

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter is provided to review some relevant theories and study concerning theoretical review of previous studies, in accordance with the problem and purpose of the study. This chapter also includes theories about speaking.

#### **A. Language and Its Development**

##### **1. Speaking**

###### **a. *Speaking Ability***

According to Brown, language is the result of the speaker's free willful manipulation of linguistic strings, including vocabulary, syntax, and topic selection. To put it another way, the act of speaking entails the selection and application of linguistic elements like vocabulary, sentence structure, and topic (Brown, 2004: 140).

Learning how to communicate effectively in English is crucial. The ability to express oneself verbally, through speaking, is one of the hallmarks of linguistic fluency (Fauzan, 2014). It stands to reason, as Ur (1996:120) points out, that speaking is the most crucial skill for a foreign language learner to acquire. After all, native speakers of a language are called "speakers," and the vast majority of language students study abroad with the goal of becoming fluent in the target language. Speaking fluently in a foreign language is often used as a proxy for functional proficiency in that language, according to Nunan (1999) in Situjuh Nazara (2011). Some English instructors put extra

effort into developing strategies for teaching oral communication skills.

It is clear, taking into consideration the points mentioned above, that speaking plays an important part in the communication process. Oral communication allows individuals to interact with one another by exchanging their thoughts, feelings, and information verbally. Learning how to communicate effectively through speaking is a productive skill. A minimum of two people are required for a speaking activity; the speaker and the listener each take turns exchanging the information or ideas that they possess.

Scores on the speaking section indicate a student's proficiency in conveying his or her ideas orally, as defined by O'Grady et al. (1996). Ability to do well in a speaking activity, such as a presentation, means that students can articulate their ideas clearly and effectively.

According to Wallace (1998), students' speaking skills improve through deliberate oral practice that is relevant to them. It's important for students to be able to express themselves naturally, with an extensive range of vocabulary and clear, audible pronunciation, so that they can learn effective communication and expression skills.

#### **b. Components of Speaking**

In fact, students should pay attention to five parts of speech: accent or pronunciation, vocabulary, grammar, fluency, and understanding or comprehension.

## 1) Accent/Pronunciation

A word's or a sound's pronunciation is its manner of articulation in speech (Wehmeier, 2000: 173). Vowels, consonants, stresses, and intonation patterns are all part of pronunciation. Perfect pronunciation of all sounds is not required in order to communicate, but a lack of ability may influence the sounds of the words that are uttered. If students are having trouble with a particular sound, the teacher should help them by describing tongue and lip movements.

When we make a speaking test, we have to decide whether to test their pronunciation in their native language or in a foreign language based on how hard it is for them to tell the difference between sounds in the new language that don't exist in the languages they already know. Based on the FSI component scales, there are some ways to tell how well a student speaks:

- a. The words are often hard to understand.
- b. A very heavy accent and a lot of big mistakes make it hard to understand, so students have to say things over and over again.
- c. Listening carefully is needed to understand someone with a "foreign accent," and mistakes in pronunciation sometimes lead to misunderstandings and what seem to be mistakes in grammar or vocabulary.
- d. Concise "foreign accent" and some mistakes in pronunciation that don't make it hard to understand.

- e. There are no obvious mistakes in the way to speak, but wouldn't be mistaken for a native speaker.
- f. A native accent and no sign of a "foreign accent."

## **2) Grammar**

According to Oller in Mukminatien (2000) the component scales of grammar are:

- a. Almost all of the grammar is wrong, except in stock phrases.
- b. Constant mistakes show that the person has control over only a few major patterns and often get in the way of communication
- c. Making mistakes often enough to show a major pattern that can't be stopped and sometimes causes irritation and confusion.
- d. Sometimes makes mistakes that show a lack of control over some patterns, but there are no weaknesses that lead to misunderstandings.
- e. Few mistakes and no repeated failures.

## **3) Vocabulary**

According to Oller in Mukminatien (2000) the component scales of vocabulary are:

- a. Not enough words to even have a simple conversation.
- b. The vocabulary is limited to basic areas of personal care and survival (time, food, transportation, family, etc).
- c. Sometimes wrong word choices and a limited vocabulary make it hard to talk about some common professional and social topics.

- d. The professional vocabulary is enough to talk about topics of special interest, and the general vocabulary is enough to talk about any technical subject in some situations.
- e. Professional vocabulary is broad and precise, and general vocabulary is enough to deal with complex practical problems and different social situations.

#### **4) Fluency**

In second language acquisition, fluency is most frequently described metaphorically. Speech that lacks fluency is therefore described as being sluggish and choppy (Fulcher, 2003: 228).

Fulcher says that the following things could help us define what we mean by "fluency":

- a. Hesitations that are made up of pauses that can be left empty (silence) or filled (with sounds like "erm").
- b. Changing the words
- c. Fixing the way they use linking words, especially pronouns
- d. The sentence starts out in a way that lets you know what will come next, but the speaker changes the way the sentence is put together halfway through.

#### **5) Comprehension**

There are two parts to understanding (Scovel, 2005: 82). First is skill getting, which includes understanding or knowing the language and being able to use it. Second is skill using, which includes

understanding a message or reception and being able to express yourself in real communication. Comprehension is made up of these parts:

- a. Doesn't understand enough to take part in even the simplest conversations.
- b. Only understands slow, very simple speech about common social and tourist-related topics. Needs to repeat and rephrase things all the time.
- c. Carefully listens to and understands what is said to him, which is often repeated and rephrased.
- d. Understands most normal, educated speech that is spoken to him, but sometimes needs to hear it again or have it rephrased.
- e. Understands everything in normal, educated conversation, except for things that are very informal or don't come up very often, or speech that is very fast or slurred.
- f. Knows everything a well-educated native speaker should know about formal and everyday speech.

## **2. Problem in Learning Speaking**

The English language is thought to be the most spoken language in the world, and many people learn it to get a better job, have more job security, or be able to talk to more people. Even though English is a common language to learn, that doesn't mean it's easy to master. There are many challenges people face when they try to learn English. This paper will be about how hard it is to learn to speak English at the higher secondary level.

Fauziati (2010:15) says that "mastering the art of speaking is the single most important part of learning a second or foreign language, and success is measured by the ability to have a conversation in the language." It has been noticed that Learners don't get any chances to speak English, either in the classroom or outside. There is also a lack of real English-speaking environments where they can use English to communicate and express themselves.

There are some problems for speaking skill that teachers can come across in helping students to speak in the classroom. These are inhibition, lack of topical knowledge, low participation, and mother-tongue use (Tuan & Mai, 2015). This theory similar with Ur (2009), mentioned four factors that make speaking difficult for a second or foreign language students such as inhibition, nothing to say, mother tongue use, and low or uneven participation:

**a. Inhibition**

The first obstacle that students meet in class is inhibition. They are occasionally hesitant in the classroom when they wish to speak. They are anxious about making errors and frightened about receiving criticism. They are embarrassed by the attention of their fellow students. Littlewood (2007) stated that a language classroom might also cause students' inhibitions and nervousness.

**b. Nothing to say**

The second issue is that students feel they cannot recall anything to say and lack the enthusiasm to express themselves. This is

backed by Rivers (1968), who believes that students frequently have nothing to say because their teachers have selected a topic that is inappropriate for them or does not include sufficient material. Baker and Westrup (2003) concur with the aforementioned statement, stating that it is very difficult for students to respond when their teachers ask them to tell something in a foreign language because they have few opinions about what to say, which vocabulary to employ, and how to correctly use grammar.

**c. Low of Participation.**

The third issue that needs to be addressed in the speaking class is the extremely low level of involvement. Because only one student can speak at a time in a class with a big number of students, each student will have very little time for speaking because the other students will be focused on listening to the student who is currently speaking. Some students are able to control the entire speaking class, while others either barely speak at all or remain silent the entire time.

**d. Mother Tongue Use**

The last problem with speaking skills is that when some students have the same native language, they try to use it in class because it's easier (Tuan & Mai, 2015). Harmer (1991) says that there are a few reasons why people use their mother tongue in speaking classes. The first reason is that when teachers ask their students to talk about a topic they don't know much about, the students will try to talk in their own language. The second reason is that it is natural for



learners to use their mother tongue. If teachers don't encourage their students to talk in English, students will use their first language to talk to their classmates.

## **B. Related Studies**

There are various research studies that are concerned with this study. Some of them were written by the researcher prior to doing this study.

The first study entitled “An Analysis On Students’ Problem Toward Learning Speaking In Speaking Class Of IAIN Kediri During Pandemic” written by Aprilya (932211618) graduated of the Islamic State Institute of KEDIRI (IAIN), Tarbiyah Department, English Education Study Program 2018. In her study, she conclude that the problem in speaking faced by the students is the students feeling not sure of themselves when speaking in English. The causes are shyness, anxiety, not confident and the difficulty of the topic. From this research discovered that there is a problem in students learning in speaking.

The second research was done by Rahmawati (2021) with the title “An Analysis of Speaking Problems of the Fourth Semester Students at english Language Education of FKIP UR”. The population from Nor Falah Study are the fourth semester students of English Language education of FKIP UR. With the total number of population is 94 students. And the result, the highest numerical value is in the problem of inhibition and not being confident to speak.

The third research is from Fitry Suhana. It was conducted in SMAN 2 Kampar in 2020 with the title "An Analysis of Students' Speaking Ability in retelling Story at State Islamic Senior High School 2 Kampar". The goal of this study, which uses a descriptive-quantitative method, is to find out how well students at State Islamic Senior High School 2 Kampar can speak when they tell a story. In this research, the author got the information from oral tests. Then, the result of this research was that students' pronunciation in their speaking skills when telling a story was rated as "less level," their grammatical accuracy was rated as "enough level," their vocabulary was rated as "good level," their fluency was rated as "less level," and their understanding was rated as "good level."

**Table 2 1. Similarity and Difference of Previous Study and the recent study**

Author/Title	Similarity	Difference
<b>Risma</b> <b>Aprilya/An</b> Analysis On Students's Problem Toward Learning Speaking In Speaking Class	<ul style="list-style-type: none"> <li>• The subject of the research is about speaking ability</li> <li>• Using descriptive qualitative method</li> </ul>	<ul style="list-style-type: none"> <li>• In form of the data analysis <b>Risma Aprilya</b>, the time was during the pandemic. While the recent study is not during the pandemic, which is after the pandemic.</li> <li>• The instruments are different. In this research, the researcher using 2 instruments. That are, oral test and questionnaire.</li> </ul>

<p>Of IAIN Kediri During Pandemic</p>		
<p><b>Rahmawati/</b> An Analysis of Speaking Problems of the Fourth Semester Students at english Language Education of FKIP UR</p>	<ul style="list-style-type: none"> <li>• The subject is same about speaking problem.</li> </ul>	<ul style="list-style-type: none"> <li>• Rahmawati used quantitative research, and this research used descriptive qualitative research</li> <li>• Rahmawati used one instrument, that is questionnaire</li> </ul>
<p><b>Fitry Suhana/</b> An Analysis of Students' Speaking Ability in retelling Story at State Islamic Senior High School 2</p>	<ul style="list-style-type: none"> <li>• The subject of the research is about speaking ability</li> </ul>	<ul style="list-style-type: none"> <li>• Instrument from Fitry research only used oral test while the recent research are oral test and questionnaire.</li> <li>• Fitry using descriptive quantitative method, and this study using descriptive qualitative method.</li> </ul>

Kampar		
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