengths of spoken language aiming to demonstrate skill in a restricted band of grammatical, phrasal, lexical, or phonological links.

c. Responsive

Responsive involve interaction and comprehension tests, but only on a slightly restricted level of brief talks, very short conversations, standard greetings and small talk, simple requests and remarks. This is a kind of short reply to teacher or student-initiated questions or comments, giving instructions and directions. Those replies are usually sufficient and meaningful. Those responses are often adequate and insightful.

d. Interactive

The complexity and length of the interaction, which occasionally involves numerous participants and/or multiple exchanges, is what distinguishes responsive speaking from interactive speaking. Interaction can occur in one of two ways: through transactional language, which is used to communicate particular information, or through interpersonal interactions, which are used to sustain social relationships.

e. Extensive (monologue)

Speeches, oral presentations, and storytelling are examples of extensive oral production activities. During which listeners' opportunities for spoken involvement are either completely disregarded or severely limited (perhaps to nonverbal answers).

2. Component of Speaking Skill

Brown (2004) asserts there are five components of speaking such as grammar, vocabulary, comprehension, fluency, and pronunciation.

a. Grammar

Grammar allows us to define the methodical additions and modifications words might undergo. With grammar, language would be anarchic, with numerous words needing the necessary rules for their arrangement and modification. (Batstone, 1994)

Fromkin et al. (2014) state that grammar is the understanding that speakers have of the components and rules of their language, including the rules of word formation (called morphology), the rules of combining sounds into words (called phonology), the rules of combining words into phrases (called syntax), and the rules of assigning meaning (called semantics).

Meanwhile, Freeman (2014) states that grammar involves language structure and meaning. Someone who has mastered grammar will use their understanding to communicate themselves clearly and meaningfully and represent themselves to others in the way they want to be perceived. Kusumawardani et al. (2018) add that one of the good signs of speaking is mastering grammar, and thus, grammar is the vital thing to master in English.

b. Vocabulary

Vocabulary is the key to language. By mastering vocabulary, students can build a sentence and communicate with others. Alqahtani (2015) states that vocabulary is essential for second language learners because limited vocabulary may hinder the learner from communicating with others. According to Putri and Refnaldi (2020),

the more limited the vocabulary knowledge of a student, the worse their ability to speak because they cannot pronounce English words correctly and do not understand the meaning of the words. These problems may lead to the slow progress in speaking.

c. Comprehension

Irianti (2011) defines comprehension as understanding anything through an adequate comprehension of the subject or realizing what a situation is like. Comprehension is discussed by both speakers because comprehension could bring information that people want.

d. Fluency

Based on Kusumawardani et al. (2018), the capacity to speak without frequent stops and pauses is known as fluency. Meanwhile, according to Fillmore (1979) as cited in Yang (2014), some definitions of speaking fluency are as follows: a) the capacity to speak for extended periods without pausing; b) an ability to build sentences logically, semantically, and coherently. c) have suitable language usage in a variety of situations; and d) utilize language in a creative and inventive manner.

e. Pronunciation

Based on Yates et al. (2009), pronunciation is the process of making the sounds that speakers use to convey the meaning when they speak. It includes a language's segments, which are its consonants and vowels, and aspects of speech that go beyond the level of the individual segments, such as stress, time, rhythm, intonation, phrasing,

and suprasegmental qualities, which describe the voice. When speakers speak, all parts interact together to cause issues in one to affect the other, making someone's pronunciation easy or difficult to understand. When a speaker can be understood by others and their English is excellent to listen to, their pronunciation is acceptable.

According to Lund (2003) as cited in Gilakjani (2016), pronunciation is an essential component of speaking because poor pronunciation can confuse others and cause unpleasant conversations and misunderstandings.

3. Functions of Speaking Skill

Speaking is not only about talking to others or conveying thoughts about something. As an oral form of communication speaking has three functions as stated by Brown and Yule (1983) in Suban (2021), there are talk as interaction, talk as a transaction, and talk as performance.

a. Talk as Interaction

Conversation is referred to talk as interaction. When two individuals meet, they usually strike up a discussion. During this exchange, they usually greet, engage in small talk, and share their recent experiences to make friendships and improve their social bonds. Talk as interaction is essentially spoken and reflects role relationships, speaker identities, and levels of civility. It can be formal or informal, jointly developed, and makes use of conversational conventions, generic language, and conversational register.

b. Talk as Transaction

Talk as a transaction describes circumstances in which speakers compromise on meaning in order to come to an agreement. What is said or done is the focus of the talk. The message and making other people comprehend what we said is the central focus. Talk is connected to other activities in these kinds of transaction. For example, after discussing a task, students may report to class or complete an assignment. Talk as a transaction focuses on the message and the information. To be understood, the participants use communication strategies. In addition, there may be bargaining and digression in addition to the repeated repetitions, inquiries, and understanding tests. However, linguistic precision is not always necessary in communication as a transaction.

c. Talk as Performance

The last is talk as performance. As the name implies, talk as performance refers to public speaking or public talk that tells information in front of the audience such as classroom presentation, public announcement, and speech. Talk as performance emphasizes accuracy and form, as well as message and audience, and its structure and flow, are predictable. Furthermore, its language is monologic and written-oriented.

B. Speaking Problem

Speaking problem is a problem that occurs when a student tries to speak using English. According to Riadil (2020), during the teaching and

learning process, many factors can negatively influence students' speaking activity, such as a large number of students in the class, which usually contains 30-35 students. Because of this, students usually get less opportunity to practice speaking. The next factor is to avoid being made fun of, students often hide their mistakes and weaknesses. They refuse to speak English as a result. Therefore, the less people practice, the less proficient they become speakers and the greater their fear of speaking. Last, the teachers who would instead emphasize grammar than productive skills like speaking and writing.

However, the result of the research conducted by Farhani et al. (2020) is irrelevant to Riadil's statement that the factors of speaking problems come from the learning environment. Farhani et al. (2020) explain that the factors that affect students' speaking difficulties are linguistic and non-linguistic problems. Students are afraid of making mistakes when speaking, they also feel shy, nervous, and not confident to speak in English. Besides, students cannot deliver their thoughts well due to insufficient vocabulary knowledge.

a. Internal Factor

Indah Pratiwi and Andriani (2021) define internal factor as a factor that comes from the learner. Wulandari et al. (2022) add that two categories of speaking difficulties come from inside the student themselves. They are linguistic and psychological problems.

1.) Linguistic Problem

Based on Wulandari et al. (2020), the linguistic problem is a problem that refers to the language skills performance aspect. Several studies that have been conducted show linguistic factors such as a lack of vocabulary and grammatical knowledge (Farhani et al., 2020; Humaera, 2015). The other factors are mother tongue use and nothing to say (Al Hosni, 2014; Riadil, 2020), which may lead language learners to have poor speaking ability.

However, based on the result of the study of Sayuri (2016), some problems in speaking are the influence of mother tongue use, lack of practice and grammatical mastery, difficulties in applying correct grammar in sentences, and a lack of reading habits. This is in line with the result of Hadijah (2014), which asserts that some students face some speaking problems, such as pronunciation problems, difficulties in arranging words in sentences with correct grammar, and less vocabulary knowledge.

The first problem is the lack of vocabulary. Research conducted by Al Hosni (2014) shows that some students faced difficulties choosing the appropriate vocabulary when they attempted to speak in English, which showed their lack of vocabulary acquisition. According to Afna and Sutriani, (2018), there is a correlation between vocabulary and speaking. By

acquiring vocabulary knowledge, the more possibility of students having good fluency in speaking and being more confident to speak in front of the class. This statement is relevant to Sayuri (2016), who says that if a student has limited vocabulary, it will disturb them in learning to speak. According to Wulandari et al. (2022), one issue that many language learners deal with is a lack of vocabulary. They become confused when they are having a conversation because of it. They will stop the conversation to consider which vocabulary they should choose.

The second problem is the lack of grammatical knowledge. Based on Farhani et al. (2016) there are a lot of senior high school students in Indonesia that lack grammatical knowledge, and a few of them may not even know what grammar is. Grammar makes the students more cautious before speaking. This statement is relevant to Sayuri (2016), who states that grammatical rules sometimes confuse students when they are trying to speak. They can have difficulty building sentences and accurately applying grammar rules to those sentences.

The last problem is pronunciation problem. Based on Wulandari et al. (2022), the process of making sounds is called pronunciation. Even though they are not crucial, distinct phonemes exist in every language, making this one of the more challenging components to acquire. Few students can

pronounce words enough to be considered native speakers. They still frequently pronounce English words using their mother tongue.

2.) Psychological Problem

Wulandari et al. (2022), state that psychological problems have a significant impact on how well English language learners acquire speaking abilities. Throughout their learning process, language learners will be negatively impacted by this problem. Several psychological problems that have a negative impact on students' speaking performance are speaking anxiety and low confidence. According to Horwitz et al. (1986) as cited in Alrasheedi (2020) foreign language anxiety is a form of anxiety faced by students. Thus, the level of anxiety a student has influenced how well they speak in the target language.

Studies about psychological problems have been conducted by several researchers. The result of the study shows that psychological problems that commonly arise in students are low self-confidence, anxiety, and shyness (Jannah and Fitriati, 2016; Arifin, 2017; Krismanti and Siregar, 2017). Besides, there is also a psychological problem that occurs, such as a lack of motivation and fear of making mistakes (Souisa & Gaité, 2020; Sari, 2022; Prasetyaningrum et al., 2023), which may affect students' speaking performance.

The first problem is low self-confidence. According to Sari (2022), lack of confidence is defined by feelings of inadequacy or incapacity to accomplish goals, which being the reason the students do not want to speak in front of their friends. Jannah and Fitriati (2016) students who lack confidence in themselves may believe that they will not be good at speaking English. The students' speaking performance is also negatively impacted by this lack of confidence, which has become a major problem. If students lack confidence in their abilities to talk in English, it will be difficult for them to master the language.

Arifin (2017) reveals several symptoms that are signs of students who face lack of confidence, govern his/her behavior on what his peers think, lose belief in self, and think that his friends disappraising his presentation, afraid of making mistakes and forcing himself to cover mistakes during presentation, too much extolling others, and dismissing compliments offhandedly.

The second problem is speaking anxiety, according to Pratiwi and Andriani (2022), anxiety is an inherent psychological feature that encompasses the uncontrollable feeling of fear. Foreign Language Anxiety or FLA may arise in the process of teaching and learning language activity. It is

impossible for the students to avoid their fear and tension when thinking about foreign languages.

Speaking anxiety can be from a slight feeling of “nervousness” to a high level of fear. The most typical signs of speaking anxiety include trembling in hands and feet, shivering, sweating, panic, amnesia, blank stare, butterflies in the stomach, dry mouth and throat, rapid heartbeat, and squeaky voice. Each person experiences anxiety to a different extent depending on their physical and psychological health as well as the demands of a given environment. Anxiety is a complex experience that involves feelings, emotions, and personality characteristics. Anxiety can be divided into two categories: situational anxiety, which is transient and recurrent, and trait anxiety, which is permanent and present in various situations (Rajitha & Alamelu, 2020).

The third problem is shyness, Elia and Irianti (2015) as cited in Nijat et al. (2019) have define the meaning of shyness by stating that it is an emotional quality that frequently manifests as agitation, uneasiness, or awkwardness felt when one is doing something, conversing with someone, or being approached by someone, particularly in a new environment or with unknown or unfamiliar people. Shyness is an emotional condition that many students experience when they have to speak in front of the class. This indicates that shyness may

cause issues for students when they are learning, particularly when they are speaking in class (Krismanti & Siregar, 2017)

Arifin (2017) explains that the major attitudes shown by students when faced with shyness for example speaking difficulties, stuttering, blushing, trembling, and sweaty hands around other people, having trouble coming up with things to say to people, lack of social behaviors, such as making eye contact and smiling easily.

The last problem is the lack of motivation. As stated by Nijat et al. (2019) and Pratiwi & Andriani (2021) motivation is the fundamental key to student in achieving the successfulness in learning. According to Nunan (1999) as cited in Nijat et al. (2019) motivation can readily impact students' unwillingness to talk in English. In this way, motivation is examined closely as a crucial component that results in effective communication. Based on Babu (2010) as cited in Nijat et al. (2019), students who lack motivation for their studies may find it difficult to communicate in English in the classroom. This kind of situation arose as a result of the teacher's lack of support and motivation for English communication.

According to Nunan (1999) as cited in Pratiwi & Andriani (2021), there are a number of reasons why students lack motivation, including boredom, uninspired class, a lack of

perceived relevance of the materials, and lack of knowledge on the program's objectives.

b. External Factor

On the other hand, factors that cause problems in speaking do not only arise from inside the student, but can also come from outside the student. Based on the research of Putri et al. (2020) external factor has the highest impact on students' speaking problem, almost 95% participants answered that teaching strategies have an impact on students' speaking problems. The result of this research is in line with Al Hosni (2014) who explains that there are several factors from the outside of the students which become the cause of speaking problem such as mother tongue use, learning environment, and teaching strategies. Another research conducted by Raba'ah (2005) as cited in Afisa (2015) supports the prior statement, it shows that there are some factors that cause speaking problems such as teaching strategies and learning environment.

The first factor is the teaching strategies. According to Putri et al (2020), the strategy that an English teacher uses to help students learn the language, particularly speaking, is called a teaching strategy. In other words, an English teacher needs to be smart enough when it comes to creating an environment where students can feel comfortable enough to study. The result of the research conducted by Putri et al. (2020) shows that most of the respondents chose teaching strategy as one factor that causes speaking problems.

Based on the observation conducted by Al Hosni (2014) teachers mostly focus on teaching grammatical rules and vocabulary instead of speaking. Teachers just ignore speaking opportunities with their students and go on to other assignments like writing and reading. Teachers attributed this to their lack of time and motivation to complete the parts of the class that do not require speaking, despite what they said.

The second factor is learning environment. According to Minghe and Yuan (2013) as cited in Pratiwi and Andriani (2021), another external factor that causes speaking problems is the lack of a good learning environment. Having a suitable language environment can successfully encourage learning as English is a language of communication. The majority of Indonesian students learn English in school as a foreign language, and most of them speak in their mother tongue because they are too lazy to practice their English outside of the classroom. Furthermore, according to Putri et al. (2020), these environments include the school environment, where friends interact, as well as the outdoor setting, such as the playground or home. It is beneficial for the learners' speaking abilities if the atmosphere allows for English-language communication.

C. Strategies Used to Overcome the Problem

O'Malley and Chamot (1990) as cited in Basalama, et al. (2020). There are three kinds of learning strategies, those are metacognitive strategies, cognitive strategies, and socio-affective strategies. Metacognitive strategies

include of self-monitoring, self-management, and self-evaluation. However, in cognitive strategies several ways that can be applied are repetition, resourcing, grouping, translation, inferencing, and summarizing. And in socio-affective strategies those are only two ways that can be use for students those are questioning for clarification and cooperation strategies with others.

There are various ways that can be applied by students in order to overcome their problem in speaking or to enhance their speaking skill. In a study conducted by. Based on Oxford (1990) as cited in Prabawa (2016) there are several strategies that can be applied in learning English. The strategies are divided into two groups, namely direct strategies and indirect strategies. Direct strategies consist of memory strategies, cognitive strategies, and compensation strategies. Meanwhile, indirect strategies are classified into metacognitive strategies, affective strategies, and social strategies. Further explanation about each strategy will be presented in the table below.

Table 2.1 Language Learning Strategies for Students by Oxford (1990)

Group of Strategies	Type of Learning Strategies	Learning Strategies for Speaking
Direct Strategies	Memory Strategies	a. Creating mental linkages
		b. Applying images and sounds
	Cognitive Strategies	a. Practicing
		b. Reviewing
		c. Receiving and sending messages
	Compensation strategies	a. Switching to mother languages

		b. Get help
		c. Using meme or gesture

Indirect Strategies	Metacognitive Strategies	a. directing and choosing attention, postponing speech output to concentrate listening, and reviewing and connecting previously learned content
		b. Learning more about learning a language, Putting together, Establishing targets and goals, Determining the goal of a language assignment, Organizing a language assignment, looking for a practice chance
		c. Self-monitoring and self-evaluating
	Affective Strategies	a. Lowering anxiety
		b. Encouraging yourself
		c. Taking your emotional state
		d. Self-reward after good performance
		e. Using deep breathing or positive self-talk
	Social Strategies	a. Asking questions for

		verification
		b. Asking for clarification
		c. Cooperating with others

(Source: Prabawa 2016)

D. Giving and Asking Expression

Prastuti (2011) and Lisanti (2018) state that opinion include words containing an opinion, argument, and reason. Prastuti (2013) adds that an opinion dialogue is a conversation between two or more people who share opinions with one another. It may employ phrases like "in my view," "in my opinion," "I think," and so on.

People are compelled to express their opinions on things they see, hear, or experience in daily life. Opinions contradict or support each other. An opinion is expressed in a text or debate regarding anything; typically, people's opinions differ or are contradictory, depending on whose side they are taking. It's critical to provide evidence for opinions when someone voice or supply them. In expressing opinion, the verbs agree, believe, reckon, doubt, assume, disagree, and think are frequently employed (Lisanti, 2018).

Furthermore, opinion is used in asking and giving opinion material which is taught in school. According to Priyana (2008) as cited in Wardani et al. (2020), there is a relationship between asking and giving opinions; if a person asks someone for their opinion, they will almost certainly give it as well. Asking for opinion is asking about ideas, opinions to others. Meanwhile, giving opinion is giving ideas, opinions to others. Asking and giving opinion is used to describes how people ask other's opinion and how someone provides opinions to others.

Some of expressions used in giving and asking opinion:

Table 2.2: Giving and Asking Opinion Expression

Asking Opinion Expression	Giving Opinion Expression
<ul style="list-style-type: none"> • What do you think...? • What is your opinion about...? • What are your ideas/views? • Do you have any thought on that? • How do you feel about that? • Any comments? • Do you have any idea? • What is your reaction to...? 	<ul style="list-style-type: none"> • In my opinion... • In my humble opinion... • To say frankly... • May I make a comment on that? • What I have in my mind is... • I feel that we should... • In my view... • I feel... • I consider... • I think... • I believe that...

(Source: Wardani et al., 2020)

E. Previous Study

A study conducted by Al Hosni in 2014 revealed that the common problems encountered by learners in speaking English are inhibition, mother tongue use, and linguistic problems. This is caused by some factors such as teachers' perceptions and tacit beliefs of teaching speaking, teaching strategies, curriculum, extracurricular activities, and assessment regulations. The data were obtained through classroom observation, curriculum analysis, and interviews. The objective of this study is to attempt to discover the problem and the factors that caused speaking difficulties among 5 grades students in Oman.

Another research conducted by Farhani et al. in 2020 which aimed to report on some results of the qualitative previous studies about the senior high

school students' language anxiety. The participants are chosen by using purposeful sampling and the data are analyzed using meta-analysis methods. The result of this research shows some problems that occur among students, for instances (1) lack of knowledge of vocabulary, (2) grammar as a stumbling block, (3) fear of others' negative reactions, (4) low bravery when speaking publicly in English, (5) anxiety when speaking English.

Based on the research of Anam and Tantri in 2020 that conducted in SMK Negeri 1 Lamongan, the research shows that several psychological problems arose in students when they were asked to speak in front of the class. The study used qualitative methodology and the data was obtained using observation and interviews. Students were asked to speak in front of the class while the researcher took note of the attitude of students, making eye contact, and also paying attention to the tone and volume of the student's speech. The result of this study shows that psychological problems occur such as speaking anxiety, shyness, fear of making mistakes, and lack of confidence.

On the other hand, the study of Wulandari et al in 2022 divided the speaking problem into two major problems i.e.: linguistic problems and psychological problems. The linguistic problem is the issue that hinders students from being able to speak in English, such as lack of vocabulary, lack of grammatical rules knowledge, and lack of pronunciation knowledge. While psychological problems that commonly occur are anxiety, low confidence, and lack of practice. The research was conducted using qualitative methodology and the design was survey research. The objective of this study attempts to learn more about the communication issues that senior high school students

face. This study was carried out in three schools, namely SMAN 03, SMAN 08, and SMAN 11 Jambi which used 130 students as research objects. The result of this study revealed that both linguistic and psychological problems have a negative impact on students' speaking ability.

Both this study and the previous studies emphasize on investigating problems in speaking and the causing factors of the problems. It seeks the challenges that students face when speaking in public, describes them in general terms, and use the same methodology. While both researches share a common topic, this study distinguishes itself by employing giving and asking opinion material to identify problems and the factors. Additionally, this study attempts to categorize the factors causing speaking problems into two major categories.