

CHAPTER II

LITERATURE REVIEW

A. Speaking

1. Nature of Speaking

Speaking is one of language skills which is very important to be learned when somebody wants to master English. Speaking can not be separated in learning language because it is an essential skill in language learning. It is important to gain success in carrying out oral information.

According to Argawati (2014:76) in Prabawa (2016: 232) speaking is an activity used by someone to communicate with others. When someone speaks, he or she interacts and uses the language to express his or her ideas, feelings and thought. He or she also shares information with others through communication.

While Torkey (2006) in Leong and Ahmadi (2017: 35) defined that speaking as two-way process including a true communication of opinions, information and emotions. It means that communication has feedback or response when the message is sent by someone to others.

Speaking is not just making sound of words, but it is how to communicate, express and share the thoughts, feeling, idea, opinion and information that is sent by the speaker, so the listener can catch the meaning of what the speaker says.

2. Types of Classroom Speaking Performance

According to Brown (2001: 271-274) there are six similar categories apply to the kinds of oral production that students are expected to carry out in the classroom, as follow:

a. Imitative

A very limited portion of classroom speaking time may legitimately be spent generating “human tape recorder” speech, where, for example, learners practice an information contour or try to pinpoint a certain vowel sound. Imitation of this kind is carried out not for the purpose of meaningful interaction, but focusing on some particular element of language form.

b. Intensive

Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or it can even form part of some pair work activity, where learners are “going over” certain forms of language.

c. Responsive

A good deal of student speech in the classroom is responsive: short replies to teacher or student initiated questions or comments. These replies are usually sufficient and do not extend into dialogue. Some speech can be meaningful and authentic:

T: How are you today?

S: Pretty good, thanks, and you?

d. Transactional (dialogue)

Transactional language, carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language.

e. Interpersonal (dialogue)

Interpersonal dialogue carried out more for the purpose of maintaining social relationships than for the transmission of facts and information.

f. Extensive (monologue)

Students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches.

3. Aspects of Speaking

According to Duong (2014: 86) in Samad, Bustari and Ahmad (2017: 100), there are five aspects of learning speaking that should be mastered to make our speaking well, includes pronunciation, grammar, vocabulary, fluency and accuracy.

a. Pronunciation

Pronunciation is the way for people to produce clearer language when they speak. Pronunciation includes the aspects like stress, sound, pitch and intonation. People can communicate effectively when they

have good pronunciation. So, if the pronunciation is not good enough, the message or information will misunderstand.

b. Grammar

Grammar is needed to arrange a correct word or sentence in conversation. Grammar will give learners the competence how to combine words to form sentences and also help to organize words into sentences and make them meaningful. As stated by Mart (2013: 124) a good knowledge of grammar helps learners to make sentences clear enough to understand.

c. Vocabulary

Samad, Bustari and Ahmad (2017: 100) state vocabulary is a word which has its meaning in every function. A word expresses the content of ideas to avoid confusion in communication. Vocabulary can be classified into some part of speech like verb, noun, adjective, adverb and more. Then it also appears in every language skills include speaking. So, vocabulary is important to be mastered because we can arrange the sentence when we have a lot of vocabulary.

d. Fluency

It refers to someone ability to speak fluently and smoothly without filling word such as (“um” and “ah”). Yingjie (2014: 58) in Samad, Bustari and Ahmad (2017: 100) mentions that fluency is the capability to speak in effective speed and to speak smoothly and to produce the right word without thinking too much. In this case, excellent fluency

will create better confidence in expressing ideas and it improves communication skill as well.

e. Accuracy

According to Kusnierek (2015: 78) in Samad, Bustari and Ahmad (2017: 100), accuracy refers to an understanding word, right in structures, syntax, and better in catching the meaning of messages of language without part of mistakes, and it does not cause hesitation in interaction.

B. Speaking English Difficulties

The reason why people need to speak is because people need to talk each other, share the ideas, expression and thoughts also they need to understand each other. Speaking is consider as the difficult one among the four language skills like reading, writing and listening beacuse it needs great courage and preparation to produce the language.

There are some speaking difficulties faced by students, since English is not their first language and they do not speak English in daily activity.

1. Related to linguistics factor

According to Abbaspour (2016: 145), linguistics factors include several features like pronunciation, vocabulary and grammar. Juhana (2012: 64-68) states there are 3 kinds of linguistic factors, such as:

a. Pronunciation

Burns and Claire (2003: 5) state that clear pronunciation is essential in spoken communication. Even where learners produce

minor inaccuracies in vocabulary and grammar, they are more likely to communicate effectively when they have good pronunciation and intonation. According to Juhana (2012: 68), in many cases, especially in EFL class, most students do not have self-confidence to speak because they do not know how to pronounce a certain word well.

b. Lack of vocabulary

Smith (2011) in Juhana (2012: 65), lack of vocabulary knowledge could lead to students' difficulties in language reception and production and becomes an obstacle for them to express their ideas in English. As stated by Ma'arif and Ashlihah (2018: 94) when finding a word that the students do not know in English, students feel difficult to express their ideas, so many of them do not feel excited to communicate in English with others.

c. Grammar

Learning foreign languages is difficult because the target language has different system than the native language, so learning grammar cannot be separated from learning a foreign language, as stated by Haryanto (2007) in Juhana (2012: 66). Haryanto (2007) adds that when someone learns a foreign language, he feels confused when he used his native language or the structure of his first language to structure a foreign language that was different from the original language. Therefore, without a good grammar understanding the idea and message will not be received clearly.

2. Related to psychological factor

According to Juhana (2012: 101), there are 5 kinds of psychological factors, includes:

a. Anxiety

Anxiety is a feeling of tension, apprehension and nervousness associated with the situation of learning a foreign language, as stated by Nascente (2001) in Juhana (2012). Further Nascente (2001), among other affective variables, anxiety stands out as one of the main blocking factors for effective language learning. According to Woodrow (2006), anxiety has a negative effect on the oral performance of English speaker. Anxiety can make the students feel nervous and forget what to say when they speak foreign language, especially in front of the class.

b. Fear of mistake

Students usually afraid of making mistakes when they are speaking English. They fear of being laughed by they friends or being criticized by the teacher, also they will feel ridiculous. According to Jannah and Fitriati (2016: 74) most of students spoke in English softly, silent in a discussion class and they did not respond the questions in English because they were afraid if they can not convey the message clearly, also afraid of making mistakes and being ridiculed by their friends.

c. Shyness

Juhana (2012: 101) states shyness is an emotional thing that many students suffer from at some time when they are required to speak in

English class. This indicates that shyness could be a source of problem in students' learning activities in the classroom especially in the class of speaking. As stated by Baldwin (2011) in Juhana (2012: 101) further explains that speaking in front of people is one of the more common phobias that students encounter and feeling of shyness makes their mind go blank or that they will forget what to say. This theory is also supported by the result of this research in which most students were shy because they felt that they did not have good pronunciation and ashamed if they will be laughed by their friends.

d. Lack of confidence

Juhana (2012:102) states students' lack of confidence usually happen when students know the conversation partners have not understood them or when they do not understand other speakers. So they prefer to be quiet while the other partners talk, this shows that students' lack of confidence to speak. According to Jannah and Fitriati (2016: 74) most students still felt not confident with themselves because they did not speak English fluently and loudly, so they did not feel comfortable in speaking English.

e. Lack of motivation

Students can have lack of motivation in learning, also in speaking English. As stated by Zua (2008) in Juhana (2012: 103) motivation is an inner energy, she says that no matter what kinds of motivation the learners possess it will enhance their study interest. When the students do not have motivation in learning, so they will lose the interest and not have any spirit to speak in English.

C. Strategies to overcome speaking English difficulties

Speaking as the productive skill of the oral communication which involves other people in delivering the informations by pronouncing the words. Since English is not their first language, they faced some difficulties in speaking such as lack of vocabulary, incorrect pronunciation, grammar mistake, anxiety, lack of motivation, shyness, fear of mistake and lack of confident.

In the other hand, some students have strategies to overcome their speaking difficulties. Each of students may have different strategies to learn speaking skill. According Suwartono (2006: 120) language learning strategies are used with the explicit goal of helping learners improve their knowledge and understanding of a target language.

Jones (1998) in Wael, Asnur and Ibrahim (2018: 65) states learning strategies are necessary to build students' motivation and help them to be independent in learning English. Moreover, students at university levels sometimes do not feel confident to speak English either inside or outside the classroom even though they are from English department. The main point that should be considered that the students are lack of exposure and practice in English.

Nunan (1999) in Prabawa (2016: 233) defines learning strategies are the mental and communicative prosedures learners use in order to learn and use language. Besides, Oxford (1990) defines learning strategy as specific actions, behaviours, steps, or techniques, such as looking for partners in conversation

or giving encouragement to overcome a difficult language task that are used by students to improve their learning.

Based on explanation before, learning strategies are specific actions or techniques who necessary to build motivation, confidence and help students or language learners to improve their learning in understanding of language.

1. Learning Strategies in Speaking

Strategies in speaking are used to overcome the difficulties that is faced, to achieve goals in learning to be easier, faster, more effective and fun without make the learners feel burdened.

According to Oxford (1990) in Prabawa (2016: 235), learning strategies classify into direct and indirect strategies which are divided into six groups. Direct strategies consist of memory strategy, cognitive strategy and compensation strategy, while indirect strategies consist of metacognitive strategy, affective strategy, and social strategy.

a. Direct Strategies

1) Memory strategies

Memory strategies are used to remember more effectively, to retrieve and transfer information which is needed for using language. Besides, memory strategy can help students to save important memory information gathered from their learning, also help the students to get the information back when it is needed to use in the future. This strategy is relating to how the students

remember language, in this context remembering difficult grammar by reviewing it many times.

2) Cognitives strategies

Cognitives strategies are used to help the students to manipulate the target language or task correctly by using their processing to be more effective, for example how to pronounce the target language well. This strategy also make students to understand and produce new language by many different means such as practice pronunciation by saying English words over and over, learn speaking by watching TV programs or movies, join foreign language club and make a friend with native or advanced learner.

3) Compensation strategies

Compensation strategies are used to help the students to make up for limited knowledge, the students also can use mother language when not knowing a word in English, use mime, gesture or physical movement and use synonym.

b. Indirect Strategies

1) Metacognitive strategies

Metacognitive strategies help the students to plan language learning in efficient way by managing and evaluating their own learning such as organize schedule to practice speaking, set a goal to be able speak fluently, use checklist, learning diaries, or journal to

describe speaking learning process, evaluate the progress and correct the mistake.

2) Affective strategies

Affective strategies relate on the students' strategies to develop self confidence, like take a deep breath before starting speaking in front of people to reduce anxiety, say positive statement which encourage to speak English, encourage or reward themselves to improve speaking skill.

3) Social strategies

Social strategies help the students in involving learning by getting interaction with others include practice speaking in pair or group with friends, asking native speaker or more advanced learner when dont know how to express idea, asking native speaker or more advanced learner to correct speaking errors.

Based on the two categories of learning strategies, there are some learning strategies for speaking. They can be seen at the table below.

Table 1. Language Learning Strategies Classified by Oxford (1990)

Types of Learning Strategies		Learning Strategies for speaking
Memory Strategies	<ul style="list-style-type: none"> a. Creating mental linkages b. Applying images and sound c. Reviewing well d. Employing action 	<ul style="list-style-type: none"> a. Remembering difficult grammar by reviewing it many times b. Remembering by using some new words in senteces.
Cognitives Strategies	<ul style="list-style-type: none"> a. Practicing b. Receiving and 	<ul style="list-style-type: none"> a. Practicing pronunciation by saying English words over

Types of Learning Strategies		Learning Strategies for speaking
	<ul style="list-style-type: none"> c. Analyzing and reasoning 	<ul style="list-style-type: none"> and over b. Learning speaking by watching TV programs or movies c. Joining foreign language club d. Making a friend with native or advanced learner.
Compensation Strategies	<ul style="list-style-type: none"> a. Overcoming limitations in speaking b. Switching to the mother tongue c. Getting help d. Using mime or gesture 	<ul style="list-style-type: none"> a. Using mother language when not knowing a word in English b. Using mime, gesture or physical movement c. Using synonym
Metacognitive Strategies	<ul style="list-style-type: none"> a. Centering the learning b. Arranging and planning c. Evaluating the learning 	<ul style="list-style-type: none"> a. Organizing schedule to practice speaking b. Setting a goal to be able speak fluently c. Using checklist, learning diaries, or journal to describe speaking learning process d. Evaluating the progress and correct the mistake
Affective Strategies	<ul style="list-style-type: none"> a. Lowering your anxiety b. Encouraging yourself c. Taking your emotional temperature d. Rewarding oneself for good performance e. Using deep breathing or positive self-talk 	<ul style="list-style-type: none"> a. Taking a deep breath before starting speaking in front of people to reduce anxiety b. Saying positive statement which encourage to speak english c. Encouraging or rewarding own-self to improve speaking skill
Social Strategies	<ul style="list-style-type: none"> a. Asking questions b. Cooperating with others c. Asking for help in doing task, talking 	<ul style="list-style-type: none"> a. Getting interaction with others include practice speaking in pair or group with friends b. Asking native speaker or

Types of Learning Strategies		Learning Strategies for speaking
	with a native speaker partner d. Emphatizing with others	more advanced slearner when do not know how to express idea c. Asking native speaker or more advanced learner to correct speaking errors

D. Previous Study

1. Speaking Strategies Used by Indonesian Tertiary Students by Wawa Puja Prabawa (2016). The aims of his study were to find out speaking strategies used and mostly used by Indonesian tertiary students in terms of they speak English and improve their speaking ability.

The method of his research used descriptive method. From his research it can be found that there are some strategies used by Indonesian tertiary students include cognitive, metacognitive, and compensation strategies, while cognitive strategy was the mostly speaking strategies used by Indonesian tertiary students in improving their speaking ability.

2. Students' Difficulties In Speaking English And Their Strategies To Overcome The Difficulties: A Qualitative Study Of 12th Grades Of Software Engineering Programme at A Vocational School in Bandung by Pramuditha, PA (2015).

The aims of her study were to identify the difficulty encountered by 12 th grade of software engineering programme at A Vocational School in Bandung, also to seek strategies they used to overcome with difficultes encountered in Speaking. The method of her research used descriptive

qualitative method to obtain the data. The result of her study, it was concluded that the difficulties faced by 12th grades of software engineering program were fear of other responses, nervousness and lack of understanding grammatical patterns. Then for the strategies that most used were asking for help to make them understand English easily without thinking too much, and positive thinking, so they could encourage themselves to be confident when speaking English.

3. Students' strategies in overcoming speaking difficulties at English Education Department at UMY by Triyadi (2017). The method of his research used descriptive qualitative method. The aims were to find out the problems encountered by EED of UMY students in speaking and to discover the strategies used by EED of UMY students in solving speaking difficulties. From his research it was concluded that the problems faced by six students of fourth semester of EED UMY were unsupportive environment, poor pronunciation, lack of input exposure, anxiety, lack of English practice, lack of grammar, lack of vocabulary knowledge, preference to use first language, lack of confidence, discouragement by friends, students' mother tongue and fear of making mistakes.

Then the strategies used by six participants were practicing speaking English, taking note to role model, watching English movies, joining an English speaking club, communicating on phone by using English, building confidence when speaking, using first language, using pause and 56 filler, fidgeting when speaking, reading English texts,

improving self-awareness when speaking, participating in English classroom, listening to English songs, reading aloud, using-non linguistic signals, learning grammar deeply, memorizing and repeating words when speaking.

From the description of the research results above, it can be concluded that there were various problems and difficulties experienced by students in speaking as well as strategies to overcome those difficulties.

E. Basic assumption

Related to the theories above, the writer assumes that in learning foreign language, it certainly the students have some difficulties especially in speaking. It is because foreign language like English is different from their mother tongue language, also the different grammar, pronunciation and vocabulary in English, the students found it difficult to speak, plus their psychological factors that made them feel less confident, afraid to make mistakes, felt shy, anxious, and lack of motivation for speaking.

Therefore, to reduce these problems and difficulties they certainly apply several strategies to overcome them. By applying some strategies then it will make the students to achieve goals in learning to be easier, faster, more effective and fun without make them feel burdened.