CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

a. Students' perception

Perception is defined as the process through which we interpret sensory data using our senses Blake & Sekuler (2006). Moreover, it brings us into contact with our environments and forms our understanding of them. Perception is beneficial because it offers individuals a valuable perspective of the world, in which each individual is able to engage and interact well in our surroundings.

Connected with the students' perception, it is an indisputable fact which students' perception is crucial in deciding good decisions about the learning and teaching process. It assists the teachers in determining the efficacy of their teaching in the classroom.

Based on Amalia in Iskandar (2021), students' perceptions are important because they help the teachers change their decisions about teaching and the manner in which they provide knowledge or material to their pupils. As a result, the students' perceptions are essential because they give the teachers with information about what pupils think about taking online assessment, what kinds of online assessment they choose, and how to undertake an effective online assessment which fulfils the pupils' need.

Regardless, while conducting online assessments, the teachers must consider the pupils' positive and negative view since it helps them to

assess students' school performance while also assessing the learning comes.

b. The Nature of Speaking

Speaking is one of the most used skills in English because we use it on many purposes in social life. Cameroon and Lynne (2001) said that speaking is the active of using language to express the meaning so that the other people understand with the idea. It means speaking is very important for our life.

Therefore communication in learning to speak must be done right. Talking is an activity of normal human life which is very important, because it is we can communicate with others, express opinions, state goals and messages, expressing feelings in any emotional state and so on. Additionally Richards (2008) states that mastery of speaking skills in English is a priority for many second language or foreign language learners. Therefore, students also frequently evaluate their success in language learning the effectiveness of their English course based on their feelings they have improved their spoken language skills.

According to Hornby (1985), speaking is making use of words in an ordinary voice: speak the words; make a speech. In short, speaking skills are the ability to carry out linguistic knowledge on actual communication. In addition, Richards in Dalem (2017) stated that language learners sometimes evaluate their success in language learn based on how well they improve their speaking skills language ability. In addition, Brown defined speaking as interactive meaning process

which includes producing, receiving, and processing information (Brown D. H., 2000). It is meant that speaking is not only about saying words through mouth but also more than that, such as grammar, fluency, pronunciation, and etc.

The main purpose of speaking is to deliver the message to another one or to be able to communicate about something by using a language and understood by someone who becomes listener. In other words, it can be said that speaking is expressing ideas, opinions or feelings to another person in words or sound articulation in order to inform, to persuade and entertain. Likewise, Thonbury (2005) stated that speaking is an act of producing words. Speaking is so much part of daily life that we take it for granted. The average person produces tens of thousands of words a day, although some people may produce even more than that.

From the definition above, the researcher can conclude that speaking is productive skill that very important in our daily life as a connector for each other. Through speaking we can express a sequence of ideas, opinions, or feelings, or reporting acts or situation in precise words and sounds of articulation to build communication to a listener or group of listener.

1. Types of Speaking

Nunan in Brown H. D. (2001) suggested that there are two types of speak, they are monologues and dialogue. Monologues, when one speaker uses spoken language for any length of time, as in speeches, lectures, reading, news broadcast, the hearer must

process long stretches of speech without interruption, the stream of speech will go on whether the hearer comprehend or not. Monologue (such as speeches and other prewritten material) usually manifest little redundancy and are therefore relatively difficult to comprehend.

Dialogues two or more speaker and can be subdivided into those exchanges that promote social relationships (interpersonal) and those for whose purpose is to convey propositional or factual information (transactional). In each case, participants may have good deal of shared knowledge. When such references are not explicit, misunderstanding can easily follow. One could also have subdivided dialogues between those in which the hearer is a participant and those in which the hearer is an "eavesdrop." In both cases, the above conversational description applies, but the major – and highly significant – difference is that in the latter the hearer is, as in monologues, unable to interrupt or otherwise participate vocally in the negotiation of meaning.

Remember that in all cases these categories are really not discrete, mutually exclusive domains; rather, each dichotomy, as usual, represents a continuum of possibilities.

c. **Speaking Indicators**

Speaking is not simply expressing something orally. However, the students need to acquire some speaking indicators to have a good speaking skill. Based on Brown (2001), those aspects are pronunciation, fluency, vocabulary, and accuracy.

a. Pronunciation

Based on Nunan, David & Ronald Carter (2001) pronunciation is the way a certain sound or sounds are produced. It covers the way for speakers to produce clear language when they speak. In Addition, Thonbury (2005) refers to the student's ability to produce comprehensible utterances to fulfill the task requirements.

Harmer J. (2001) Deliver more issues about pronunciation. He suggests pitch, intonation, individual sounds, spelling, and stressing. It is clear showing pronunciation one of the aspects that has become important for the students to pay more attention. Wrong pronunciation may cause misinterpretation and misunderstanding.

b. Fluency

Hedge (2002) State that fluency is an ability to answer coherently by connecting the words and phrases, pronouncing the sounds clearly, and using stress and intonation. It means that fluent speaker should be able to speak coherently and using correct words with good pronunciation. Fluency is uses to measure the capability someone in using the language.

Nunan D. (2003) Said that fluency is the extent to which speakers use the language quickly and confidently, with few hesitations, or natural pause, false start, word choice, and so on.

c. Vocabulary

Based on Nunan, David & Ronald Carter (2001), vocabulary is a set of lexemes, consisting single words, compound words, and idioms that are typically used when talking something. To be able speak fluently and accurately, speaker of foreign language should master enough vocabulary and has capability to use it accurately.

According to Edge (1993) knowing a lot of words in a foreign language is very important. By knowing varieties vocabularies make students easier to speak and deliver their idea effectively and communicatively.

d. Accuracy

Base on Thonbury (2005) correct use of grammatical structures requires the length and complexity of the utterances and the well-structured clauses. To gain accuracy in terms of vocabulary means to select suitable words in the suitable contexts. So, learners should be able to use words and expression correctly.

According to Nunan D. (2015) accuracy refers to the extent which the learner's speech is grammatically acceptable, with clear, intelligible pronunciation and appropriate choice of vocabulary. So that accuracy is also the important role for the students/learners of English language to pay attention in learning.

d. **Teaching Speaking**

Teaching speaking means teaching how to use language to communicate

for the transfer of ideas, perceptions or even emotions to the other individuals. The purpose of teaching speaking competence is to communicate effectively. Students should have the opportunity to make understood they, used their present competence to the fullest.

They should try to avoid faulty pronunciation, grammar, or vocabulary and to achieve the social and cultural rules that apply in each communication situation. According to Nunan D. (2003), there are many principles that every teacher should consider while planning a speaking course.

1. Consider the sense of foreign and second language learning. Foreign language (FL) context means one where the target is not the language of communicating in the culture. And the second language (SL) is one where the language of communication in culture is the target language.

2. Give the students the opportunity to build both fluency and accuracy. Accuracy is a measure to which speech by students matches what people actually say when they use target language. Fluency is the degree to which speakers swiftly and easily use the language with few hesitations or unnatural delays, firmly, incorrect, begins, word quest, etc.

3. Offer students the chance to speak by the use of pairs and group work. These exercises were used to maximize students' speaking practice time and to limit the teacher to talk.

4. Project speaking assignments involving negotiation of meaning: Negotiating for meaning is when learners make progress by communicating using the target language, because of contact in the target language necessarily involves trying to understand and make you comprehended.

5. Design the classroom activities involve guidance and practice in both transactional and interactional speaking. Transactional speaking involves communication to get something done, including the exchange of goods and services. Interactional speaking is communication with someone for special purpose. It includes both establishing and meaning social relationship.

Teaching speaking must enhance the students' communication skill. Especially in any situation where they live, they are required to be able to build their language. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary and to achieve the social and cultural ruler that applies in each communication situation. By having speech skills, students are supposed to be able to express themselves. Harmer stated there are three explanations for teaching speaking, they are as follows:

1. Speaking exercises include opportunities chances in the classroom to practice real life speaking.

2. Speaking activities in which students attempt to use some or all of the vocabulary they know provide both teachers and students with feedback.

3. The more students have opportunities to activate the various elements of language.

Therefore, teacher should be able to encourage students in the teaching and learning process by creating an environment that shows students their expression and question are welcome. Teachers will spend some time exploring how to learn with them, leading them to their own best way of learning. In order to make students have several good learning characteristics, the following are mentioned:

1. *A willingness to listen:* successful learners listen to what is happening not just in the sense of paying attention, but also in the sense of actually listening, eagerly and intelligently speaking to the English that is being used.

2. *A willingness to experiment:* many successful students are not afraid to have a go." They are willing to take chances, try things out and see how it works.

3. *A willingness to ask questions:* good teachers also allow students to ask if anything is not understood.

4. *A willingness to accept correction:* successful learners, if it benefits them, are prepared to be corrected.

From many good learning features above, it can be concluded that teachers should be able to instruct students in teaching speech in order to enhance the speaking ability of the students. There are three phases in the technique of speaking lessons:

1. *Pre-teaching*

   Arouse the interest of students in preparing assignments

2. *When teaching*

   a) Set up the initial work for pair and give the students five to ten minutes to discuss, add or change the list of suggestions.

   b) You should encourage the setting up of groups when the initial discussion is over. Requires a period of twenty minutes for the group to complete the scheduling mission.

3. *Teaching Article*

   Chair the report back session in which the recommendations are raised by each group. Make available posters to help show their proposals to the groups. As a teacher, these steps in teaching speech are of vital importance in order to achieve the full objective of learning. Since there are many goals in the teaching and learning process, particularly in teaching speaking, correctly mastered speech ability and pronunciation is the goal of learning at least brave students to talk to others.

In order to catching student interest (Harmer J. , 2002) explains there are some of classroom speaking activities as follows:

1. Acting out of a script

   This practice encourages the teacher to ask the students to act out scenes from plays, course books or dialogues written by them.

2. Playing games for communication

   This activity uses games aimed at provoking contact between students. It also relies on a knowledge gap, so that in order to do the required job, the students have to speak to the partner.

3. Discussions

   In order to have effective speech in language classes, this practice needs to be facilitated by the teacher. As a consequence of choosing between particular alternatives in the discussion, it can be done by offering activities that force students to make a decision.

4. Prepared Talk

   A student (or group of students) may make a presentation on a subject of their own choosing through this activity. The talks are not intended for spontaneous informal chat.

5. Questionnaires

   This activity enables students to design questionnaires for any relevant subject. Using the normal usage of such repetitive language forms, the questioner and the respondent have

something to say to each other and situated in the center of our communication continuum.

e. **Characteristic of Success Speaking Activity**

According to Brown H. D. (2001), spoken language is simple to do, but in some case it can be difficult. To do that they should conduct the characteristic of success speaking activity as follows:

1. Learners Take a Lot

As much as possible of the period of time allotted to the activity is in fact occupied by learner talk this may seem obvious, but it also takes much of the time to speak or pause with the teacher.

2. Participation is Even

In classroom discussion all of the learners get change to speak, and contributions are fairly evenly distributed.

3. High Motivation

Learner are eager to speak if they interested in the topic have something new to say about it, because they want to contribute to achieving a task objective.

4. Language is at an Acceptable Level

Learners express themselves in utterances that are appropriate, easily comprehensible to each other and with language accuracy at an acceptable level.

f. **Problems in Mastering Speaking Skills**

There are several components that should be mastered by the students to speak as effective as possible. As long as most Indonesian students still find English as a foreign language, they will face some of the difficulties of becoming a good English speaker. The author only focuses on non-linguistic problems in order to define a reduction in the scope of the study. Ur (1996) Stated there are four mains problems faced by students in speaking they are mentioned as follows:

a. Inhibition

(Ur, 1996) Stated that learners are frequently inhibited in the classroom by attempting to do stuff in a foreign language. Worried about making mistakes, worried about critics or losing face, or just ashamed of the attention. They are just worry about making mistakes in speaking the English language because they think they will be mocked and laughed at by the audience. So they have high inhibition in this state and cause them to remain silent. When learning anything not even particularly speaking English, but also the other subject, it is a common problem faced by the learners.

b. Nothing to say

Even sometimes the students are not inhibited, but the students complain that they cannot think of something to say, they have no idea when they can talk, to express them. The students find it hard to think of something to say.

c. Low participation

In large group such a class only one person will speak at a time. This ensures that everyone will have very little time to talk. This problem is compounded by some learners' ability to dominate, while others say very little or not at all.

d. Mother Tongue Use

They may prefer to use it in class where many or a majority of learners share the same mother tongue, because it is simpler and it sounds unnatural to use another language/English language. If they speak in small groups, it can be very difficult to get any classes to stick to the second language; particularly the less disciplined or inspired one.

g. **Nonlinguistic Issues of Speaking**

Non-linguistic meanings are abstract objects that are not related to any conventional signs. It is a general term used to understand different understandings of the word "meaning", regardless of linguistic usage. (Ur, 1996) Mentioned four factors that make speaking difficult for second or foreign language students such as inhibition, nothing to say, mother tongue use, and low or uneven participation.

1. Inhibition: When trying to speak in a foreign language, EFL learners often feel discouraged, such as worried about making mistakes, afraid of losing face or criticism, or shy during speech.

2. Nothing to say: by speaking spontaneously, people do not communicate their ideas. They also claim that they cannot think of anything to say or have no idea that they should talk properly.

3. Low participation: Exposure can be defined as the situation caused by the tendency of some learners during the communication process to dominate in the group. If she or he needs to be heard, there are few people who can talk in a large community. This means that each person has only a very limited amount of time to express their view in front of others. This problem can cause those who do not have a strong capacity to talk to have an uneven participation situation.

4. Mother tongue use: people use their mother tongue language rather than target language to share their ideas and communicate well. However, when studying a foreign language, most people are still not disciplined by using the mother tongue language. It can affect the process of learning a target language.

Heriansyah (2012) also found that there were several problems related to nonlinguistic problems namely not being confident to speak, not being used to talk in class, afraid of making errors, and afraid of being mocked by friends.

1. Not being confident to speak: High self-esteem is absolutely necessary when speaking in public. High confidence will allow you to master the stage and the material you will convey.

2. Not being used to talk in class: In classroom situation, sometimes students who have high ability to speak will dominate the conversation rather than the students with a low ability in speaking. Thus, the students with low ability in speaking will not be used to talk in class.

3. Afraid of making errors: Since EFL students are not the native speakers of English, they are most likely accustomed to the fear of making mistakes when speaking English. The fear is actually a feeling when we want to say something when talking to other people, but we keep it instead because we are not sure whether it is right or not. Taiqin (1995) In his study mentioned that ninety-five percent of the students were afraid of making mistakes in class or not comfortable when they made a mistake.

4. Afraid of being mocked: Students are afraid to speak English because they are afraid of making mistakes related to intonation, pronunciation, and grammar as the frequent errors in speaking. They believe that they will get a bad response from their fellow students, such as mocking if they make mistakes during speaking.

Referring to the explanation above, there are some non-linguistic problems faced by the students in mastering the speaking skill, there are: inhibition, nothing to say, low participation and mother tongue use. These challenges find it impossible for students to express and share their idea of speaking English.

Meanwhile, Juhana (2017) also stated that some psychological factors such as:

1. Fear of mistake
2. Shyness
3. Anxiety
4. Lack of confidence
5. Lack of motivation

From the statement above, it is obvious that there are many factors that causes of speaking problems, such as fear of making mistake, shyness, anxiety, lack of confident, and lack of motivation.

Based on the explanation above, the researcher chose the research from Ur (1996) to conclude the causes of speaking problems in mastering speaking skill, and conduct the research based on the theory. So, the researcher concluded that causes of students' problems in mastering speaking skill are Inhibition, nothing to say, low participation, and mother tongue use.

h. Previous Study

In this part the researcher will offer the preceding study. There are other researchers who have related studies on the difficulties of speaking skills for students. Those researchers as wollows:

The first research related to this study is a thesis by Afisa (2015) entitled "The difficulties of students in speaking at the tenth grade of SMA Negeri 1 sine in academic year 2014/2015" from the Muhammadiyah Surakarta University Faculty of English Education and Teaching Training. In this study, the researcher explained the difficulties of students with

speaking skills at SMA Negeri 1 Sine, Ngawi, East Java, first grade students.

The goal of this research is to recognize the difficulties of students speaking English and what make it difficult for students to speak English. This analysis used a qualitative descriptive tool. The subjects of this research were the teacher and 10th grade students of SMA Negeri 1 SINE. In this study, students had difficulty in speaking because they had low vocabulary mastery, because English variations between pronunciation and writing make it difficult for students to pronounce the word.

The second research related to this study is study by Maryam (2017) "Non-linguistic problems faced by the third semester students of English Department University of Mataram in speaking class" from the English department faculty of teacher training and education Universitas Mataram. In this study, the researcher found out problems and factors that influence students' participation in Speaking Class. The subject of this study were the third semester students of English Department in University of Mataram.

There were two statements of problems that going to be discussed in this study those were: (1) What are the non-linguistic problems that the Third semester students in English Department of Mataram University face in learning speaking and (2) What are the students' efforts to solve them.

This study used descriptive qualitative method. To collect the data, this study used some instruments of observation, questionnaire and in-depth interview. The first main cause of students' problems was anxiety, it indicated by 86%, followed by fear of making mistakes and lack of self

confidence by 57%. Related to lecturer aspects, the data showed there were three several problems that still remain problem to most students.

The first major problems that caused low participation was unvaried method that used by the lecturer. It was indicated by 67% students who stated that unvaried method caused their reticence. The second most influential problem among students was lecturer often focused on active students and ignored the rest of the students. It indicated by 52% students' chose these factors as an inhibitor.

From classroom and facilities aspect, the result showed that almost all of students' who participated the Speaking Class 86% of their opinion about the class size is not suitable with the number of students. This situation gave a significant effect toward students' learning atmosphere and performance in learning Speaking, because the classroom was not comfortable and noisy

The third important study is "Investigating students' nonlinguistic problems of speaking" By Hawalaina (2018). This study aimed at investigating the nonlinguistic problems of speaking faced by English Education students of Syiah Kuala University. It also tried to find out the causes why they faced those nonlinguistic problems. A descriptive qualitative study was undertaken by giving the fourteen items of questionnaire and interviewing students in order to attain the needed data in this study.

The results of the study showed that there were ten nonlinguistic problems faced by students in speaking namely 'fear of making

errors/mistakes', 'fear of being ridiculed by friends', 'inability to speak spontaneously', 'pressure of limited time', 'preexisting habit of using Bahasa Indonesia in speaking class', 'fear of being mocked by friends', 'lack of confident to speak English', 'fluency problem', 'feeling nervousness' and 'uncertainty in using English'. The most frequent problems faced by students were fear of making errors/mistakes and lack of confidence to speak English.

Meanwhile, lack of practice was the main reason why most students faced the nonlinguistic problems during speaking. In conclusion, lecturers and students at English Education of Syiah Kuala University still need to overcome a number of nonlinguistic problems to improve students' speaking performance. Regarding to the findings of this study, it can be concluded that there were ten nonlinguistic problems in speaking faced by students.

The three main problems that found from the result of questionnaire were fear of making errors or mistakes during speaking, fear of being laughed by friends if there are mistakes or errors made in speaking, and inability to speak English easily with a limited time. Furthermore, another nonlinguistic problem found from the result of interview was lack of confidence to speak English which is the main problem faced by students in speaking.

Moreover, the main factors that cause the problems was the lack of practice speaking English and fear of making mistakes and errors during speaking English. Furthermore, most students believe that practice speaking

English individually or with friends is the most appropriate way to overcome the nonlinguistic problems during speaking.