

CHAPTER II THEORY REVIEW

2.1 Definition of Speaking

There are many definitions of speaking that have been suggested by the experts. Wahyuni et al (2014, p. 6) states that Speaking is a way for someone to do an interaction with one another. Tarigan cited in Dea et al (2015, p. 3) defined that speaking is a language skill that developed in child life, which is produced by listening skill, and at that time speaking skill is learned.

Furthermore, in speaking there many aspects to be considered like pronunciation, grammar, fluency, accuracy, and comprehension. It is because speaking is an interactive activity which involve the area of knowledge. Speaking also identified of two elements: production skill and transaction skill, in production skill speaking ability take place without time limit, and interaction skill, there is a negotiation between speaker and listener. All of the aspects of speaking should be mastered by students in learning speaking English.

In addition, according to Zainurahman & Sangaji (2019, p. 2) defined that speaking is a process in the brain to produce language out of mouth formerly, speaking is more than the biological activity in producing voice by using articulatory and respiratory but also the maturity of thought in individual's mind. Brown cited in Indah (2020, p. 7) stated that speaking is an interactive process of constructing meaning that involves producing and receiving and processing information.

Widdowson cited in Darul (2016, p. 3) Stated that Speaking is the most common way for human to express their thought and feeling. Cameron cited in

Wahyuni et al (2014, p. 2) argues that speaking is an activity used of language to express purposes so as the listener could understand. In other words, speaking is social interaction constructed by individual that has communicative function. Supported by Clark and Clark cited in Dea et al (2015, p. 3) stated that speaking is fundamentally and instrument act.

Therefore, from the definition above could be concluded that speaking is delivery of language through the mouth, to speak we create sound using part of our body, including the lungs, vocal tract, tongue, teeth and lips, speaking also the way of human to process of producing the words in conveying, and sharing an idea, messages, and information with specific purposes through communication and social interaction.

2.2 Importance of Speaking in English

As we know in this global world, communication has a main role to interaction with each other in common language, and English is the spoken all over the world, English widely used in the business, internet, technology and information, travel, entertainment, media, banking and so on. English is used in each international communication, it has a purpose of communicating to people who live in different country, regions, states, and continents. so many of the foreign language learners learning English to achieve their aims in communication.

Speaking helps learners develop their vocabulary, pronunciation, and grammar, if it practiced continuously. Speaking English important to students

both inside or outside classroom. Fluently in speaking English make us have more opportunities to find a good job in difference organizations and company, it is supported by Baker and Westrup cited in Leong & Ahmadi (2017, p. 35) stated that learners who speak English very well can have greater chance for better education, finding good jobs and getting promotion.

Among the four keys of language, speaking deemed to be important skill in learning English. Speaking activities is a part of daily life activities that cannot be underestimated, people can produce tens of thousands of words in speaking a day (Sudarmo, 2021, p. 113). Brown and Yuke cited in Rao (2019, p. 8) argued that speaking is the skill that the students will be judged upon most in real life situation. While Richards cited in Tansa (2019, p. 6) states that when people meet, they greet each other, engage in small talk, recount recent a new experience, tell about something, and so on, because they wish to be friendly, and establish a comfortable zone through the interaction with other.

So far, the understanding of importance speaking in English explained above, could be concluded that speaking is important to everyone, because people speak every day as a way of them to communicate with each other. English is used all over the world, in technology and information, internet, entertainment, business, and university, so that is why learners have to mastering speaking ability in English.

2.3 Types of Speaking

Talking about speaking is not far from conversation. According to Brown cited in Indah (2020, p. 12) defined that spoken into interpersonal and

transactional dialogue. Richard in Brown Brown (2011, p. 3) says that transactional conversation is by which people accomplish goal with relatively little personal connection between speaker, in the other hand interpersonal conversation involves more personal and social relation between the speaker. Moreover, in the Depdiknas (2006) stated that transactional conversation is the conversation to get things done, while interpersonal conversation is the conversation to get socialization. It means that transactional conversation involves the transaction between speakers in getting things done like exchanging some forms of goods, service or information. While interpersonal conversation is the conversation that primarily involves the extension of personal and social relation. The transactional and interpersonal conversations consist of several expressions that must be mastered by students. The expressions in the transactional and interpersonal conversation are related to the students' daily life. By mastering those expression students supposed to be able to interact with nearest environments. Those the students have to know how to use expressions in the conversation.

In addition, a type of speaking means that reflects in the types of language which is used. According to Brown cited in Fauzi (2019, p. 34) states there are some types basic of speaking in the class as following:

1. Imitative

One of types in speaking is Imitative, this type is ability to imitate a words, phrase or as possible sentences. Imitation of this kinds is carried out not for the purpose of meaningful interaction, but focusing on some

particular element of language form. This is purely phonetic level of oral production, and grammatical properties of language may be included in the criterion performance.

2. Intensive

Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological and grammatical aspect of speaking. Intensive speaking can be initiated or it can even form part of some pair activity, where learners are going over certain form language.

3. Responsive

Responsive is interaction in a conversation, replies from the question but somewhat limited level of short conversation standard greeting and small talk, simple request and comment. The replies are usually sufficient and do not extend into dialogue.

4. Interactive

If responsive is interaction in a short conversation, interactive is interaction in a more complexity conversation, and sometimes include multiple exchange a specific information of participants in social relationship.

5. Extensive (Monologue)

Extensive is a form oral production, includes speeches, perhaps story-telling, and oral report which in this interaction has a limited interaction with listeners, it means listeners rarely to respond.

From the statemen above, it could be concluded that speaking was defined into interpersonal and transactional conversation. When the transactional is a conversation to get things done, while interpersonal is conversation to get socialization. In additions there are also five types basic of speaking in the class, namely: Imitative, Intensive, Responsive, Interactive and Extensive.

2.4 Components of Speaking

To produce a good communication between speaker and listener, students need to concern to the components of the speaking, because speaking is a complex skill to acquire. According to Vanderkevent cited in Kurniati et al (2015, p. 5) Mentioned that there are three components in speaking. Namely, first the speakers as a people who produce the sound, that useful as a tool to express their opinion, massage, or their feeling. Second the listener as a people or listener who get a speaker's opinion. And third is the utterances as a words or sentences which are produce by the speakers to state the opinion.

Meanwhile according to Harris cited in Helmanda & Nisa (2019, p. 79) the components is used to complete the speaking ability. And there are mentioned five components of language in speaking ability, as following:

1. Pronunciation

Pronunciation helps learners understanding when they listen to the language, it is also help the language that produced more accurately in speaking, it deals with the phonological process that refers to the component of grammar made up of the elements and principles that determine how sounds vary and pattern in language. According to

Hornby cited in Helmanda and Nisa (2019, p.70) pronunciation is the way in which a word is pronounced. Pronunciation has a role in creating a communication process easier to understand. From the explanation above, it can be concluded that pronouncing English perfectly can help speakers deliver a good message and pronunciation is the knowledge of studying about how the words in a particular language are produced clearly when people speak.

2. Grammar

Grammar is one of the language components, and grammar is needed for students to arrange a correct sentence in speaking. Hornby (1995, p.517) states that grammar is a rule in a language that involves a modification of word form and incorporates it into a sentence. Using the correct grammar makes students know the real meaning of the sentence in a conversation. Grammar is also an important component in English to learn the correct way to gain expertise in oral or written form.

3. Vocabulary

Vocabulary is a word in a sentence, and having a lot of vocabulary knowledge helps students to be easier in speaking. According to Richards & Renandya (2002, p. 255) vocabulary is a core component of language proficiency and provides much of the basis for how learners speak. Students express their ideas both orally or in written form. According to Rohmatillah (2014, p. 70) without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve their

potential and may be discouraged from making use of language learning opportunities around them. And vocabulary means the appropriate diction which is used in communication. From this statement, the researcher concluded that without mastering vocabulary sufficiently English learner will not be able to speak English properly, without grammar very little can be conveyed, without vocabulary nothing can be conveyed.

4. Comprehension

When the speaker and listener understand about the meaning in the ideas what they said it represent, there is a comprehension. According to Hornby cited in Helmanda & Nisa (2019, p. 79) comprehension is the power of understanding or an exercise aimed at improving or testing one understand language (written or spoken). Comprehension means the ability to understand and respond the oral communication. In speaking English speakers and listeners have to understand what the meaning of their conversation. Students must also have the ability to understand, to capture the materials and intensions explained by the teacher.

5. Fluency

Last component is fluency, According to Kurniati et al., (2015, p. 6) fluency is the ability to read, speak, or write in easily, smoothly and expressively. Fluency can be defined as the ability to speak fluently and accurately. In other words, the speaker can read, understand and

respond in English clearly and know the meaning. Fluent in speaking is the aim of many language learners, can be defined fluency is the ability to speak fluently. From the statement above, can be conclude that the other important component of speaking is fluency, it is means that fluency is the capability of someone speak fluently and accurately with the little using pause like “uhm”.

Based on the explanation above, it can be concluded that there are several components in speaking namely pronunciation, grammar, vocabulary, comprehension and fluency. Moreover, there are three components mentioned above namely speaker, listener and utterance. All the components above are needed in speaking to produce a good communication between speaker and listener.

2.5 Problems in Speaking English

Speaking is an interactive process to construct and interpret meaning. In this research problems that faced by students will effect to speaking students ability in English.

According to Doris and Jessica cited in Dea et al (2015, p. 4) language problems actually serve as one important reason behind poor academic performance. Grant (2021) stated that A language barriers appear when two people who speak different language try to communicate. English learners' common language problems caused by not knowing the correct word, overcomplicating, communication, and speaking too quickly to be understood. Communication becomes complicated and hard to understand when the learners

try to throw everything they know into a sentence and speak in the wrong tense or grammatical structure, or when the listener speaks quickly while the listener not fully mastered the language.

These problems may become the problems for students to enhance and improve their speaking ability. And there are two problems effecting students in speaking namely linguistic problems and psychological problems (Dea aries et al., 2015, p. 4). While according to Nuraini (2016, p. 12) said that the effectiveness of teaching speaking does not only come from internal aspects of the learners but also influenced by external factors. The problems effecting students in speaking are following:

2.5.1 Linguistic problems

Linguistic is a scientific study of language such as the study of language structure (grammar), words and phonology. Linguistic problems which make students speaking ability become poor. According to Richard cited in Dea et al (2015, p. 4) states that there are linguistic problems that effect someone in speaking English such as poor in grammar, lack of vocabulary, and pronunciation. Those problems are:

1. Vocabulary

Diction or words called vocabulary is needed in communication or speaking, and vocabulary is one of confronted by English language learners. The more vocabulary we have the bigger possibility to have to use the language. Mastering vocabulary is the ability to get a lot of words, by mastering vocabulary students will able to speak and

communicate and express their thought Dinda (2021). According to Manguntungi (2019, p. 490) states that someone cannot communicate affectively without having a sufficient vocabulary to express their ideas both oral and written form. In this case the students are not able to speak English because there many vocabularies not mastered by students, when they asked speaking English they are confuse about what should say because of limited vocabulary they know.

2. Pronunciation

To avoid misunderstanding in communicate with others, speak with correct pronunciation is also a way to minimize misunderstanding. But pronunciation is one of the problems faced by English foreign language learners. Because English is not first language for foreign language learners, unlike native speaker, sometimes it still makes them to mispronounce in speak. According to Hinkel cited in Dea et al (2015, p. 5) states that second language learners need to master the individual characteristic of the sound of a new language. Have a good pronunciation in speaking English naturally also make it easier to other person to understand the meaning of words or sentences which spoken.

3. Grammar

Grammar is an important aspect in English. However, in communication, learners often to miss the grammatical even ignore it, actually is not a big problem as long the listener understands what the

speaker means, but to prevent misunderstanding, having a correct grammar is required, especially when speak to the native speakers, it will be different when speak to the foreign language learners who are also learning the same, sometimes when the learners speak they do not realize whether the grammar correct or not in a sentence. And it can cause misunderstanding in interpreting the meaning of ideas among the speakers and listener, especially when the listener is a native speaker who speak with structured way. Kurniati et al (2015, p. 5) states that students need grammar to set a proper sentence in conversation. Students who understand in grammatical structure such as tenses, sentence structure, and word forms will be able to produce a good sentence which has a real meaning of the sentence (Ismiati, 2021, p. 9).

To sum up, from the explanation above linguistic problems divided into three problems that hinder students' ability in speaking English namely vocabulary, grammar and pronunciation. These three can be barriers that hinder students' speaking ability if students can not to mastered it. Because vocabulary, grammar, and pronunciation are the important in speaking English.

2.5.2 Psychological Problems

According to Xinghua cited in Dea et al (2015, p. 4) stated that psychological problem which often interfere emotional and psychological health, life productivity and adjustment such as nervous, lack of

confident, and afraid to speak. Those problems may effect students in speaking. And there are several problems related to psychological problems according to Thornbury cited in Ismiati (2021, p. 12) lack of self-confident, anxiety, lack of motivation, fear of making mistakes, and shyness.

1. Lack of self-confidence

Self-confidence is one of emotions shown by students, and lack of self-confidence is an emotional state that makes the speaking process difficult. He and Chen cited in Juhana (2012, p. 102) stated that low ability of students in speaking is main cause of students' lack of self-confidence. This problem may bring students to believing that they are not good enough in speaking, students think that their English is bad and feel cannot speak English well. Lack of self-confidence usually occurs when students realize that listeners have not understood or when they do not understand other speakers. In this situation they may afraid, nervous, shy, lacking of grammar, vocabulary, and incorrect pronunciation, so the students rather keep silent. According to Krashen cite in Jamila (2014, p. 157) finds that the reason student success in mastering second language is caused they have high-motivation, self-confidence, and also they with low level of anxiety. According to Kubo cited in Juhana (2012, p. 102) stated that to build students' confidence to speak English teacher can provide opportunities pronunciation and intonation practice, also create a

comfortable atmosphere to students speak freely so students will experience a greater sense of speaking English.

2. Anxiety

Anxiety is emotional condition anxiety appear from human body as a response to particular situations. Oxford Advanced Learner's Dictionary cite in Krismanti & Siregar (2017, p. 65) defined that anxiety is feeling of worried that something bad is going happen. Furthermore, according to Spielberger cited in Krismanti & Siregar (2017, p. 6) stated that anxiety refers to a transitory emotional state or condition characterized by feeling of tension and apprehension and heightened automatic nervous system activity. In this matter the student may confused and end up with nothing to say towards listeners. Where students are anxious, their speaking ability will be influenced.

While Ririn cited in Utomo (2018, p. 7) explained that anxiety of public speaking of individuals to develop a conversation is not caused by lack of knowledge but of inability to convey the message perfectly which marked by psychological and physiological. To overcome anxiety, Koichi Sato cited in Juhana (2012, p. 102) suggest that teacher should be more careful about anxiety which can be intense in students and find techniques that allow students to participate more in oral activities.

In this matter can be conclude that anxiety has a big role as problems for students in speaking English, besides students must be able to overcome their problems, teachers can also help by paying more attention and giving a chance to students talk much as possible.

3. Lack of Motivation

Motivation is a key to students' learning success. Motivation is what pushes students to learn. According to Darul (2016, p. 32) stated that Motivation is concept without physical reality, where we can see behavior not motivation just as attitudes, interest, and values or desire. Zua cited in Juhana (2012, p. 103) argued that, motivation is a basic part in learning activities that will enhance their study interest. Students have motivation to support their learning process, but there are also students who have problems with lack of motivation. Lack of motivation itself is situation when students have no interest and willingness to develop their ability.

According to Babu cited in Juhana (2012, p. 103) argued that lack of motivation in learning causes students' hesitation to speak to speak English in the classroom. This situation is that students are not motivated by teachers, monotonous teaching can reduce the students' motivation due to their feeling of boredom. To motivate students to learn well and actively towards the communication in English, teachers should have passion, creatively and interest in their students. They also revealed that they rarely practice using English in daily

conversation because English is not their mother tongue, most of students learn English because they must, not because they want to. To increase the student motivation Juhana (2012, p. 103) suggested that teachers can do activities like promoting students' awareness of the importance of English, enhancing students' interest in English, and developing their self-confidence. From the statement can be said that students' motivation is really influence by the teachers' teaching performance, and it is also needed by the teachers show enthusiasm in their teaching performance.

4. Fear of Making Mistake

One of the main problems that hinder students in speaking English is fear of making mistake. Ur cited in Krismanti & Siregar (2017, p. 65) stated that the reason why learners are often worried to even try to speak in a foreign language is their fear of making mistake. None of students wants to look bad and foolish in front of the teachers or their classmate, and what makes them fear of making mistakes sometimes is their become a center of attention when they speak. Their where afraid of speaking because they thought people would evaluate them negatively when they speaking English.

5. Shyness

Many students experience emotional thing which makes them will have no bravely to speak such as shyness when they required to speak in English class. According to Humaera cited in

Pratiwi et al (2020, p. 1) stated that shyness starts inhibiting when students asked to do speaking activities in front of class, such as presentation, dialogue performing, and even speech. And the results make students forget words that they have to say in speaking. It is supported by Baldwin cited in Juhana (2012, p. 101) explained that one of common phobia that students speaking in front of people makes their mind go blank or that they will forget what to say. According to Krismanti & Siregar (2017, p. 64) stated that shyness in indicated can be souch of problem in students learning activity especially in class of speaking. As said by the experts above, can be said that shyness is problems that hinder student ability in speaking.

It can be summed up that psychological problems namely lack of confident, anxiety, lack of motivation, fear of making mistake, and shyness are problems students in speaking English. Because these problems can bring down students' willingness to learn English as their second language.

2.6 Related Research Review

This research relates to previews research which has been done by some researcher. The first previews research titled "Speaking Barriers in Learning English as a Foreign Language at The Fourth Semester in Sekolah Tinggi Keguruan dan Ilmu Pendidikan Muhammadiyah Kotabumi" this study was conducted by (Putra Dwi, R 2019). The method of this research was qualitative descriptive and using observation, interview and questioner as instruments. Aim

of the research was to find the speaking barriers in learning of English as a foreign language at fourth semester of English education study program in Sekolah Tinggi Keguruan dan Ilmu Pendidikan Muhammadiyah Kotabumi. The researcher chooses barriers as the object of his research because a lot of barriers that experienced by the learners as foreign language learners.

The second preview research is by (Ismiati, 2021) she is conducted research titled “Exploring Students’ Barriers Factor in Speaking English During Performing a Classroom Presentation. The researcher is a student from Faculty of educational science Syarif Hidayatullah Islamic State University Jakarta”. Qualitative Descriptive is chosen by researcher as a research method and using observation, questioner and interview as instruments. The research was designed to describe more detailed way to appropriate to research objective that is explore and describe the barriers obstructing students in speaking English during performing classroom presentation. the finding of this research indicated students’ obstruction in speaking English because of two main barriers factors which are psychological problem and performing condition factor.

The third preview research titled “Psychological Factor that Hinder Students from Speaking in English Class (A Case Study in a Senior High School in South Tangerang, Banten, Indonesia)” by (Juhana, 2012). The researcher is student from English Department of Indonesian Open University. The method of this research is qualitative descriptive method and using observation, questioner, and interview as collecting data technique. The research aims to find out psychological factors that hinder students from speaking and the causes of the

factors as well as possible solution to overcome the factors. As the results the researcher finds 4 students with high achievers, 4 students with medium achievers and 4 students with low achievers from the interview by their English teacher.

From those study above, it can be seen that there are several problems that hinder students in speaking English, in terms of psychological problems. On the other words, those studies found the main factor which is become a barrier for students in speaking English, namely psychological problems. Psychological problems includes, lack of motivation, lack of confident, shyness, anxiety and fear of making mistake. Those previews study finds the main factor impact students in speaking English. While for this study, the researcher wanted to explore the psychological problems that truly hinder students in speaking English.