

Chapter Two

Literature Review

In this chapter, the researcher reviews some literature related to the topic in this research. There are seven main subtopics to be reviewed such as speaking skill, elements of speaking, criteria of good speaking, difficulties in speaking, kinds of strategy to solve speaking difficulties, review of related studies, and conceptual framework.

Definition of English Speaking Skill

There are some definitions dealing with English speaking skill based on previous studies. According to Boonkit (2010), speaking is one of the four macro-skills that must be developed as mean of an effective communication in first or second language contexts. It means that in four skills of English, speaking is one of the important things for the purpose of language communication. In other words, speaking is reflected to be the most important part in a second language (Khamkhien, 2010). It is in line with Sari (2013) said that speaking becomes an important component of human being and it cannot be divided from each other. In another context, speaking can be defined as word by word that comes out from someone's mouth. It has meaning that speaking is used by someone to express their feelings through speech. In the same opinion, Nunan (2003) argued that speaking is the productive oral skill and it consists of producing systematic verbal utterances to convey meanings. It occurs when two or more people interact each other in building relationship between them. In EFL classroom circumstance, English speaking skill is needed for students to encourage their learning activities. Besides, Torkey (2006) declared that speaking involves producing, receiving and

processing information to achieve certain goals or to express opinions, hopes or viewpoints. It is called as an interactive process to assemble meaning. Further, speaking defines as a crucial English learning process which is the ability of EFL students in improving the process of communicative competence, grammar, pronunciation and vocabulary.

From the definition above, it can be concluded that speaking is needed for social relationship as human being. Thus, speaking skill can be defined as one of the four macro skills in first or second language that is categorized to the productive oral skill which is used as an interactive process of human being to assemble meaning that involves producing, receiving, and processing information to convey meaning.

The Elements of Speaking

In learning speaking English, it is important for speakers to acquire the ability to express their thoughts each other. Thus, the listeners understand what the speakers mean. According to Harmer (2001), four elements of speaking are language features such as connected speech, expressive device, lexis and grammar and negotiation language.

Connected speech. In connected speech, the sound of words will change depend on the words around them. Meanwhile, sounds are modified, omitted, added, or weakened. For instance, the sentence '*I would have gone*' become '*I'd've gone*'. Connected speech will produce a connection of words and new sound from individual phonemes. Speakers should aware of and give more attention on it. Speakers then can know the authentic speech and help to pronounce well.

An expressive device. In speaking English, the speakers might be able to change the pitch and stress of particular part of utterances, different volume, and speed in order to show feelings or meanings conveyed. An expressive device can be physical and non-verbal. An expressive device happens when speakers talk directly to listeners (face-to-face interaction). In addition, it also emphasizes the important parts in the speaking. Usually, speakers do repetition of words or sentences that are sounded important or are raised the power.

Lexis and grammar. Lexis and grammar are very important in speaking process. It can be indicated in variety of phrases for different functions used by speakers, such as agree and disagree, approval, expression of surprise, and shock.

Negotiation language. Effective speakers can master negotiation language. It is needed to ask a clarification whether the listeners understand about the speaker's explanation or not. As well as asking clarification, it is useful to show a structure of what speakers say and convince the listeners about what speakers convey.

Criteria of Good Speaking

In speaking activities, the speakers obligate to have the ability in speaking, in order to get the real speakers. The speakers are required to master sub-skills in speaking including pronunciation, grammar, vocabulary, fluency, and comprehension. All of them are combined together, so the speakers can speak as clear as possible without having misunderstanding. Besides, the speakers who have good speaking are he or she who can speak fluently and use an appropriate language. Then the speakers should master the sub-skills of speaking. If the speakers have been mastering those sub-skills, it indicates that they have already

been as good speakers. According to Rayhan (2014), criteria of good speaking are marked by mastering of five sub-skills in speaking encompass pronunciation, grammar, vocabulary, fluency and accuracy.

Pronunciation. Pronunciation is one of the important things in the speaking. Pronunciation is also the act or the result of people in producing the sounds of words. Most people speak the dialect of standard English with the countries accent which they live in. People who have good pronunciation are able to use features of pronunciation well. The features of pronunciation are sound, pitch, volume, speed, pausing, stress, and intonation as Combleet and Carter (2001) had explanation about the elements of pronunciation such as sound, pitch, intonation, stress, and pace.

Sound is a word produced by someone's mouth. Sound production indicates that there are communications between two or more people. Another thing that equally important is pitch. Pitch is the smoothness and the volume of voice. It can be soft, loud, quiet, and aggressive. All of them depend on speakers' mood. For example, based on the researcher's experience, someone who speaks with an honorable person, she or he usually uses soft voice. Another example, when someone speaks in front of public, the voice used is usually aggressive and full of passion. Besides that, intonation is the pattern of pitch which is changing from speakers' utterances. The intonation happens depending on speakers' purposes whether they ask question, or give explanation. It also shows speakers' attitude, whether they give surprise, agreement, or belief. Instead of the speaker's purposes and attitudes, the main factor which can influence the intonation is the speaker's language culture difference.

Another element of pronunciation stated by Combleet and Carter (2001) is stress. Stress gives the relative emphasis to certain syllable in a word, or to certain a word in a phrase, or to certain a phrase in a sentence. Stress can fall in the first, the middle, or the last syllables. For instance, stress in the first syllable can be “SYLLabus”, stress in the middle syllable can be “phoNETic”, and stress in the last syllable seems “underSTAND”. The speakers can recognize the stress by the increasing volume and the changing of pitch. The last element of pronunciation is pace. Pace is related to the speed of speech. It is also related to the volume and the smoothness of speech. For instance, when a teacher teaches students in the classroom, the speed is usually slow, and the volume of speech tends to be loud. In contrast, the volume can be low and the speed tends to be fast if in face-to-face interaction between two or more people.

Grammar. Grammar is a structure of language that people use in spoken and written language. It means that grammar is a set of rules of language used. Similar to Martins (2013) that grammar is spoken and written language structure. A simple grammar consists of S+V+O. It should be a sentence and can be understood.

Vocabulary. Vocabulary is a part of learning language which focuses on words knowledge. Vocabulary is a fundamentals sub-skill of speaking. To build a good communication, people need to know the ordinary words, lexical chunks, and expressions related to the situations and contexts. Instead of vocabulary building, the important thing is how people use the language appropriately. People who have various words mean that they are good in vocabulary knowledge. It can be seen from the proper language used with the situation at that time.

Without knowing the words and the way use it, speakers are impossible to convey wishes, express feelings, opinions, and beliefs. Thus, vocabulary is very important in order to know what the others say and respond.

Fluency. Fluency is people's ability to speak a language fluently in real time, without too much hesitation, and too many pauses. Generally, fluency and vocabulary knowledge are intently correlated. It shows that people who have more knowledge about the range of words, expressions, lexical chunks, and fixed phrases will be more fluent in producing a language. In contrast, the speakers producing a language that much of hesitation, many pauses and sometimes breakdown communication means that the speaker has poor in fluency.

Accuracy. Accuracy is the correct words that do not contain errors of grammar pronounced by speakers. The language produced by speakers could be understood by listeners. Martins (2013) defined that accuracy is when people express their thoughts using accurate intonation, good structures, and knowledge. It is also supported by the use of grammar, vocabulary, and pronunciation correctly. Thus, accuracy is important to be mastered in order to make other people understood and avoid misunderstanding.

Difficulties in Speaking

Speaking is one of the important skills in English that should be mastered by the students. Boonkit (2010) stated that speaking English is one of four macro skills for communication, particularly when speakers are not using their first language. In addition, speaking English is demanding in certain fields of human endeavor. In line with Al-Sibai (2004), people have to have ability to speak English fluently, especially to meet a demand in their fields of human endeavor.

Although English speaking skills is important to be mastered by students, some of them still have difficulties in mastering English speaking skill. Some of the difficulties can be seen below.

Anxiety. Anxiety is related to someone's psychology. Anxiety is a feeling of sweating, chest pain, palpitations and worry that strike suddenly. Tokoz-Goktepe (2014) said that the students are afraid in making mistakes while they are speaking English. It is indicated that the problem faced by the students while they speaking English is anxiety. Thus, when students begin to speak English, they are fearful of criticism and simply shy.

Inadequate vocabulary knowledge. Lack of vocabulary is the biggest obstacles in speaking. Some students of EFL have poor vocabulary as their problems in speaking English (Liu & Jackson, 2008; Gan, 2012; Tokoz-Goktepe, 2014). It is recognized by some students' difficulty to find some words to express their ideas through speaking. Thus, students cannot speak English fluently. In addition, Al Hosni (2014) stated that many EFL students have lack of the necessary vocabulary to get their meaning across, so automatically, students cannot keep the interaction or communication going.

Lack of grammar pattern. Grammar is the set of structural rule of words that put together to form proper sentences. Grammar will become serious problem in speaking when students do not notice the rule. According to Gan (2012), students are stumbled block by grammar when they speak English. Some EFL students would think about the particular grammar item being involved before producing utterance.

Poor pronunciation. Pronunciation is the result of people in producing the sounds of words, including articulation, stress and intonation. The real difficulty faced by students in mastering English is pronouncing English words. Both (Gan 2012; Tokoz-Goktepe, 2014) revealed that one of being obstacles in speaking English is poor of pronunciation. Some students have trouble in pronouncing some particular vowels, consonants and intonations. In addition, some students have trouble with words to be pronounced in American or British pronunciations.

Lack of motivation. Many students cannot speak English and do not want to speak English become the contribution of problem in speaking. Some students have low motivation in speaking English and they are not aware of being able to speak English (Al Hosni, 2014; Tokoz-Goktepe, 2014). It means that the students do not see a real need to speak English.

Poor listening facilities. Listening is a receptive skill language skill. Without listening, students cannot produce language. Thus, listening plays an important role in enrichment of language, so people's outputs are varieties. In contrast, some students have poor of listening facilities as their obstacle in producing speaking. Bilal, Rehman, Rashid, Adnan, and Abbas (2013) maintained that some EFL students are less of listening facilities. English speaking is not useful for some students in schools of Pakistan. Thus, the students are less in receiving English orally.

Unavailability of the environment to speak English. Some students have poor input of speak English around them. The first language is dominant in their environment. In school, some students use their first language to

communicate each other. Bilal et al (2013) argued that students are unable to improve their speaking skill, because their environment is first language dominant. In addition, Gan (2012) revealed when students finish their classes and their first language is dominant used in environment.

Inappropriate teaching strategy. Teaching strategy acts as an important role in the teaching process. Appropriate strategy is determining learning goals. Even in speaking, a good teaching strategy in speaking will affect speaking performance. In contrast, inappropriate teaching strategy will become obstacle in speaking. As well as, Al Hosni (2014) claimed that lack of teaching speaking strategy gives negative impact in students speaking performance. In line with Gan (2012) that style of teaching speaking such as little interaction in small group can be a difficulty in speaking in EFL students.

Inappropriate curriculum. Curriculum is an important role in classroom circumstances. It means that the entire classroom activities are run by curriculum. A study by Al Hosni (2014) revealed that curriculum implementation was not appropriate to teach English speaking skill. The curriculum only focuses on reading and writing skill. It was noticed by students who are only silent in the speaking class. Thus, it can be summed up that the applied curriculum does not provide the students with enough opportunities to use the English language.

Additionally, there are actually many problems in speaking. Li (2003) and Zhang (2009) said that speaking remains the most difficult skill to be mastered by majority English students and some of them still incompetence in communicating English orally. It indicated that all of the problems above are the main speaking

problems encountered by EFL students either from the students itself or from the environment.

Strategies to Overcome Speaking Difficulties

Speaking is a medium to convey believes. According to Al Hosni (2014), speaking is the activity in using a language to express meaning. Even though speaking is intermediary to convey the meaning, some students have problems such as less of vocabulary, anxiety, and lack of pronunciation. In addition, Skandari, Behjat, and Kargar (2015) argued that the main problem faced by EFL students is lack of contact with native speakers.

On the other hand, some students have the strategies to overcome those problems, especially the problems which come from students. According to Skandari at all (2015), Iranian EFL students take the advantages of strategies in speaking such as direct and indirect strategies. In direct strategy, students involve the use of the language such as memorizing information into memory and retrieving it while in indirect strategy, students indirectly involve the use of language such as managing and working with others or social.

The use of mother tongue. According to Rajasekaran (2010), giving a detailed skeleton of processes and methods of learning first language can motivate students in learning second language. Students will aware of their initial learning process in their first language. Easily, students can adopt their processes and methods in first language into their second language learning. Finally, students are easier in learning second language using familiar methods that they have been adopted from the first language learning to the second language learning.

English Speaking Circle (ESC). One of the problems encountered by students is that they have minimum knowledge in learning and using English language. It is in line with Rajasekaran (2010) that students' basic problem in speaking is that they have less chance and use English. In order to solve this issue, students directed to form ESC involving their own close friends in the classroom. In ESC, students are asked to speak only in English. Students are advised not to bother their errors. They should keep on talking in English. Even though they have errors, it can be understood by others. Students should go on to speak English. It provides chance for students to speak English so they do not worry about their errors as they did before.

Reading club. This is like ESC, but it is in reading form. Students should organize some reading groups in their class. Every group is asked to read a newspaper in a week. Students decide the day to discuss the newspaper that they have already read. It can be one day or two days in a week. The students who belong to the group have to speak while discussion session started. The discussion session can be taken from an hour either in break or leisure periods. If there is something interesting from newspapers or articles, students can take a few minutes to present in the class. It allows students to be braver to speak and decrease their anxiety. Rajasekaran (2010) said that students can involve to group of reading in order to solve and decrease their anxiety. Thus, it becomes an effective strategy to minimize speaking problem.

Follow-up activity. Follow-up activity is more like create games in the class. This strategy can be organized by teachers or by students. Follow-up activity provides many games which can be developed by teachers or students.

One of these activities is a word game or a sentence game as conducted to be a competition. Rajasekaran (2010) maintained that games such as word game and sentence game can be an activity that help students to improve their confidence when speaking English. In follow-up activity, students are divided into some groups. Each group has given some sentence in some piece of paper. Students need to arrange it to be a good sentence patterns related to the topic. After they finish in arranging sentences, students have to speak and convey related to the sentences that they have arranged. It provides other groups to give opinions or comments if they have different sentence patterns. This strategy provides the students to be braver in expressing their ideas. This strategy has good result in improving their confidence level.

Fun oral activities. Classroom oral activities have various models to encourage students to speak. Al-Abri (2008) maintained that some fun oral activities such as songs, rhymes, pictures and simple story can be strategies to enable students more enjoyable in learning their speaking skill. All of them provide students to sing a song in the classroom, to draw a picture and to tell to others, or to tell students' activities every day. These activities give students a chance to train their speaking ability and decrease fear.

Besides, there are two ways in overcoming speaking problem while speaking process occurs. According to Lindblad (2011), pausing and repeating a word or part of words during speaking process can decrease speaking obstacles. The first is pause. Lindblad (2011) revealed that students can pause in a few times to meditate some words to be produced. It allows students to be silent and the students speak out the utterances which have been found. Pause is usually about

student's speaking performance. Pauses allow students to rethinking and rearranging utterances that they want to speak out because they have lost utterances before. During pause, they can use filler to fill it such as "emm", "well" or "how we call it". The second is repeating a word or part of words. Lindblad (2011) said that students repeat some words in order to produce what they intend to say. Repeating a word which has different meaning with another is good strategy to go ahead in speaking. It is indicated that students have strategies in resolving their speaking problems.

Another strategy in overcoming speaking problem during speaking process is non-linguistic signals. Ya-ni (2007) stated that non-linguistic signals mean that speakers add mimes, gestures, and facial expressions while speaking occurs. It allows speaker to make some gesture movements when speaker declares something. For example, when speaker want to say hand kerchief, it can be "I use it when I clean my hand from residual water" together with gestures to show what looks like and how to use it.

Review of Related Studies

There are some previous studies about speaking problems and speaking strategies. Starting from the study conducted by Al Hosni (2014) entitled *students speaking difficulties encountered by young EFL students*. The study was conducted to four English teachers and three classes from one school in Oman as the participants. The research was under qualitative research which the instruments of the study were classroom observations, semi-structured interviews, and curriculum analysis. The result of the study maintained that main speaking difficulties encountered by grade 5th students were linguistic difficulties, mother

tongue use, lack of vocabulary and grammar structured and inhibition. Another result showed that factors which causing speaking difficulties were teaching strategy used by teachers which preferred to use first language to give the meaning of some words, and teachers' belief which emphasize in teaching reading and writing rather than speaking. The researcher suggested that some speaking difficulties can be overcome by putting more emphasis to teach speaking skill for students, and the teachers should reduce their use of first language when teaching English. This previous study clearly stated that the problems encountered in speaking English and the effective strategies to solve among those problems relates and supports this current study which is students' strategies in overcoming speaking difficulties.

Another previous study conducted by Gan (2010) entitled *understanding L2 speaking problems: Implication for ESL curriculum development in teacher training institution in Hong Kong*. This research found out that there were some problems related to students' speaking skill. Those problems are inadequate vocabulary, grammar as a stumbling block, inaccuracies in pronunciation and intonation, inadequate opportunities to speak English, inappropriate curriculum and first language dominant. This previous study is same with the current study in part of problems. However, there is a difference between the previous and the current study where the previous study is only investigating the problems. Besides the current study reveals the problems among students in speaking, the current study also reveals about strategies to handle the problems. Therefore, the result of previous study supports the current study about problems. Furthermore, the result

of current study will give some idea about strategies that can be applied to the problems from previous study. Thus, this research is correlated each other.

A research about communication strategies was also conducted by Linblad (2011) under title *communication strategies in speaking English as a foreign language*. The result of this study was not only revealed about strategies but also problems contributed in students' speaking occasion. The problems were less concern with pronunciation and grammar, uncomfortable to speak English, stays quiet and lack of practice. The strategies used by students were nonlinguistic signals, self-correctness and use fillers. Hence, this study is correlates and supports to my research that going to find out the problems and strategies in students' speaking English.

Conceptual Framework

Speaking is one of the important skills used to convey the meaning, feeling or opinion to each other. However, from the long explanation above, there are a lot of difficulties in speaking. The difficulties are dealing with anxiety, inadequate vocabulary knowledge, lack of grammar pattern, poor pronunciation, lack of motivation, poor listening facilities, unavailability of the environment that helps to speak English, inappropriate teaching strategy and appropriate curriculum. Besides, the speaking students can use many speaking strategies to overcome those problems. Those strategies are the use of mother tongue, English Speaking Circle (ESC), follow-up activity, reading club, fun oral activities, pauses, repeat a word or part of words, and nonlinguistic signals.

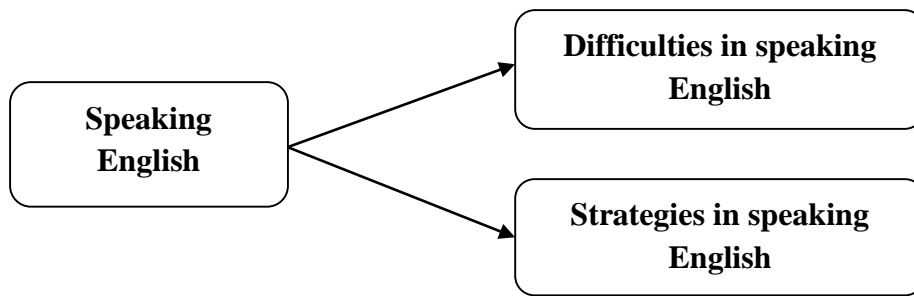


Figure 1.0 Conceptual Framework