

CHAPTER II

LITERATURE REVIEW

in this chapter describes related theory of speaking skill, learning speaking, problem of learning speaking during pandemic, problem solving and related study.

A. Speaking

in this case, The researcher explains the concept of speaking. To make it clearer, the explanation is divided into four points: 1) the definition of speaking, 2) the functions of speaking, 3) characteristic of speaking 4) speaking classroom performance.

1. The Definition of Speaking

According to Brown (1994) defined speaking is an interactive process of making meaning that includes producing, receiving, and processing information. It is an interaction process that happen between a speaker and a listener. Speaking is called as productive skill because the process involves the speaker who sends information or ideas to other people. When people share information to others, it is called as speaking. it can be sharing idea or information that is talked to other people. Producing several statements to be spoken and receiving the information or idea that is delivered.

According to Mazozi (2013) Stated that speaking is an interactive process to construct meaning that involves producing information, receiving information and processing information. From the statements mentioned above, it can be

concluded that speaking is a process that involves delivering information or idea stated from the speaker to the listeners. Delivering information involves interaction between speaker and listener. Speaking process is always be there in daily life. It becomes the connection among people to have interaction.

2. The Function of Speaking

The function of speaking is for sending several information from one person to other people. According to Brown (2000) stated that in the intractional functions of speaking there is a distinction which serves to maintain and establish social life, and the transactional functions that focus on the exchange of the information. There are also three functions of speaking. The first is talk as interaction, the second is talk as transaction, and the third is talk as performance.

a. Talk as Interaction

Interaction must be there in social life. Speaking is needed to have interaction with others. When people meet, they will greet each other and have small talk, have fun talk and also retell their experiences when having conversation.

b. Talk as Transaction

Talk as transaction is proven by Jones in Richards who states that talk is connected with other activities. For example, students practice teaching speaking and playing drama. So that, the lectures and students usually focus on the meaning to understand each other.

c. Talk as Performance

Performance usually relates to public talk. Talk transfers information to the audience, such as public announcements, speech in meeting and morning talk as warming up.

From the stated definition above, it can be concluded that the function of speaking consist of some senses, they are talk as interaction relates to direct conversation, talk as transaction relates to the situation, and talk as performance relates to public talk.

3. The Characteristic of Speaking

According to Mazouzi (2013) Stated that fluency is the first characteristic of speaking. Fluency becomes the most important characteristic in speaking performance. Also, in teaching speaking skill sets fluency to be the main goal. Speak English fluently appears professional vibes, when people are able to speak English fluently means that people are judged as professional speaker. Then, Accuracy is the second characteristic of speaking performance. Furthermore, lectures should maintain accuracy in their speaking to teach in class. Learners are also required to pay attention to the accuracy in speaking. To reach accuracy of vocabulary is selecting suitable words in the suitable contexts of the sentence. So learners must be able to speak English by using words and expressions perfectly and correctly. The third characteristic is Grammar. Speak English with proper sentence arrangement with correct grammar makes the listener easy to understand what he or she said. In contrast when people speak with incorrect

sentence arrangement will make listeners hard to understand. The fourth is vocabulary. Having good speaking skill needs mastery of vocabulary. Speaker can not say anything to have speaking process without having vocabulary. The fifth is Pronunciation. Having speaking skill must be supported with the mastery of pronunciation. It makes our speaking becomes perfect. Moreover, Pronunciation makes speakers can speak English language accurately.

4. Speaking Classroom Performance

According to Brown (1994) stated that there are six categories that can be applied in speaking activity in the classroom:

a. Imitative

Imitative speaking is a limited speaking classroom that can be done by imitating the sound, The students may imitate the sound that is played from tape recorder or other media. It can train student's tongue to be familiar with English vocabularies. Although this activity is useful but this way is only focuses on how to spell English language without any interaction with other people.

b. Intensive

Intensive speaking is a practice that involved grammatical aspect in language. This activity can be done by self or by pair work. Students will have interaction in learning speaking.

c. Responsive

Responsive is short reply directly. Learners are allowed to give comments or questions. Giving comment does not involve dialogue.

d. Transactional

Transactional activity is speaking process that involves exchanging specific information, this activity is responsive enough.

e. Interpersonal (dialogue)

Interpersonal (dialogue) is an activity that involves social interaction and maintain social relationships in transferring the information.

f. Extensive (monologue)

Monologue is an advance level of speaking. Learners who are at intermediate need to develop in advanced levels which give extended monologue. Such as: practicing oral summaries, reports, and speech. Monologue can be done by planned and directly.

B. Problem in Learning Speaking during Pandemic

Speaking skill is a communication ability that expresses an idea. Learning speaking conducts the students to speak well in correct language. There are several studies that show the difficulties in mastering speaking skill. Speaking skill is not easy to be mastered. It involves students' interaction. Students' interaction is useful to develop students' speaking skill. Furthermore, Students' interaction can be more effective to improve students' speaking skill if it is done in the classroom. It is proven by Saeed, Khaksari, Eng, & Ghani, (2016). Moreover, speaking skill must be done in fun way in order to avoid students' anxiety in learning speaking. In contrast, Learning speaking during pandemic limit students' direct interaction and propose to be more anxiety to speak English

According to Horwitz (1986), The most number of problems that students faced is about an anxiety in learning speaking, especially in pandemic situation. The problems of students' anxiety in learning speaking during pandemic is increasing. Anxiety is the human subjective feeling of tension, apprehension, nervousness, and worry related with an arousal of the autonomic nervous system (Horwitz, (1986). Foreign language anxiety is a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom learning arising from the unique language of the learning process

Horwitz (1986) had identified three categories of problem relate to learning speaking during pandemic, they are Communication apprehension, test anxiety and fear of negative evaluation.

1. Communication Apprehension

Communication apprehensions are also known as performance anxiety or communication anxiety caused by the need to produce a language structure in a language that has not been fully mastered certainly. It is a type of shyness described by fear of or anxiety about transferring meaning with people (Horwitz et al., 1986). Someone who has communication apprehension find it difficult to speak in public, or even listen to the message being spoken. It can lead to disappointment, frustration and can make people speak quietly in foreign language classes periodically.

2. Test Anxiety

Test anxiety is a type of performance anxiety stemming from a fear of failure (Horwitz et al., 1986). Tests are a general measurement of progress and

performance evaluation is a continual feature of most foreign language classes. The importance of testing is confirmed since the beginning of the class since the most students experience some level of anxiety when it comes to language testing. Students are placed in situations where their knowledge and abilities are assessed within a certain period of time since tests and quizzes are frequently held. Students who experience test anxiety experience difficulties in learning and in taking material during the test. It can lead to poor performance in tests and even the smartest and most prepared students often make error.

3. Fear of Negative Evaluation

Fear of negative evaluation is apprehension about others' evaluations, evasion of evaluative situations, and the assumption that others would evaluate negatively (Horwitz et al., 1986). They found that there was a moderate correlation between fear of negative evaluation and language anxiety. Students are worried of making mistakes in oral pronunciation and communication, because they are afraid of negative evaluations from their teachers and friends. Students will try to avoid all forms of communication and reduce the chance to speak into a minimum stage to evade negative evaluations because they think that each communicative situation or learn foreign language as the cause of anxiety, stress and tension.

C. Problem Solving

Problem solving is an effort to solve the problem that learners face in any condition to be better than before. Such as, the students got the problem in the

English lesson because students need to speak English fluently and confidently. Based on this case, a lecture must be able to find out the proper way to solve the students' problem of how to make them speak fluently. There are several ways to make students get more interested and motivated to solve their problems. The first way is creating the situation that excites the pupil, stimulate the students' experiences the impulse or force them to find out the problem solving. The lecture must lead the students to be more experienced and active.

According to Horwitz, To overcome students problem in learning speaking during pandemic can be done in two categories way. The first, They can help them learn to cope with existing anxiety provoking situation. The second, They can make the learning context less stressful

Extremely anxious students are highly motivated to avoid engaging in the classroom activities they fear most, they may appear simply unprepared or indifferent. Therefore, teachers should always consider the possibility that anxiety is responsible for the student behavior discussed here before attributing poor student performance to lack of ability, inadequate background, or poor motivation. Specific techniques which teachers may use to allay students' anxiety include relaxation exercises, advice on effective language learning strategies, behavioral contracting, and journal keeping. But language teachers have neither sufficient time nor adequate expertise to deal with severe anxiety reactions. Such students, when identified, should probably be referred for specialized help to outside counselors or learning specialists. Reducing stress by changing the context of foreign language learning is the more important and considerably more difficult

task. As long as foreign language learning takes place in a formal education setting where evaluation is inextricably tied to performance, anxiety is likely to continue to flourish. Teachers might create student support systems and closely monitor the classroom climate to identify specific sources of student anxiety. As students appear to be acutely sensitive to target language corrections, the selection of error correction techniques should be based on instructional philosophy and on reducing defensive reactions in students. The impact of these (or any) corrective practices on foreign language anxiety and ultimate foreign language achievement must, of course, be studied in the classroom. How much current teaching practices contribute to foreign language anxiety and how much is due to the intrinsic nature of language learning are important issues to be addressed before firm conclusions regarding optimal interventions can be reached.

D. Related Study

The first research was conducted by Siti Ratna Ayu (2018), a student of English Education Department Tarbiyah and Lecture Training Faculty State Islamic University of Raden Intan Bandar Lampung. Under the title “An Analysis of The Students’ Problem in Learning Speaking at The First Semester of the Eleventh Grade Students of SMKN 6 Bandar Lampung in Academic Year 2018”. The research Methodology was qualitative research design, the populations were all students of eleventh grade of SMKN 6 Bandar Lampung. The sample of this research was students of XI TPHPI (Teknologi Pengolahan Hasil Perikanan) at the eleventh grade. Researcher collected the data by

interviewing students as information and observing the teaching and learning process. Also, collect data by using questionnaire. Before researching, the researcher selected the informants. After selecting the informants, Researcher set time to conduct an interview. Then, the researcher analyzed the data by using data reduction. The similarities between this research and Siti's research is in the subject of research about learning speaking, but Siti's research was only researched the problem of learning speaking in general, this research will be more complete to analyze the problem of learning speaking during pandemic and the problem solving.

The second research was conducted by Rista Ananda Ningias (2021). a student of Tidar University of Magelang. Under the title "EFL Students; Perspective on Their Self-efficacy in Speaking during Online Learning". The research Methodology was a descriptive qualitative research design, the population was the first, third and fifth semester of English department students in Tidar University, Magelang. The sample of this research was 33 students who were selected by purposive sampling. Researcher collected the data by distributing questionnaire to gather the data. The similarities between this research and Rista's research is in the subject of research about speaking, but Rista's research was only researched the perspective, this research will be more complete to analyze the problem of learning speaking during pandemic and the problem solving.

The third research was conducted by Moya Aisya Abduna (2021). a student of IAIN Kediri. Under the title "A Case Study of Online Speaking Anxiety in

EFL Classroom”. The research Methodology was a qualitative case study, the population was the third semester of English department students in IAIN Kediri. The sample of this research was 17 students who were selected by purposive sampling. Researcher collected the data by distributing questionnaire to gather the data. The similarities between this research and Moya’s research is in the subject of research about speaking problem, this research will be more complete to analyze the problem of learning speaking during pandemic and the problem solving.

Those researches have similarities with this research. This research completes the researches above to give brief explanation about the problem in learning speaking in pandemic era. Furthermore, This research can be clearer and briefer to find out the problems and also the strategies to solve the problem.