

CHAPTER II

LITERATURE REVIEW

This chapter will take information from many sources like text journals, web pages, and research finding that the researcher constructs to selected theories.

2.1.Theoretical Studies

2.1.1. Definition of Speaking

Speaking is one of the four most important skills in learning a foreign language such as English. As defined by Wulandari Septiana (2016) that speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. Two ways can be used in speaking orally, namely by dialogue and monologue. Dialogue is a conversation carried out by two people or in a group, while a monologue is a speech delivered by one person without anyone else replying. In other words, a monologue is a form of communication that only provides information to others. In contrast to dialogue where two or more people have a conversation and give each other opinions.

Brown and Yule (1983) stated that in everyday life speaking is the skill most used by students. English is also often included as one of the requirements when applying for jobs, because indeed in the current era of globalization, those who are good at speaking English will be indispensable. However, speaking skills are often considered the most difficult to learn, because the speaker must process words into one right sentence. When making such sentences, the speaker will think that he must make the correct sentence according to the right grammar rules. When learning English, we have to understand the grammar of English. However, when

you want to speak using English, grammar is not always a benchmark for us to dare to talk to others. We must also have a lot of vocabulary because it will be useless if we understand grammar but the vocabulary that we have is small. It would be better if we have a balanced understanding, where we have a large vocabulary and can also understand grammar and English well.

Based on Nunan (1991) cited in Brown (2001:251) there are 2 types of oral language namely monologue and dialogue. Based on the Cambridge Dictionary monologue is a long speech by one person, in other words, only 1 person is doing the talking. Usually, monologue talks are carried out when someone is about to deliver a speech, or remarks, or the teacher is explaining the material to his students.

If the monologue is a conversation that is carried out by 1 person, then according to Oxford Language, dialogue is a conversation that is carried out by 2 or more people. In this case, dialogue is a conversation that involves 2 parties, where one speaks and another responds to the conversation. We carry out dialogue every day, whether at home, at school, at work, or wherever.

Dialogue conversations are also often done as a way to take tests when learning to speak at school, this is done to improve English speaking skills. However, monologue talks may often be used to test students' speaking ability.

2.1.2. Aspect of speaking

Speaking skill becomes an important thing in term of communication. According to Harris (1974) stated in (Azlina, 2017), there are five speaking skill concerned with comprehension, grammar, vocabulary, pronunciation, and fluency.

In speaking skills, what is meant by comprehension is a person's ability to speak and respond well to the other person. Therefore, to be able to master speaking skills, other aspects are needed such as proper grammar, a lot of vocabulary, proper pronunciation, and fluency when communicating.

Based on Syafitri (2020) grammar is a set of rules derived from a language that enables people to understand what they read or what they construct in sentences or expressions when they communicate. Vocabulary and grammar are basic things that must be learned when learning English. Mastering many languages but not understanding grammar will make it difficult for us. Even though with mastery of vocabulary we can communicate, understanding grammar will make the sentences we say perfect. Grammar is a rule in English, in other words when learning English we need to pay attention to the existing rules so that our learning English will be perfect and follow the rules.

Vocabulary has an important role when learning a language. Because mastering a lot of vocabulary will help us to be able to communicate with our interlocutors. Based on Rohmatilla (2014) people can speak, write, read, and listen as they want if they master more vocabulary. Mastering a lot of vocabulary in English will help us to be able to express our ideas or opinions to others. Mastering a lot of English vocabulary will also make it easier for us to learn other skills in English. The more English vocabulary we have, the easier it will be for us to communicate using English.

Pronunciation is the way of pronunciation in a language. Based on Azlina (2017) pronunciation is the knowledge of studying how the words in a particular language are produced clearly when people speak. The way of pronunciation in each language is different, some follow the writing, and some are different from the writing. Likewise in English, the pronunciation in English is different from Indonesian. Where not all words in English are pronounced as they are written, whereas in Indonesia the words and ways of reading are the same. This is sometimes a difficulty for students and for those who want to learn English.

Fluency is the ability in which a person can speak, read and respond to the other person properly and without stammering. In this case, someone can speak English fluently if that person has a lot of vocabulary in English, understands grammar well, and pronounces English words or sentences correctly. According to Kurniati Azlina (2017), fluency can be defined as the ability to speak fluently and accurately. With this fluency, listeners can follow and understand what we want to say so that our conversation and listeners can run well.

2.1.3. Difficulty in Speaking English

According to Hidayati (2019), two factors influence the difficulty in speaking”. Linguistic factors are grammar, vocabulary, and pronunciation. While social factors are motivation and self-confidence. These difficulties are very common in English classes.

2.1.3.1 Linguistic factors

a. Grammar

Based on Hidayati (2019:29) creating a good grammar rule is extremely difficult. Difficulties in understanding grammar are very commonly found by students because they must be able to understand grammar in English very well. For students, making a sentence with proper grammar is one of the difficult things. Even when they want to speak in English, they have to say these words with the appropriate pronunciation of the incident.

Each language rule in each country is certainly different, as well as the rules in English, these rules are different from Indonesian. Therefore, it is difficult to adjust the existing rules in Indonesian and English to be a challenge for students. If students use Indonesian rules in English, the meaning and meaning of the sentence will be different.

b. Vocabulary

Mastering a lot of vocabulary in English is very important for students because if they don't master a lot of vocabulary, it will become an obstacle for them in learning English. Students will find it difficult to understand the words spoken by the teacher, they will also find it difficult to translate the meaning of the explanation conveyed by the teacher.

A little vocabulary will make students less courageous to speak English because they do not have a lot of vocabulary to speak and communicate using the target language.

c. Pronunciation

Based on Kelly (2000: 11) stated in (Hidayat, 2019) defined it as: “A consideration of students' pronunciation errors and of how these can inhibit successful communication is a useful basis on which to assess why it is essential to deal with pronunciation in the classroom.

The third difficulty in the linguistic factor is pronunciation. The difficulty of pronouncing in English is one of the many things found in English classes. This difficulty occurs because of differences in the way of writing and pronunciation in English. Usually, students will find it difficult to pronounce words that they just hear, because, for words that have often been heard, students sometimes find it difficult to pronounce them.

Errors and pronunciation can interfere with the communication process in the classroom; therefore, the teacher must pay close attention and teach students how to pronounce English vocabulary well.

The three difficulties above must be considered carefully by English teachers so that the teacher can find the right technique to help students deal with these difficulties.

2.1.3.2 Social Factors

a. Motivation

Motivation can have a good impact on students, if students are given motivation there are times when they will feel that they are being cared for and they will try to study well. Vice versa, if the teacher only criticizes without providing motivation and input, students will feel that they are not liked by the teacher who

teaches, and finally, they will be disobedient and not feel interested in learning English.

Based on Harmer (2001: 51) cited in (Hidayati, 2019) said that “motivation is some internal drive which pushes someone to do things to achieve something.” In learning English, motivating students is a must, because what is taught is a foreign language, which incidentally is very different from the mother tongue of the students. If students are not motivated to learn English, it will be difficult for them to focus while studying and receiving the material being taught.

b. Self-confident

Having the confidence to speak English is still one of the most difficult things for students to do. Because before they speak English, they will think about the effect first. Students in general will be afraid to speak English because of a lack of vocabulary and also if they mispronounce, they are afraid that their friends in the class will laugh at them.

For this situation, students must be able to understand each other and support each other, if there are friends who don't understand students who do understand can help explain. That way learning English will be very fun. Students must also be able to fight the fear they feel because if they don't dare to try, they won't know where the mistake they made is.

To increase students' self-confidence, the teacher also plays an important role in helping students if they find it difficult and also providing motivation so that these students are more courageous to appear in front of the class.

2.1.4. Classroom Interaction in EFL Class

Interacting in the classroom will greatly help students and teachers when going through the teaching and learning process. By interacting, students and teachers can exchange opinions about the lessons being learned. The interaction that occurs between teachers and students while in class can also help students and teachers become closer. Because fun interaction in the classroom will make it easy for students to remember the teacher who teaches. However, the interaction that occurs between teachers and students must also have limits, because if the interaction between teachers and students crosses the line, it can be misused by students. Teachers must also be good at sorting out appropriate interactions with students because if the teacher is too close to students, the teacher may be favoritism because of the closeness they have with certain students.

Pistarman (2015) cited in Putri (2021) states that classroom interaction in English classes happens by using English. The use of English in English classes should be more than the mother tongue because the more teachers and students interact in English the more it will also help students memorize vocabulary in English. For classroom interaction using English in English learning to run well, the teacher as a communicator must have extensive knowledge of English, and the information provided must also be valid so that students who receive the lesson can understand and learn it well.

When interacting in class, teachers and students will generally use more formal language. However, it does not rule out the possibility of teachers and students using non-formal language, because if the teacher is too monotonous by

using formal discussion when teaching, students will feel bored. The use of non-formal language in the teaching and learning process can also be done, but do not cross the limit. When using non-formal language, teachers must choose the right words, so that the delivery to students does not change meaning.

The ability of teachers to enliven interaction in class is very important so that the teaching and learning process can run well. The teacher can explain the material well and students can receive lessons well. Teachers must be smart in choosing teaching methods so that when teaching students can actively follow learning.

2.2 Review Related Study

The relevant research that the author reviewed the problems in this study such as “Students difficulties when speaking English” as follows.

The first is research conducted by Hidayati (2019) with the research title "An Analysis of the Difficulty Level in Speaking English by the Eighth Class Students of SMP Unismuh Makassar". The researcher analyzed the information by giving a set questionnaire and analyzing it. In conclusion, there are some difficulties faced by students when speaking English. The researcher could conclude that the factors could be divided into two categories: linguistic factors and social factors. These are linguistic factors: grammar, pronunciation, and vocabulary. Social factors are confidence and motivation.

The similarity between the previous study and this research is that both seek to identify the students' difficulties in speaking. The research methods and data collection techniques used were the same as those used by the researcher, namely

qualitative descriptive methods and data collection techniques, namely observation, and interviews. The research subjects conducted by Windi and the researcher were also eighth-grade students.

Second is research conducted by Nurfitri (2021) entitled "The Analysis of Students' Difficulties in Speaking English of Eight Grade Students at SMPN 1 Majasari". In this study, it was concluded that the factors of students' difficulty speaking English in class VIII SMPN 1 Majasari were; affective factors (low motivation & anxiety), listening ability, inhibition, focus on grammar, social environment, and mother-tongue use. In this research, it is also said that the lack of vocabulary and low grammatical structure is the biggest problem faced by students.

In this study, the researcher found similarities with research conducted by researchers. Related to the researcher's study, this study focuses on looking at the factors that cause students' difficulties in speaking English. Researcher also try to see what are the factors that cause difficulties faced by students. This research also uses descriptive qualitative as its research method, as well as researcher, the researcher also used descriptive qualitative. The research subjects were also in grade 8.

Unlike the research conducted by Amanda Kenshi Nurfitri and Eri Rahmawati, the research conducted by the researcher, the researcher did not use questioners, the researcher would only interview students, and analyze and explained the results of the observations and interviews.

Third, research was conducted by Puteri (2021) with the title "An Analysis of Students' Difficulties in Speaking Skills of the Eight Grades at Integrated Yabri Junior High School Pekanbaru". From the data analysis, the researcher found that every student had different difficulties in speaking, there was a lack of vocabulary,

lack of pronunciation, nothing to say, lack of motivation, fear of making mistakes, shyness, and use of mother tongue. Students had factors that caused difficulties in speaking English in English lessons, there were fourth factors, internal factors, students had no interest in learning to speak, classroom conditions, and students' environment. It was also concluded that the use of the mother tongue is the cause of problems in students' speaking, because it makes students lack confidence when speaking English, and students also lack vocabulary.

In this study, there are similarities with research conducted by researcher, namely data collection techniques using observation and interviews. However, there is also a difference, namely one of the data collection techniques carried out by Puteri, namely the questionnaire is not carried out in the research that will be carried out by the researcher. The method used by the daughter is also different from the research method that will be carried out by the researcher, where the daughter uses quantitative descriptive, while the researcher uses qualitative descriptive.

Fourth, research was conducted by Muhammaddinsyah (2019), with the title "The Difficulties Experienced by Students in Learning Speaking (A Study at SMAN 1 Bukit Bener Meriah)". After conducting the research, the writer concluded that the students at SMAN 1 Bukit Bener Meriah experienced some difficulties in learning to speak English. there was; a lack of grammar, pronunciation, vocabulary, and some difficulties came from internal factors such as shyness problems and lack of motivation. The difficulties were caused by some factors; 1. Students do have not enough motivation and interest in practicing speaking English. 2. Students had no

strategies for learning to speak English. 3. Teacher's strategies in teaching English speaking were not so good.

The similarities between the research conducted by Muhammaddinsyah and the research that will be conducted by the researcher is that the research focuses on looking at the difficulties faced by students in speaking. 2 of the 3 data collection techniques, namely observation, and interviews, also have similarities with data collection techniques carried out by the researcher.

There is a difference between the research conducted by Muhammaddinsyah and the research conducted by researchers. In the research that will be conducted by the researcher do not use questionnaires to collect data. Subjects in Muhammaddinsyah's research were high school students while the research subjects conducted by researchers were junior high school students.

Fifth, research was conducted by Astuti (2022) with the title “An Analysis of Students’ Difficulties in Speaking English at The Seventh Grade of Junior High School 1 Sragen in The Academic Year of 2022/2023”. The result of this study is that students' difficulties in speaking English are influenced by two factors, namely linguistic factors and psychological factors. Linguistic factors consist of a lack of vocabulary, lack of pronunciation, and lack of grammar, while psychological factors are a lack of confidence, shyness, and fear of making mistakes. As solutions to the students' difficulties in speaking English, the teacher uses several strategies: use group work, base the activities on easy language, give some instructions, and keep students speaking the target language.

The similarities between the research conducted by Astuti and the research to be carried out by the researcher are the methods and two data collection techniques. Astuti uses a qualitative descriptive method and uses observation and interviews for her data collection techniques.

The difference between the research conducted by Astuti and the researcher was that the questionnaire was not used by the researcher for data collection techniques. The subjects used by Astuti were seventh-grade junior high school students while the researcher took eighth-grade as research subjects.

From the several studies above, there are similarities with the research carried out by the researcher with research methods and data collection techniques. However, what distinguishes this research from the researcher is the location of the research. This research was conducted at YPK Kotaraja Middle School where research had never been conducted to see students' difficulties when speaking English in the EFL class. This is what makes researcher interested in conducting research in these schools.