

CHAPTER II

LITERATURE REVIEW

This chapter presents (1) speaking, (2) teaching speaking, (3) the activities in speaking, and (4) previous related studies.

2.1 Speaking

Basically, according to Thornburry and Slade (2006), speaking is a social relationship that involves social interpersonal skills by having mutual agreement, and can modify social identity. In this case, it reveals some social elements through attitudes, assessments, and opinions which can conflict with the formal attitude of the class when teaching speaking. In line with this, speaking is a process of communicating with other people. A person can speak by using verbal language in communication (Fulcher, 2003). Therefore, speaking interactions will certainly consist of several people, either only one or two people, even more who are involved in communication and building social relationships.

In learning English according to Harmer (2007), speaking is a person's skill in giving or obtaining a language and information that is processed by someone in speaking and not only that, by speaking a person can also find out knowledge about what features one has regarding a language and someone can also speak fluently. In addition, Collie and Slater (2005) stated, when someone can speak fluently, speaking will also be able to form a person's fluency to be able to use, such as speaking

English or other foreign languages, which can be driven by a person development in speaking. From the above discussion, the writer can conclude that with the speaking ability possessed by a person, it can reveal or state something used in communication. In addition, the ability to speak fluently to someone will make it easier for other people to understand correctly and easily in communicating.

2.1.1 Types of Speaking

There are many types of classroom speaking performances that students are expected to carry out in the classroom. Brown (2004) explain five types of speaking performance, as follows:

a. Imitative

Imitative aims for meaningful interaction and focused on certain elements of the form of language. In this case, students practice an intonation or students try to identify a certain vowel sounds and then this activity is usually performed in form of drilling.

b. Intensive

Intensive is done by an individual or even in pairs. It is a speaking skill designed to practice some grammatical aspects of language.

c. Responsive

Responsive is an activity that encourages students to practice their language in answering short and simple questions that are meaningful.

d. Transactional & Interpersonal (Dialogue)

Transactional (dialogue) is carried out for the purpose of conveying exchanging specific information and then students are usually asked to have a dialogue about their feeling. Interpersonal (dialogue) is the classroom activity purposed of maintain social relationship, not only for transmission of facts and information.

e. Extensive (Monologue)

Extensive (monologue) is the students are asked to give extended monologue in the form of oral reports, summaries or speeches. Monologue is also a oral language communication is carried out, but only one person can convey something to the listener.

2.1.2 Aspects of Speaking

Actually, speaking is not simply expressing something orally. However, a person can know some aspects of speaking in order to have good speaking skills. Brown (2001) described the speaking aspects as vocabulary, pronunciation, fluency and accuracy.

a. Vocabulary

According to Renandya and Richards (2002), a vocabulary is a core part of language acquisition. Having vocabulary skills makes it easier for students and provides many bases for students on how to speak, listen, write and read. Without knowing a large number of broad vocabulary, a person may have obstacles in using the opportunity to learn English. Additionally, Nunan and Carter (2001) stated, vocabulary is a collection of lexemes which consists of a series of

words such as, compound words, single words or idioms. In summary, vocabulary is very important to be mastered sufficiently so that someone can speak English accurately and fluently.

b. Pronunciation

Pronunciation is a way for someone to be able to produce words that are spoken clearly and precisely when speaking (Kline, 2001). Futhermore, Fraser (2001), states that pronunciation also includes several aspects of speech such as intonation, expression, rhythm, articulation and more peripheral eye contact, gestures or body language. In addition Harmer (2001) stated, pronunciation is one aspect that is important to pay more attention to because when the pronunciation is wrong it can cause misunderstanding or misinterpretation.

c. Fluency

Fluency is something that is seen from the extent to which a person can use language confidently, quickly, without any doubts or mistakes in choosing words (Nunan, 2003). According to Hedge (2000), fluency is the ability of someone who is fluent to speak coherently and use the correct words with a clear pronunciation of someone. In this case, fluency can also be used to measure a person's ability to speak or use language.

d. Accuracy

According to Nunan (2015), accuracy is something that directs the extent to which a person's speech can be grammatically accepted, with clear and precise pronunciation. Furthermore, Thornbury (2005), accuracy is very important for students to pay attention to in learning because the use of correct grammatical structures requires length, complexity of speech and well-structured clauses. In summary, students must be able to use phrases, words correctly and precisely.

2.1.3 Teachers' Difficulties in Teaching Speaking Skills

In teaching, teachers have their own teaching methods or techniques, especially teaching English. Teaching English is not an easy thing, especially in teaching speaking skills. According to Nuraini (2016) there are two factors of difficulty when teaching speaking English, namely internal factors and external factors.

1. Internal Factors

In teaching speaking English can be caused by internal factors, which become difficulties for teachers in teaching speaking English, these difficulties are as follows:

a. Native Language

The native language is one of the factors that most influence students' speaking ability. One of the difficulties faced by teacher is that students use their native language more often than English in speaking. According to Nuraini (2016), The native language of

students will be difficult in teaching speaking English, especially if the teacher cannot understand and decide how to deal with it. However, according to Brown (2000), if the teacher is accustomed to listening to the students' the native language in speaking, they will be able to learn the difficulties of students, so that they are able to overcome them and students do not use their native language too often in learning to speak. So, that the students' native language will be difficult in teaching speaking because students always use their native language and become a native language that interferes in speaking skills.

b. Age

In this case, age is not a limitation in learning to speak English. However, each age stage has its own characteristics which sometimes have the potential to become difficulties in teaching speaking. One of the difficulties in teaching speaking is caused by not being able to distinguish the stages of learning to speak, in which the subject matter must be adjusted to the age of the students. The material for students' speaking skills should be broad, considering the age of students who are in their teens of 13-14 years who should be able to speak and receive English learning well. This finding is in accordance with research, Harmer (2007), which states that students age around 14 years are called teenagers who have the potential to be difficult for

teachers to choose material that is appropriate for the age of students. Brown (2000) in looking for material that is appropriate to the age of the students. So, the teacher find it difficult to develop speaking learning materials that are appropriate for the age of the students, because students have to use basic materials to suit students' speaking skills.

c. Exposure

Exposure is very important in teaching speaking English, the teacher must know the condition of the students in order to provide appropriate exposure to develop speaking skills. However, the thing that became difficult for the teacher was because the exposure to speaking to students was minimal in English. Other than what the teacher said, students can get to know the language from listening to English audio, reading text and also watching English videos. So, exposure is an important source of students' success in acquiring English.

d. Innate Phonetic Ability

English speaking skill is a talent or intelligence of an individual. Innate phonetic ability is that every tongue owned by a person is different when pronunciation because some are still attached to their mother tongue and some are already able to act like native speakers. In this case, if speaking naturally seems difficult for

students, the teacher must realize that students have the opportunity to be able to have good phonetics to speak English, with some effort and concentration in order to improve students' competence. Based on the study, according to Susmitha (2014) teaching pronunciation is a very sensitive and complicated aspect in the English class because of students' innate phonetic abilities, so it was important for English teachers to have phonetic knowledge, so that teachers could correct students' pronunciation in speaking English. Because according to Khan (2020) If students can not pronounce a word correctly then they cannot communicate well, therefore it was not an easy thing for teachers to help students have a better understanding in English pronunciation and improve their ability to communicate easily and effectively because students have different phonetics.. In brief, the innate abilities of students who are different and interfere in speaking can be the cause of teachers' difficulties in teaching speaking skills.

e. Language Ego

In this case, the positive attitude of the teacher really helps students to control their language ego in mastering speaking skills, so that students do not feel afraid or nervous in speaking English. As Brown (2001) said, the language ego is the identity possessed by a person in developing language skills with mastery

of English as a second language. According to Nuraini (2016), there are two language egos, namely in positive and negative or bad trait. The positive trait, if students have language ego in positive terms it will help students to master speaking skills. While the negative trait, if students have a language ego in a bad or negative terms then students will find it more difficult to achieve the purpose of speaking English. In addition, according to Humaera (2015), When students face challenges to learn English, students' egos are affected and students feel inadequate in new and stressful situations, such as interacting in direct communication when using English. In short, it is not easy for teachers to control students' language ego, so it is difficult for teachers to direct students out of the language ego zone.

f. Motivation and Concern for Good Speaking

In teaching speaking skills, it is important for teachers to build student motivation. According to Erlina et al. (2020), motivation is used to energize students and what directs their activities. The thing that becomes the burden of the teacher in building student motivation, because each student has their own characteristics so that many strategies and approaches are needed to build that motivation. In motivating student communication, teachers can help students to understand or develop motivation by showing how clarity of speech is important in shaping their self-image

and achieving their goal of speaking English. According to Grabe and Stoller (2002), motivation itself comes from within students such as, interests, self-concept and involvement, so that teachers can only motivate from outside, so it takes time to emphasize that students are aware and build their belief that they can speak English. This means that motivation is very important in teaching speaking. If students do not have motivation or lack of motivation as stated by Abrar et al. (2018) lack of motivation is a barrier factor for students to be active in speaking English. So it takes time to emphasize that students are aware and build their confidence that they can speak English.

2. External Factors

The effectiveness in teaching speaking English does not only come from internal factors but is also influenced by external factors, as follows:

a. Teaching Speaking English at Large Class

In teaching speaking English is not an easy thing for teachers. According to Baker and Westrup (2000), there are several problems faced in teaching in large classes, namely the problem of discomfort, class conditions that are not conducive, an intimidating class atmosphere, it becomes difficult for teachers to paying attention to students, the teacher's feedback is not quite

appropriate. According to Trang (2015) stating that it is difficult to make learning comfortable, an atmosphere that is intimidating, and in mixed classes it is difficult to handle large classes. In line with this, according to Marzulina et al. (2021) the size of a class is one of the things that influence effective classroom management in teaching and learning English. To sum up, the teacher find it difficult to handle a large class because it is difficult to check each students' speaking and it is difficult to get their attention.

b. Learners' Autonomy

In teaching English as a foreign language, speaking skills require a lot of practice for students. the concept of learners' autonomy in teaching speaking skills to help students get out of shame, fear and anxiety about foreign languages. Nuraini (2016) this finding shows that teachers need a great effort in building learners' autonomy, namely the limited skills of students in speaking because students' vocabulary is still lacking, students' pronunciation is still not right, students are not confident in speaking. In addition, according to Qamar (2016), because each student has different autonomy in study habits, their level of motivation, interests and needs, so that each student will learn with their own autonomy. To summarize, the teacher find it

difficult to teach speaking because learners' autonomy in speaking English is still lacking.

2.2 Teaching Speaking

2.2.1 Definition of Teaching Speaking

Definitely, in teaching English involves the ability of the English teacher which can form and maintain interesting classroom conditions or situations so that students can enjoy learning in class, so they can continue to practice their speaking skills (Rasyid, 2016). In connection with the above, there are several things teaching speaking to students, namely, to be able to use word and sentence stress, language used as a tool to express assessments or show assessments, and to produce sounds or speech patterns in English (Nunan, 2003). Furthermore, Wenxia (2008) described that in the teaching process speaking is not only about language presentation but also as an act of communicative oral communication. Therefore, when learning to speak English, we will be actively involved in communication efforts.

2.2.2 Principles in Teaching Speaking

In teaching speaking to students, it is necessary to know what principles can improve students' speaking skills. According to Anuradha et al. (2014), there are several principles of teaching speaking, namely:

- a. In teaching English classes, allow students to be free to be active in speaking with whatever knowledge of English the students have and let them make problems in speaking English.
- b. The teacher can arrange pair work and role play, as well as supervise students to be able to correct the active and activate the passive.
- c. Before doing speaking teaching, prepare all planning, learning activities and assignments in advance in teaching speaking.
- d. Teaching speaking teaches students structures, phrases or words and allows or frees students to use them to practice as much as possible.
- e. Encourage students with tail-forwarding techniques to combine and create sentences.
- f. Every individual has weaknesses that must be taken into account, so that teachers must be sympathetic in paying attention to students. Because distractions and corrections can also hinder the fluency of speaking and discourage students in speaking English.

2.2.3 Problems in Teaching Speaking

Additionally, in teaching English class is something that is not easy for teachers to do in English. Then, there are problems faced in teaching speaking English. As stated by Aleksandrak (2011) there are several problems faced in teaching speaking English, namely:

- a. This problem is caused by the lack of opportunities to speak in class based on character and frequency, because the teacher cannot handle the time in teaching so that students are not sufficient to speak English.
- b. In teaching English classes, it is certainly an obstacle to developing speaking skills of students in class conditions that are not optimal.
- c. The biggest problem is also in the teacher's decision to be able to choose the right type of oral dialogue in the practice of students speaking in class and also the distribution of communicative situations.

In addition, in teaching speaking English there are also problems that students have, which also have an impact on teacher constraints in teaching speaking, as stated by Richards (2003), namely students take a long time to speak because they have to compile the first words to speak, students have a minimum vocabulary so that students often experience misunderstandings in speaking and also often experience communication problems, so that spoken English cannot sound natural, and students cannot maintain the oral interactions that are carried out.

2.3 The Activities in Teaching Speaking

In this case, in teaching students' speaking skills, it can be supported by activities to introduce speaking English to students, which according to Kayi (2006), there are several speaking activities that can be done in the classroom, namely:

- a. Discussion, this activity is important to be able to share ideas, conclusions, exchange ideas about a subject matter that has been studied. The teacher can carry out various kinds of discussions, for example group discussions that can shape students to mutually express their opinions and ideas.
- b. Role playing, it is also thing that make students practice speaking. In this case, the teacher make students to become a character in a context directly.
- c. Simulation, simulation activities involve students in creating a realistic classroom environment.
- d. Brainstorming, this speaking activity can be done by brainstorming, where students can come up with or generate ideas directly and quickly.
- e. Story Telling, the aims to improve students' speaking skills and make students dare to do speaking activities by telling story.
- f. Interview, the activity of the interview here means that the teacher directs students to be able to conduct interviews with people whose aim is that students not only can speak English in the classroom but

also can speak English outside the classroom and the results will be presented in front of the class.

2.4 Previous Related Studies

In previous related studies, the first study was written by Ramadhani and Bahri (2017) entitled “Teachers’ Problems in Teaching Speaking to Young Learners”. The purpose of this study was to determine the teacher's problem in teaching speaking to young students. The results of this study indicated that the problem of the teacher in teaching was that the teacher could not manage the class well, so that he could not predict the time in teaching speaking skills to students and reduces the opportunity for students to speak more, did not associate the material provided with daily activities. Then, the problem of the teacher in teaching speaking to young students was that the teacher treated young students almost the same as older students. In short, this study found the problem of teachers in terms of time prediction and the lack of analysis of students' difficulties in learning to speak English. The similarity of previous and present studies is to find out the causes of difficulties faced by teacher’s in teaching speaking skills. The difference is, previous research was conducted in elementary schools on young learners. While the writer conducted research at SMP IT Fathona Palembang on English teachers’.

Another study was related to this second study, which was conducted by Nor et al. (2015) entitled “English Language Teachers’ Perceived Difficulty of English Skills Faced by ESL Learners”. This paper focused on students' English skills which is to find out the difficulties of ESL students because it becomes an obstacle for ESL students in mastering English. The results of this study indicated that the biggest obstacle to ESL students was speaking skills because many had vocabulary problems and also in using grammar correctly, besides reading skill which was the obstacles for ESL students. The similarity of the previous and current research was that both conduct in junior high schools. The difference in this study focused on what factors of the teacher of English difficulties in teaching speaking skills, while Nor et al. (2015) conducted their research which focused on the difficulties of ESL students in mastering speaking skills.

The last research was written by Al-Sobhi and Preece (2018) entitled “Teaching English Speaking Skills to the Arab Students in the Saudi School: Solutions and Problems”. This study aimed to determine what influences EFL teachers in teaching speaking skills and the solution. In this study, the teacher must continue to take care of learning what is the difficulty of EFL students in learning to speak English, such as using strategies in teaching in order to overcome problems in teaching speaking and also in this study suggests applying techniques such as applying technical approaches communicative in English class to improve teaching

speaking in English class. The similarity between the previous and present study was both investigate the difficulties of English teacher conduct in junior high schools. The difference is this study is to find out what factors of the difficulties faced by teacher of English in teaching speaking skills. Meanwhile, Al-Sobhi and Preece (2018) research is to determine problems in teaching English speaking skills to Arabic students and solutions to overcome these problems.