

CHAPTER II

THEORETICAL REVIEW

A. Low Achievement

Student achievement measures the amount of academic content. Each grade level has learning goals or instructors' standards that are required to teach. An educator has instructional standards that are used as instructions to teach students. Therefore, instructional standards as a medium to measure and improve student achievement. Successful instructions can create high achievements or goals for students.

In education, student achievement is very important. It can be used to measure students' abilities in each lesson. Every educator has a standard of assessment to determine student achievement. Student achievement has several categories including high and low achievement categories. In the high achievement category, students get success in the learning evaluation process and do not experience problems during the learning process, they have good score such as "A and B". As with students with low achievement, they might experience problems that cause their achievements to be low, they have bad score such as "C, D and E". For category A = ≥ 80 , Category B+ = ≥ 75 , category B = ≥ 70 , category C+ = ≥ 60 , category C = ≥ 50 , category D = ≥ 25 , and category E = ≤ 20 .

According to Al-Zoubi (2015), the problem of low academic achievement of students is one of the most challenging problems faced by

students as well as teachers. There are many causes of problems for every student with low achievement and that is what educators know to be able to overcome these problems. Therefore, each teacher and students who get low achievement should be able to overcome these problems.

B. Speaking

1. The Definition of Speaking

Speaking is one of skill which is very important to be learned when we want to master English. Speaking is not a talent skill but this is a skill that must be acquired by practicing, trying hard to produce many kinds of words little by little continuously, and seriously in order to speak well. There should be a lot of time and effort needs to be done in speaking in order to give more opportunities for the learners in speaking not only inside the classroom but also outside the classroom. The more time given to the learners in interacting with the language the better will be. They will get more confidence and motivations in learning and practicing the language.

Speaking is one of language major skills. Speaking is regarded as the most demanded skill on learning a language. Al Nakhalah (2016) defines that speaking is the delivery of language through the mouth, especially using many part of our body. It is clear that language is a way of communication which cannot be separated from daily life. Speaking has been regarded as merely implementation and variation, outside the

domain of language and linguistic proper. Linguistic theory has mostly developed in abstraction from context of use and source of diversity. Therefore, Clark and Clark (in Nunan, 1991) state that speaking is fundamentally an instrument act. Speakers talk in order to have some effect on their listener. Students' skills in conversation is the core aspect, it becomes an essential aspect in successful language learning, thus, language function as a system for expression meaning, as Nunan (1991) stated that the successful in speaking is measured through someone ability to carry out a conversation in the language. This is obvious that there are many proponent factors that influence speaking success and there are many obstacle factors why it is not running well.

The Importance of speaking is that we do not mean merely uttering words through mouth. It means conveying the message through the words of mouth. This skill is also neglected by students in the classroom, they do not get any chance either in the classroom or outside to speak English. Learning to speak also demands a lot of practice and attention. We learn to speak our mother tongue just by listening and repeating. In a similar manner, a foreign language is learnt by imitation and reproduction. Richards (2008:) stated that when people meet, they exchange greetings, engage in small talk, recount recent experiences, and so on, because they wish to be friendly and to establish a comfortable zone of interaction with others. This indicates that speaking fluently or being good in oral communication is a core aspect of human to stay

connected to each other. Since language is an instrument of communication, there is no excuse for a language learner for not being able to speak the language learn.

2. Aspect of Speaking

Speaking becomes important because speaking is a skill that can make people easily understand when communicate each other. Good speaking skill is the act of producing words that can be understood by listeners when speak English as a foreign language to be clear by knowing about grammar, vocabulary, and pronunciation as well. Therefore, the speaker must have to produce the words correctly with a correct grammar, vocabulary, and pronunciation in order to be success in their speaking.

There are four aspects which generally recognize of the speaking Bashir (2011):

a. Fluency

It refers to someone ability to speak smoothly and easily. Communicating fluently in English allows us to connect with people, participante and solve problems in the society.

b. Pronunciation

It measure someone ability to pronounce English sounds correctly, include its aspects like stress, intonation, diphthong, vowel and others.

c. Grammar

It conducts with someone ability to organize words into sentences grammatically correct and the ability to apply the grammatically rules appropriately.

d. Vocabulary

Vocabulary appears is every language skills. Vocabulary is very important to be mastered because we can say nothing without vocabulary in our mind.

3. Factors Which Influence Students' Speaking

According to Slameto (1995: 54-71), the factors that influence students' speaking competency can be classified into two groups, namely external factors and internal factors. The external factors come from outside the students while the internal factors come from inside the students.

a. Internal factor

1) Physical factor

Physical is about a person's health in his physical. A person can do activities smoothly when his physical health is normal. The health of a person influences the activities to be carried out as well as the learning process. A person's learning process will be disrupted if a person's health is disrupted.

2) Psychological factor.

Psychological factors are factors that arise from within a person that can affect a person's learning process to improve their abilities. Intelligence, attention, interest, talent, motives, maturity,

and readiness are factors that are classified into psychological factors. Intellect is closely related to intelligence which is a comprehensive term for observing, understanding, thinking, remembering and getting knowledge. The explanation from the teacher will be accepted by the high intelligence students and being adapted for a long time. Students must have good psychology so that success in learning results in goals.

3) Exhaustion Factor

Exhaustion in a person can be divided into two types, namely physical exhaustion and spiritual exhaustion. Physical exhaustion can be seen from the physical body of a person. Physical exhaustion is very easy to know because this type of exhaustion affects a person's physical form. Spiritual exhaustion can be seen with the presence of lethargy and boredom so that the interest and drive to do an activity is lost. Both types of exhaustions are influential in the learning process. In order for students to learn well, students must pay attention to their physical and spiritual condition. Therefore, the students' success can be guaranteed.

b. External factors

Factors which come from external sides areas follow:

1) Family factors

Family factor is a significant factor that can influence the students' study because as we know that they spend much time in

their family than in the school. Therefore, the parents do not fully attention on their study and education.

2) School factors

a) Teaching method

Teaching is an intergated system consisting of component link closely together. Teaching method is one of the component which can cause whatever the students' learning develop or not. Of course, there should be a good and appropriate method in teaching activity, because it can influence students speaking competence.

b) Materials

Effective material is crucial in teaching learning process. The content of materials should contain knowledge and skill because they have been recognize that the knowledge and skill require for the future need to be flexible and across many contents.

c) Media factors

Media is the element in students' environment that can support their study. It can attract the students' motivation. From the explanation above, the researcher can conclude that through media, the teachers can develop the content of material or lesson that will be given in the classroom and also it can be helpful for teacher to explain about the lesson and the students can accept the lesson quickly.

d) Class factor

Class is special place used by the students to receive the lesson from their teacher, to look for investigate, to listen and to read. Therefore, the situation and environment of the class should be clean at least comfortable in order to be able to help them create suitable atmosphere.

3) Social factor

a) Mass Media

Mass media such as radio, television, newspaper, magazine, and other electronic or non-electronic media are familiar to the students. They often use mass media to get information and expand knowledge.

b) Friends

With whom the students associate can influence the students on the study. Good friends have good influence on the students. Therefore, the students can study well. They need to choose and make friends with one who has good attitude, behavior and habit in their life.

4. Problems in Performance Speaking

Speaking skill in second or foreign language is challenging for the learners, because to speak a foreign language such as English requires more than knowing grammar but also the use of English in a real context. Hayriye (2006) stated that speaking is to select appropriate words and

sentences according to the proper social setting, audience, situation, and subject matter. Being a fluent speaker requires many knowledge towards the language learnt itself and its usage in the real communication.

Speaking problems are some problems that make someone lacks of speaking ability. According to Doris and Jessica (2007), language problems actually serve as one of the important reasons behind poor academic performance. These problems may become the obstacles for the students to enhance and improve their speaking ability. The reasons why the students have problems in their speaking are they are poor in grammar, vocabulary, and pronunciation. Those problems belong to linguistics problems.

Other problems that may become a barrier for the students to become a good English speakers is the psychological problems. Xinghua (2007) stated that psychological problems are those problems which often interfere your emotional and physical health, your relationships, work productivity, or life adjustment such as nervous, lack of self-confident and afraid to speak. These problems may affect students' performance in their speaking. Khan (2005) claims in his research that some of his participants have psychological problems in speaking. This emphasizes that psychological problems also affect students performance in speaking.

a. Linguistics problems

Linguistics is a scientific study of language such as the study of language structure (grammar), words, and phonology. According to Spolsky & Hult (2008), generally linguistics comprises the detailed of vocabulary, grammar, and pronunciation. Linguistics problems are those problems which make students speaking ability become poor. There are some linguistics problems that affect someone in speaking, such as poor in grammar, lack of vocabulary and pronunciation. Richards (2008) claims there are some typical learner's problems in speaking. Those problems are: lack of vocabulary needed to talk, poor in grammar, poor in pronunciation,

1) Vocabulary

Vocabulary is an individual word or a set of words which have specific meaning. Kamil and Hiebert (2005) state that generally, vocabulary is the knowledge of meanings of words. The words come in at least two forms; oral and print. Oral vocabulary the set of words for which we know the meanings when we speak or read orally. While print vocabulary consists of those words for which the meaning is known when we write or read silently.

The problems of vocabularies occur when someone is lack of vocabulary needed to talk and does not know how combine the vocabularies into a good sentence. Khan (2005) once again stated

that the numbers of students who learn English as a foreign language have difficulties to use word and expression to speak. In addition, Suwartono (1997) stated that the most important thing at the beginning of learning English is the mastery of vocabulary. Students clearly know what they are going to say in the source language, but when they have to switch the language itself into the target language such as English, they often get confuse to combine and use the proper vocabularies needed.

2) Grammar

Grammar is a study in which sentences are structured and formatted, so that it may be considered a bit boring to study correct grammar since it really is worth the time and effort. If learners do not know the rules of grammar, they will never be able to communicate using English effectively.

According to Banu and Nishanthi (2017), if the students do not have grammar mastery, of course they will not be able to produce sentences that grammatically right. Realizing that students' grammar is very weak, so they feel embarrassed when they want to produce English sentences orally. For example, the learner who has mastered the third singular person marker on the present tense verb is likely to over-generalize the rule and apply it to newly emerging modal verb, thus producing errors such as "she cans speak English". These errors may appear when the students speak since they have not mastered the English grammar.

3) Pronunciation

English has become a language which connects people all over the world. The second or foreign language learners are also demanded to speak English naturally like native speaker. According to Hinkel (2005: 491), a second language learner needs to master the individual characteristic of the sound of a new language. Furthermore, it will be good for the students to be able to speak naturally like the native-speaker itself.

For example, a speaker might say “It’s hot today” as “Is ho day”. This is unlikely to be intelligible because of inaccurate sounds, stress, and patterns. As a result, a listener would not find the speaker comprehensible, because the meaning is not available.

Pronunciation is as important as any other aspects of foreign language learning like syntax or vocabulary. Correct pronunciation is very necessary to develop speaking skill. Pronunciation also has close connections to the other fields such as listening and even grammar. Once a person can pronounce correctly the endings of the words, for example, he can, at the same time give grammatical information. Psychological problems Psychology is the science or the study of the thought processes and behavior of humans and other animals in their interaction with the environment. Psychological problems are those problems, which often interfere the emotional or physical health. These

psychological problems may bring negative effect towards student's speaking performance.

b. Lack of Self-Confidence

Over a quarter of a million people in this world have problems towards their confidence. Self-confidence is knowing that we have the capacity to something good and being positive thinking.

According to Elliot (1998:29), concept of self-confidence relates to self-assuredness in one's personal judgement, ability, power, etc, sometimes manifested excessively. Good self-confidence comes from a focus on the self (self-consciousness). Lack of self-confidence can be made-up of several different aspect such as guilty feeling, shy turned inward, unrealistic expectations of perfection, false sense of humility, fear of change or making mistake, depression, etc. Depression can actually be a result of a lack of selfconfidence.

Here are some of the characteristics of lack self-confidence:

- a. A major confidence crisis
- b. A lack of faith in themselves to take on new challenges
- c. Difficulty of being assertive
- d. Fear of confrontation
- e. An extremely low opinion on themselves
- f. Difficulty in one area such as speaking in social group
- g. Social phobia.

Lack of self-confidence may bring the students into a threat of believing that they are not going to be a good English speaker. This lack of self-confidence also becomes a great problem which affect students' speaking performance. It is difficult for the students to master English speaking if they are not confident with their own speaking ability.

Generally, anxiety refers to a transitory emotional state or condition characterized by feeling of tension and apprehension and heightened autonomic nervous system activity (Spielberger, 1972). Rochelle et al (2011) investigated the causes of anxiety in English language learning of foreign students in the Philippines. It has been found that the employment of this strategy enables the learners to take charge of their own learning as this serves as their basic aid to learn other macro skills in the target language.

In this case, the students may end up with nothing to say towards their interlocutors or the audiences. They may confront certain feelings such as nervous, anxious, worry, shy, feeling afraid or fear of something worse happen whether they are trying to speak better. Students themselves have to realize their own psychological problems and they also have to deal with their own anxiety stated. So the students can speak English better in the future.

C. Previous Research Findings

1. The psychological problems faced by students of Speaking class English Department University of Muhammadiyah Malang by Astra (2019)

Research by Astra was conducted in Universitas Muhammadiyah Malang, by using descriptive qualitative research among students in English Department to know the psychological problem that make the subject can not speak English fluently. From the research, the subject were facing some problems, namely, inhibition (where the students were worried making mistake and fearful of critics when they spoke), nothing to say (students did not have any ide to say), low participation, and then mother tongue. The research also revealed that the root of those problem are lack of vocabulary, grammar and pronunciation mastery, as well as low motivation to learn speaking.

2. Speaking problem faced by English department studentsof syiah kuala university by Heriansyah (2012)

Research by Heriansyah was conducted in Universitas Syiah Kuala Aceh, by using descriptive qualitative research among students in English Department to know the students' problem in speaking as well as their effort to overcome it. From the research, the subject was facing some problems, namely linguistic problem (lack of vocabulary, grammar, and pronunciation) and non-linguistic problem (not being brave to speak, afraid of speaking, and afraid of making error,). Students have made some

efforts, namely practice English with friends, trying to be braver in speaking, making English club, and sitting with friend with better English ability. Nevertheless, students' effort to overcome their speaking problem seems did not work yet because they still have speaking problem.

3. Speaking skills problems encountered by Iranian EFL freshmen and senior from their own and their English instructors' perspective by Afshar and Asakereh (2016)

Research by Afshar and Asakereh was conducted in Iran, among EFL students (freshmen and senior). The study was conducted by using descriptive qualitative, with the result that showed some results that could inhibit students' progress in speaking, namely lack of teaching facility and the age-old curricula that not really suit with the nature of learning speaking. The research also showed that the main problem form both freshmen and senior students in speaking was the fear of making mistake.

D. Basic Assumption

As shown by the previous study, students' problem in speaking could be came from language aspect and non-language aspect. The example of problem from language aspect are lack of vocabulary, grammar and pronunciation mastery, whereas the example of problem from non-language aspect are lack of confidence and afraid of making mistake. Therefore, the researcher has had basic assumption regarding the result of this research. The researcher believe that students with low achievement in speaking are facing

quite complicated problems, both from the language aspect itself (lack of vocabulary, grammar and pronunciation mastery), and from the non-language aspect (especially about afraid of making mistake). Researcher's basic assumption regarding the most dominant problem among students is lack of vocabulary.

