

CHAPTER II

LITERATURE RIVIEW

A. The Nature of Speaking

a. Definition of Speaking

Speech can be interpreted in a variety of ways. Speech, according to Lawtie (2007), is the cornerstone of human communication. Speaking is a useful talent because it generates thoughts, messages, and suggestions, and we have to practice, claims Chastain (2004). Since imitation and reproduction are frequent during speaking, kids can practice language and communication patterns (Becker & Roos, 2016). El Naggar, A., I., and M. cite Nunan & Carter, 2001. Speaking in 2019 has a distinct place in the history of language teaching and just started to become a separate area of instruction, learning, and testing two decades ago. By producing, receiving, and processing information, Brown described speaking as an interactive process of meaning-making (Brown, 2003, p. 4). An item, event, idea, sensation, or time period.

Speaking is main communication capital. Speaking is one way to convey ideas, suggestions and opinions. Speaking is a way to communicate both in the school environment and in the community. Speaking has a distinctive place in the history of language teaching, and speaking has just recently started to become a separate area of instruction, study, and examination. Speaking is an interactive process of meaning construction that involves both producing and receiving information.

b. Aspect of Speaking

The aspect of speaking is the most important part to master when speaking English. According to Pernanda (2009: 9), there are five aspects of speaking power:

1. Vocabulary

Speech can be interpreted in a variety of ways. According to Lawtie (2007), a word or group of words in a student's

vocabulary must all have the same meaning. Dash (2013: 68) Understanding word meanings and the meanings of novel word structures are key vocabulary abilities. The word "vocabulary" has a specific meaning.

2. Grammar

The study of sentence structure and organization is known as grammar. In Pernanda, Brown (2009: 9) the rules of grammar are what put together a meaningful portion of a language to communicate an easily understood message.

3. Pronunciation

The importance of pronunciation cannot be overstated when learning a foreign language, along with knowledge and structure. Your ability to communicate effectively depends on having proper pronunciation. Grammar and listening are two more domains that pronunciation is closely tied to. For instance, if you can correctly pronounce the end of a word, you can also give grammatical details at the same time. The Teacher Career Development Service claims that (2007: 7). The pronunciation of words is referred to as pronunciation.

4. Fluency

Fluency is how and efficiency when you express ideas, especially in English. Longman in Pernanda (2009 : 10) Fluency is the quality or condition of speaking fluently.

5. Comprehension

Understanding what the speaker is trying to say is called comprehension. According to Pernanda (2009:10), everything is understood by Longman, with the exception of particularly familiar or low-frequency items, as well as elements that are unusually quick or sloppy.

If students are proficient in speaking. Students will find it simpler to study English as a result. In addition to these factors, the

students must first learn how to control their own internal feelings of fear or courage. Because without confidence, we can not learn English. Speaking English is problematic because of this. Even if you are not an expert in all areas of English, at least you have the courage to try.

B. Problems in Speaking

Speaking problems are difficulties encountered in speaking English. The problem in speaking English is divided into two aspects, namely :

1. Psychological Problem

Psychological problems are internal factors affecting English speaking. According to Juhana (2012: 101), students face certain psychological factors when speaking in class :

a. Fear of mistake

Students are reluctant to make mistakes when speaking English because they fear that their friends will tease them and make fun of them if they do. When the teacher asks them to talk, some pupils choose to remain silent. According to Ur (2009), one of the main causes of learners' anxiety is when they even attempt to speak a foreign language while they are studying.

b. Lack of Confidence

The most crucial factor if you wish to speak English is confidence. Students who want to speak must project confidence. Additionally, he and Chen quote Juana (2012, p. 102) who claims that the key factor contributing to low student confidence is weak English speaking competence. When students speak, they frequently feel self-conscious because they believe they speak poorly.

c. Shyness

Everyone feels shy, not just when speaking English. Shyness makes most students reluctant to speak English. Students are embarrassed to express something, when in fact, from within, students want to express themselves. Students feel embarrassed and think they will make mistakes if they speak English. Saurik (2011) mentioned that most English students feel embarrassed to speak this language because they will make mistakes when speaking.

d. Anxiety

An internal emotion known as anxiety makes you feel uneasy while doing an action. Students typically experience increased heart rate, cold sweats, and fluttering when speaking in front of others when they are anxious. Students find it challenging to talk in English despite having generally rehearsed what they want to say. According to Syhadati (2016), many students experience anxiety in speaking classes, and some are prone to keeping quiet.

e. Lack of motivation

Students lose enthusiasm for learning due to a lack of motivation. Students sometimes think that learning English is difficult, they feel that they can't. This is why he is not motivated on his part. B.K. Pal (2011) states that motivation is an internal state that activates instructions and supports behavior.

2. Language Problems

According to Tang (1997: 121) cited in Riadil 2020, there is a problem with speaking English, which is: inhibition, nothing to say, low or uneven participation, and use of the mother tongue.

a. Inhibition

The capacity to consciously block, oppose, and outperform the dominant response is known as inhibition. Riadil (2020) claims that students frequently refrain from speaking in a foreign language in

class because they are worried about making mistakes, afraid of criticism, and afraid of feeling embarrassed.

b. Nothing to Say

The inherent drive to speak English is absent in students who don't want to talk. Students frequently like silence. It may have an impact on how people learn. The kids prefer silence when the teacher asks. When a teacher requests that a student respond in a foreign language, many students find it challenging because they may not know what to say, which vocabulary to use, or how to apply the proper grammar (Baker & Westrup, 2003).

c. Low or Uneven Participation

According to Riadil (2020), one individual will speak up more than the rest in order to be heard. The others won't have the opportunity to speak. A propensity results from one circumstance dominating the other.

d. Mother Tongue Usage

A student finds their own language to be easier than a second language. When speaking a second language, students frequently employ their native tongue. Students have little trouble solving this mathematical issue. According to Harmer (1991), there are various reasons why students speak in their native tongue in class.

From the two aspects that become problems in speaking, the researcher only takes one aspect. The aspect used for this research is in terms of psychological problems. Concerning the occurrences, such as the fear of making a mistake, a lack of confidence, a lack of motivation, shyness, and anxiety. The most dominant is fear of making mistake. These factors are used as a reference for the questionnaire given to students.

C. Caused the problems

Every problem that occurs in speaking has a cause that causes it to happen. The cause of the problem is taken from a psychological problem, namely:

a. Caused Fear of a mistake

Additionally, He and Chen, 2010, cited in Ahmed Maher, 2016, explain that students are afraid of making mistakes because they are afraid that if they speak English incorrectly, their friends will make fun of them and they will receive bad evaluations from other students and colleagues.

b. Caused of shyness

When students want to chat, they do not feel secure. Even though they occasionally have the words in their head, they will feel humiliated when they try to speak. According to Saurik, 2011, reported in Ahmad Maher, 2016, the majority of British students are reluctant to talk because they fear making a mistake.

c. Caused of Anxiety

The ability of a pupil to communicate in the target language is referred to as "communication anxiety." Many pupils experience worry as a result of their limited capacity in this area. Students are terrified of taking tests for the second reason, which is anxiety during the test. The last contributing factor is the evaluation of other students.

d. Caused of lack of confidence

Many caused the students lack of confidence like a shy to speak in the front of the class. He and Chen (2010) state the main cause of students' confidence is their low ability in speaking English. The students feel their ability is low, so their lack confidence.

e. Caused of lack of motivation

In this regard, motivation plays a significant role in determining students' readiness to speak. According to Nunan (1999), referenced in Ahmad Maher (2016), motivation is crucial to consider because it can affect students' reluctance to speak English. According to Zua (2008), motivation is an internal force. No matter how motivated students are, she claims that it improves their enthusiasm for learning. Numerous studies have shown that students with high levels of success motivation may persevere in their studies and get higher test scores than students with the lowest levels of success motivation, demonstrating improved student incentive to learn.

D. Previous Study

For the purpose of conducting the study, the researcher located various prior studies. First, Ninuk dan Maria conducted a prior study (2017). *The Problem of Student Psychology in Speaking*, Vol. 12, No. 2, is the name of the publication that they operate. This design is for a case study. The purpose of this study is to outline the psychological issues that students enrolled in STKIP PGRI Banjarmasin's Speaking II course encounter. According to the researcher, students who are learning English experience both language and psychological difficulties.

Second, the previous study was done by Rialdi (2020). They run a journal titled "Student Cognitive Research: Identifying EFL Learner Problems in Speaking" Vol. 2, number 1.2020. The perceptions of implementation issues and potential remedies among students will be covered in this article. The goal of this study was to pinpoint any speech issues that EFL learners had when speaking English. The qualitative research method was used to conduct this study. The researcher used a questionnaire that was centered on Penny Tang's (1997) research on speech issues that arise when learning foreign languages to gather the data. 35 students at Tidar University in Magelang provided research data. The study's findings showed that the kids had a hard time picking up English.

The use of their mother tongue is the biggest issue for students; 77 percent of them speak it during English courses, and 83 percent believe their native tongue is simpler than English.

