CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents review of related literature used in study. The review of the related literature have a goal of providing previous studies and information concerning with the research problems, including overviews the definition of speaking, the speaking ability, the component of speaking, the problem of speaking and the previous study.

A. Definition of speaking

Speaking is one of prominent skills that must be mastered by students in learning English. Nunan says that to most people, mastering speaking is one of the most important aspects of learning a second language, and the success is measured in terms of the ability to carry out a conversation in the language.[20]Many experts has defined speaking in many different ways. Brown defines speaking as an interactive process of constructing meaning that involves producing, receiving and processing information. It's form and meaning depend on the context in which it occurs, including the participant themselves, their collective experiences, the physical improvement, and the purpose of a speaking. Speaking requires that learner not only know how to produce specific component of language such a grammar, pronunciation or vocabulary, but also they understand when, why and what ways to produce the language.[21]

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[20] D. Nunan,*Second Language Teaching and Learning*,(Boston: Heinle & Heinle Publishers, 1999)
[21] D. H. Brown, *Language Assessment,*(San Francisco: Longman, 2004), 76.

According to Brindley, speaking is an oral skill that is used to express a person's understanding, convey intended meaning accurately with sufficient vocabulary, use language in appropriate contexts, and interact with other speakers fluently. Some of the meanings may be able to be understood automatically while others may need to be processed first.[22] Lewis and Hill explain that speaking is a process that covers many things in addition to the pronunciation of individual sounds.Thus, it can be concluded that speaking is acomplex cognitive skill; speakers produce not only sounds but also a set of meaningful words and body language that can be understood by listeners either explicitly or implicitly. Speaking is an act to express one's feeling, ideas, thinking and purpose orally. Furthermore, people have to be able to pronounce the words correctly.[23] From those theories, it can be concluded that speaking is the use of the language orally to communicate or to express idea.

Furthermore, according to Brown , there are three functions of speaking such as: 1) speaking as interaction, 2) speaking as performance, and 3) speaking as transaction. Speaking as interaction refers to the interaction which serves a primarily social function. When people meet someone, they try to have an interaction as they want to be friendly and establish a comfortable zone of interaction with others such as, they exchange greetings, engage in small conversation, and discuss recent experiences and job. Speaking as performance refers to public speaking such as speeches, story telling and public announcement. Speaking as performance tends to be in the form of monologue rather than

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[22] S. Brindley, *Teaching English*,(London: Routledge, 1994), 89.
[23] M. Lewis, & J.Hill, *Practical Techniques for LanguageTeaching*,(London: Language Teaching Publications. 1993), 69.

dialogue, often followed by a recognizable format and closer to written language than conversational language. Meanwhile, speaking as transaction refers to situation in which the focus is on the message about what is delivered or achieved in order to be able to exchange ideas of an issues for the purpose of solution problem, answering the question, enhancing knowledge, or making decisions.[24]

B. Concept of Speaking Ability

Guralnik states that "ability" is a genetic word represents the term capacity, capability, intelligence, competence, mind power and others. It also relates to skill, knowledgeto do something, proficiency, aptitude, faculty, expertise, talent, facility, qualification, and strength. Moreover, speaking ability is the students' ability in expressing their ideas orally which is represented by the scores of speaking. The speaking ability can be used to express the students' ideas fluently with precise vocabularies and good or acceptable pronunciation.[25]

Jones clarifies that the ability to speak is seen as the most essential communication skill since it is basic for communication and is the most difficult skill after writing. When people speak, they construct ideas in words, deliver their opinion, their feelings and their intensions, so that interlocutors grasp meaning of what the speakers mean. If the learner does not have speaking ability, does not understand the English words about what the speaker'ssaid, they can't grasp meaning of the speaker's intention.[26] Furthermore, Khamkhien has proposed some factors that might influence the learners'speaking

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[24] H. D. Brown, *Teaching by Principles: an InteractiveApproach to Language Pedagogy*,(San Fransisco: Longman, 1994), 73.

[25] David Guralnik,*Webster New World dictionary of The AmericanLanguage*,(New York, 1994)

[26] P. Jones, *Talking to Learn*,(Melbourne: PETA, 1996), 25.

ability including native language, experience in learning English, age, phonetic ability, attitude, and motivation. However, acquiring speaking ability might be seen as much more difficult for some students than other skills.[27]

Developing speaking competence also involves a variety of processes. Firstly, there is a need for sufficient linguistic knowledge to maintain the conversation in various contexts. However, apart from the ability to use language correctly (i.e. linguistic competence), students should have other competences, that is, sociolinguistic, discourse and strategic competences, which are components of communicative competence.[28]It is believed that learners can develop communicative proficiency by developing the ability to use communication strategies which enable them to compensate for deficiencies in their knowledge of the target language. Also, Khamkhien adds that the more we practice, the easier it is to speak and formulate ideas in English. Since language learning is made successful out of habit, it is important to notice that those who have learned English for a certain length of time, conform faster and better to delivering ideas although some mistakes cangenerally still be found.[29] Thus, by practicing the speaking skill a lot can develop someone's speaking ability.

C. Aspects of Speaking

For most foreign language learners, speaking in target language is a quite difficultthing to undertake as learning tospeak a foreign language requires more

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[27] A. Khamkhien, "Thai learners' English pronunciationcompetence: Lessons learned from word stress assignments",*Journalof Language Teaching and Research*, 1(6), (2010), 757.

[28] M. Pawlak, & W.K. Ewa, Iss*ues in Teaching, Learning and Testing Speaking in a Second Language*,(Berlin: Springer-Verlag, 2015), 65.

[29] A. Khamkhien, "Thai learners' English pronunciationcompetence: Lessons learned from word stress assignments", 759.

than knowing its grammatical and semanticrules. Apart from these, Burnkart explains that foreign language learners need to have three areas of knowledge involved within speaking namely (1) mechanics of language elements (vocabulary, pronunciation, and grammar) which emphasize on the use of right words in the right order with the correct pronunciation, (2) the functions of language that deals with speaking performance in the form of transaction and interaction (e.g. knowing how to exchange information and giving or asking the clarity ofessential message), (3) the sociocultural norms (such as turn-taking, rate of speech, length of pauses between speakers, relativeroles of participants, understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason).[30]

According to Harris there are five components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation, fluency.[31] On the other hand, Brown proposed six categories element of language that influence speaking ability namely: vocabulary, grammar, comprehension, fluency, pronounciation, and task.[32]

1. Vocabulary, it refers to all the words in a language that a person use to speak. It means that vocabulary is one of the most basic component to speak. Without having a sufficient vocabulary, one cannot communicative effectively or express their ideas both oral and written form. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.

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[30] G.S. Burnkart,. "Spoken language:What it is and how to teach it.", 1998, retrieved on March20, 2020 from http://www.nclrc.org/essentials/speaking/goalsspeak.htm.
[31] David P.Haris,*Testing English As A Second Language*, (New York: McGraw-Hill Book Company, 1969), 29.
[32] D. H. Brown, *Language Assessment*, 90.

2. Grammar, it is needed for students to produce a correct sentence in conversation . It is a description of the structure of a language and the way in which language units such as words and phrases are combined to produce sentences in the language.

3. Comprehension, it is the identification of the intended meaning of written or spoken communication. In speaking, comprehension is crucially needed in order to get fully understanding about what the speaker said, so that, the communication can run well between the speaker and the listeners.

4. Fluency, it is the ability to speak easily, smoothly, fluently, accurately, and expressively. In otherwords, the speaker can read, understand and respond in a language clearly and concisely related to the meaning and context. Fluency is one of the features which indicates speaker to be natural or normal as a native speaker including the use of pausing, rhythm, intonation, stressrate of speaking, and use of interjection and intruptions.

5. Pronounciation, it is the way a certain sound or sound are produced. In other words, it is the knowledge of how the words in a particular language are produced clearly when people speak. Inspeaking, pronunciation plays an important role in order to make the process of communication easy to understand.

6. Task, it is an activity designed to help achieve a particular learning goal. It is used to assess the students' speaking skill to achieve the objective of learning process.

According to the theories about the aspect of speaking, it can be concluded that there are many points that the speaker should pay attention to such as grammar, pronounciation, and vocabulary, so that, the listener can understand well about what is intended to say by the speaker.

D. The Problems of Speaking

Speaking skill in second or foreign language is a challenge for the learners, because to speak a foreign language such as English requires more than knowing grammar but also the use of English in a real context. Hayriye states that speaking is selecting appropriate words and sentences according to the context and circumstances. Being a fluent speaker requires many knowledge towards the language itself and its use in the real communication context. Learners sometimes have some obstacles when they want to talk in front of the classroom. They feel afraid of making mistakes because they are reluctant to be judged by the teacher and the other students.[33] Ur argues that some possible problems in speaking are as follow:

1. Inhibition. Learners are often inhibited about trying things in foreign language classroom, afraid to make mistakes or to be criticized, and shy to produce words orally in front of the classroom.

2. Nothing to say. Learners sometimes find difficult to say as they do not have something to say. In other words, they cannot express their idea and what they

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[33] Kayi Hayriye, "Teaching Speaking: Activities to Promote Speaking in a Second Language", (2006), retrieved on March 31, 2020 from http://iteslj.org/Techniques/Kayi-TeachingSpeaking.html.

think about such a thing. Sometimes, they even do not have the reason or motive to be expressed.

3. Low or uneven participation. In the classroom, only one participant talks because some learners dominate, while other speaks a little or not at all.

4. Mother tongue use. In the classroom in which all learners share the same mother tongue, they may tend to use their mother tongue than the foreign language frequently. Besides it is difficult to use foreign language in communication, they sometimes feel unnatural to speak in the foreign language.[34]

Burns and Joyce identify three factorsthat may indicate students' reluctance to take part in the speaking activity.

1. Cultural factors. These can be related to the students' beliefs of the teaching and learning activities such as (1) they are used to being passive by tending to listen to their teacher explanation (Teacher-center) and they do not actively speak up in class, (2) they apt to know that language learning is based primarily on reading and writing from a work book, and (3) they are not familiar with communicative and learner-centered approaches to learning and expectations of teacher and learner roles.

2. Linguistic factors. Linguistic factors are related to the students' knowledge of the language that hampers the students to speak English. They include (1) difficulties in transferring the language from the learners' first language, (2) problems with the native speaker pronunciation of the teacher, (3) lack

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[34] Penny Ur,*A Course in Language Teaching Practice: and Theory*, (Cambridge: Cambridge UniversityPress, 1996), 64.

of grammatical understanding, and (4) unfamiliarity with the cultural or social knowledge required to process meaning.

3. Psychological or Affective Factors. These factors are the important factor that can widely affect language learning especially speaking. The factors include culture shock, previous negative social or political experiences, lack of motivation, anxiety or shyness in class and perceptions.[35] Richard & Renandyaadd that the affective factors related to foreign language learning are emotions, self-esteem, empathy, anxiety, attitude, and motivation.[36]

Furthermore, the reasons why the students are having problems in their speaking are they are poor in grammar, vocabulary, and pronunciation. Those problems are belong to linguistics problems. Other problems that may become a barrier for the students to become a good English speakers is the psychological problems. Xinghua states that psychological problems are those problems which often interfere your emotion such as nervous, lack of self confident and afraid to speak. These problems may affect students performance in their speaking.[37]

1. Linguistics problems

Linguistics is a scientific study of language such as the study of langauge structure (grammar), words, and phonology. Generally, linguistics

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[35] D. Nunan, *Second Language Teaching and Learning*,(Boston: Heinle & Heinle Publishers, 1999), 57.

[36] J. C. Richards & W. A. Renandya, *Methodology in Language Teaching:AnAnthology of Current Practices*, (New York: Cambridge UniversityPress, 2002), 48.

[37] Xinghua, "Psychological Problems of Middle-School Students in EnglishLearning", (2007), retrieved on March 31, 2020 from http://joyward.blog.163.com/blog/static/34949425200761264614847/. viewed on: 18th November 2014.

comprises the detailed of vocabulary, grammar, and pronunciation. Linguistics problems are those problems which make students speaking ability become poor. There are some linguistics problems that affect someone in speaking, such as poor in grammar, lack of vocabulary and pronunciation.

a. Vocabulary**,** is an individual word or a set of words which have specific meaning. The problems of vocabularies occur when someone is lack of vocabulary needed to talk and does not know how to combine the vocabularies into a good sentence.

b. Grammar, is a study in which sentences are structured and formatted, so that it may be considered a bit boring to study correct grammar since it really is worth the time and effort. If learners do not know the rules of grammar, they will never be able to communicate using English effectively. Grammar becomes difficult because learners do not learn structures one in a time.

c. Pronunciation, a second language learner needs to master the individual characteristic of the sound of a new language. Furthermore, it will be good for the students to be able to speak naturally like the native-speaker itself. Correct pronunciation is very essential to develop learners' speaking skill.

2. Psychological problems

Psychology is the science or the study of the thought processes and behavior of humans and other animals in their interaction with the environment. Psychological problems are those problems, which often interfere the emotional or physical health. According to Al-Nakhalah, these

psychological problems may bring negative effect towards student's speaking performance.

a. Fear of Mistake

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, 2001). Middleton (2009) states that most EFL students are afraid to try and to speak in a foreign language they learn. In this context, as he adds, students do not want to look foolish in front of the class. In some other cases, they also worry about how they will sound, and are scared of soundingsilly and so on. As a result, students commonly stop to participate in the speaking activity. Therefore, it is essential 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. Some shy learners are caused by their nature that they are very quiet. In this case, the students are not very confident and tend to be shy because most of them find it very intimidating when speaking English in front of their friends and teacher. Inaddition, Saurik (2011) indentifies that most of English students feel shy when they speak the language because they think they will make mistakes when they talk. They are also afraid of being laughed at by their peers.

c. Anxiety

Anxiety is a feeling of tension, apprehension and nervousness associated with the situation of learning aforeign language. Horwitz (1991) as cited in Sylvia and Tiono (2004), believes that 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. This explanation suggests that teachers should make anattempt to create a learning atmosphere which gives students more comfortable situations in their learning activity. Furthermore, Harmer (2007) explained that toreduce this anxiety feeling, teachers need to pay attention to each students' strengths and weaknesses so that they can create a learning method which accommodates all students in the classroom.

d. Lack of Self-Confidence

It is commonly understood that students' lack of confidence usually occurs when students realize that their conversation partners have not understood them or when they do not understand other speakers. In this situation, they would rather keep silent while others do talking showing that the students are lack of confidence to communicate. He and Chen (2010) state the main cause of students' confidence is their low ability in speaking English. In this case, as they add, many students think that their English is bad and feel that they cannot speak English well. The other cause of students' lack of confidence also deals with the lack of encouragement from the teacher (Brown,2001). In this context, many teachers do not think that convincing

students that they are able to speak English is important. As a result, as Brown adds, students find the learning demotivating rather than motivating. This suggests that encouragement becomes a vital thing in order to build the students' confidence

e. Lack of Motivation

  It is mentioned in the literature that motivation is a key to students' learning success. It has been proven in many studies that students with a strong motivation to succeed can persist in learning and gain better scores than those who have weaker motivation of success showing that building students motivation to learn is urgent for every teacher. Lack of motivation in learning causes students' hesitation to speak English in the classroom. He says that the background of this situation is that students are not motivated by the teachers towards the communication in English.[38]

  According to the theories about the problems of speaking, this research uses Penny Ur's theory about the problem of speaking in terms of the psychological problem. She states that some possible problems in speaking are: inhibition, nothing to say, low or uneven participation, and mother tongue use. And about linguistics problems this research uses Xinghua, He states that psychological problems are those problems which often interfere your emotion such as nervous, lack of self confident and afraid to speak. These problems may affect students performance in their speaking, there are: vocabulary, grammar, and pronunciation.

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[38] A.M.M. Al-Nakhalah, "Problems and Difficulties of Speaking That Encounter EnglishLanguage Students at Al Quds Open University",*International Journal of Humanities and Social Science Invention*, 5(12), (2016). 98-99.

E. **Strategies to Solve the Problem**

To overcome those problems stated above, this study gives every single problem a solution. It is taken from many studies around the world related to the efforts of the teachers to overcome the students' difficulties in speaking.the solutions are as follow :

1. The teachers should make the comfortabe class & create harmonious atmosphere for students to loose the fear of making mistakes and nervousness in speaking. Zua gives suggestion that emotional bonds between students and teachers should be build. This way, the students are expected to feel comfort with their teacher and believe that the teacher will help them if they make mistake. [39]

2. The teachers should create a freindly and open classroom environtment to loose the shyness in speaking. Pesce says that it is urgent that teacher creates a friendly and open classroom environment. By doing this, shy students are hoped to feel fine of making mistakes in their learning. This way, students will not worry of their imperfect pronunciation and grammar. As a result, they dare to speak in their speaking class. [40]

3. The teachers should accept a variety of answers to loose the anxiety in speaking. Tsui (in Nunan, 1999) explains that to deal with the reluctant students, teachers should accept a variety of answers. This way, the students

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[39] Zua, Li. (2008). *Exploring the Affective Factors Influencing Teaching of Spoken English.* [Online] Available: http://okarticle.com/html/Thesis/20080104/26.html (February 19, 2011).
[40] Pesce, Claudia, (2011), Speak Up! Sure-fire Ways to Help Teens and Adults Overcome Shyness. [Online]Available: http://busyteacher.org/4276-speak-up-sure-fire-ways-to-help-teens-and-adults.html (March 15, 2011)

can feel more confident in answering the teacher questions and participating in every activities of the class. [41]

4. The teachers should provide appropriate feedback and correction to add students' self confidence. Kubo explains that to build students' confidence to speak English, teachers can provide regular opportunities to practice proper pronunciation and intonation, and to converse freely. By doing this, students will experience a greater sense of ability to speak English. Therefore teacher should create a comfortable atmosphere in which learners are encouraged to talk in English and are praised for talking. [42]

5. The teachers should ask the students to memorize and enrich the vocabularies. The teachers should allocate specific class time to vocabulary learning, help students to learn vocabulary in context, play down the role of billingual dictionary, encourage developing strategies for determining the meaning of words, and engage in "unplanned activities." [43]

6. The teachers should give authenthic topics and habituate the students to speak english in English class. Teachers should give a great deal of chances to speak, using English in class. [44]

7. The teachers should give students same opportunities to practice for their better linguistic mastery (vocabulary, grammar, pronunciation). The teachers

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[41] Nunan, D. (1999). Second Language Teaching & Learning. USA. Heinle&Heinle Publisher

[42] Kubo, Michael, (2009), Extensive Pair Taping For College Students In Japan: Action Research In ConfidenceAnd Fluency Building. Accents Asia [Online] Available: http://accentsasia.org/3-1/kubo.pdf (March 15, 2011)

[43] Brown, H. D. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. Newyork: Longman.

[44] Heriansyah, Hendra. (2012). Speaking Problems faced by the English Department Students of Syiah Kuala University *Journal of Lingua Didactika*. Volume 6 No 6.

should give more opportunities to the students to speak in class trough small discussion, so they are accustomed. [45]

Thus, this research is going to make a concept of map that connects the student problems and the teacher efforts. Every single problem has a solution from the teachers. The techers applay the efforts in thier teaching speaking.

F. Previous Studies

According to Al Hosni, speaking is the active use of language to express meaning, and for young learners, the spoken language is the medium through which a new language is encountered, understood, practiced, and learnt. Rather than oral skills being simply one aspect of learning language, the spoken form in the young learner's classroom acts as the prime source of language learning. However, speaking problems can be major challenges to effective foreign language learning and communication. English as foreign language (EFL) learners, no matter how much they know about the English language, still face many speaking difficulties.

Many studies have indicated that oral language development has largely been neglected in the classroom, and most of the time, oral language in the classroom is used more by teachers than by students. However, oral language, even as used by the teacher, hardly ever functions as a means for students to gain knowledge and explore ideas. To develop the knowledge to deal with oral communication problems in an EFL context, researchers first need to know the

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[45] Heriansyah, Hendra. (2012). Speaking Problems faced by the English Department Students of Syiah Kuala University *Journal of Lingua Didactika*. Volume 6 No 6.

real nature of those problems and the circumstances in which 'problems' are constructed.[46]

Matějček studied about difficulties in teaching speaking skills to adult learners. In the background chapter, the characteristics of adult learners together with differences in teaching them in comparison to the young are explained as well as the theory necessary for further research.The most important part is dedicated to the role of adult learners' experiences and language learning expectations together with the difficulties they may meet while learning English. The theoretical part deals also with the communicative approach and especially with the teachers' and learners' roles in the process of teaching and learning the English language focusing on the differences between young and adult learners. The result indicated that the respondents as a sample representing adult learners meet theoretical assumptions about attitude to language learning, their expectations from the teachers or difficulties they meet while learning English, described in various literal sources but their opinions differ in some points.[47]

Furthermore, Gan conducted a study focusing on the problems with oral English skills of ESL (English as a second language) students at a tertiary teacher training institution in Hong Kong. The researcher used semi-structured interview to address the gap in the understanding of the difficulties ESL students encountered in their oral English development in the context of a Bachelor of Education (English Language) program**.** The results of the study lead us to

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[46] S. Al Hosni, "Speaking Difficulties Encountered by Young EFL Learners", *International Journal on Studies in English Language and Literature (IJSELL)*, 2(6), (2014), 22.
[47]Martin Matejcek, *Problem in Teaching English Conversation of Adult Students*. (Slovakia West Bohemia University, 2013), 25.

question the effectiveness of the knowledge- and pedagogy-based ESL teacher training curriculum. They also point to a need to incorporate a sufficiently intensive language improvement component in the current teacher preparation program.[48]

In addition, Chi conducted a study entitled Guidance for Learners' Improvement of Speaking Skills. This paper reports what and how guidance for practice should be provided for effective improvement of students' speaking skills. Encouraging preliminary results show that a set of appropriate activities to practice speaking and good management of group work can enhance students' speaking skills and increase their autonomy. Practice is considered an important part of language learning. Students are always encouraged to practice as much and as often as possible. However, some students do not know how to practice well and feel disappointed as practice does not always help them make much progress in their studies. Thus, as teachers, we should give them guidance on effective practice.[49]

Moreover, Aleksandrzak conducted a study dealing with the problems of teaching and learning speaking, in particular those which are most relevant in the context of developing oral skills at the advanced level of foreign language proficiency. The article examines the difficulties connected with choosing the appropriate framework and approach and discusses the typical patterns of interaction in the foreign language classroom. It also examines forms of control

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[48] Zhengdong Gan, "Understanding L2 Speaking Problems: Implications for ESL Curriculum Development in a Teacher Training Institution in Hong Kong", *Australian Journal of Teacher Education*. 37, 2012. 45.

[49] Doan Linh Chi, "Guidance for Learners' Improvement of Speaking Skills", *Language Education in Asia*, , 2(2), (2011) 213.

and evaluation and suggests some speaking activities which seem most suitable for advanced language learners in the light of the above theoretical considerations.[50]

Lastly, Dina al-Jamal & Ghadeer al-Jamal conducted a study to describe the difficulties that may be encountered at an EFL setting. The sample was stratified random as drawn from six Jordanian public universities. Survey questionnaires as well as semi-structured interviews we reconstructed. 64 students were interviewed out of 566 students who responded to a survey questionnaire. The findings of the study exposed a perceived failure of EFL students' speaking skill in English was reported together with reasons that explain such perceived difficulty. The results of the study showed a 'low' speaking proficiency level among EFL under graduates along with negligible instruction of the speaking skill at university courses' level. More highlighted difficulties by this study were as these of: communication in L1, large classes, and lack of time.[51]

In summary, some previous studies found that there are many problems of speaking that had experienced by the students, as speaking is a complex activity. Some of the students deal with the psychological aspect of speaking, and some of them deal with the linguistic aspect. This study is aimed at exploring students' speaking difficulties experienced by EMAS participants and the teachers' effort to solve the difficulties.

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[50] M. Aleksandrzak, "Problems and challenges in teaching and learning speaking at advanced level", Glottodidactica, 37, (2011), 37.
[51] Dina al-jamal & Ghadeer Al-Jamal, "An Investigation of the Difficulties Faced by EFL Undergraduates in Speaking Skills", *English Language Teaching*, 7(1), (2013), 19.