CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher presents the definition of speaking, problem in learning speaking, linguistic problem, non-linguistic problem, some possible solution to problems in Learning Speaking and English as foreign language in Thailand.

2.1 Definition of speaking

According to Al-Jawi, there are four language skills in teaching English, those are reading, listening, writing and speaking, which can divide into two, which is receptive skill and productive skill (2010: 3-3).

Receptive skills comprise reading and listening. They are important because they allow learners to understand contents, textbooks, works or documents. Rico (2013: 55) stated that productive skills consist of speaking and writing and they are significant because they permit learner to perform communicative aspects such as oral presentations, written studies and reports among other.

According Bailey and Savage (1994), “Speaking in a second or foreign language has often been viewed as the most demanding of the four skills yet for many people, speaking is seen as the central skill. The desire to communicate
with others, often face to face and real time, drivers us to attempt to speak fluency and correctly”.

One of the most important skills that learners should learn in EFL learning is speaking. Speaking is very important because by mastering speaking learners might express their ideas to the interlocutors well so that they might achieve their communication goals. According to Brow (1994), learners might get difficulty in speaking when learners have to focus on forms and function of the language.

However, Ur (1996) considered speaking as the most important skill among four skills (listening, reading, speaking and writing) because people who know a language are referred to as speakers of that language. This indicates that using a language is more important than just knowing about it because “there is no point knowing a lot about language if you can’t use it” (Scrivener, 2005, p.146).

2.2. The problems in learning speaking

According to Sadtono (1995), language learning has two problems; they are linguistic factors and non-linguistic factors:

1. Linguistic factors are factors related to language. They are pronunciation, grammar and vocabulary.
2. Non-linguistic factors are factors of non-language such as the student, the teacher, method, facilities, motivation and etc.

2.2.1 Linguistic problems

The linguistic problem includes all the difficulties found in target language itself encountered by one who is studying the language. Linguistic problem has some categories; they are pronunciation, grammar and vocabulary.

a) Pronunciation

The outer manifest of speech is sound. The speaker must first decide what to say be able to articulate the words, and create the physical sounds that carry meaning.

Pronunciation is the way for students’ to produce clearer language when they speak. It deals with the phonological process that refers to the components of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. There are two features of pronunciation; phonemes and supra segmental features. A speaker who constantly mispronounces a range of phonemes can be extremely difficult for a speaker from another language community to understand (Gerard, 2000: 11).
b) Grammar

According to Harmer (2001: 12), grammar of language is the description of the ways in which word can change their forms and can be combined into sentences in that language. Speaking English needs grammar to arrange a correct sentence in conversation. Grammar is also to learn the correct way to gain expertise in language in oral and written form.

c) Vocabulary

According to Diamond and Gutlohn, in Helena (2007: 11), vocabulary is the knowledge of words and their meaning. The people cannot communicate effectively or express idea in oral form if they do not have vocabulary. Limited vocabulary can make our conversation limited.

Vocabulary is the basic component to help the students in mastering language. They will learn the language skill easily if they have enough vocabulary. In any foreign language, learning vocabulary is one that is emphasized. Students have to develop their vocabulary.

2.2.2 Non linguistic problems

Non linguistic problems are the problems that influence the language learning, such as student, material, method, teacher, facilities and motivation.

The non linguistic problem in this study means the difficulties faced by Thai students at UMM that are caused by the students themselves, the teacher,
and other factors which cannot give support from the language itself in learning English speaking skill.

a) The student

In teaching and learning process students play an important part. They come from different background, ability, style, attitude and act. They are different from other.

According Brown and Segaran, in Athena, student factors include some points that have relationship with age, opportunity, motivation, talent, attitudes, persistence, and the bravery of drilling to speak up in front of audience. About the opportunity, the best time to learn English is when the learners’ need of this language appears and there is a spare time. If there are high motivation and opportunity, at that time, the learners can learn well.

The success of learning English does not only depend on the ability, but also depends on persistence. Good potential does not give much success if the opportunity to learn is not used. So, the ideal terms are the combination of the potential and persistence that should run well.

The learners’ attitude about the learners’ language can fulfill what they need in communication and put on the meaning of his or her clearly.

Another factor is that the learners who have sociable character and take the opportunity to speak English with other persons incline more success when they make communication and relation. In this case, they should force themselves to take this opportunity to speak up in English. In this occasion, the
bravery is quite important and embarrassed sense should be disappeared, because its sense can obstruct the capability in learning English speaking.

b) The teacher

According to Richards (2001: 99), teachers are a key factor in the successful implementation of curriculum changes. Exceptional teachers can often compensate for the poor-quality resources and materials they have to work from. But inadequately trained teacher may not be able to make effective use of teaching materials no matter how well they are designed. In any institution, teachers may vary following dimensions: language proficiency, teaching experience, skill and expertise, training and qualifications, morale and motivation, teaching style, beliefs and principles.

In planning a language program, it is therefore important to know the kinds of teacher the program will depend on and the kinds of teacher needed to ensure that the program achieves its goals.

c) Method

According to Brown (2000: 171), method is a generalized prescribes set of classroom specifications for accomplishing linguistic objectives. Method tends to be primarily concerned with teacher and students roles and behaviors, and secondarily with such features as linguistic and subject matter objectives, sequencing and materials.
d) Facility

Text book, teaching media laboratories, classroom, and library are facilities of teaching and learning process. Meanwhile teacher, students, method, material, and facilities are instrumental input which influences teaching and learning process. If the facilities in the school are available, the goals of teaching and learning process will be easy to be reached.

e) Motivation

Motivation is important for students. It pushes them positively. Without motivation, the students will be lazy and having bad mood in the classroom.

Hammer, in Marsono (2005), mentions that motivation itself is some kinds of internal drive that encourages somebody to pursue of action. It seems to be the case that if we receive a goal that sufficiently attractive, we will be strongly motivated to do whatever is necessary to reach the goal. Language learners who are motivated also perceive short-term goals; for example, the students should be made to realize the urge to pass their school examination. Long-term goals may have something to do with their wish to get a better job or to continue their further study in some English speaking countries. Motivation is essential in language teaching. Students should be motivated in such a way that they should enjoy learning from the beginning they are introduced to it. They are protected from being embarrassed through their active participation in the classroom activities. They should feel they study the real language.
According to Nunan, in Lukitasari, there are some efforts that can be done to build up learner motivation:

1) Make instructional goals explicit to learners.
2) Break learning down into sequences of achievable steps.
3) Link learning to the needs and interest of learners.
4) Allow learners to bring their own knowledge and perspective into the learning process.
5) Encourage creative language use.
6) Help learners to identify the strategies underlying tasks they are engage in.
7) Develop ways in which learners can record their own progress.

f) Material

In material development and classroom teaching the goal is to develop a sequence of activities that lead the teachers and learners through a learning route that is at an appropriate level of difficulty, is engaging, that provides both motivating and useful practice. Good materials do many of the things that a teacher would normally do as part of his or her teaching.

Tomlinson (Richards, 2001, p. 263) suggests the basic principles in conducting material development for the teaching of language as follows:

1) Material should achieve impacts.
2) Material should help learners to feel at ease.

3) Materials should help learners to develop confidence.

4) What is being taught should be perceived by learners as relevant and useful. Materials should require and facilitate learner self-investment. Learners must be ready to acquire the point being taught.

5) Materials should provide the learners with opportunities to use the target language to achieve communicative purposes.

6) Materials should take into account that the positive effects of instruction are usually delayed.

7) Materials should take into account that learners have different learning styles.

8) Materials should take into account that learners differ in affective attitudes.

9) Materials should permit a silent period at the beginning of instruction.

10) Materials should not rely too much on controlled practice. Materials should provide opportunities for outcome feedback.

2.3. Some possible solution to problems in Learning Speaking

2.3.1 Solution for students

According to Cahyono (1998: 84-90 in Athena, 2004), there are some strategies in learning English that can be applied in every situation and it can be the solution for the students. Those are:
a. Find the appropriate way in learning English

The learner should find the appropriate way to learn English because if it the learner knows about what he or she wants. He or she can improve or progress his study. If the way is found by them, the learners should not be afraid to be persistent in using their strategies although it is different from what teacher suggest.

b. Make a note the way to learn

The learners try to make schedule to organize the vocabulary, grammar and pronunciation. This way is effective and this is one of the ways to get successfully in learning English.

c. Creative

In this term, learners should be creative. It means the learners should drill themselves creatively. Learners try to apply what they have learned. Besides, the learner can make experiment to apply a new ways in using vocabulary.

d. Create speak opportunity

In learning English as second language, the learners should be active. Learners should be able to create a situation to express or apply what they have learned. The active learner can be more success than passive learners, because they are not only depending on the teacher do.

e. Try to face unsurely

In learning English, learner often find unsurely situation. This occurs because of the learner cannot understand about the strange words in sentences, paragraph and conversation. The learners who accustomed with the unsurely
situation, the students prefer to be hopeless and separated from English environment. This habit doesn’t constructive, because the learners should be able to solve this unsurely by the unsuspended dictionary and try to be efficient the situation and don’t be frustrated.

f. Used donkey bridge

Is the way by using word organizing. There are many kinds of these principles, such as: learning by using similar rhyme, collecting words that begin with similar letter (who, where, etc), relating the words with the similar function (furniture that can be categorized to sir; sleep:…). So the learners can memorize of words and use words related the situation.

g. Learning from mistake

Learning is a process, as learners realize that mistakes are a process of this study. Learners can take evaluation from these mistakes. For speaking, it is better if learners don’t forget on grammar because it can obstruct fluency.

2.4 English as Foreign language in Thailand

English as foreign language has no connection with native language (local and national language). English is used only in certain purpose in Thailand. Besides Thailand culture is different from English. Learners must force themselves to replace their native language with foreign language and use English as habits. The most important this in language learning is the learner must practically regularly and continuously.
According to Gass (2013:4), foreign language is generally differentiated from second language in that the former refers to the learning of a nonnative language in the environment of one’s native language (e.g., French speakers learning English in France (FFL). This is most commonly done within the context of the classroom. Second language, on the other hand, generally refers to the learning of a nonnative language in the environment in which that language is spoken (e.g., German speakers learning Japanese in Japan (JSL). This may or may not take place in classroom setting. The important point is the learning in a second language environment take place with considerable access to speakers of the language being learned, whereas learning in foreign language environment usually does not.

A foreign language (FL) context is one where the target language is not the language of communication in the society. Learning speaking skills is very challenging for students in FL contexts, because they have very few opportunities to use the target language outside the classroom. Sometimes foreign language learners traveling in countries where their target languages are spoken find that they can neither understand native speakers nor be understood.