

## CHAPTER II

### LITERATURE REVIEW

#### A. Speaking

##### 1. Definition of Speaking

Speaking is the skill to pronounce words so that what is in the mind can be clearly described and accepted by the listeners. Speaking is one of the language skills in life daily. Someone more often chooses to speak to communicate, because communication is more effective if done by talking. Speak plays an important role in everyday life. Some expert language has defined the meaning of speaking, including the following.

Speaking is a language activity carried out by humans in language life, namely after listening activities. Based on the sounds (language) that he heard then Humans learn to pronounce and are finally able to speak. To be able to speak a language well, the speaker must mastering the pronunciation, structure, vocabulary in question. Besides that, it is also necessary to master the problems and or ideas that will delivered, as well as the ability to understand the other person's language.

Basically, speaking is a skill that is productive. Humans communicate more often verbally than in another way. More than half of human time is spent on speaking and listening, the rest is for writing and reading. As members of society, we are naturally capable of speaking. However, in formal situations and in scientific activities, feelings often arise nervous, so the ideas put forward become disorganized so the language becomes irregular too. There's even some of them don't dare to speak.

Tarigan (1983:15) in his book speaking as a Language Skill suggests that. "Speaking skill is the ability to pronounce articulation sounds or words to express say, and express thoughts, ideas, and feelings. Listeners receive information through pitch, pressure, and joint placement." From the understanding already mentioned, it can be concluded that speaking is a process for express, state, and convey ideas, thoughts, ideas, or to the heart's

content to others by using spoken language that can be understood by others. Speaking is a skill, which deserves attention just like literacy skills, in the first and second languages. According to Ashour (2014) "Language learners must be able to speak confidently. Speech is an effective skill that students use to use words and phrases for specific purposes to convey certain messages using rules of grammar, vocabulary, and grades. Form suitable for the atmosphere of trust and comfort." English is very important for students to accept technological and industrial advances, to gain knowledge, or to get a good job. According to Rahmaniah & Asbah (2019), mastering English means being able to use or speak English. We can communicate, convey content, opinions, and stories through talking. Speaking is a constructive meaning that involves the production, reception, and processing of information. Based on the Competency-Based Curriculum, speaking is one of the four basic competencies that students must master well. And it has an important role in communicating. Speaking can be found in the oral cycle, especially in the Joint Construction stage of the Text (Novia & Harpain, 2017).

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## **2. The Function of Speaking**

The general function of speaking is as a means of social communication. Talking is closely related to human life, and every human being becomes a member of society. Activities as community members are highly dependent on the use of local people's speech. Ideas, ideas, thoughts, hopes and desires are conveyed by speaking. Human action in community groups depends on the speech used, because the person's safety is in his speech. "Talking is a speaker's actions or informing something (locutionary), the speaker does something as the result of expressing something

(illocutionary), and the speaker says something so that the listener or interlocutor do something (perlocutionary)" (Wirasno,2001:13).

In the position as intellectual means, speak more lead to process communicate ideas, ideas and feelings that haven't been conveyed yet in the form of messages, and still is in the psychological domain of the speaker. Here is the function of speaking, namely: (a) regulate and condition about something, (b) convey questions, facts, opinions and events, (c) growing, nurturing a relationship, and (d) describe something or certain objects through vocabulary say.

According to Halliday and Brown (in Tarigan, 2008:12-15) states the function of speaking can be grouped into seven, namely: a.) Instrumental function, b) Regulatory or regulatory function, c) Representational function, d) Interactional function, e) Function personal, f) Heuristic function, g) imaginative function.

The function of speaking, namely talk as performance refers to public speaking, which is a conversation that conveys information in front of an audience, such as oral presentations in class, announcements in public, and speeches. Speaking as performance tends to be monologue rather than dialogue, often follows a recognizable format (for example, welcome speech), and is closer to written language than spoken language. The main characteristics of talk as performance are; a) focus on message and audience, b) predictable organization and sequence, c) importance of form and accuracy, d) language is more like written language, e) frequent monologues.

### **3. Types of Speaking**

There are two types of speaking performance that the students are expected to achieve in the classroom. As cited in Henry (1981.22-23) from Fatimah (2013:11) divides some speaking activities into two types, namely:

a. Speaking in public (public speaking)

Types of conversation include the following:

1) Informative speaking

Informative speaking is type of speaking which aims to inform the audience about the given topic. This type uses descriptions, demonstrations, vivid detail and definitions to explain a subject, person, or place the audience to understand. An informative speaking makes a complex topic easy to understand or offers a different point of view.

2) Persuasive speaking

The aim of persuasive speaking is to convince the audience to believe toward a certain point of view. Persuasive speaking can come in many forms, such as debates. Factors such as body language, the willingness of the audience, and the environment in which the speech is given, all affect the success of a persuasive speaking.

3) Fellowship speaking

Fellowship speaking is types of speaking which has activities such as sharing in similar interests, ideas, or experiences, as by reason of profession, religion, or nationality.

4) Deliberative speaking

A deliberative speaking is an "embellished" statement of facts, with great vivacity, to persuade the audience of the honor and advantage that will accrue to them if they choose to initiate a particular mode of action for the future. The primary concern of deliberative speaking is to move people toward future action (laws/policies that would affect the future of society).

b. Speaking at Conference

The conversation includes the following:

1) Group discussion

Group discussion divided into formal and informal. Formal group discussion such as: conferences, panel discussion and symposia.

Informal group discussion such as: study groups, group policy makers (policy making group) and comics.

2) Parliamentary procedure

Parliamentary procedure is the body of rules, ethics, and custom governing meetings and other operations of clubs, organizations, legislative bodies, and other deliberative assemblies.

3) Debate

Debate is a question by presenting ideas on both sides of an issue. A debate, simply put, is like a game, where two or more speakers present their arguments intent on persuading each other. It is also a contest, but rather an exciting one when both parties try to oppose the other party's conclusion.

Based on the explanation of types of speaking above, the researcher will use speaking at conference includes of the group discussion and debate. The researcher will ask the students to speak based on the topic that is given to them and the student will answer the questions based on the context.

#### **4. Aspect of Speaking Skill**

Aspect of speaking is very important, the success of speaking skill may be examined by analyzing the series of lesson plan which can tells us the procedures of presentation, elements of speaking skill. There are some aspects that need to be acquired by students to have good speaking skills. Brown (2004:157) states that there are fifth aspects are generally recognized in analysis of the speech process such as pronunciation, grammar, vocabulary, fluency, and comprehension that should be mastered in order to be able to speak well. Brown defines the meaning of those fifth aspects will be explaining as follow:

a. Pronunciation

Pronunciation is the way a certain sound or sounds are produced Added by Beebe & Beebe (2013: 270), pronunciation whereas articulation relates to the clarity of sounds, pronunciation concerns the

degree to which the sounds conform to those assigned to words in standard English. It covers the way for speakers to produce clear language when they speak. To be able to have a successful communication, the speaker of a language needs to be able to understand each other with relative ease. It means that the speaker has to be able to give clear message to the listeners. Teaching pronunciation including stress, rhythm, and intonations is very important in speaking.

b. Vocabulary

Vocabulary is the collection of words that an individual knows. Student cannot communicate without mastering an adequate number of vocabulary and communicative effectively or express their ideas both oral and written form if students do not had sufficient vocabulary. Harmer (2013:16) said vocabulary is the knowledge of words and words meaning. It means vocabulary is all about words and its meaning. Related to speaking skill it is ability how someone use word appropriately.

c. Grammar

Grammar means the ability to use the sentence in general and structural use. Grammar is an important aspect of speaking. If we do not know the appropriate grammar in a sentence, the listener will doubt for what we have said. Grammar is one of the language components. Scrivener (2005) states that grammar is rules about sentence formation. tenses, verb pattern, etc.

d. Fluency

Fluency according to Mary Spratt *et al* (2005:34) is speaking at a normal speed without hesitation, repetition and with smooth use of connected speech. It deals with how comfortable students are when they speak, how easily the words come out and whether there are great pauses and gaps in the student's speaking. It is a parameter of students speaking ability goal. It deals with the quality of the way they speak fluently.

#### e. Comprehensibility

Having a good comprehensibility of the language can help in normal communication, particularly intelligibility (Nation, 2009:75). However, that is not the only reason for developing a stable comprehensibility of a new language. There is a very important mechanism involved in working memory called the phonological loop. In essence, the phonological is the brain saying a word or phrase over and over to itself in order to keep it in working memory or to help it move into long-term memory.

In their review of the status of comprehensibility in language teaching, Pennington and Richards (1986) cited in Nation (2009:76) looks at range of factors that should be considered as part of comprehensibility.

## **B. Presentation technique**

### **1. Definition of Presentation**

Presentation is an activity in which the presenter show their knowledge toward particular subject in front of audiences. Presentation as a formal conversation is speaking to a group it as a natural activity (Baker, 2010). Presentation is the process of showing and explaining the content of a topic to audience or a group of audiences. It is often used to assess learning students in individual or group research projects. Presentation no longer only about oral presentations but also visuals, according to Zitouni (2013) Presentation is an extension of oral communication skills where presenters demonstrate their knowledge on something specific subject.

In addition, Al-Issa and Al- Qubtan (2010:227), states that presentation is one of activity which can encourage students to take initiative, think beyond the mandated textbook, and use language creatively, purpose full, and interactively and an important feature of the EFL classroom in different parts of the world. Thus, the students are taught to improve their creativity through the language.

Presentation is a kind activity of communicating ideas and information in front of the audiences. Unlike a report, an presentation carries the speaker's personality better and allows immediate interaction between all of participants or audiences (Clark, 2010). According to Hamm and Dunbar (2005) also state that presentation is an opportunity for students to explore or explain their knowledge of the topic to the audience.

Thus, based on several definitions according to the experts above, the researcher concludes that the presentation of is an activity to explain and share topics or knowledge with the purpose of conveying information or material and making an idea or ideas to convince the audience. In addition, presentation is also a activities in the learning process that have goals and many benefits for students in speaking practice activities by conveying a opinion or idea that aims to inform and convince the audience so that communication between students runs. Therefore, presentation can be called a communication tool in the learning process carried out by student.

## **2. Type of presentation**

The presentation can be divided into three types: controlled, guided, and free (Al Issa and Al-Qubtan, 2010:232). This division depends on a number of factors such as choice of topic, time allocated to the presentation, grammar, vocabulary, method of presentation and most important, learners' proficiency levels.

### **a. Controlled**

It can be done by determining the students' proficiency levels and presentation method. The students' language proficiency is usually for beginner to elementary. Hence, the teacher has to confine the topic to either what is in text book or something he or she feels the students can present with easier.

### **b. Guided**

In this type, the teacher determines the students' proficiency level, materials and memorization. They should be guided to the appropriate level of grammar and lexical item.



c. Free

In this type some considerations should be determined: those are students' proficiency level, and asking and answering questions. In addition, students giving the free type to presentations can handle questions from their classmates after they have completed their presentation. It also can be used to measure how deep the presenter's comprehension is toward the topic.

### **3. The Advantages of Presentation**

The presentation technique has advantages and strengths to be applied in the classroom. According to Al Issa and Al Qubtan (2010:228) states that there are some advantages which can be gotten from presentation technique, includes:

- a. Integrating language skill presentation help integrate the language skill, which all equally essential and important global village.
- b. The literature on teaching English has emphasized integrating the four skill and giving them equal weight (Al-Issa,2006).
- c. Making decision Presentation helps facilitate the decision making process for the students. Such as, when students given the freedom to choose topic to present ,for instance, in an intermediate level EFL classroom, they are indirectly asked to make a decision and take initiative.
- d. Preparing for real life Taking the floor and standing in front of other people, such as one's classmate, to present one's work is challenging because it requires confidence and courage.
- e. Acquiring knowledge through language Languages in general, and English in particular, are powerful tools for acquiring infinite knowledge and information (Al-Issa,2005). One of the important sources of language acquisition is authentic materials, and presentation help activate reference to this source.

According to Milonic (2009), the advantage of class presentations is that when the audience and the lecturer asks, the presenter will have the

opportunity to explain to the audience. If the presenter is having trouble, the audience can have opportunity to help the presenter to clarify statements that are not clear and offer constructive suggestions. In addition, according to Brooks and Wilson (2014), presentation offers several advantages. The advantages will be explained one after one. First, using presentations in class leads students to have good interaction and participation. Creating an attractive environment in learning activities and get an increase in communication and student speaking skills. In addition, the language and grammar learned in presentations will be useful for students in other situations involving spoken language.

Based on the advantages of presentation according to the opinions of the above experts, the researcher concluded that presentations have many advantages for students like; the information submitted is in accordance with the presenter because, already prepared so that the information becomes clear. Making presentations the speaker continues to think while conveying information and giving materials delivered can be more interesting. Presentations can include videos, animations and audio. This will make them more active in learning. Apart from presentation can stimulate active discussion between the presenter and the audience. Besides that, as a presenter must be able to convey information that attracts attention listener. therefore, presenters will get a broader insight by searching for information from various books and the internet.

#### **4. Disadvantages of Presentation**

Brooks and Wilson (2014) some reasons presentations are not often applied that is for students who are not ready to make presentations, it causes difficulties for students in finding the positive in the presentation. Like speech anxiety, group boredom, and limited presentation skills. The main problem that causes student failure in presentations is that there are students who feel frustrated and intimidated. This was stated by King (2002: 404) inexperience is usually a major factor in stress and nervousness college student. In addition, presentations can be a life-threatening activity,

especially for some students who are not ready to make presentations. Thus, delivering a presentation can be a source of extreme anxiety and ineffective in developing students' oral skills.

Based on the lack of presentation according to the expert above, the researcher concludes presentation is difficult to implement for some students. Not all students are able and dare to present in front of the class well. Besides, not all students are able to carry out discussions after the presentation is delivered. If the material what is conveyed is not interesting. Then, potentially boring for some students and for students who are less able to participate in activities learning using presentations, the learning process will feel very boring. Presentation really needs more preparation. Presenter must better prepare to present interesting material for viewing convey. need to have sufficient insight about the theme to be discussed, It takes a long time to prepare a presentation for beginners because Presentation requires considerable skill and experience.

## **5. Arranging Presentation Technique**

Before making a presentation there are many things that need to be prepared to make an effective presentation. The first step to making a great presentation is a plan. Planning means thinking ahead about important aspects. Some important aspects such as objective, audience, content, organization, visual, arrangement and delivery. The second step is preparation. The point of this section is to research materials and also prepare slides that will be used to present. Step third is practice. There are several reasons to have the training part beforehand presentation. It trains presenters to be familiar with visual slides and presentation content Furthermore, it helps the presenter to ensure body movement. This to helps the presenter to identify the types of questions and problems that may appear during the presentation, and the final step is to be present. Besides that, according to Shigemitsu *et al* (2016), to make a presentation it is necessary to read the material as preparation stage, building appropriate

discourse for grammar, presentation procedures correct, and pronounce the correct spelling for oral presentations.

Based on the expert opinion above, the researcher concludes that the manufacture of presentations must be planned and must pay attention to what will be well presented. A presentation is a communication tool that is a message delivered and received as well as possible by the audience, therefore, the presenter must prepare before making a presentation and the last one must do exercise. Doing exercises is an activity to get used to the presenter exercises can be more familiar and can provide improvement do presentation.

Chivers and Shoolbred (2007) stated that in order to preparing and delivering presentations, there are several characteristics, which important to make it effective:

a. Careful planning and preparation

The presenter must plan what to do during the activity presentation in progress. After planning activities that can make effective presentation. After that, the presenter prepares things that support plans to be presented.

b. Good time management

In an oral presentation, there are several important points to be conveyed by presenter. Manage important things to deliver and manage time right to make it all happen.

c. Relevant and interesting content

Presenters must choose interesting content to reach the audience's interest. Content must be relevant to the topic and informative.

d. Good communication skills

The skills most explored in oral presentations are speaking skills. The presenter's way of communicating with the audience is important. Good communication skills create messages brought to the attention of the audience.

e. Use of the right technology

Good technology will support the presentation. Therefore, not all technology for presentations can support presentation. therefore, The presenter must choose the most appropriate technology for the presentation. The use of technology such as power point, prezi, and video visualization. The technology makes the audience catch the important points about the topic presented.

## C. Presentation Problem

### 1. Type of Presentation Problem

Presentation in English is one of the problems that students face because they must try and work hard if they want to present a good presentation, so they must be able to master vocabulary, pronunciation, and material well. When this knowledge is lacking or performance is poor, students may encounter difficulties with their presentation activities. The problems in the presentation are the students' difficulties in speaking fluent English, and the lack of vocabulary in speaking English. They lack confidence when delivering material in English because they often use their mother tongue every day. That is why when speaking in English many difficulties arise.

In making presentations students face several problems, one of which is about English itself. Most of the students have difficulty speaking even though they have a lot of vocabulary and have written it well. In this problem, students are afraid to make mistakes. Furthermore, (Al Nakhalah, A. M, 2016) stated that investigated the difficulties faced by some students in speaking their spoken English and discovered that the linguistic domain (vocabulary, grammar, pronunciation, and discourse) was the most serious area of difficulty, and this was due to students not developing an adequate level of basic language skills, as described by teachers/lecturers. Some of the difficulties that students commonly face when giving presentations are as follows:

a. Not mastering the material

Students who create presentation materials in a hurry are less likely to master the material. When giving a presentation, mastery of the material is essential. When students are unable to master the presentation material, they become anxious, which causes their breath and tone of voice to break down. It makes the audience feel bored and the presentation material cannot be conveyed properly.

b. Mother-tongue use

Some students are used to using their mother tongue and tend to use their mother tongue because they have been familiar since childhood, making it easier to talk to each other in their mother tongue. Because they feel they cannot speak a foreign language in their mother tongue, they lack motivation to learn a new language.

c. Nothing to Say

The problem that students face when giving presentations is speaking in front of a large group of students. Students must be able to motivate themselves to speak in order to practice their skills because they believe they have not mastered much vocabulary and grammar.

d. Lack of Self -Confidence

Some students prefer to keep their ideas and opinions to themselves because they are unsure of their English abilities, which cause them to hesitate when they are called upon to speak. He and Chen (2010) stated that the main cause of students' lack of self-confidence is their low ability in speaking English. Students are self-conscious about their ability to communicate, particularly with their teachers and classmates. This makes students feel less confident, causing them to say only a few words in order to avoid making mistakes and feeling embarrassed when giving presentations

e. Shyness

Shyness is a psychological problem faced by students. Shyness is the most significant obstacle faced by students of English as a foreign

language because they are uncomfortable and afraid of making mistakes when speaking. According to Saurik (2011), most English students are shy when speaking the language because they are afraid of making mistakes. Because students often do not naturally participate in EFL classes due to shyness, they are unable to carry out presentation assignments well.

f. Fear of Making Mistakes

In speaking class students are not able to express themselves in a foreign language and do not participate appropriately in presentations because they are afraid they will make mistakes. "The primary reason for mistake fear is that students are afraid of appearing foolish in front of others and are concerned about how others will perceive them." (Kurtus, 2001). As a result, fear of making mistakes can be viewed as another barrier to student participation in making presentations.

**2. Presentation Problem Factor**

a. Lack Of preparation

In making presentations, many people become nervous, one of which is due to lack of preparation. Material preparation here includes making presentation materials such as power point and also the text of our explanation. Students are usually too self-assured to bring material that they believe they have mastered. This eventually leads to students not preparing carefully, which leads to students not doing exercises or taking notes during presentations, causing them to forget when doing presentations.

b. Lack Of Vocabulary

To improve their oral skills, students must use appropriate words and expressions when giving presentations. Thornbury (2005:22) claims that "spoken language also has a relatively high proportion of words and expression." learning a foreign language requires extensive knowledge of its vocabulary, the phenomenon that occurs in the classroom is that many students often find some difficulties when they

try to express what they want to say because they struggle with their limited words and expressions. As a result, their participation in presentation activities is affected by their vocabulary limitations.

c. Pronunciation mistakes

Presentation in English requires students to have good pronunciation because it is the first thing that is evaluated. EFL students should practice pronouncing words and be aware of sound rules such as stress, intonation, and so on. Bada *et al* (2011:122) confirmed the significance of pronunciation in speaking skills, stating that "in speaking, students compete with" limited time to remember words and must also be careful in pronunciation. Speaking is frequently dealt with at the level of pronunciation". Students' unspoken speech usually reflects their lack of experience with English pronunciation, rhythm, and word stress, as well as their lack of practice listening to native speaker conversations. As a result, mispronunciation is one of the main factors preventing students from participating in speaking activities, particularly when giving presentations.

d. Grammar Mistakes

In fact, knowledge of grammar is one of the most important aspects of becoming a Professional in speaking skills; EFL learners should acquire this knowledge to improve their oral skills without becoming distracted by texts. When giving presentations, however, students frequently prefer to focus on reading the text and not talking much rather than producing ungrammatical expression structures because they are afraid of being mocked by lecturers and classmates. As Davies and Pearse (2000:82), many people are uncomfortable speaking in front of a large group of people. This is a significant issue in foreign languages, as we may be concerned about producing speech with many errors or idiosyncrasies. Thus, grammatical errors are one of the problems experienced by students when presenting in English.



e. Anxiety

Anxiety is defined as a feeling of tension and restlessness caused by something threatening, the source of which is difficult to understand or explain. Anxiety is one of the most common problems among students, causing emotions that make students feel uncomfortable during presentation activities. Students are afraid to speak up for fear of receiving negative feedback from peers and teachers, such as being laughed at when they make mistakes (Zhipping, 2013: 6). Anxious students do not study well and are unable to speak effectively in presentation activities. Wrench, *et al* (2009, p.55) support that "Many students don't learn when they are fearful, anxious, apprehensive, or scared." Anxiety is a common problem when speaking English. Students' anxiety about speaking English can result in unpleasant feelings that manifest as negative behavior.

#### **D. Presentation And Speaking Skill**

Presentation and speaking skill are two things which that help each other. Students need to develop speaking skill in order to be fluent and communicative in their presentation. According to Thornbury (2005:94) "whether or not learners will have to give presentation or talks in "real-life", the experience of standing up front their colleagues and speaking for a sustained turn is excellent preparation for real life speaking. Finally, through presentation the students can improve their public speaking skill.

Presentation develop speaking skill in contrast there is no presentation without speaking, Nadia (2013:44) states that when someone is able to speak to an audiences, they will success in making them achieve their goals. In addition, EFL classes, presentation concern as a student activities that must be appropriate to the context and still constitute an effective basic development of their oral skills King (2002:403). Finally, through oral presentations students can improve their form of public speaking which actually increases students' confidence and speaking skills.

## E. Relevant Previous Research

In this research, there are some previous researches that have the same topic as this research. Below are some previous researches:

First, there is a study conducted by Riski Shafira, *et al* (2018) from Syiah Kuala University with the title "The Problems Faced by Students in Classroom Presentation" this study reveals that there were four problems: the use of mother tongue, the lack of vocabulary, inhibited to speak in public, and lack of confidence. Whereas the factors that cause these problems are the students feel more comfortable if they mix the language, the lack of vocabulary that makes them hesitant to speak and have nothing to say, fear of making errors or mistakes and nervousness, and feel of being mocked by the other students.

The second is a study was conducted by Ikhfi Imaniah (2018) from Muhammadiyah University of Tangerang with the title "The Students Difficulties in Presenting the Academic Speaking Presentation" The result of this research reveals most of the students are lack of: Goal setting on their academic speaking presentation, prioritization on what the essential point need to be presented, self-awareness on themselves, while they present the presentation in front of the audience, self-motivation while presenting the materials, it connects with self-awareness, planning, most of students are not planning the materials well so they are not able to manage their time to present the academic presentation; and communication skill, strong communication skills will enable the students to build supportive relationships with the audience while presenting the materials, in fact not all the students have good communication skill. In short, the student's preparation well made their presentation is good and it also established good communication between the presenter and the audience.

The last is a study conducted by English Education Study Program Tanjungpura University with the title "Students Speaking Problems in English Presentation" by Meli Arya Susilawati, *et al* (2017). The finding showed that the most dominant problem faced by the students in doing the presentation is vocabulary (18.94%), and the least problem in doing the presentation is fear of

making mistake (15%). The other problems are lack of confident (17.23%), grammar (16.57%), and pronunciation (15.52%).

This case brings up a problem that makes it difficult for students to make presentations using English. This study will analyze the problems for students in conducting presentation activities using English and suggest several solutions that can overcome these problems.