

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter presents the theories and studies related to this research. It consists of speaking theories and previous studies.

#### **A. Definition of Speaking**

Speaking is an act where a person communicates to deliver their perspective. Based on the Longman dictionary, the word speak means to say something that expresses your ideas or opinions. Lestari argues a way to develop effective communication is speaking. As communication has more than one participant to share ideas and opinions in oral language communication in real life. For example in the English classroom, students perform English speaking skills to optimize their learning activities. Furthermore, Putri (2020:116) mentioned that process of the communication has to be clear, logical, purposeful, and systematic so it is understandable. Besides, Savignon as cited in Nunan (2015) defined it as communicative competence where the students are able to interact with other speakers to deliver meaning.

Two types of communication competencies are socio-linguistic competence and strategic competence (Nunan 2015:48). From socio-linguistic competence, students must be able to consider the appropriate word choice and politeness strategies. On the other hand, strategies competence needs the students to be agile when they face the gap. In other words, they are expected to find the strategies when they do not know the expression or words in a foreign language. Also,

communication competence includes cohesion and coherence. Students are cohesive if they are able to use grammar in their speaking. So that, they produce accurate language. In contrast, Coherence is when students are able to deliver structured oral performance.

Then in order to have effective communication, Goh (2007) in Nunan (2015) explained people need four competence skills such as phonological skills where learners need to use appropriate stress and intonation, speech function means learners need to achieve communication in social and transactional exchange, interactional skills helps learners to be able in face-to-face interaction by responding and initiating the conversation, and extended discourse skills needs the learners' broad knowledge about extended spoken language such as narrative procedural, expository, or descriptive discourse. In other words, someone who speaks a foreign language must know and master four aspects of speaking skills; fluency, accuracy, pronunciation, and vocabulary. Speaking also requires rhythm, and intonation that is difficult to imitate without much practice. These four skills can support them to more effective speaking.

### **B. The speaking problems**

According to Vanderkevent as cited in Putri (2020), the three elements in speaking are the speakers, the listeners, and the utterances. The role of speakers is the one who produces sound by means of expression or opinions to listeners. It is an important role because they must be able to deliver a clear and effective message to others. Next, a listener has the audacity to respond actively or just listen passively. Utterances are the expression or opinion about what speakers feel that is

produced by speakers in the communication process. Thus, speaking and communication skills are intertwined with one another.

Devish stated that communication is the process where people exchange some information, ideas, or feelings (Rai 2010: 8). The information they share in communication can be verbal or non-verbal. In verbal communication, someone uses their speaking skill to deliver ideas but they may use their writing. Skill for non-verbal communication. In addition, it is a challenging task to communicate well. According to Sadtono in Hanunah (2009:16), there are two problems in language acquisition; linguistic factors and non-linguistic factors. As stated by Yohana (2019) the linguistic problem has some categories as follows:

a. Fluency

Based on Longman Dictionary, fluency is the ability to speak a language very well. It means the speakers deliver their idea without doubt and avoid unconfident things such as pauses, false beginning, and finding the vocabulary. They understand how to deliver it fast and smoothly with some correct time to stop in the middle of their talk.

b. Accuracy

Accuracy requires grammatical aspects such as the correct part of speech, tense usage, phrase, and sentence structure. Nunan stated that Grammarians are divided into two those are prescriptive grammar and descriptive grammar. Prescriptive grammar pays attention to what is correct and what is false. On the other hand, descriptive grammar exhibit how people use the language.

c. Pronunciation

This aspect is essential for speaking performance. Since pronunciation is related to the meaning and it will have different interpretations when speakers say it wrong. Pronunciation is more than the proper pronunciation of vowel and consonant sounds, but includes other factors such as speed of speech, tone, pausing patterns, intonation, and gestures for speaking.

d. Vocabulary

Vocabulary plays another important role in learning English. This is the key for students who want to speak fluently. It supports the speakers in delivering the idea smoothly because they have enough words to say. It will be different when the speakers have an inadequate vocabulary in the target language, they will perform with much thinking and worry.

The strategies must be appropriate for the learners' skills and knowledge to obtain the expected outcome. Rusdiningsih (2012:3) adds that in traditional classrooms, teaching English has been focused on linguistic knowledge such as vocabulary building and grammar rules. Besides, it is supposed to provide a communicative competence and classroom activity that will draw the learners' ability to express themselves orally. By means, teachers play the role is main point and instrumental. They can implement some strategies to teach or improve their students' speaking skills. Not to mention they allow using different strategies appropriate for their students. According to Newton and Nation applying

cooperative interaction and activities can encourage the negotiation of language items (Purwaningsih, Wijayanto, & Ngadiso)

The following non-linguistic problems are faced by the students: a) Students' inhibition makes students worried and afraid to perform the FL. b) They are not familiar with the topic and in the end, they keep silent because they have nothing to say about the issue. c) Some students who do not do well in English will give low participation in the class. d) Commonly, many students have pronunciation problems. e) Having trust issues with the language makes the students lack motivation in the class (Yusuf & Zuraini, 2016).

### **B. Students' strategies**

Learning a foreign language needs strategies or procedures to obtain learning goals. Besides, the teacher usually initiates the plan for teaching so that the learning process runs smoothly. After that, the students follow the instructions. As Hamruni (2009) cited in Wati mentions that "strategy is a plan, method of procedures intended to obtain certain pedagogical aims" (2020). However, there will be times when they have difficulties expressing or speaking because they do not have words and also do not have the grammatical structures to say them. In order that they can cope with that situation, students must be required to understand the communication strategies.

The relationship between communication strategies and students' speaking is quite reputable. Maleki (as cited in Wati: 2020) explained that since speaking mostly about interaction, teaching communication strategies is effective for

pedagogic. It supports students to develop their solving problems in communication problems. In other words, they practice how to keep a conversation going, and how to stop the conversation in order to achieve communication goals.

According to Bailey (2005:15) people that perform communication strategies have fewer gaps in speaking interactions. Also, Tarone's (as cited in Wati, 2020: 35) communication strategies are as follows: (1) paraphrase, (2) borrowing, (3) appeal for assistance, (4) mime, and (5) avoidance.

The communication strategies which the writer adopt is from Littlewood (Nurhidayah 2019: 34) categorize communication strategies into:

1. Avoiding communication

In speaking, when students are not willing to take risks or uncertainty, they tend to avoid topics for which they do not know enough vocabulary.

2. Adjust the message

During the communication session, learners sometimes face difficulties to understand the meaning. They tend to modify the meaning, then respond to the speaker with something slightly different.

3. Use paraphrase

When learners have problems expressing the meaning of a word, they usually use description. For instance, learners who do not remember the word “kettle”, say “the thing that you boil water in”.

#### 4. Use approximation

Learners express their idea as closely as possible even though it is less specific than the intended meaning. In this way, they may use words that refer to something else but are still appropriate in the context.

#### 5. Create new words

Learners may produce new words or phrases where they translate the desired meaning into a native language. Yet, sometimes this strategy will lead them to say a word that exists in the second language.

#### 6. Switch to the native language

When both communication participants are from the same native language speakers, this strategy will most probably be chosen by the speaker to utter their idea.

#### 7. Use non-linguistic resources

To express meaning and ideas clearly by this strategy, learners need to use gesture, imitation and miming.

#### 8. Seek help

Many speakers try this strategy by using a bilingual dictionary. In other words, they may ask for somebody else's help to overcome their difficulties so that they are able to deliver the idea well.

The writer considers Littlewood as the main theory for this research because his categories of communication strategies are most suitable. The writer uses these theories and related studies in the process of analyzing the data as guidelines to analyze students' strategies to overcome the speaking problems in order to answer the statement of the problem.

### **C. Speaking Learning Activities**

According to Nunan (2003) Language acquisition during the late twentieth century has evolved into interacting language learning. A method called communicative language teaching (CLT) promotes students' interaction in the classroom. The learners enhance the components of language such as words, clauses, sentences, or phonemes. Not only that, but they also practice in the target language. The method helps teachers to create "real-life" communication in the classroom. Brown mentioned six characteristics of CLT:

1. The goals in the classroom focus on communication competence such as grammatical, discourse, functional, sociolinguistic, and strategic. The learners are going to connect that competence when they get the task from their teacher.
2. Rather than focus on the organizational language forms the method is designed to engage the learners in the functional use of language.
3. Fluency and accuracy are also important characteristics. Yet, fluency may have taken more part in the CLT method in order to keep learners meaningful.



4. Learners in the classroom must use the language productively that is related to the contexts. The teachers have to provide communication skills to the learners in advance.
5. Teachers give the opportunity to the students to use their own styles of learning. It means the learners have the freedom to use appropriate strategies in the learning process.
6. The role of the teacher is not a rounded knowing person but more likely to be a facilitator and guide. Therefore, students or learners have the courage to construct interactions with others confidently.

The above explanations are mentioned to make language not too radical or grammar focus only. The method arose in order to help learners build their fluency (Brown 2000:46). Yet, non-native speakers or learners find the features difficult to perform speaking effectively. This handicap should not be a problem to pursue communicative goals in the classroom. As today, technology can aid teachers and learners. It is supported by Bruce and Levin (2001) that technology helps the classroom atmosphere such as helping communication, encouraging inquiry, constructing teacher's product and creativity, and assisting students' self-expression (Masrudin 2014: 1)

Furthermore, the framework of CLT proposes some perspectives:

a) Learner-Centered instruction.

A class consists of many students so that this technique focuses on students' needs, styles, and goals. Applying that technique allows the students to improve their

creativity and innovation, for example they work in a group discussing some project.

#### b) Cooperative and Collaborating Learning

When students get a group task from their teachers, it involves sharing information, discussing, and becoming each other's sources. Such activity requires all members of the group to work together in order to achieve the goals successfully. Cooperative learning advantages motivation, heightens self-esteem, lowers anxiety, and altruistic relationships. While collaboration implies under teacher and students interactions to achieve goals and objectives.

#### c) Interactive learning

Class performance, pair work, and group work produce interaction between speakers and listeners. It is a good opportunity to have in class for communicative language purposes. In the process of communication, the two participants will negotiate to look for the meaning, so that they reach effective communication.

#### d) Content-Based instruction

In CBI learning method, students learn about a subject content using the target language rather than learning the language directly. For instance, the students get a task to present a historical event. As it is history, so the students present it by using the past tense. The students learn the language through the content task.

#### e) Task-Based Instruction

TBI is a technique for teachers to achieve the curricula goals they have. It concerns on the topics such as problem-solving tasks and real-world activities that students

should finish. The approach use tasks as the main focus that is linked to learning objectives.

Language learners should have the opportunity to practice and use meaning-focused communication where they produce and listen to meaningful oral communication. Shumin (in Nurhidayah : 31) mentioned that speaking activities in class lead to communication which has meaningful activities.

#### **D. Previous Studies**

Many researchers have conducted studies related to the topic. The first study was written by Winanti (2021) to the fourth-semester students at the Islamic University of Sulthan Thaha Saifudin Jambi. This research is qualitative research in which the instruments of the study are classroom observations and interview data. The result of the study showed the problems faced by students in learning speaking were inhibition, nothing to say, low or uneven participation, and mother tongue. She added that it is because the students did not master the three primary elements of speaking such as vocabulary, grammar, and pronunciation. The researcher revealed the strategies used by the students. The strategies are practicing English, taking notes from role models, watching English movies, building confidence, using first language when speaking English, using pause and filler when speaking English, reading English texts, improving self-awareness, listening to English songs, learning grammar more, memorizing English words and repeating words.

Hanunah (2009) conducted research in IAIN Sunan Ampel Surabaya to the English Department second-semester students. She found the same problems as the

previous research above. These are inhibition, nothing to say, low or uneven participation, and mother tongue usage. She showed the strategies for each problem mentioned before. The inhibition was solved by increasing the frequency to talk in English with their friends. When the students had nothing to say, they tried to be more active and confident in speaking class and tried to understand the difficult topic. Low or uneven problem was solved by preparing the material before and motivating themselves so that they could be more confident. The strategy for mother tongue was solved by practicing their English together with their friends frequently. They joined some English clubs on campus and listen to the native speaker's conversations. The linguistic problem such as grammar, vocabulary, and pronunciation was also found in her research. Furthermore, to solve grammar problems, students study tenses. Then to cope with the vocabulary problems, students memorized the vocabulary and often used dictionaries when they found new difficult words. Next, students regularly listen to western songs to cope with the pronunciation problems. This research used a qualitative research design. She analyzed the data from the questionnaire.

Nurhidayah in 2019 conducted a study at SMA Negeri 4 Talakar. She analyzed 33 students at eleventh-grade students. She used Purposive Sampling Technique to choose the sample of the research. This research was conducted by implying the descriptive-qualitative method in which the instrument was collected through questionnaires and interviews. She showed that the problems in speaking were lack of confidence, afraid of making mistakes, less motivation, lack of vocabulary, difficulty pronouncing English words, and worry about grammar. The

researcher found the students employed some communication strategies, including avoiding communication, adjusting the message, using paraphrasing, creating new worlds, switching to the native language, using non-linguistic resources, and seeking help. She added that seeking help frequently happened in the classroom.

This current research has similarities and differences with the previous research above. The similarity of the research is analyzing the students' difficulties and strategies used by the students to cope with the problem. Hence, the difference in the research is from the institution. The current research conducts in an English course. The researcher limits the research to find the students' problems and strategies in speaking English in performing the assignments or tasks.