

CHAPTER II

REVIEW OF RELATED LITERATURE

This part describes about the description of the previous related findings, some pertinent ideas, conceptual review and conceptual framework:

A. Previous related research findings

1. First research findings was from Al Hosni in his study under the title “speaking difficulties encounter by Young EFL learner revealed that the main speaking difficulties encountered by grade 5 students are linguistic difficulties, mother tongue use, and inhibition. Students are unable to speak in English because they lack the necessary vocabulary items and grammar structures. They also lack sentence formation skills, which result in using the mother tongue. Students also think of making mistakes in speaking in front of their classmates very embarrassing, which results in preferring not to speak to avoid such situations.¹

In his research, he described five main factors that contribute to the existence of these speaking difficulties: teachers’ perceptions and tacit beliefs of teaching speaking, teaching strategies, curriculum, extracurricular activities, and assessment regulations.

The study showed that teachers believe in the importance of teaching speaking, yet they did not spend enough time for that because of the shortage of time because priority is given to the coverage of the textbook topics, which emphasize teaching reading and writing rather than speaking.

¹ Samira Al Hosni. *Speaking Difficulties Encountered by Young EFL Learners*. 2. (2014) https://www.researchgate.net/publication/270340628_Speaking_Difficulties_Encountered_by_Young_EFL_Learners (diakses 5 july 2020)

The teaching strategies that are used by the teachers emphasize teaching the form of the language, which is indicated by focusing on teaching grammar rules and vocabulary items. Students are required to produce short accurate sentences while the communicative use of the language is almost neglected. In addition, teachers think it is very important to use L1 in order to give the meaning of some words and explain the grammar rules. They believe that using L1 is very necessary to make sure that the students understand the meaning and get the point.

In line with this research. Al Hosni mainly discusses the speaking difficulties encountered by the 5th grade student which is the same with the research intention. However, this research aims to find out the students speaking difficulties among vocational high school students.

2. Second research findings was from Sayuri conducted an analysis on students speaking difficulties at Mulawarman University, the researcher concluded that students faced problems in speaking English related to pronunciation, fluency, grammar, and vocabulary. The students also showed other problems which were obtained from personal students' information, namely not having self-confidence, being afraid of making mistakes, shyness to others, nervousness, inhabit in speaking English, never practice, and nothing to say.²

Those of problems were caused, some students made unpredictable mistakes while speaking, mother tongue influence also used, and they felt never hearing in the way how to pronounce words. Lack of practice, complicated of grammatical rules, getting difficulty in using tenses, confusion

²Sayuri. "English Speaking Problems of EFL Learners of Mulawarman university" Vol. 1 No. 1 (2016) www.indonesian-efl-journal.org (diakses 5 July 2020)

on applying grammar in the right sentences, less reading habit, and lack of practice also caused students getting problems in speaking.

Braveness is needed in how to speak in front of the others confidently. Feeling not confidence is also found in this study where it has interrelated between afraid of making mistakes. Nervousness and nothing to say are also felt by the students when they are speaking English.

3. The third research findings was from Dina in her research on difficulties faced by EFL undergraduate students in speaking skills stressed that imparting instruction the speaking skill to EFL undergraduates poses a great challenge to their communicative competence.³ A very important aspect of the problem that has been highlighted by this study is the need to evaluate the English departments' programs and curricula to make sure that such curricula and programs are adequate to cater for the students' communicate needs. The lack of adequate facilities at Jordanian Universities such as laboratories together with large classes seems to be major obstacles to the adequate delivery of the teaching of the speaking skill. Evidence suggests that the time allocated for teaching the speaking skill in classes was insufficient to provide students with communicative activities.

The study showed that EFL undergraduate responses were broadly consistent through the questionnaires as well as through the interviews. The respondents appeared to report in the same way to many issues and concerns regarding the difficulties in speaking skill teaching and learning, which obviously looked to be common in all EFL settings. The findings of the study

³Dina Al-Jamal, "An Investigation of difficulties faced by EFL Undergraduates in Speaking Skills (2014), Vol. 7, No. 1. Canadian Center of Science and Education

revealed a number of criticisms of the teaching process of English language subject at the university level. These criticisms include the following: the lack of relevance of the content of textbook to student's daily communicative needs, the excessive focus on descriptive aspects of language while ignoring the real world applied aspects. To which should be added, the difficulty in understanding the content of the syllabus, failure to positive attitudes towards the subject, and giving inadequate importance to the memorization of rules and vocabulary items.

B. Some Pertinent Ideas

1. Definition of Speaking

There are many definitions of speaking according to the experts.

- a. Harmer states that speaking is the ability to speak fluently and presupposes not only knowledge of language features, but the ability to process information and language on the spot is above all as well.⁴
- b. Quaintly defines speaking as the process of transmitting ideas information orally in variety of situations.⁵
- c. Nunan defines speaking as the use of language quickly and confidently with few unnatural pauses, which is called as fluency. Speaking the process of building and sharing meaning through the use of verbal and nonverbal symbols, in a variety of contexts.⁶

⁴Harmer, J. *The practice of English language teaching (4th ed.)*. (Harlow, Pearson Education Limited. 2007)

⁵Quianthy, Richard.L. *Communication is Life : Essential college Sophomore Speaking and Listening Competencies*. (Pennsylvania State University: Speech Communication Association 1990)

⁶Nunan, D. *Practical English Language Teaching*. (New York: McGrawHill Companies, 2003)

- d. Chaney stated that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts.⁷
- e. Huebner says that speaking is a skill used by someone in daily life communication whether at school or outside. The skill is required by much repetition, it primarily neuromuscular and not an intellectual process. It contents of competence in sending and receiving message.⁸
- f. Duff states that in all communication or conversation, two people are exchanging information or they have a communication or conversation need.⁸
- g. Lado says speaking as an ability to converse or to express a sequence of ideas fluently.⁹
- h. Tarigan states speaking as the ability to produce articulation, sounds or words to express, to say, to show and to think about ideas, taught and feeling.¹⁰

2. Types of Speaking

Lado states as with all effective tests, designing appropriate assessment tasks in speaking begins with the specification of objective or criteria. Those objectives may be classified in term of several types of speaking performance.¹¹

⁷Chaney, A. L., & Burk, F. L. *Teaching Oral Communication*. (Boston: Allyn & Bacon 1998)

⁸ Huebener, Theodore. *How to Teach Foreign Languages Effectively*. (New York: New York University Press, 1969)

⁹ Lado, Robert. *Language Testing*. (London: Longman. 1977)

¹⁰ Duff, P, *Another Look at Interlanguage Talk: Taking Tasks to Tasks* . (Rowley, Mass: Newbury House, 1986) p: 147-181

¹¹ Lado, Robert. *Language Testing*. (London: Longman. 1977)

a. Imitative

At one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this is purely phonetic level of oral production, a number of prosodic, lexical and grammatical properties of language may be conclude in the criterion performance.¹²

b. Intensive

A second type of speaking frequently employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical or phonological relationship (such as prosodic element-intonation, stress, rhythm, juncture). Examples of extensive assessment tasks include directed response tasks, reading aloud, sentence and dialogue completion limited picture-cued task including simple sequences and relationship up to the simple sentence level.

c. Responsive

Responsive assessment tasks included interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and a small talk, simple request and comments and the like. Brown describes that there are two generally types of spoken language.¹³

d. Monologues

Monologue is the speaking where one speaker uses spoken language for any length of time, such as in speeches, lectures, readings, news broadcast, and the

¹² Hendri Guntur Tarigan. *Berbicara Sebagai Suatu Keterampilan Berbahasa*. (Bandung: Angkasa, 1990)

¹³ Brown, D. H. *Language Assesment: principles and classroom practices*. (New York: Longman, 2003)

like, then the listener have to process the information without interruption and the speech will go on whether or not the listeners comprehends what the speaker means.

e. Dialogue

It is different with Monologue; the dialogue is the speaking that involves two or more speakers. The interruption may happen in the speech when the interlocutor does not comprehend what the speaker say.

3. Aspect of Speaking

Based on the explanation of some experts about speaking skill, the researcher can explain about the component of speaking in each theory as follows: There are four aspects below has a great influence in speaking skill as Hormaililis they are:¹⁴

a. Vocabulary

Vocabulary is one of the extreme aspects that support speaking activity. It deals with the right and appropriate words.

b. Grammar

Warriner believes that communication in speaking runs smoothly if its grammar can be understood. Therefore, speakers must be aware of the grammar that they use in speaking. In other words, grammar is the rule by which we put together meaningful and part of words of a language to communicate messages that are comprehensible.

c. Fluency

Speaking is an activity of reproducing word orally. It means that there is a process of exchanging ideas between a speaker and a listener. Therefore, it is

¹⁴ Hormailis, *The Use of Group Work Technique for the Improvement of Speaking Ability the Second Year Student on MAN 2 Pekanbaru* Pekanbaru: Unpublished Thesis (2003)

important to have fluency as having the skill of other components of speaking. Longman in Hornsby states that the fluency is the quality or condition of being fluent. It is skill to use the language spontaneously and confidently and without undue pauses and hesitation.

d. Pronunciation

Pronunciation is the production of speech sound for communication and it is very important in communication. Kelly states that to use the stress and the intonation inaccurately can cause problem.¹⁵ Besides that, the five aspect of speaking skill as Purnama are as follow:

e. Grammar

Brown states that grammar is the rule by which put together meaningful a part of a language to communicate messages that is comprehensible.¹⁶

f. Vocabulary

Good vocabulary skill involves word meaning recognition and guessing the meaning of unknown word structure and context.

g. Pronunciation

Professional Development Service for Teachers stated that pronunciation refers to the way words are said or utter.

h. Fluency

Longman states that fluency is the quality or condition of being fluent.

i. Comprehension

¹⁵Gerald Kelly. *How to teach pronunciation*. (Harlow:Pearson Education Limited, 2000)

¹⁶ Brown, H. Douglas. *Language Assessment: Principles and Classroom Practices*. (New York: Pearson Education Inc, 2004)

Longman understand everything in normal educated conversation except for very colloquial or low frequency items, or exceptionally rapid or slurred. Harmer stated that speakers have to be competent in the speaking skill, those language features in which contains 4 points are:¹⁷

- j. Connected speech is the sounds modifying in producing utterance when people speak. In which includes modifying (assimilation), omitting (elision), adding (linking), or weakening (through contraction and stress patterning).
- k. Expressive devices is the stress and pitch variation in producing utterance in order to convey the true meaning of the messages meant by the speaker. It includes the variation of the volume and speed of the speech. By using these devices people will be able to show what and how they are feeling to whom they are talking to.

2. Factors affecting students speaking difficulties

a. Cognitive factor

Cognitive factors can possibly trigger students' anxiety when speaking a foreign language. Such factors deal with certain areas which cover topic, genre, interlocutors, and processing demands. The first important thing that EFL learners should do before communicating with others is to be familiar with their topic. Basically, cognitive factors focus on students' background knowledge as it influences students' speaking performance. EFL students are highly likely to face problems in generating ideas if they are required to talk about unfamiliar topics. Tuan and Mai along with Shirvan identified lack of topical knowledge as the cause of high speaking anxiety that made students

¹⁷ Harmer, J. *The Practice of English Language Teaching*. (Essex: Pearson Education Ltd, 2001)

speak very little, or not at all, as they could not think of anything to say, and became unwilling to participate in the speaking classroom. Furthermore, the speaking topics should correspond to the cognitive level of the students; otherwise, it could hamper the students' ability to speak well.¹⁹

Students are highly likely to be anxious when they get input which is above their capacity to respond which means that fear of incomprehension of the content can generate anxiety. In regard to this, Anandari stated that the major cause of anxiety experienced by EFL learners was inability to master the content comprehensively.²⁰ The students must be allowed to choose their own topics because familiar topics will provide greater comprehension for them and hence will lower their anxiety

Familiarity with the genre is the next factor that should be taken into account. Thornbury suggested various dimensions for different speaking events in order to classify different speaking genres, namely transactional and interpersonal speaking, interactive and non-interactive speaking, and planned and unplanned speaking. Learners are expected to have a clear concept of those different speaking genres because each of them has its own characteristics and levels of difficulties. Anxiety is also influenced by the speaking genre. A number of studies reveal foreign language anxiety mostly

¹⁹Majid Elahi Shirvan, *Ecological understanding of foreign language speaking anxiety: emerging patterns and dynamic systems* Asian-Pacific Journal of Second and Foreign Language Education DOI: 10.1186/s40862-017-0026-y

²⁰Christina Lhaksmita Anandari, *Indonesian Efl Students' Anxiety In Speech Production: Possible Causes And Remedy*, DOI: [10.15639/teflinjournal.v26i1/1-16](https://doi.org/10.15639/teflinjournal.v26i1/1-16) (2015)

arises when students are urged to do an oral production task publicly, like giving a presentation, due to lack of familiarity with that particular speaking genre. This causes students to feel uncomfortable, shy, and worried while speaking in front of others which then influence the students' ability to control their body movements, facial expressions, and hand gestures.

Another cognitive factor that is considered to be the source of speaking anxiety is connected to interlocutors. Patel and Jain stated that one of the primary functions of language is communication.²¹ It is the interaction between two people or more to get or provide information needed. Therefore, the ideas being talked about should be clearly understandable and failure in communication has been reported to be anxiety-breeding by most EFL students. Students worry too much that the audience will not comprehend their speech.

Moreover, Raja found that the size of the audience also played a major role on students' performance. Audience size has a strong impact on a student's performance and level of nervousness as the student may feel it will be difficult to handle the audience interest, especially when there is a very big audience.²² Anxiety emerges as the students think their audience will feel

²¹M.F. Patel, Praveen M. Jain-*English language teaching methods, tools & techniques*. <https://www.academia.edu/34287801/> English language teaching methods tools and techniques. (diakses 5 July 2020)

²²Raja, F. *Anxiety level in students of public speaking: Causes and remedies*. (Journal of Education and Educational Development, 2017)

bored with their performance. They start to think that their speaking is not interesting enough. In addition, interlocutors' behavior is claimed to contribute to generate speaking anxiety as well. Studies conducted by Make highlight that interlocutors' reaction to the learners' errors and their manner of error correction have been found to be significantly influential in creating a stressful environment for foreign language learners. Being corrected while speaking can be a serious problem as it leads to loss of confidence.

The last source of anxiety related to cognitive factors goes to the demands and stresses of learning a foreign language. Learning to speak a foreign language involves complex mental processing. In order to communicate well, EFL learners must acquire knowledge and competence in certain language components, namely: grammar, vocabulary, comprehension, fluency and pronunciation.²³ Students should know what they want to say. Moreover, they must be able to pronounce the words clearly. Then, they must know much relevant vocabulary and must be able to put it in a correct order. Once students, especially those who lack self-confidence and low self-esteem, encounter linguistic difficulties, they tend to end up becoming anxious. Less confident learners usually underestimate their linguistic knowledge and they are not sure of their own capabilities when speaking. Some linguists underline lack of a rich vocabulary and knowledge of grammar and collocation, particularly in the arrangement of words in a correct order are linguistic factors that can ruin confidence and cause the emergence of anxiety. This happens because the students are too concerned with the quality of their

²³Brown, H. Douglas. *Language Assessment: Principles and Classroom Practices*. Newyork: Pearson education.Inc, 2013)

appearance and become worried about the consequences of failing in the course.

b. Affective Factor

Other sources of foreign language speaking anxiety are derived from affective factors. Unlike cognitive factors which refer to students' thinking processes, affective factors belong to the feelings and personality of the learners. This paper draws attention to two major concerns, feelings toward the topic and/or the interlocutors and self-consciousness. Every language learner needs to bear in mind that knowledge of the topic must be acquired if she wants to speak confidently. The basic preparation that needs to be done before communicating to others is having a good understanding about the topic. Kasbi and Shirvan, in their study, discovered that lack of topical knowledge which caused high speaking anxiety was actually influenced by the interest of the students.²⁴ Lack of interest in certain topics discouraged them from seeking out more information about the topic. Consequently, the students became anxious when they were asked to speak for they had no idea what to talk about.

In learning EFL speaking also appears as a result of feelings towards interlocutors. In the context of an EFL classroom, communication occurs mostly between the learners and their teacher. Therefore, the learners'

²⁴Kasbi, S., & Shirvan, M. E. *Ecological understanding of foreign language speaking anxiety: emerging patterns and dynamic systems*. *Asian-Pacific Journal of Second and Foreign Language Education*, (2017), 2(1), 1-20.

relationship with their teacher significantly influences their anxiety. A study done by Sadeghi et al. reported that instructor's behavior like being bad-tempered or short-tempered or too serious placed a great deal of stress on their students.²⁵ One finding that is relevant came from Alsowat and Mouhoubi-Messadh who found that one source of anxiety shared by students in the classroom was fear of failure to speak English to teachers as they worried over the teacher's negative reactions.²⁶ This could lead the students to have a negative attitude towards their teacher. In addition to the teacher's behavior, peer judgment can be the other significant source of students' anxiety. Students usually suffer from FLA (foreign language acquisition) when they feel they could be viewed negatively in the eyes of others. Potentially destructive responses from others make students anxious and hesitant to speak; for example, fear of being laughed at or mocked, or judged as being superior by others once they try to communicate in English with their friends or teachers. These anxious students could view practicing speaking in public as a threat rather than a chance to improve their communication skills. For that reason, establishing a good relationship with their teacher and other classmates is important, in order to decrease students' anxiety, influence their judgment, and eventually develop their communicative competence.

²⁵Sadeghi, K., Mohammadi, F., & Sedaghatgoftar, N.. *From EFL classroom into the mainstream: A socio-cultural investigation of speaking anxiety among female EFL learners*. International Journal of Society, Culture & Language (2013), 1(2), 117-132.

²⁶Alsowat, H. H. *Foreign language anxiety in higher education: A practical framework for reducing FLA*. European Scientific Journal, 12(7), 193-220.

c. Performance Factor

The remaining source which leads students to be burdened with FLA about speaking is performance factors. These factors entail some particular circumstances. Horwitz et al stated that one factor that supports FLA in the classroom is communication apprehension. People with communication apprehension typically have trouble to speak with others and it is safe to say that students who are highly anxious may experience great fear in every EFL communication.²⁷ However, the degree of anxiety will vary depending on the speaking mode. A number of studies had verified that doing extensive speaking like performing a presentation in public can be more difficult and is likely to generate more anxiety than having a conversation. Singh observed that students with average performance had communication fright as the major hurdle in their way to success owing to the fact that they could not handle the fear of speaking before a group.²⁸ As consequence, many students tended to feel uncomfortable, shy, frustrated, helpless, and embarrassed when speaking in front of others.

The second circumstance involves the degree of collaboration. Performing a speaking task on your own is generally harder than doing it with colleagues because in the former case you cannot count on peer support. As students believe the task is going to be more difficult to deal with, their anxiety will increase substantially. This means that having to perform

²⁷Horwitz, E. K., Horwitz, M. B., & Cope, J.. *Foreign language classroom anxiety*. *Modern Language Journal*, (1986) 70(2), 125-132

²⁸Singh, R. *Teaching oral presentation skills to petroleum engineering students at Indian school of mines: a study*. (GSTF International Journal of Law and Social Sciences, 2012). (JLSS), 2(1), 240-244.

individually makes students more anxious as they might not gain much input as well as feedback that would help them in improving their performance. A study done by Kasbi and Shirvan found that the mistakes made by students would also facilitate their language development if the students received appropriate feedback from others. Furthermore, language production will be less threatening if students are able to work in groups where they are under less pressure to individually produce the language spontaneously.²⁹

Another issue worth commenting on is the students' apprehensiveness resulting from discourse control. It is true that the current learning paradigm emphasizes more on fostering learners' autonomy. The growing emphasis on students' autonomy has changed the center of gravity from the teacher-centered approach into a student-centered approach. Nonetheless, this transformation is not fully implemented and in some cases it is quite burdensome. For that reason, some EFL classrooms still accentuate teachers' authority. It should be stressed that being subject to someone's control is difficult. Students can possibly become frightened about not being able to control what is happening in oral communication activities.

The next source of foreign language speaking anxiety lies in planning and rehearsal time. Doing rehearsals helps students to improve both their fluency and the accuracy of their speaking. In terms of fluency, practice can lead them to speak naturally and smoothly. When it comes to accuracy, learners' pronunciation, intonation, and grammar will be improved. Hence,

²⁹Kasbi, S., & Shirvan, M. E. *Ecological understanding of foreign language speaking anxiety: emerging patterns and dynamic systems*. Asian-Pacific Journal of Second and Foreign Language Education, (2017), 2(1), 1-20.

having adequate preparation is undeniably essential. Mak, Sadeghi et al. and Tuan and Mai noted ill-preparedness as an anxiety-provoking factor. Students' performances are highly likely to be unsuccessful if they have to give oral productions without preparation. Moreover, Brooks and Wilson detected the cause that made learners did not want to speak was the lack of opportunities to practice.³⁰ In view of that, the students would not get to experience the positive impact that practicing can have on their language ability. It is important to underline that the more experience of speaking EFL that students have, the less apprehensive they will be when speaking in that language.

Furthermore, time pressure is also categorized to affect students' speaking anxiety. Time is an important matter that every speaker should pay more attention to, especially in extensive speaking. Rai stated that the length of time taken by a communication event influences the quality of the communication. In this case, talking too much can be tiring and boring; while too short may be inadequate.³¹ Therefore, a good speaker is expected to have the ability to manage the time. Anxiety arises if students find there is a degree of urgency since it increases the difficulty for them. Time pressure can be the factor that affects one's speaking performance. In other words, time limitation can cause the students to perform less than optimally.

The last group of factors which have a big effect on foreign language anxiety are environmental conditions. In an academic context, environmental

³⁰Brooks, G., & Wilson, J. *Using oral presentations to improve students' English language skills*. Kwansei Gakuin University Humanities Review, (2015), 19(1), 199- 212.

³¹Rai, U. *English language communication skills*. (Mumbai: Himalaya Publishing House. 2010).

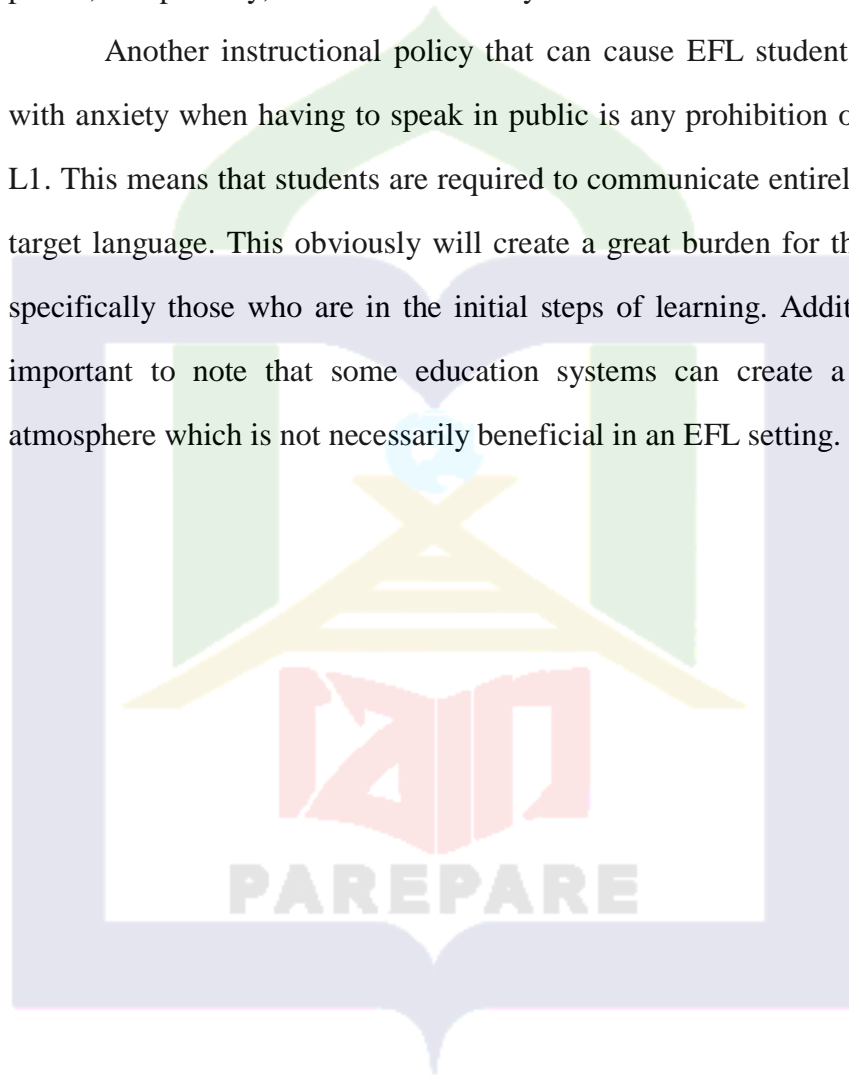
conditions typically focus more on the culture of learning. Culture can have a big effect on learning processes, especially, learning a foreign language. In this theme, the culture of learning concentrates on pedagogical practice. The way that a teacher provides the language inputs to the learners will influence how they perceive the concepts of learning and eventually will have an impact on students' anxiety. Mukminin et al. in their study reported that the language learning environment which focused on a teacher-centered style of teaching influenced the students' ability to speak.³² This can account for various concerns like students' unwillingness to participate and having no courage to initiate communication, since their teachers were too dominant in the classroom. Students also tend to be anxious if they are taught with unfamiliar methods of teaching. Hence, particular teaching methods must be selected carefully.

Another part of learning culture consists of pedagogical objectives. Every educational institution has its own teaching objectives. Anxious students are commonly found in the institutions that do not promote oral communications. Kasbi and Shirvan who conducted a study on EFL learners in Iran, discovered that their aim of learning English was to pass the university entrance exam, which then made the students more concerned with the written tests instead of with improving their speaking ability. Another study by Mestan, that identified the sources of anxiety of Turkish students, pointed out that most of the public schools where students learn English did

³²Mukminin, A., Masbirorotni, M., Noprival, N., Sutarno, S., Arif, N., & Maimunah, M, *EFL speaking anxiety among senior high school students and policy recommendations*. Journal of Education and Learning, 2015). 9(3), 217-225.

not promote oral communication but focused on the exams held by the schools. Such situations cause large numbers of students to become anxious at the time of speaking since they are not given opportunities to learn to speak in public, competently, in their education system

Another instructional policy that can cause EFL students to struggle with anxiety when having to speak in public is any prohibition of using their L1. This means that students are required to communicate entirely using their target language. This obviously will create a great burden for these students specifically those who are in the initial steps of learning. Additionally, it is important to note that some education systems can create a competitive atmosphere which is not necessarily beneficial in an EFL setting.



C. Conceptual Framework

