

CHAPTER II

LITERATURE REVIEW

A. Speaking English in Teaching and Learning Process

Speaking English is very important in our daily lives. Speaking is an activity that can generate auditory signals to produce different verbal responses that the listener eventually acquires (Bygate, 1987 cited in Leong & Ahmadi, 2017). Speaking English is a more important skill than any other skill because someone who can speak a foreign language means that the person is knowledgeable. Speaking can be a useful and valuable skill then it can help to contribute in the classroom as well as the school environment.

In this era, many high school students are still embarrassed to speak English at school. Even though they have learned English from elementary school to high school, students still cannot speak English fluently (Musthafa, 2001 cited in Riadil, 2020). Most of them only speak English on certain occasions. Sometimes, they speak English to their teachers. Some students also speak English to their particular friends in the learning process. Then there is the fact that EFL teachers complain because a large number of students do not respond actively in English speaking classes (Abadi, 2015 cited in Riadil, 2020).

Based on the description above, the researcher concludes that students must communicate to convey what they want to say. Students should speak English confidently and well. Good speaking skills will provide advantages for students in the learning process and improve learning outcomes. Students can understand their teacher's explanations and can communicate their ideas and opinions. Therefore, it is very important for students to master speaking in the teaching and learning process.

B. Aspects of Speaking

In the speaking process, there are several features involved. Generally, the most considered important aspects of speaking are vocabulary, grammar, fluency, pronunciation, and accuracy (Duong, 2014).

1. Vocabulary

Vocabulary is a collection of words used in a language or appropriate diction that can be used to communicate. Vocabulary is a word that has its own meaning each function is useful and has a role to describe goals, actions, and topics appropriately (Bustari et al., 2017). Without vocabulary, learners cannot communicate effectively or express their ideas through speaking (Utami, 2018). Communication will not run effectively, we cannot express ideas in oral or written form, and with limited vocabulary, communication will not run effectively. So to communicate we must choose the appropriate diction.

2. Grammar

Grammar is a system of language rules or a way to arrange or combine words into sentences that contain complex meanings. Grammar is a way used to compose or form sentences in writing from different words (Sadiah & Royani, 2019). Grammar knowledge is very important because it can express the intent of what the learner says. Students need to structure sentences correctly first to get started in conversation. Students must have the ability to understand the structure and distinguish grammar accordingly. By mastering correct grammar, students' abilities will improve.

3. Pronunciation

Pronunciation is the way we pronounce the sounds of the language correctly in English. Pronunciation is a sound that includes

proper articulation and has sound features consisting of voice, voice settings, aspirations, and stress (Bustari et al., 2017). When speaking, the pronunciation we produce must be clear. If the speaker pronounces the wrong sentence the interlocutor will misunderstand. Therefore, pronunciation is how the utterance is unambiguous and acceptable. The purpose of learning pronunciation is so that the ability to speak is close to the quality of native speakers and so that the language we produce can be easily understood by our interlocutors.

4. Fluency

A sign of fluency is when people speak fluently or quickly enough with no stops, for example, issuing the word "ums" or "ers". Fluency is also a situation where the speaker already knows what they are going to talk about so they don't spend time looking for words to express (Utami, 2018). Therefore, fluency is a condition in which the speaker speaks confidently using the language quickly and without being unnatural, and without looking for words. Improving confidence and good communication skills in expressing ideas should also be done by having good eloquence (Bustari et al., 2017). Good fluency can add a great impression in the eyes of the audience so that it can increase confidence.

5. Accuracy

Accuracy is the ability when using spoken and written language accurately, this language system refers to grammar, vocabulary, and tenses. Accuracy consists of capabilities using grammar, vocabulary, and pronunciation through several activities, fluency is taken into account, and the ability when speaking to keep going (Gower et al, 1995 cited in Derakhshan et al., 2016). Good accuracy can make a good impression when the individual delivers. To improve accuracy, students can get used to reading anything in English, such as journals, magazines, and newspapers. This is useful so that students are more familiar with grammar and vocabulary.

Based on the theory above, the researcher concludes that speaking in EFL is not easy for some students. Because it is complicated to create ideas to talk about or communicate. Students should practice, and study harder to make the interlocutor understand what we say. Then follow some rules needed to improve speaking quality such as vocabulary, grammar, pronunciation, fluency, and accuracy.

C. Problems in Speaking

Speaking skills are considered one of the most difficult of the other four skills that learners must master. When learning English, some people will make mistakes when they are about to say something. The difficulty of speaking English is divided into two aspects, namely:

1. Psychological Problems

Psychology is the science of the behavior or thinking process of living beings interacting with their surroundings. Problems that interfere with emotional and physical problems are psychological (Fitriani & Apriliaswati, 2015). Nonlinguistic problems such as the students themselves, materials, methods, motivations, facilities, etc. Psychological factors that students face in English are shyness, fear of mistakes, lack of motivation, and lack of confidence (Juhana, 2012 cited in Rahayu, 2015).

a. Shyness

Students are reluctant to use English because they are too shy to speak in class. The emotional thing that arises when students speak English is shyness, the feeling causes what they think to be lost (Rahayu, 2015). Shyness is an emotional thing that most students suffer when asked to speak in front of their peers. Things like this indicate that shyness can be a source of problems during the student learning process. The embarrassment makes their minds blank so they don't know and forget what to say.

b. Fear of Mistakes

Fear of mistakes is a situation where students are reluctant to speak English due to fear of being criticized and laughed at by their interlocutor. Students are afraid that their classmates will laugh at them and they are also afraid that when they speak there is no change for the better and the teacher will give corrections or criticisms (Fauzan, 2014). The fear of mistakes is one of the most important factors that make students reluctant to speak in English. This fear can be caused by correction problems and negative evaluations that will be received from their friends or teachers. The reason for students' fear also comes from the fear of being laughed at by other students who make no confidence. Teachers must convince their students that we can learn from their mistakes.

c. Lack of Motivation

Motivation is the desire, attitude, and effort of the individual. This can be said to be a source of positive energy and a practical direction for all aspects of activation to support student learning achievement (Menggo, 2016). Students who are reluctant to speak out are important to be given motivation. Motivation is the key to a student's readiness to communicate (Rahayu, 2015). Motivation is inner energy. Students who are motivated will increase their interest in learning.

d. Lack of Confidence

Self-confidence is the ability to believe in one's own abilities or capacities that we have. The factor of lack of exercise can also result in a lack of confidence. The result of a lack of self-confidence is feelings of guilt, unrealistic expectations, fear of change, and depression (Fitriani & Apriliaswati, 2015). A lack of confidence occurs when students realize that their interlocutor does not understand what they are talking about or vice versa.

Students who lack confidence in communicating generally prefer silence.

The explanation above shows that speech problems can cause problems in students' psychology. Which will interfere with the student's learning process. Students will feel shy, fear mistakes, lack motivation, and lack confidence. This will result in less-than-optimal student learning outcomes. And it must be known the solution to solve the problem.

2. Language Problems

Several language problems affect a person in speaking. According to Richards (2008), speaking is one area where students often struggle, such problems are lack of vocabulary, poor in grammar, and poor in pronunciation.

a. Lack of Vocabulary

A vocabulary word is a single word or a group of words with a particular meaning. When someone lacks the vocabulary necessary to communicate and is unable to put words together correctly, they are said to have vocabulary problems (Kamil & Hiebert, 2005). limitations resulting from a lack of word variety in the expression of ideas. Many students who are learning English as a second language find it difficult to communicate verbally using words and expressions (Khan, 2005). This issue may also be exacerbated by elements like a lack of exposure to English in the immediate environment or a lack of confidence when utilizing new vocabulary. When switching from the source language to a target language like English, students usually know exactly what they are going to say, but they frequently struggle to put the necessary vocabulary together and use it.

b. Poor in Grammar

For student learning English, the issue of poor grammar proficiency when speaking can present significant problem. It might be challenging to communicate ideas clearly and effectively when one is unable to comprehend and apply grammar rules correctly. It can be challenging to understand or make communication unclear when there is a misuse of tenses, poor sentence construction, or the use of words that are not relevant. Because students do not learn structures one by one, grammar becomes challenging (Celce-Murcia, 2001). Furthermore, poor grammar can make someone feel uneasy or concerned about using English correctly, which can lower their confidence in speaking the language. To enhance general communication skills, it is crucial to give particular attention to the grammatical components of learning English, especially when speaking.

c. Poor in Pronunciation

Unlike English, words are typically pronounced in Indonesian. Learners of foreign languages must also be able to speak English fluently. Additionally, students will benefit from this in that they will be able to speak like native speakers themselves. Another issue that has been identified as affecting students' speaking performance is pronunciation (Fitriani & Apriliaswati, 2015). Like syntax or vocabulary, pronunciation is crucial to learning a foreign language. Pronunciation accuracy is essential for improving speaking abilities. Additionally, there is a close connection between pronunciation and grammar and other subjects like listening. Once someone can pronounce a word's suffix correctly, they should also give grammatical information.

Based on the explanation above, language problems, specifically those related to speaking, encompass challenges such as lack of vocabulary, poor grammar proficiency, and difficulties in pronunciation. The deficiency in vocabulary hinders effective

verbal communication, often stemming from limited exposure or a lack of confidence in employing new words. Poor grammar, on the other hand, creates obstacles in conveying ideas clearly, leading to potential misunderstandings due to errors in tenses, sentence construction, or the use of irrelevant words. Pronunciation issues, influenced by language differences and the need for fluency, further impact speaking performance. Overcoming these language problems requires targeted efforts in vocabulary expansion, grammar mastery, and pronunciation accuracy to enhance overall communication skills in a foreign language like English.

D. Causes of Problems in Speaking

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

1. Causes of Psychological Problems

a. Causes of Shyness

Students are not confident and tend to feel embarrassed because they feel intimidated when speaking English in front of others. English students feel embarrassed when speaking because they are afraid that they will make mistakes (Saurik, 2011 cited in Nakhalah, 2016). They are also afraid that they will be laughed at by their interlocutors or friends because of their low ability in English. Some students are embarrassed because of their quiet attitude.

b. Causes Fear of Mistakes

Students' fear of speaking English has become a common problem in the EFL context in Indonesia. Most EFL students feel afraid to speak the foreign language they are learning. (Middelton, 2009, cited in Nakhalah, 2016). Students are afraid or don't want to look stupid in front of their peers. They also worry about what their

friends think, whether it looks silly or something. They fear criticism from their friends for speaking wrong.

c. Causes of Lack of Motivation

Lack of motivation in learning can cause doubts in students when learning English in the classroom. The causes of lack of student motivation are boredom, no learning inspiration, lack of material suitability and not understanding learning objectives (Gardner cited in Nakhalah, 2016). Uninspired teaching, such as monotonous teaching, can reduce motivation because students become bored. The thing that can behind the cause of lack of motivation is also students who are less motivated by teachers in communicating English. Teachers must have passion and creativity to influence student motivation and achievement.

d. Causes of Lack of Confidence

One of the main causes of students' lack of confidence is their relatively low speaking ability. Students think they cannot speak English yet and feel their abilities are still poor (Nakhalah, 2016). Another cause is also the lack of encouragement from their teachers. The encouragement obtained from teachers can generate confidence in students. This can make students succeed in communicating because they get a boost from their teachers.

Based on the explanation above, the cause of students' speaking problems is usually students feeling insecure and embarrassed. Then, fear to speak up and lack of motivation from the teacher. Therefore, the role of the teacher is very important in the process of providing motivation to students. Then, it is also important to find out the causes and solutions that can increase the motivation of students to be able to speak English. By asking students what they need to make their learning process more enjoyable and so that they are more motivated.

2. Causes of Language Problems

a. Causes of Lack of Vocabulary

Numerous factors can contribute to students' vocabulary-related difficulties when speaking English. First, a person's ability to communicate ideas clearly and variedly may be hampered by a lack of vocabulary that covers a wide range of themes and contexts. Pupils desire to engage in class, but their lack of vocabulary will prevent them from doing so, and they will be reluctant to speak with teachers or other students (De la Cruz & Paula, 2023). Secondly, pupils' limited exposure to English in their environment might restrict their ability to acquire a large vocabulary. Furthermore, their vocabulary development may be hampered by their infrequent practice and usage of English in natural settings.

Furthermore, students who receive instruction that places less emphasis on vocabulary enrichment or find it less engaging will not be motivated or interested in picking up new vocabulary. Students' lack of vocabulary has a direct impact on their output. The amount of vocabulary that students use also affects when they speak (Rasul, 2018). As a result, efforts must be made to create a learning environment that encourages students to read, speak, and engage in direct experience to develop their vocabulary.

b. Causes of Poor in Grammar

Speaking grammar issues frequently result from students' inability to correctly apply grammar rules in casual conversation. This can involve constructing sentences incorrectly from a grammatical standpoint, using verbs that don't match the time, or arranging words incorrectly in sentences. Contributing factors may include a lack of understanding of grammar rules and an opportunity for extensive practice using grammar while speaking. Speaking with proper grammar is crucial, so we must be aware of it

(Kusumawardani & Mardiyani, 2018). More sophisticated grammatical structures may make students uneasy or insecure, which can restrict how they can express themselves. Another reason is that their comprehension of grammatical rules may be hampered by a lack of exposure to and sufficient practice with grammar. Furthermore, a student's ability to correctly use grammar may be impacted by environmental factors such as a lack of exposure to English in daily life.

c. Causes of Poor in Pronunciation

The phonetic differences between an individual's native language and English can be a common source of pronunciation issues in English. One of the main components of teaching foreign languages is teaching pronunciation. Foreign language instructors must emphasize the value of teaching pronunciation in their classes since sound plays a significant role in communication (Shahzada et al., 2012). Every language has its own set of phonemes, so when someone tries to speak a language they are not familiar with like English they might find it difficult to get used to sounds that are absent from it. An additional factor that may impact someone's pronunciation is the influence of regional accents or English accents. Pronunciation skills can also take longer to develop if one is not exposed to or practices speaking English, as these abilities frequently call for constant practice and direct interaction with native speakers. To be able to communicate effectively with native speakers, a learner of a foreign language must receive instruction in pronunciation in addition to communicative practice (Otlowski 1998).

Based on the explanation above, language problems among students can be attributed to various causes, including a lack of vocabulary, poor grammar, and poor in pronunciation. The

insufficient breadth and depth of vocabulary hinder students from expressing themselves clearly and confidently. Limited exposure to English and inadequate practice contribute to vocabulary deficiencies. Poor grammar skills arise from a lack of understanding and practice, leading to incorrect sentence constructions and verb usage. Pronunciation issues, on the other hand, stem from phonetic differences, regional accents, and a lack of exposure to English sounds. To address these challenges, it is essential to create a conducive learning environment that encourages active engagement, extensive practice, and explicit instruction in vocabulary, grammar, and pronunciation. Additionally, emphasizing the importance of these linguistic components in language instruction can help students develop effective communication skills.

E. Solutions to Overcome Problems in Speaking

Solutions from English teachers can use to overcome speaking problems are role-play, drilling, brainstorming, and giving the students motivation (Widyasworo, 2019).

1. Role-Play

Role-play is one of the strategies that can improve the speaking ability of students especially those who have fears when speaking English. Role-playing techniques are a methodology for teaching discussions and role representations of a group nature (Krebt, 2017). In doing this learning model, students are required to play someone's character. Members of the role-playing group act out social conditions. In role-playing activities, students choose their own words, with the topic given by the teacher, so that they can customize to choose according to the situation that can improve vocabulary.

2. Drilling

For students to pronounce English words well, teachers can use drilling techniques. Drilling is a technique of imitating or repeating words, even sentences given by the teacher (Widyasworo, 2019). Using this technique aims to make students know how to pronounce words well in speaking English. First, the teacher delivers some sample words or sentences then the students imitate or follow them. By imitating many times words with the correct pronunciation then students follow the teacher's instructions.

3. Brainstorming

English teachers believe that brainstorming strategies can help students improve their speaking skills. Brainstorming techniques can make students understand information and can freely think about the topic (Songbatumis, 2017). The teacher provides information on topics related to the lesson to students. Then the students brainstorm the topic that has been given. Students in groups try to solve problems in order to get solutions by accommodating all ideas gathered from all group members.

4. Give the Students Motivation

One strategy to improve the ability to speak English that can be used is to provide motivation. To train self-confidence, teachers need to motivate so that students feel not afraid of making mistakes, and feel ashamed of speaking English (Widyasworo, 2019). The thing that can behind the cause of lack of motivation is also students who are less motivated by teachers in communicating English. Uninspired teaching, such as monotonous teaching, can reduce motivation because students become bored. Teachers must have passion and creativity in order to influence student motivation and achievement.

Based on the explanation above, it is known that the strategies used by teachers are very influential on the success of the teaching process and learning to speak English. With a strategy that is good and

easy for students to understand, they will be more excited and motivated. Teachers are required to be more creative in delivering material so that the learning process is more enjoyable. With this motivation, students will be interested in learning how to speak good English.

F. Previous Studies

Previous studies about an analysis of students' problems in speaking English have been conducted by some researchers. First of all, a research from Riadil (2020) entitled "A Study of Students' Perception: Identifying EFL Learners' Problems in Speaking Skill". The participants of this study were thirty-five Tidar University students as EFL learners in Magelang. The results showed that a common problem facing students felt that the mother tongue was easier than English, students used the mother tongue, the topical knowledge, participants were low or uneven or rarely took classes.

Secondly, a research conducted by Rahayu (2015) entitled "An Analysis of Students' Problems in Speaking English Daily Language Program at Husnul Khotimah Islamic Boarding School". The participants of this study were eighth-grade students totaling nineteen people. The results showed that the most important factor faced by students is the environmental factor which is less supportive of not using English like human resources who still lack the awareness to apply English. The psychological factor is fear of making mistakes, shyness, and lack of self-confidence. Lack of understanding of grammar patterns, limited mastery of vocabulary, and use of the mother tongue are also the reasons.

Thirdly, research was conducted by Aziz and Kashinathan (2021) entitled "ESL Learners' Challenges in Speaking English in Malaysian Classroom". This study used the systematic literature review method with a total of fifteen studies that were reviewed in depth. All participants studied could be at their primary, secondary, or tertiary level. The most significant thing is the limited vocabulary of students. The other thing is to

feel ashamed, and diffidence. Students rarely use English because they are embarrassed to be ridiculed for being mistaken for 'Mat Salleh.' assuming they are not proud to be Malaysian if they don't speak Malay.

Another research was conducted by Widyasworo (2019) entitled “Students’ Difficulties in Speaking English at the Tenth Grade of Sekolah Menengah Kejuruan”. The participants of this study were thirty-six students in the tenth grade of SMK N 2 Purworejo. The results showed that linguistic and non-linguistic problems, in linguistic aspects, are grammar, pronunciation, and lack of vocabulary. Non-linguistic aspects are shyness, mother tongue usage, low motivation, lack of confidence, inhibition, nothing to say, and anxiety. Based on speaking skills the average score can be 64.8 and if on the assessment criteria in 2013 the curriculum is already included in sufficient categories. Several teaching strategies can be used, namely role play, brainstorming, drilling, and motivating students.

The last, research was conducted by Jaya et al., (2022) entitled “Speaking Performance and Problems Faced by English Major Students at A University In South Sumatera”. The participants of this study were sixty-seven students of the English study program in the fifth semester of English University in south Sumatra. The most dominant difficulties faced by students are anxiety and lack of self-confidence. Another problem related to linguistic difficulties is the lack of vocabulary, grammar, and pronunciation. Other factors that cause speaking is feeling difficult subjects, nervousness, lack of general knowledge, rarely or unwillingness to open a dictionary, and laziness to read.

The previous studies above became a reference for researcher to get an idea of this research. Researcher feel interesting in doing this research because there is an underlying novelty, namely the novelty of the research location which is still far different from previous research in terms of the facilities provided in schools, human resources, and locations in the village making the children there still far behind the children who

come from the city. Another novelty is that in this study, researcher will look for solutions that can solve the problem from the student's point of view that will later be useful to the student herself as well.