

CHAPTER II

REVIEW RELATED LITERATURE

This chapter presents the results through a review of the topic. It consists of six parts, namely previous study, definitions, components, problems, and strategies to overcome problems in speaking English

A. Previous Study

Based on a survey conducted in 2021 by Riqqoh Fathin, Eleventh grade of SMAN 1 Karanganyar, on the problems students face when speaking English, this survey uses the qualitative descriptive method. The objective is the problems students face when learning to speak in SMAN 1 Karanganyar and how students overcome these problems. Data were obtained from interviews, observations, and questionnaires. As a result, we found that the problems faced by students are limited vocabulary, lack of self-confidence, native language, and poor pronunciation. The causes of students' problems in speaking English are monotonous learning methods, lack of student motivation, lack of practice, and lack of insight into the importance of speaking English.

The results of Andi Annisa Hanifah Nursyam's research show that data was obtained from 35 students of class XI IPA SMAN 10 Makassar for the 2018/2019 academic year using a purposive sampling technique with a qualitative research design in data collection. The instruments used to collect data obtained from the questionnaire consisted of psychological and language questions, the result was a psychological problem, namely a lack of self-confidence for fear of making mistakes when speaking English, a lack of

motivation so that the teacher must always motivate so that students can speak English. In students' language, the problem lies in their pronunciation which is difficult to distinguish between vowels and consonants in English and Indonesian.

The results of Siti Ratna Ayu's research (2019) concerning 'Analysis of Student Problems in Learning Speaking in Class XI Semester Two Students of SMKN 6 Bandar Lampung show that the data were obtained in two ways, the first by observing and giving a questionnaire, the second from interviews and also by questionnaire. It is clear that the primary causes of the difficulties that students have in mastering the art of spoken communication are the following: students' perceptions about themselves as being unable to know a previous language; activating production in the process of learning to speak; vocabulary; limited knowledge of grammar; limited pronunciation; a lack of practice; a lack of opportunity; and nervousness. While the results of the second method are the causes of problems in learning to speak are obstacles, because they feel often hampered to try to say something using English, then there is nothing to say; a lack of motivation, environmental factors, specifically an environment that is not supportive, and the mother tongue that is frequently used, and almost all students are influenced by the first language.

B. Definition of Speaking

Speaking is the most important key to communication because it is a way of sharing ideas, feelings, experiences, hidden knowledge with others or communicating with each other in general, how to express what someone wants to say to another person and how to bridge communication when someone wants

to say something or convey information. According to Nunan (1991) everyone should have speaking skills, as speaking is the main key to expressing and explaining one's intentions in certain situations and reporting activities. Good speaking skills make it easier to communicate ideas, information, or whatever else to the listeners and avoid misunderstandings between the two parties both within the scope of the school and the community.

Speaking English is a difficult skill to teach and learn because it requires students to master many aspects such as vocabulary, correct pronunciation, and knowledge of grammar. And also when students want to speak, they also have to think about all aspects of speaking (Haryuddin and Jamilah: 2018). Therefore, when a student wants to say something to the interlocutor, several relevant aspects must be considered, such as the use of ideas, the language used in mediation, the content delivered by good and correct grammar, memorized vocabulary, and correct pronunciation. .

There are many definitions of speaking. According to (Eliyasun, Rosnija, and Salam (2018) Speaking is the process of conveying ideas verbally within the scope of the class, there will be interactions with each other indirectly a student will convey information or other things to other friends by speaking. The students are given direction, guidance, and training so that students are not afraid to speak English and can feel confident. If the students do not learn to speak and never practice in class, they will not have English speaking skills and of course, lose interest in learning English so they are not motivated to learn or practice speaking English which causes students to find the difficult to interact with their peers in the following years. On the other hand, Leong and Ahmadi cited in

Khaphsoh (2020) state that speaking is not just saying words as utterances, but also conveying messages or transmitting information from one person to another through words. It also allows people to convey various types of ideas and information, express various opinions and feelings that are being felt, share experiences that have been experienced, and refer to social relations through communication with other people.

Based in part on the above description of speaking, researchers believe that speaking is one of the primary means of communication used to interact with other speakers and is an excellent means of verbally exchanging ideas. It can be regarded as language ability and knowledge. Speaking ability is also the most difficult aspect of learning English as it has to cover many aspects such as grammar, vocabulary, and pronunciation.

C. Component of speaking

Speaking skill is the ability of a person to speak English well which is defined as a pattern of goal-oriented activities that enables effective communication and requires speakers to convey information orally in a way that listeners can understand. In speaking skills, a student can develop their skills while studying at school, or develop skills personally at home making it easier for them to master English and helping them communicate with foreigners throughout their lives. According to Harris (1974), speaking skills have several components which consist of vocabulary, pronunciation, comprehension, grammar, and fluency. If students want to be fluent in English, then the students must master the five elements of speaking. Here is the explanation:

1. Vocabulary

A vocabulary is a list of meaningful words (Harmer: 2007), which is the master key when speaking to others. This is because the person is unable to communicate or express ideas effectively verbally or in writing. A student's lack of English vocabulary and poor command of the language will affect their ability to speak English fluently.

Therefore, vocabulary is the accurate dictionary that is employed in communication between a speaker and their listener. Vocabulary is the most significant item in a language, particularly while speaking; In addition, children will have an easier time communicating their ideas, emotions, and thoughts verbally and in writing if they have a large vocabulary. This is true for both forms of communication.

2. Pronunciation

A specific method of stating or pronouncing English terminology in such a manner that it is readily understood by others when spoken in the English language is known as pronunciation. When one is trying to learn a foreign language, it is essential to focus on this facet since it is what provides meaning to what is being said. During a discussion, using incorrect pronunciation might give the wrong impression or even be disrespectful to the other participants. It investigates the phonological mechanisms that are associated with grammatical components. It is made up of the components and guiding principles that are responsible for the variations in sound and the patterns of speech. According to Thornbury (2005), the capacity of a student to build coherent statements that fit

the criteria of a task that has been set by a teacher is what is meant by the term "pronunciation."

3. Comprehension

The capacity to grasp and absorb the progression of speech as well as to explain the meaning of sentences is what we mean when we talk about comprehension. According to Brown (2001), comprehension is the process of grasping a concept. This indicates that the individual may provide an answer that is right or express a phrase that demonstrates that they understand the meaning well.

Conversely, understanding a second language is more difficult because the second language can be directly observed, it relies on the researcher's intuition. Understanding is the fact that participants fully understand the nature of the research project. From this we can conclude that comprehension in speaking refers to understanding what the speaker is saying to the listener to avoid misinterpreting the information. It is also intended to help the audience understand the ideas and information conveyed by the speaker.

4. Grammar

Language is learned because grammar is about how to speak and write correctly according to rules, how to use one word to describe another, and how to be understood by everyone who uses that word. Grammar becomes an important part of a guide to making sense of what you can do whether spoken or written, the language is easy to understand and an accurate and effective way to acquire knowledge using the English language.

According to Saaristo (2015), (Novitasari, 2020) grammar is an important part of learning. Several elements and components of speech must be considered before someone speaks. When we speak, we produce many words.

These words should be grouped into correct and meaningful expressions, phrases, or sentences. From the above explanation, it can be concluded that the function of grammar is to order the correct meaning of sentences based on the context and time of events. It also helps avoid misunderstandings between individual communicators.

5. Fluency

In order for the listener to completely comprehend what the speaker is saying, fluency is very required. The term "fluency," which more typically refers to the ability to talk swiftly and confidently without pausing in a natural way, is what Nunan in Kayi uses to describe "speaking." The capacity to communicate in a manner that is both correct and natural is what is meant by the term "fluency." The capacity to communicate freely and without interruption is often what people mean when they talk about reaching a level of fluency, which is one of the primary goals of language students.. When teachers want to check students' speaking ability in the process of teaching and learning, they help students express their thoughts without disturbing their speaking practice.

The goal is for students to be able to speak easily and fluently without distractions unless corrected directly by the teacher. This is because if the teacher interrupts the audience with too many corrections, the flow of verbal dysarthria breaks (Pollard, 2008; cited in Ayu, 2018).

D. Speaking Problems

Speaking is a skill that needs to be trained or honed anytime and anywhere because speaking skills cannot be learned just in theory, but must also be practiced in practice where there are many problems students will face when speaking English. The word problems in this research are devoted to some difficulties in speaking English. The problem requires understanding the problem and the cause of the problem. Here are some definitions of speaking problems by various experts.

According to Doris and Jessica (2007), Speaking problems are one of the main causes of poor performance in school. This problem can be a barrier for students to self-improve and improve their speaking skills. Poor grammar, vocabulary, and pronunciation are some of the reasons why students have language problems. Hammer (2007) argued that students do not always use correct English. Students struggle and make mistakes when writing and speaking English. Some students make mistakes when thinking about words, phrases, and sentences. This problem prevents students from speaking English well. A common problem is psychological.

According to Xinghua (2007), psychological issues may have a negative impact on both mental and physical health, as well as on relationships, job productivity, and life transitions. Some examples of these issues include a lack of self-confidence and a fear of speaking up. Because of these issues, a student's ability to receive calls may be compromised. Multiple factors are to blame for the difficulties that students have when it comes to communicating orally. According to his research (Novitasari, 2020), Juhana (2012:10) Most students

reported experiencing psychological factors related to speaking practice while studying this course. For this reason, speaking problems fall into two categories: Linguistic and non-linguistic problems.

Horwitz (2001) outlined the six different aspects that lead to communication difficulties. Verbal and non-verbal issues are the two broad categories that describe them. Language issues may be separated into three areas: lack of vocabulary, bad pronunciation, and poor grammar. Nonverbal problems also fall into three categories: fear of making mistakes, lack of self-confidence, and fear of being judged by others.

1. Linguistic Problems

Linguistics encompasses all of the challenges that students confront while attempting to learn the target language via the medium of that language itself. Human language is influenced by numerous diverse linguistic issues, such as bad grammar, lack of vocabulary, and poor pronunciation. General linguistics involves careful analysis of a language's vocabulary, grammar, and pronunciation, as stated by Spolsky and Hult (2008). According to Richards (2008), there are certain common learning challenges associated with speaking. These issues include having a limited vocabulary for speaking, having bad grammar, and having poor pronunciation.

a. Lack of Vocabulary

When a person does not have the vocabulary required to communicate and does not know how to order the terminology into suitable phrases, they are said to have vocabulary issues. Many students who are studying English as a foreign language have trouble pronouncing words and phrases, as stated in

the book written by Kahn and published in Dea Aris Fitriani (2005). Furthermore, Doris and Jessica (2007) explain that in real-life communication, we don't need to pay attention to grammar when answering, but to the content of the conversation usually the students know exactly what they're saying, but don't know how to change it and they often get confused in setting the right context or using the required words correctly.

Vocabulary knowledge becomes poor because when they rarely open dictionaries to memorize vocabulary (Nursyam, 2018). Therefore, vocabulary is very important for all students to learn English easily, especially when it comes to speaking.

b. Poor Grammar

Poor grammar is the students' unable to communicate effectively in English because they are not aware of the grammar rules. According to Celce-Murcia (2001), students have difficulty arranging words in a grammatical order unless they learn the structure of the English language. If the student is wrong in using the subject or predicate or something else, it will affect the overall meaning and affect other speakers or listeners.

Speaking English becomes difficult if someone does not know the knowledge, so learners need to know the subject, predicate, and tenses that are relevant to the tenses and situations. According to Meli Arya Susilawati (2017), Students poor in grammar because they were confused about the correct use of tenses, felt difficult to follow all the grammatical rules, and felt confused using modalities, idioms and articles when speaking English.

c. Poor Pronunciation

In English, it is very important to learn pronunciation such as articulation, letter dynamics, and intonation. According to Hinkel (2005), to become like native speakers, second language learners need to understand the individual characteristics of the sounds of the new language they are learning, which is important for future learners. Pronunciation is closely related to other areas such as listening comprehension and grammar. For example, knowing how to construct word endings correctly also provides correct grammatical information to avoid misunderstandings between other speakers.

According to Baiq Rahmawati (2018), students who have bad pronunciation have a difficult time communicating in English because they do not know how to appropriately pronounce things in English and are unable to differentiate between words in English that have similar sounds. This makes it difficult for students to communicate in English. Words that feature sounds that are unfamiliar to certain student populations are almost always considered to be difficult words.

2. Non-linguistic or Psychological Problems

The field of study known as psychology examines the cognitive processes and behaviour of humans and other animals in the context of how these factors are influenced by their surroundings. According to Juhana (2012), while speaking English, pupils must contend with a number of psychological issues, which will be broken down into the following categories:

a. Fear of Mistakes

Fear of making mistakes while speaking is a condition in which someone is afraid of accidentally making mistakes. Students usually fear that

the teacher will criticize, interrupt conversations, correct problems, or negative judgments. According to the findings of study conducted by Mely Arya Susilawati et al. (2017), the fear of making errors is characterized by a subjective experience of tension, anxiety, irritation, and concern that is related with an increase in the activity of the autonomic nervous system. There are certain individuals who have a general tendency to avoid or dread verbal conversation. These are regarded to be elements that contribute to a decrease in the pupils' speaking abilities.

Juhana (2012: 101) adds that this fear is related to the problem of negative evaluation and correction. In addition, students' fear of other students' laughter and teacher criticism also has a strong influence. As a result, students often stop talking. Therefore, teachers must convince students that mistakes are not bad or bad because they can learn from them.

b. Shyness

Shyness is an emotional problem in students that usually occurs when students are forced to follow directions from their teacher, especially when speaking in front of other students in class. Everyone has shame, and shyness is determined by fear and doubt. Baldwin (2011) states that speaking in front of many people is one of the most common phobias students face, causing them to turn away in embarrassment or forget what to say.

In this case, students feel shyness because they often feel very embarrassed to speak English in front of their friends or teachers. Most English learners think too much about the mistakes they have made and become confused when speaking the language.

c. Lack of Confidence

'Insecurity' is the most common student problem when students feel that other speakers do not understand them or know them later. In these situations, the student prefers to remain silent when others are speaking, indicating a lack of confidence in communication. According to Brown (2001), low self-esteem is multifaceted, including guilt, shame, unrealistic expectations of perfection, lack of self-confidence, false humility, fear of change or failure, and depression.

d. Lack of Motivation

Motivation is very important when learning, especially when speaking. Lack of motivation usually refers to a student's lack of interest in learning or reluctance to participate in learning. Nunan (1999) emphasizes the importance of caution, as motivation can influence students' reluctance to speak English. In this sense, motivation is an essential component of a student's communicative competence. Juhana (2012) added that motivation is inner strength increases students' interest in learning.

Numerous studies have shown that students with strong motivation to succeed are more likely to persevere and perform better than those with weaker motivation to succeed. This indicates that motivating students to learn is a pressing concern for all teachers. For example, Gardner, in Nunan (1999), describes the causes of the lack of student motivation are lack of clarity, boredom, lack of awareness of content relevance, lack of knowledge of program objectives. These four, he continued, are very often sources of student motivation. For example, a lack of stimulation in a class affects

students' motivation to learn. In this context, monotonous instruction reduces student motivation through boredom in many ways.

E. Characteristics of Successful Speaking Activity

Ur (1996) described well-spoken learners, well-balanced participants, high motivation, and acceptable language levels as characteristics of successful speaking activities. Each function is described below:

1. Students talk a lot. The time allotted for these activities will be devoted to speech and speaking practice whenever possible.
2. Participants themselves Class discussions were not dominated by a small number of active participants. This means that all students have a vote and donations are distributed equally.
3. High motivation. Students speak because they are interested in the topic, because they want to say something new about the topic, or because they want to contribute to the goal of the assignment.
4. Language is at an acceptable level. Students express their thoughts about inappropriate language with an acceptable level of verbal accuracy that is understandable for teaching others.

From some of the above explanations, speaking is the ability to use language normally, not only to convey a message to another person but also for communication that many people need to communicate. It can be concluded, when people speak, they put ideas into words to express their perceptions, feelings, and intentions so that the other person can understand what they mean. If the students do not have sufficient speaking skills, does not understand the English words

spoken by the speaker, and does not understand the language, then the students cannot understand the speaker's intentions.

This makes it impossible to exchange meaning in English conversation, and it cannot be said that English learning has been successful. For this reason, students who want to speak English well should learn and practice it as often as possible. As the saying goes, "Practice makes perfect", students need to practice speaking as much as possible to become fluent and accurate.