

CHAPTER II

LITERATUR REVIEW

This chapter consists of many sections. Some section presents the review of the previous study in the relevant field that had been conducted so far. And the other section deals with theories underlying this study.

A. Speaking

Speaking is the ability to produce words in language practice. Speaking is an important skill that students have to master. It is because in speaking we can know the students' ability to produce the target language or English. Speaking is to express thought aloud using the voice or talk. It means that when someone interacts with other by using a language as a mean, certainly, they want to convey something important. For example, they want to utter their feeling and thought. It is strongly impossible for someone to make a communication with other without having any purpose. As people communicate, there must be speaker and interlocutor. Therefore, communication involves at least two people; sender and receiver. They need communication to exchange information, ideas, opinion, view or feeling.

Keith and Marrow say "Speaking is an activity to produce utterance to oral communication". It means that this activity involves two or more people in whom the participants are both hearers and speakers having to react to whatever they hear and make their contribution at a high speed, so each participant has intention or a set of intention that he wants. So, the English teacher should activate the students' speaking ability by providing communicative language activities in the classroom.

and then giving them the opportunities to practice their speaking skill as much as possible.

According to Bailey (2020: 25), speaking is a process of interaction where speakers intend to build meaning through producing, receiving and processing information.

From those theories, the researcher concludes that speaking is important to communicate with other people and it is used as media to show ideas, opinions, thoughts and feeling to other.

B. Teaching Speaking

The goal of teaching and learning English in Indonesia is to develop communicative skills that include the skill of listening, speaking, reading and writing proportionately. Therefore, the teacher should provide the students with speaking task and give them opportunities to use the target language to communicate with others.

According to Harmer (2007: 88), there are three basic reasons why it is a good idea to give students speaking task with provoke them to use all and any language at their comment. Those are:

1. Rehearsal

Getting student to have a free discussions, gives them a chance to rehearse having discussions outside the classroom. Teacher asks students to rehearse outside classroom in order to know how their speaking ability can improve. From those, students can improve their speaking ability except in the class.

2. Feedback

Speaking tasks where students are trying to use all and any language that they know to provide feedback for both teacher and students. Teacher can see how well their class is doing and what language problems they have. Students can also see how easy they find a particular kind of speaking and what they need to do to improve. Students activities can give them enormous confidence and satisfaction, and with sensitive teacher guidance a can encourage them into further study.

3. Engagement

Good speaking activities can be highly motivating. If all students are participating fully and if the teacher has set up the activity properly and can give sympathetic and useful feedback, they will get tremendous satisfaction from it. Many speaking tasks (role-play, discussion, problem solving etc) are intrinsically enjoyable in themselves (Jeremy Harmer 2007: 88). In this thesis, the researcher will explain about expression of asking for and giving opinion that it is one of the material English at the eighth grade.

C. The Importance of Speaking

Although English has 4 skills, speaking may be the most important skills of English. Mai (cited in Pattison) confirms that when people know or learn a language, they mean being able to speak the language (Mai Le Thi 2021: 82). It means that when someone is acquiring a language, the proof that people want to confirm is when that person can speak the language well, it also happens for English. Besides, Ur stated that of all the four skills (listening, speaking, reading and writing), speaking seems intuitively the most important (Ur, Penny 2013: 20).

It may be true because speaking involve a lot of ability within, such as pronunciation, vocabulary, grammar and even accent. In-order to become a well rounded communicator one needs to be proficient in each of the four language skills; listening, speaking, reading and writing, but the ability to speak skillfully, provides the speaker with several distinct advantages.

The capacity to express one's thoughts, opinions and feelings, in the form of words put together in a meaningful way, provides the speaker with these advantages (Mai Le Thi 2021: 83). Therefore, any gap in communication results in misunderstandings and problems with the person to communicate with because that person does not understand the message uttered by the speaker.

D. Factors of Rarely Speak English

There are 3 types of factors which hinder the students from speaking English more.

1. Psychological Factors

The type means factors that come from the individual self or what the students feel when they are speaking English. According to Juhana (2012: 25), there are 5 kinds of psychological factors, they are:

a. Fear of Mistake

Students often feel afraid of making mistakes when they are speaking English. In addition, this is also much influenced by the students' fear of being laughed at by other students or being criticized by the teacher. Kurtus confirms that the primary reason of fear of mistake is that students are afraid of looking foolish in front of other people and they are concerned about how other will see them (Kurtus, R 2021: 27). In some other cases,

they also worry about how they will sound, and are scared of sounding silly and so on.

b. Shyness

Here, shyness is identified as an emotional thing that many students suffer from at some time when they are required to speak English. This indicates that shyness could be a source of problem in students' activities, especially in speaking English. In line with this, Baldwin further explains that 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 (Baldwin, Caroline 2021: 65). With regard to the cause of shyness, cited in Bowen and Robby argue that some shy learners are caused by their nature that they are very quiet. They think that they are being closely observed by other people and they would like to give a good impression. At the same time they may fear that they are not as good as other people and can't 'come up to the mark' (Heron 2015: 17).

c. Anxiety

Anxiety is a feeling of tension, apprehension and nervousness associated with the situation of learning a foreign language (cited in Nascente). Further Nascente writes that, among other affective variables, anxiety stands out as one of the main blocking factors for effective language learning. In other words, anxiety influences students in learning language. Also, their low ability in this aspect, in many cases, causes anxious feeling among many students. Occhipinti also stated that speaking in the foreign language, both in social and academic contexts, entails risk taking and seems

to be a challenging activity, in which learners who are not fluent in the target language experience that they cannot fully express their personality, or their intelligence (Occhipinti, Alessia 2009: 34). According Gardner and MacIntyre (2013: 5), language anxiety as “the apprehension experienced when a situation requires the use of a second language with which the individual is not fully proficient”. Some of the symptoms include nervousness, tension, apprehension, and introversion.

d. Lack of Confidence

It is commonly understood that students’ lack of confidence usually occurs when students realize that their conversation partners do not understand them or when they do not understand other speakers. In addition, He and Chen state the main cause of students’ confidence is their low ability in speaking English (He, Summer X & Chen, Amanda J.Y 2010: 29). In this case, as they add, many students think that their English is bad and feel that they can not speak English well. The other cause of students’ lack of confidence also deals with the lack of encouragement.

e. Lack of Motivation

Motivation is defined as the reason to do something, and this reason is often very strong. And with a strong motivation, success can be achieved. But students can have lack of motivation in learning, especially speaking English. Nunan (cited in Gardner) adds that the causes of the students’ lack of motivation e.g. uninspired teaching, boredom, lack of perceived relevance of materials and lack of knowledge about the goals of the instructional program (Nunan, 2015: 78).

2. Linguistic Factors

It means factors which the students have regarding to their speaking skill. These factors come up when the students have problems on their speaking skills. Juhana stated that there are 3 kinds of linguistic factors (Juhana 2012: 32), they are:

a. Lack of Vocabulary

Vocabulary has been increasingly recognized as necessary to language use. Huyen confirms that in order to communicate well in a foreign language like English, students should acquire an adequate number of words and should also know how to use them accurately (Huyen, Nguyen Thi Thanh 2003: 76). Cited in Smith, lack of vocabulary knowledge could lead to students' difficulties in language reception and production and becomes an obstacle for them to express their ideas in English.

b. Understanding The Grammatical Pattern

Learning grammar cannot be separated in learning a language, especially English. Therefore, it is obviously important to understand grammar. Further Haryanto adds that when someone learns a foreign language, he often faces interference where he/she applies his/her mother tongue or first language structure to structure of the foreign language which is different from his/her native language (Tony Haryanto 2007: 99). Due to the different grammar between the mother tongue and foreign language, it is very often that students find this as an obstacle in their learning to speak English. Therefore, without a good understanding of grammar, the message or the idea will not be sent effectively and clearly.

c. Incorrect Pronunciation

Pronunciation is also important in speaking English because a good and correct pronunciation makes the message in a conversation easy to understand. In many cases, especially in EFL class, most students do not have self-confidence to speak because they do not know how to pronounce a certain word well. In addition, learners with good pronunciation in English are more likely to be understood even if they make errors in other areas, whereas learners whose pronunciation is difficult to understand will not be understood, even if their grammar is perfect (AMEP Research Center 2022: 23). Therefore, incorrect pronunciation can cause the students to be poorly perceived and understood by others. Also, the incorrect pronunciation is often caused by the lack of sound similarity between English and the students' native language.

3. Contextual Factors

This factor means the environmental factors which can affect speaking performance. According to Walqui (2012: 90), there are 3 kinds of contextual factors, as follows:

a. Language

This kind of factors involves the things about language. The first is the knowledge about the language itself, in this case English. If the students do not have enough knowledge about English, they will get difficulties in expressing their ideas through speaking.

The next is about dialect difference. The students' mother tongue dialect may be different from the target language. For example, Javanese

students must have a big difference dialect with English dialect, and they may not have much confidence to speak English. That is why dialect may be a factor which hinders them to speak English.

b. Learner

It includes peer pressure and home support. Peer pressure means a pressure which is given to the students when they are having a peer group with the same mother tongue. It will be a pressure when they have to speak English but not all of them have higher speaking skills.

The next is home support. Some people may say that it is important for the parents to support their children to speak English at home, not only at campus. However, far more important than speaking English is that parents value both the native language and English, communicate with their children in whichever language is most comfortable, and show support for and interest in their children's progress. So, the students may improve their target language and also not forgetting their mother tongue or native language.

c. Learning Process

It involves learning styles, motivation and classroom interaction. The teacher may not really concern about having a different teaching styles is important for the students' progress, especially speaking skills. Because every student has their own learning styles, one can have visual, the other is audio, and another is kinesthetic. The next is about motivation. Motivation here is delivered by the teacher and also the activities which are motivating to learn. The last is about the classroom interaction which should be equal

for each student, therefore they will have the same opportunities to speak and improve their speaking skills.

F. Review Of Previous Studies

Speaking is one of the most important skills to be developed and enhanced as means of effective communication. Speaking skill is regarded one of the most difficult aspects of language learning. Many language learners find it difficult to express their thoughts effectively. There are some related research findings have been conducting studies relate to this research, there are follows:

Leong and Ahmadi (2017) about “An Analysis of Factors Influencing Learners’ English Speaking Skill”. In his study, this paper aims at establishing the need to focus on the factors affecting on language learners’ English speaking skill. This review paper traces out the body of research concerning the term speaking, the importance of speaking, characteristics of speaking performance, speaking problems, and factors affecting speaking performance. According to the review of literature, appropriate speaking instruction was found to be the learners’ priority and a field in which they need more attention. This study can be useful to teachers and researchers to consider their language learners’ speaking needs in English language teaching and learning context.

Tuan and Mai (2015) about “Factors Affecting Students’ Speaking Performance at Le Thanh Hien High School”. The purpose of this study was to investigate the speaking problems of the students at Le Thanh Hien High School and the factors affecting their speaking performance. The subjects of the study were two hundred and three grade 11 students and ten teachers of English. The research instruments used in this study were questionnaires and class observation.

Based on the research findings some recommendations were made. In reality, many language learners find it difficult to express themselves in spoken language in the target language. The study was expected to help students improve their performance in speaking classes.

The next previous study by Hemerka (2018) entitled “Low Speaking Performance of Learners in English”. The results bring some of the most common problems and difficulties the students struggle with, as well as some valuable feedback and suggestions for possible improvements.

Based on the explanation above, the researcher can give concludes that the problems speaking English by the students of English Education Department. In this study have a similarity with the previous research. That, the research can help students to know the problems faced by the students English Education Departement in speaking English, and in this research have different with previous research it is place of the research, the reseacher will do a research in the fourth Semester at IAIN Kediri.