CHAPTER II
REVIEW OF LITERATURE

This chapter provides a summary of selected literature on the main issues of this study. It starts with English for Specific Purpose (ESP), then Learning ESP Speaking, the problems in learning speaking, the causes of the problems in learning speaking, and the solution of the problems in learning speaking.

2.1 English for Specific Purposes (ESP)

Hutchinson and Waters (in Lin, 2013) indicate that English for Specific Purposes (ESP) is an approach to language teaching in which all decisions as to the content and method are based on the learner’s reason for learning. English for Specific Purposes should properly be seen not as any particular language product but as an approach to language teaching which is directed by specific and apparent reasons for learning.

Carter (in Bilokcuoglu, 2012:82) suggests three types of English for Specific Purposes, which are follows:

1. English as a Restricted Language

The type that is used to communicate effectively in an original setting of a very specific environment, such as the language used by air traffic controllers or by waiter.

2. English for Academic and Occupational purposes

This type serves professional and vocational purposes, such as English for medical technician, engineers, or business executive etc. Furthermore, this
type is divided into branches as English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). In EAP, English is used to describe courses and materials designed specifically to help people who want to use their English in academic study of business, finance, banking, economics and accounting. Then, EOP refers to English that is not for academic purposes; it includes professional purposes in administration, medicine, law, and business, and vocational purposes for nonprofessionals in work or pre-work situations.

3. English with Specific Topics

The last kind of ESP is different from the other types of ESP regarding that focus changes from purpose to topic, meaning that the focus is on the compromise with the learners’ probable future English needs.

2.2 Learning ESP Speaking

In learning ESP, of course, students learn about speaking. Speaking is one of language skill which is very important to be mastered by the students in order to effectively communicate. It is in line with Fulcher (2003:23), who said, “Speaking is the verbal use of language to communicate with others.” In addition, Nunan (2003:48) states that speaking is the productive oral skill. It consists of producing systematic verbal utterance to convey meaning. From the above explanation, it can be concluded that speaking is the ability to express something in a spoken language.

Activities of learning speaking are meant to develop learners’ ability to express themselves through speech. It is important to think of many activities in
order to involve their ability in speaking because without expression in many activities, their ability in speaking will be doubted. Students who are learning to speak are suggested to be able to speak in front of audience and among their friends.

Harmer (2000:271) suggests some types of classroom speaking activities as follows:

2.2.1 Acting From Script

Playing script and acting out the dialogues are two kinds of acting scripts that should be considered by the teacher in the teaching and learning process. In the playing script, it is important for the participants to teach it as real acting. The role of the teacher in this activity is as a theatre director drawing attention to appropriate stress, intonation, and speed. This means that the lines they speak will have real meaning. By giving participants practice in these things before they give their final performances, the teacher ensures that acting out is both a learning and language producing activity. In acting the dialogue, the participants will be helped if they are given time to rehearse their dialogues before the performance. The participants will gain much more from the whole experience in the process.

2.2.2 Communication Games

Games are designed to provoke communication between participants. The games are made based on the principle of the information gap so that one participant has to talk to a partner in order to solve a puzzle, draw a picture, put a thing in the right order, or find similarities and differences between pictures. Television and radio games, imported into the classroom, often provide good fluency activities.
2.2.3 Discussion

Discussion is probably the most commonly used activity in the oral skill class. Here, the participants are allowed to express their real opinions. Discussion range is divided into several stages from highly formal, whole-group staged events to informal small-group interactions.

The first is the buzz groups that can be used for a whole range of discussion. For example, students are expected to predict the content of a reading text, or talk about their reactions after reading text.

The second is instant comments with can train students to respond fluently and immediately is to insert ‘instant comment’ mini activities into lesson. The teacher involves themselves in showing the photographs or introducing topics at any stage of a lesson and nominating students to say the first thing that comes into their head.

The last is formal debates. Students prepare arguments in favor or against various propositions. The debate will be started when those are appointed as ‘panel speaker’ produce well-rehearsed ‘writing like’ arguments whereas others, the audience, pitch in as the debate progresses with their own thoughts on the subject.

2.2.4 Prepared Talks

Students make a presentation on a topic of their own choice. Such talks are not designed for informal spontaneous conversation because they are prepared and more writing like. However, if possible, participants should speak from notes rather than from a script.
2.2.5 Questionnaires

It is very useful because they ensure that both questionnaire and respondent have something to say to each other. Participants can design questionnaires on any topic that is appropriate. As they do so, the teacher can act as a resource, helping them in the design process. The results obtained from questionnaires can then form the basis for written work, discussion, or prepared talks.

2.2.6 Simulation and Role Play

This activity can be used to encourage general oral fluency, or to train students for specific situations. Students can act out simulation as them or take on the role of completely different character and express thoughts and feelings as the doing in the real world.

Ur (1996:120) states about the characteristics of a successful speaking activity, they are:

*Talking a lot*, the learners have to get as much as possible of the period time to talk.

*Participation*, all the learners have to participate actually in the classroom. Minority of talkative participants do not dominate classroom.

*High motivation*, the learners have to get high motivation to practice speaking because they are interested in the topic and have something new to say about it or because they want to contribute to achieving a task objective.

*An acceptable level language*, the learners have to express themselves in utterances that are relevant, easily comprehensible to each other, and of acceptable level language accuracy.
Based on the theory above, it is clear that learning speaking needs some activities to increase students’ speaking skill. They need the compatible activities based on their level because they need the process. They need efforts to use English as native speakers do in their daily conversation. Besides, to achieve these speaking purposes, students need to activate a range of appropriate expressions.

2.3 The problems in Learning Speaking

There are some possible problems faced by the students in learning speaking. They are inhibition, nothing to say, low or uneven participation, and mother tongue use (Ur, 1996:121).

2.3.1 Inhibition

Inhibition is a crucial psychological problem for the students. This problem appears because of the students themselves. It is related to internal factors such as the students worried about the respondent of their friends or unfamiliar people when they are speaking English.

Unlike reading, writing and listening activities, speaking requires some degree of real time-exposure to an audience. Learners are often inhibited about trying to say things in a foreign language in the classroom: worried about making mistakes, fearful of criticism or losing face, or simply shy to be the attention when they are speaking in English.

2.3.2 Nothing to Say

Even if they are not inhibited, teachers often hear learners complain that they cannot think of anything to say. They have no motive to express themselves beyond their guilty feeling that they should be speaking.
2.3.3 **Low or Uneven Participation**

Low or uneven participation is a condition where not all of the students want to show up their ideas or do not have a chance to do that. They only become the listener in the speaking activities without participating or practicing speaking English. In other words, only some participants who talk at the time and the other only have little talking time.

2.3.4 **Mother Tongue Use**

In a class where all of the students use the same mother tongue, sometime it becomes a troublesome for those who want to practice English. When they try to speak up or practice speaking English, their friends do not give good respond. They still tend to use their mother tongue than using English.

Based on the possible problems above, it can be concluded that the problems in learning speaking occure because of internal and external factors. Both students and teachers influence the activities of speaking. Firstly, internal factors come from the students themselves who are afraid of making mistake and shy to speak English. Secondly, external factors come from the fault of management and classroom activities.

2.4 **The Causes of the Problems in Learning Speaking**

The problems in learning speaking might happen because of some reasons below.

2.4.1 **The Causes of Inhibition**

According to Mohsemi and Ameri (in Humaera, 2015:33), there are two causes of inhibition. Firstly, the students inhibited about trying to say things and
worried making mistakes in learning speaking English because they only have low understanding about grammar, low vocabulary mastery, and difficulties in pronouncing English words. Secondly, they are fearful of critics and simply shy to be attention because they do not have self-confidence so that they judge themselves that they cannot speak English well, and they are afraid if their friends do not understand what they say.

2.4.2 The Causes of Nothing to Say

The students cannot think of anything in speaking activities because they do not know what to say and how to say it. The causes of this problem are still related to the inhibition where the students only have limited vocabulary mastery, low understanding about grammar, and having difficulties in pronouncing English words.

Besides, they also do not have motivation to express their ideas because actually they are afraid of being a joke of their friends if they are speaking English in wrong pronunciation.

2.4.3 The Causes of Low and Uneven Participation

The cause of low and uneven participation is that they are afraid to communicate with the other people. It is because they do not have self-confidence so that they do not want to express their ideas and only becomes listener in the speaking activities. This statement is in line with Tsui (cited in Humaera, 2015:37) who states that the students lack confidence about themselves, and their English necessarily suffers from communication apprehension.
Besides, they do not participate in the speaking activities because sometimes there are tendencies of some students who have good mastery English dominate the class so that they do not have a chance to show up their ideas.

2.4.4 The Cause of Mother Tongue Use

According to Ur (in Hosni, 2014:23), mother tongue in learning speaking used by the students because they feel easier for them. They feel more relax and should not worry about making mistake. They also should not worry of misunderstanding of their mother tongue because it is their daily language.

2.5 The Solution of the Problems in Learning Speaking

According to Ur (1996:121), there are some ways to solve the problems in learning Speaking:

2.5.1 Applying Group Work to Minimize Inhibition

Group work could help the students in minimizing inhibition. For those who inhibited about trying to say things in foreign language and worried of making mistakes, they could try to speak up or show their ideas in their group first before show it in front of the class. Besides, they also could discuss with their group how to make right sentences about their ideas. In the other words, by creating group work, they could learn by doing. They can share information, make a small discussion, and check other error with their groups.

Furthermore, for those who fearful of criticism and afraid to be the attention, they could share their ideas to the chairperson in their group to be presented in front of class.
2.5.2 Using Easy Language to Avoid Nothing to Say

In speaking activities, of course the language use will be better in easier than that use in writing or other language activities. It is why word choices become very important. For those who have low vocabulary mastery, it will be better if they use easy language to avoid the confusion about what to say and how to say it. They could use familiar words so that they should not think too hard about what they want to say. For example, they will be better using “willingness” than “compliance”, using “expectation” than “presumption”, etc. It is also to make the other students easy to understand what they want to share.

Besides, the teacher also could help to motivate the students in speaking English by teaching vocabulary first before starting the class. For example, when the teacher wants to make “daily activities” as the material, she/he should teach them vocabulary such as “sleeping”, “eating”, “watching”, etc.

2.5.3 Creating a Careful Choice of Topic and Giving Instruction to Avoid Low and Uneven Participation

When the students had low or uneven participation in the speaking class because they do not have self-confidence, the students should try to motivate themselves. They should believe on themselves that they could speaking English and should not worry about making mistake because their teachers and their friends will help them when they face difficulties in practicing speaking English. Besides, the teachers also could help them by creating a careful choice of topic in order to make the condition of the class not too formal so that they feel more relax in learning speaking. It is also avoid the boredom of the students and to make them enjoy during the class.
Furthermore, to make them participates the activities, the teachers also should give the same chance to the students in showing up their ideas. But, of course the teachers should prepare the classroom activities first before coming to the class. The teachers should give clear topic and guide by instruction for the speaking activities so that all of students can show up their ideas. For example, the teacher should tell the students to make sure that everyone in the group contributes to the discussion and appoint a chairperson to teach group who will regulate participation.

2.5.4 Keep Using Target Language to Avoid the Use of Mother Tongue

The teacher might appoint one of the groups as monitor to remind the participants to use the target language, and perhaps report later to the teacher how well the group managed to keep to it. Although if there is no actual penalty attached, the awareness that someone is monitoring the discussion could make the participants to be more careful in speaking English. By using this strategy could help them to avoid the use of mother tongue and also make them accustom using English.

Based on the explanation above, both of students and teacher should be teamwork to solve the students’ problems in learning speaking. The students should try to be more active and the teacher should preparing and monitoring the learning activities.