

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of the concept of speaking skill, definition of speaking, the components of speaking, and students' challenges in speaking skill. This chapter also explained the previous studies related to the investigation.

A. The Concept of Speaking

1. Definition of Speaking

Speaking is one of English skill that is used to express ideas or to communicate with other people. Speaking is not only about what to say but also what to hear from the speaker himself, to find out what information is conveyed so that between the listener and the speaker can be heard, understanding each other. It also determines how long it listened, how deep it is understood. According to experts, there are many definition of speaking. Lesacova (2008) states that speaking belongs to productive skills, that use to socialize individuals through spoken language. It is produced and processed in real time. It means that the speakers say their message or the information directly to the listeners. According to Harmer (2007: 284) speaking is the ability to speak fluently and presupposes not only knowledge of language features, but also abilities to process information and language. In daily life, we must often talk and also socializing with other people. This means that everyone expresses words, ideas, feelings and process information well. Among the 4 skills in English, they are reading writing listening and speaking.

Speaking is an important skill that students must have to speak in language lessons because they are used to it communicate naturally in real time, so that the students can improve their pronunciation, grammar, structure and vocabulary and can process information and language well. Speaking as way to communicate with other people cannot be separated from human life. Brown (2001) stated that speaking is a process interactive in constructing meaning which involves generating and receive and process information. Besides, speaking is reciprocal (Carter and Nunan, 2001). That is, all opponents talk can contribute significantly together in the process of speaking and can respond immediately each other's contributions. Besides that, many people have the right same to talk and engage in one interaction that makes the process of speaking itself is lacking predictable compared with a written test. According to Chastain (2004), speaking is a productive skill that generates ideas, messages, and suggestions and we need to practice. To improve communication skills in English, it is not enough to practice in the classroom but practice outside the classroom which will greatly affect our speaking ability. Based on the explanation of speaking from some experts, the researcher conclude that speaking is an important skill that must be mustered by students, because with speaking we cannot know what other people talk and speaking about, and also speaking is the way to interact with other people especially with native speaker.

2. Component of Speaking

In Indonesia, English is considered a foreign language, which must be learned in school. (Bambang, 2006:20) stated that to learn another language

like a child learning his native language (L1), will be different from one based on the assumption that learning a foreign language is not the same as learning the mother tongue.

According to Nunan (1999), there are two main aspects in speaking skills, namely accuracy and fluency. Accuracy is a condition when speakers are required to use vocabulary, grammar, and pronunciation. As for fluency, speakers are required to be able to continue speaking when speaking spontaneously. However, that doesn't mean the speaker has to speak very quickly, but sometimes pauses are important and it is necessary for the listener to be able to catch the topic of conversation. Nunan (1999) also states about pause, that pause include aspects of fluency which may be long but not frequent. When speaking fluently, speakers should be able to convey a message with whatever resources and abilities they have and free from grammatical and other errors.

There are five components of speaking according to Brown (2001; 406-407), namely:

a) Fluency

Fluency refers to the ability to speak fluently and easily. Fluency is a matter of how one speaks the language without difficulties like thinking of words confusing ideas, etc.

b) Comprehension

Comprehension is the student's competence in understanding all the words conveyed by the speaker.

c) Grammar

According to Harmer (2001: 12) grammar is the description of the way in which words can change their forms and can be combined into sentences in the language, so grammar is a way to recognize the words in a sentence correctly. This is important if the speaker can master the grammar to arrange the words so that the speaker also easily speaks English well.

d) Vocabulary

Vocabulary is the basic thing of language. It shows up in every language skill. According to Hatch and Brown (1995:1) vocabulary is a set of words for a particular language that may be used by individual language speakers. Vocabulary is about the choice of words that are used correctly based on speaking context.

e) Pronunciation

Pronunciation is the one importance component of language. Pronunciation refers to the sound we use or emit to make meaning. It includes attention to a particular sound of a language (segment). That is so important because if they have good pronunciation then speaking they will understandable.

From the explanation from some experts above, the researcher conclude that by applying the components of speaking will make you be a good speaker, so it is important to apply all component of speaking.

3. Students' Challenges in Speaking Skill

The challenges of students in speaking activities usually stem from difficulties in speaking activities faced by students, such as the fear of making

mistakes stems from the difficulty skills factor faced by students. This is supported by Thornbury (2005) stating that the difficulties faced by students divided into two main factors, namely knowledge factor and skill factor. Knowledge factor is factor where students do not know the linguistic aspects that allow production. This problem is also referred to as a language or linguistic challenge which is related to the students' lack of language knowledge. Knowledge of English that must be properly mastered by students is knowledge of grammar, pronunciation, or vocabulary that is carried out so that students can understand correctly about English. In addition, after having knowledge of the language, students should practice more, because it is an important factor to improve speaking skills.

Next is related to the skill factor where this factor is related to the ability of students to process their self-readiness in speaking such as; self-confidence that might hinder students' fluency in speaking. However, if we have enough knowledge but we don't have the confidence to appear in front of many people, we will still have difficulty learning to speak. Therefore, to be a good speaker, we must have enough confidence. Burns and Joyce in Thornbury (2005) also argued that psychological factors such as anxiety or shyness, lack of confidence, lack of motivation, and fear of mistakes are the factors commonly that hinder students from speaking.

Based on Sadtono (1997) as cited in Husnawati (2017) there are two problems in language learning and these problems are divided into linguistic problems and non-linguistic (psychological) problems.

a) Psychological Challenges

There are several challenges in psychological factor. The psychological factors such as anxiety or shyness, lack of confidence, lack of motivation, and fear of mistakes are the psychological factors that affect the students speaking skill. This involves complex mental processing when speaking in front of class, and students anxiety which will negatively impact the speaking performance. The several psychological factors in language learning, as described in the following:

1. Motivation

Motivation is kind of internal drive which pushes someone to do thing in order to achieve something. According to Brown (2007), there are two types of motivation, namely behavioral motivation and cognitive motivation. Furthermore, behavioral motivation is related to the desire to achieve rewards and anticipate them, while cognitive motivation is related to the relationship between desires and decisions that students make, and also they enjoy the experience of the decisions they make or even avoid them. Motivation has positive attitude, desire, and effort to learn language to achieve goals. It can be said that the effort to achieve the goal, the desire to achieve the goal, and a positive attitude in language learning are the main motivational components.

Nunan (1999) has stated that motivation can easily influence students' reluctance to speak in English. In this sense, motivation is investigated as an important factor leading to successful communication. Many studies claimed that students with high motivation and strong to

succeed can survive in learning and achieve good achievements and better results when compared to those who do not have the motivation to succeed.

2. Attitude

Attitude is a way of acting, feeling or thinking that shows character, opinion, etc. Attitudes develop as a result of experiences, both direct and indirect, which are strongly influenced by the people in the immediate environment: parents, teachers, peers; attitudes toward oneself, in the target language and the people speaking (especially peers), and the teacher.

Student attitudes towards the language they are learning can vary. He may feel outgoing, happy, confident, and adequate, or he may feel bored, frustrated, angry, and in moderation. For example, when he gets confused in pattern practice, he may feel frustrated; after repeating the same sentence several times, he may get bored; when making conversations with fellow students, he may feel happy and excited. After being given a failed exam, he may feel angry and incapacitated. These conditions can influence students to decide whether they actively participate in class or not; he does his homework or not; he continues his foreign language studies or quits.

3. Shyness

Shyness is an emotional thing that many students experience when they are asked to speak in English class. This shows that shyness can be a

source of problems in student learning activities in class, especially in speaking class.

Bowen (2005) and Robby (2010) argued that some students are shy because they are very quiet. In this case, students are not very confident and tend to be shy because most of them feel very intimidated when speaking English in front of their friends and teachers. To overcome shyness, Pesce (2011) suggested that teachers create a friendly and open classroom environment. By doing this, shy students are expected to feel okay about making mistakes in their learning. In this way, students will not worry about imperfect pronunciation and grammar. As a result, they dare to speak in their speaking class.

4. Fear of Mistakes

fear of making mistakes is a subjective feeling of tension, fear, anxiety, and worry associated with awakening the automatic nervous system. This is a tendency some people try to avoid, and even fear to communicate verbally. The existence of this feeling is felt intuitively by students. Problems with speech or communication appreciation clearly play a large role in foreign language learning. People who are afraid to speak tend to have more difficulty doing it.

According to Nunan (1999) fear of mistakes is one of the main factors in students' reluctance to speak English in class. In addition, this is also much influenced by the fear of students being laughed at by other students or being criticized by the teacher. As a result, students usually stop participating in speaking activities. Therefore, it is important for

teachers to convince their students that making mistakes is not wrong or bad because students can learn from their mistakes.

5. Anxiety

Anxiety refers to feeling or worry that something bad will happen. It is considered as one of the most common psychological problems affecting students' foreign language learning. This statement is in line with Brown (2001) which stated one of the main obstacles that students must overcome in learning to speak is the anxiety caused by the risk of saying things that are wrong, stupid, or can't be suppressed. When students feel anxious, their speaking performance will be affected.

6. Lack of self-confidence

It is stated in Juhana (2012) that the lack of self-confidence of students usually occurs when students realize that their interlocutor does not understand it or when they do not understand other speakers. In this situation, they prefer to be silent while others speak indicating that students lack confidence to communicate. The main cause of students' self-confidence is their low ability to speak English. Another cause of students' lack of confidence was also stated by Brown (2001) related to the lack of encouragement from the teacher. In this context, many teachers do not consider it important to convince students that they are able to speak English.

b) Linguistic Challenges

In general, linguistics consists of details of vocabulary, grammar, and pronunciation as stated by Thornbury (2005). Linguistic challenges are those

that interfere with students' ability to communicate effectively. Language factor in speaking performance refers to the speaker's ability to master linguistic aspects when communicating. These aspects include fluency, vocabulary, pronunciation, and grammar.

1. Fluency

Thornbury (2005) defined fluency as the length of run, the longer the runs, the more fluent the speaker sounds. Brown (2001) and Richards (2006) defined fluency as the ability to speak quickly and automatically who have signs including speech speed and a little pause used to characterize a classification of person's communication skills.

2. Vocabulary

English has great combinations of words with various meaning which will be problems in learning language. Some English students find it difficult when dealing with vocabulary, they find it difficult how to adjust the vocabulary so that other people will understand and connect with what is being said.

3. Grammar

Grammar is a set of rules that govern the structure, how words are arranged in a unified language that forms meaning. Understanding grammar can help people to know the correct sentence structure and meaning.

4. Pronunciation

Pronunciation is one of the important things that must be owned and mastered by students in order to communicate well and fluently.

Based on Fangzi (1998, p.36) in Husnawati (2017: 23) Pronunciation is the result of whether someone's speech is good or not messages can be forwarded or not by others.

B. Previous Studies

There are several previous studies that discuss about speaking skill, especially the challenges in learning speaking.

Juhana (2012) has study discussed about psychological factors that hinder students from speaking in English class. This study aims to determine psychological factors that hamper students in talking and the causes of these factors and possible solutions to overcome these factors. Data was obtained through class observations, questionnaires and interviews. In the case of findings, the study revealed that psychological factors such as fear of making mistakes, shame, anxiety, lack of confidence and lack of motivation inhibiting students to speak in English class. These factors, such as fear of making mistakes, are generally caused by their fears laughed at by their friends. A possible solution to overcome these psychological factors, are most students believe that motivating them to be more confident speaking English worthy of consideration. These findings indicate that the teacher must be more aware of their students' barriers to speak in English class.

Husnawati (2017) also conducted a research related to the challenge faced by students in speaking entitled "Students' Speaking Performance: Some Challenging Factors." In this study the focus on two speaking problems that investigated authors included factors that influenced the performance of speaking English language students and problems they met in speaking

English. To collect data, observation and questionnaires are two research instruments used. The results of this study reveal that there are various factors that affect student performance, and problems faced by students in speaking. These factors and problems refer to internal and external factors include, psychology (anxiety, shame, and lack of confidence), linguistic competencies (lack of vocabulary language skills, poor grammar knowledge, and the learning environment).

Other research from Ratnasari (2020) Entitled "EFL Students' Challenges in Learning Speaking Skills: A Case Study in Mechanical Engineering" which focuses on researching the challenges facing students in learning speaking skills and strategies applied by students to overcome these challenges. This study was in accordance with the case studies as a research design, this study involved three participants, namely two students majoring in Mechanical Engineering and one English teacher student in the same department. Data is obtained from interviews and student speaking values from class presentations. The results show four challenges, such as lack of vocabulary, nervousness, environment that does not support, and lack of grammar knowledge. In addition, there are five strategies, such as over the code, seeing the audience as a statue, using 'Google translate' the machine, a personal approach to English teachers, and encouraging themselves.