

Chapter Two

Literature Review

This chapter presents the definition of speaking, the type of speaking, component of speaking, and the difficulties in speaking English. This chapter also elaborates studies including theories related to the topic of this study, review of related study and conceptual framework.

Definition of Speaking

Speaking is one of the four skills in the language learning. According to Nunan (2003) language generated by learner in speech or writing is referred to as productive. Language director at the learner in reading or listening is called receptive. Speaking referred to as productive, because the students are producing the thought by speaking. For example the student has acquired the lesson that produce idea, then the idea of student could explain in speaking the other way from writing in classroom activity or in front of the other students.

There are many definitions about speaking that have been suggested by language scholars. An interesting view was expressed by Gert and Hans (2008) that speech or utterances with the purpose of having intention to be recognized by speaker and the receiver processes the statements in order to recognize their intentions. Cameron (2001) concludes that speaking is the active use of language to express meaning so that other people can make sense of them. Speaking is one way to communicate thoughts and a message directly. By speaking, the students express their understanding about the lesson if the students successfully bring the message they speak about. This research on art (Al Hosni, 2014) stipulated that “speaking is the active use of language to express meaning”.

Practice is also needed in speaking English. According to Pinter (2006) speaking starts with practicing and drilling set phrases and repeating models. An interesting view was expressed that “for many years people taught speaking by having students repeat sentence and recite memorized textbook dialogues. Audio lingual repetition drills were design to familiarize students with the sounds and structural patterns of the target language” (Nunan, 2003, p.49). However speaking is skill production that do in direct and sometime spontaneous, practicing is important to do. The language production becomes more orderly, explicit, and make sense by practicing. The practice could be taken from many sources, such as textbook dialogues.

Types of Speaking

Types of speaking are explain about many type in speaking performance. Brown (2004) describes six categories of speaking skill area. Those six categories are as follows:

Imitative. This category includes the ability to practice an intonation and focusing on some particular elements of language form. That is just imitating a word, phrase or sentence. The important thing here is focusing on pronunciation. The teacher uses drilling in the teaching learning process. The reason is by using drilling, students get opportunity to listen and to orally repeat some words.

Intensive. This is the students’ speaking performance that is practicing some phonological and grammatical aspects of language. It usually places students doing the task in pairs (group work), for example, reading aloud that includes reading paragraph, reading dialogue with partner in turn, reading information from chart.

Responsive. Responsive performance includes interaction and test comprehension but at the somewhat limited level of very short conversation, standard

greeting and small talk, simple request and comments. This is a kind of short replies to teacher or student-initiated questions or comments, giving instructions and directions. Those replies are usually sufficient and meaningful.

Transactional. In this matter transactional carried out in the dialogue. It is carried out for the purpose of conveying or exchanging specific information, an escalate form of responsive language. For example here is conversation which is done in pair work.

Interpersonal. Like in the transactional, interpersonal is also done in the dialogue. It is carried out more for the purpose of maintaining social relationships, than for the transmission of facts and information. The forms of interpersonal speaking performance are interview, role play, discussions, conversations and games. These conversations can involve some factor such as: slang, ellipsis, sarcasm, casual register. Those cases make the students find it difficult to understand the language, and sometimes misunderstood.

Extensive. Extensive speaking added experiences that allow students to practice their public speaking skill. Extensive speaking in here is the form of monologue. In the practice, the teacher gives students in advance level extended monologues in the form of oral reports, summaries, and storytelling and short speeches.

Component of Speaking

According to Harmer (2001) speaking is a complex skill because at least it is concerned with components of grammar, vocabulary, pronunciation, fluency and comprehension. Speaking has some important components, there are:

Grammar. “Grammar is a language to talk about language” (Dykes, 2007 p.5). It is a simple definition of grammar by the theorist. Another statement is based on Swan

(2005) the rules that show how words are combined, arranged or changed to show certain kinds of meaning. Therefore, grammar is a guideline to structure the words with the result that makes sense. Grammar in speaking is also important, such as in interpreting. In interpreting, the extent of the ability to understand the layout of a language, its meaning about studying grammar.

Vocabulary. Vocabulary is also the speaking component that is important, Rezikin (2007) concludes that aside from grammar, the other component which is important is vocabulary. According to Harmer (2001) vocabulary is an element of language. An additional definition by Mifflin in the American Heritage Dictionary states that vocabulary is: all the words of a language, the sum of words used by, understood by, or at the command of a particular person or group, and a list of words and often phrases usually arranged alphabetically and defined or translated: a lexicon or glossary. It can be depicted such as a building, that vocabulary is the skeleton that arranges the building, and it is an important thing that is needed.

Pronunciation. Pronunciation is how the words are uttered by the students when they speak. Pronunciation based on the Cambridge Advanced Learner's Dictionary means how to pronounce, and pronounced means very noticeable or certain. Pronunciation is also sometimes influenced by the students' accent. According to Turner (1998) pronunciation is the utterance of words taken separately requiring knowledge of the just power of the letters in all their combinations, and of the force and seat of the accent.

The other research based on Cornbleet & Carter (2001) pronunciation includes elements such as: sounds include consonants, vowels and consonant clusters. Intonation refers to the pattern of pitch changes. There are two basic patterns: rising and falling. Rhythm is created according to the position of stress within a single word or a group of

words. Within words stresses have fixed positions but stress within a group of words can move according to meaning. Linking and assimilation are when sounds are linked in spoken language, changes occur because of the influence of neighboring sounds.

Fluency. Speaking with clearly and accurately can be defined as fluency ability. Nunan (2003) stipulated that fluency is use the language quickly and confidently with few unnatural pauses. Fluency is the smoothness or flow with which sound, syllables, word, and phrases are joined together when speaking. If the students could speak fluently, the topic that delivers could understand immediately then the goals of study can be achieved.

To be a fluent in speaking there is a way, according to Hartmann & Stork (1976) suggest that “a person is said to be a fluent speaker of a language when he can use its structures accurately whilst concentrating on content rather than form, using the units and patterns automatically at normal conversational speed when they are needed”. (As cited Al-sibai, 2004, p.2)

Comprehension. Comprehension is ability to understand the knowledge that derived as a result. An interesting view was expressed by Hornby (2000) that comprehension is the mind, act power of understanding exercise aimed in improving is testing ones (p.194).The other statement is based on research by Syakur (1987), defines comprehension for oral communication that requires a subject to respond to speech as well as to initiate it. Comprehensibility denotes the ability of understanding the speakers.

Difficulties in Speaking English

Speaking English is important skill that students need to be taught in advance. Based on a research by Romwapee (2012) spoken form of a language is basic and should

be taught first. The thing that underlies why speaking English should be taught first to students, because speaking English is one of the language skills that can be categorized as hard skill. Known as language skill that hard skill categorized, many students are face the difficulties such as difficult to pronounce English words, fear of committing mistake, difficult to understand different in syntax, and confused in transferring language (from native language to English and vice versa).

Difficulty in pronouncing English words. Sometimes English word can be difficult to pronounce, and when speaking English, the students have to consider not only the pronunciation of the separate words, but also the context between the words in sentence. A speaker who constantly mispronounces a range of phonemes can be extremely difficult for a speaker from another language community to understand (Kelly, 2004). The students also get difficult in pronouncing because the letter can be spelled differently when it became a unit in words. According to Hetrakul (1995) the problem which is often faced by the students is about pronunciation. They felt difficult to pronounce certain words, because in English, between pronunciation and spelling are different. Therefore, they did not recognize yet.

Fear of committing mistake. In the situations where students make mistake in speaking, they can feel insecure, embarrassed and ashamed of their level of speaking English. Therefore most of the students hesitate to speak English. Perhaps the students assume that making mistakes will lead to some terrible consequence that cannot be corrected or undone. Moreover the students may believe that making mistake is a sign of weakness or incompetence (Anthony, 1998 as cited in Tartakovsky, 2016).

Difficulty in understanding different syntax. Syntax encompasses the set of descriptive rules for how words can combine into phrases, phrases into clauses, and clauses into sentence (Cruzan and Adam, 2012). Many students find difficult to correct syntax problems. In many cases, the students translate their native language directly into English without considering the word order those changes between languages. That case is wrong because the arrangement of words (syntax) in mother tongue is different from the syntax of English. It also cannot translate a sentence from mother tongue to English in the exact same manner.

Confusion in transferring language. This difficulty is transferring language from native language to English and vice versa. Sometimes the students understand what they will talk about, but how to communicate is hard because they are confused in transferring the language. According to Tatham and Morton (2006) many people report that they can understand language but they cannot speak it. The students understand but cannot speak. It happens because the students are confused in transferring language.

The students sometimes also get difficulty in transferring so make negative transfer errors. Employing the framework set forth by Lott (1983) in Brogan, Franny, Son, JyEun (2015), that have classified negative transfer errors into the following subdivisions namely overextension analogy occurs when the learner misuses an item or form in the second language (L2) because it shares features with an item or form in the first language (L1). This can occur on the phonological, lexical, or orthographic level. Transfers of structure occur when the learner utilizes a feature of the L1 instead of that of the target language. Interlingua or intralingua errors occur when there is a particular distinction in one language but not in the other.

Factors Affecting Students' Difficulties in Speaking English

The factors that affect the difficulties in speaking faced by the first year students of English Education Department are their confidence, lack of vocabulary and understanding grammar.

Low self-confidence. Seemingly, some students feel uncomfortable and hesitant in their first attempts at speech in the second language. That case makes some students low in confidence. Low of self-confident is crucial factor that affecting students' difficulties, because confidence can support students to reach their goals. Based on Grubber (2010) stated that self-confidence is an attitude that you hold about your-self that allows you to move forward and achieve your goals. Meshua in Nurlaila (2008) also stipulated some students might have good have pronunciation and at a high proficiency level but they still preferred to be reticent because of the lack courage, do not have a lot confidence or courage will prefer to be quite rather than speak English.

Therefore, self-confidence is important factor that affect students difficulties in speaking English. However students in high level of English, but they cannot express it in speaking, it is because low of self-confidence. Thus the purpose of their communication cannot be achieved.

Lack of vocabulary. Vocabulary, as one of the knowledge areas in language, plays a great role for learners in acquiring language (Cameron, 2001). Students with lacking of vocabulary will definite have a trouble in their speaking English. Whereas

mastering vocabulary is needed in speaking activity because vocabulary is such as smaller unit in forming sentence. According to Hetrakul (1995) vocabulary is a component in speaking. In speaking English, students need to master a lot of vocabulary, because by mastering many words, they would study way of speaking easily.

In case when students are lacking of vocabulary, they could face the difficult such as stated by Hasan (2015) the effect of lack vocabulary is as follows, the students suffered from the problem of a lack communication. The students found it difficult to express their opinion and feelings. The students did not easily understand text, their teacher, and native speakers of English. So it became big problem when the students are lacking of vocabulary. This factor that affecting the difficulties in speaking is harmful.

Understanding Grammar. In order to some students focusing on grammar will prevent the students from being able to speak English fluently in a reasonable time frame. The case is because among every people in this world learn to speak before learn the grammar. Speaking is the first step to students in study than grammar, for example many student learn simple speaking like “what is your name?”, “how do you do”, and “how are you”. But actually in the case is grammar is most effective to improve communication and writing skills.

The students rather frequently get a difficulty using grammar in speaking English. Grammar is quite difficult to understand by students, such as sometimes they do not know when they should apply tenses in assembling the time just like present, past, and future tense. The students also have different form of plural and singular between English and Indonesian language. The students’ difficulties in understanding grammar when speaking English support by Hetrakul (1995) states that English always deals with

reference of time while Indonesian does not have one. Moreover, there are singular and plural forms that the students have to distinguish and still many forms that have to be learned. Most students are very easy to get confused with English grammar, while grammar is needed to form a right sentence. If the students do not have grammar mastery, of course they will not be able to produce sentences that grammatically right. Realizing that the grammar students have is very weak, so they feel embarrassed when they want to produce English sentences orally.

Review of Related Study

For additional resource, the researcher reviews some related studies. Two sources are reviewed and talked about students' difficulties in speaking English. The studies are elaborated briefly in the following points, and the connection among the reviews and this study would be seen to complete this study.

First is a study from Yahya (2012) from Palestinian Ministry of Education, Palestine. The title of study is "A Study of The Language Difficulties of The English Language Center (ELC) Students at The Arab American University of Jenin". In this study, the researcher investigated the language difficulties of the English language center students at the Arab American University of Jenin (AAUJ). English instructors in AAUJ usually complain about the level of their students' participation and interaction in the English class. They expect their students to take part in class discussions, speak audibly, ask and answer questions and read. But they discover that their students face several language, personal, internal, external, instructional, academic, sociocultural, linguistic and many other difficulties. A valid questionnaire was designed and administered to a

convenient sample of students. The paper concluded with a number of suggestions to reduce the difficulties students face in English.

Second is a study by Nakhalah (2016). The title is “Problems and Difficulties of Speaking That Encounter English Language Students at Al Quds Open University”. The study aims at exploring the speaking difficulties encountered by English language students at Al Quds Open University. More over the study aims at exploring the causes of such difficulties. The researcher designed an interview to be applied on the sample of the study. Such interview was applied for each student to investigate speaking difficulties and the causes of such difficulties. The results showed and indicated there some difficulties in the speaking of the students due to some reasons such as fear of mistake, shyness, anxiety and lack of confidence.

Those two reviewed studies are closely related to this study that has the same domain of interest, which are difficulties in speaking English. Based on the research by Yahya (2012) the purpose of the study is to investigated the language difficulties of the English language center students at the Arab American University of Jenin (AAUJ), especially in speaking English, such as discussion, speak audibly, ask and answer questions. The second research by Nakhalah (2016) the aims to explore the speaking difficulties encountered by English language students at Al Quds Open University and to explore the causes of such difficulties.

Between those finding there are some similarity with researcher study the first is the university level of students, the second is aims study of researcher is finding the difficulties that faced by students and the last is the factor that influenced. The different is the context, from the related studies the place taken in foreign country and from the

researcher from Indonesia. Yet, this study will go deeper in digging up difficulties in speaking English among the first year students of English Education Department of Universitas Muhammadiyah Yogyakarta.

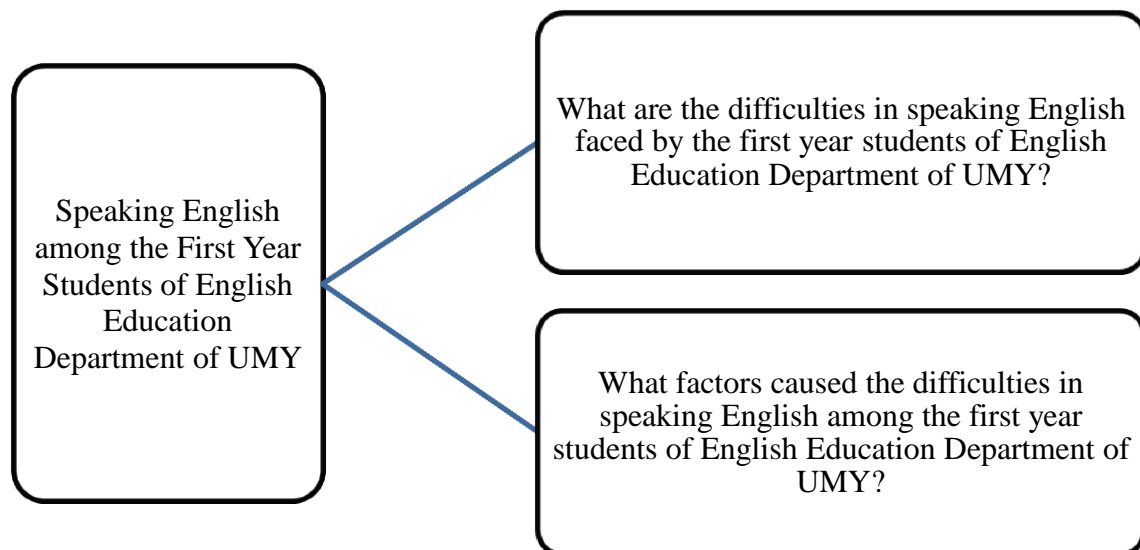
Conceptual Framework

This research focuses on identifying the difficulties in speaking English among the first year students of English Education Department of Universitas Muhammadiyah Yogyakarta. Based on research by Efrizal (2012) stated that English speaking ability is very important for people interaction where people almost speak everywhere and every day through English. Students need to study speaking English, because this subject is vital role in communication. Good communication is needed to deliver understanding then the goal of study is achieved.

However, speaking English is known as a difficult language skill for students. Based on Brown and Yule (1983) spoken language production is often considered one of the most difficult aspects of language learning (as cited Tuan & Mai, 2015). It is proof that speaking skill is difficult language skill by book based on Nunan (2003) many people feel that speaking in a new language is harder than reading, writing, or listening for two reasons. Because speaking English skill is known as the hardest skill, and then it becomes a challenge to student in studying it.

There are many causes that make the speaking skill is difficult. The causes that faced by student itself is different. According to Ur (1996), there are many factors that cause difficulty in speaking, and they are as follows: first, inhibition that is the students are worried about making mistakes, fearful of criticism, or simply shy. Second, nothing to say that is the students have no motive to express themselves. Third, low or uneven

participation, only one participant can talk at a time because of large classes and the tendency of some learners to dominate, while others speak very little or not at all. The last is mother-tongue use. Learners who share the same mother tongue tend to use it because it is easier and learners feel less exposed if they are speaking their mother tongue.



Conceptual Framework