

CHAPTER II

REVIEW OF RELATED LITERATURE

Some many important and very well theories of the research are provided in this chapter, including; definition of speaking, speaking learning activities, the obstacles in learning speaking, and the strategies to solve the obstacles in speaking.

2.1 “New Concept Private English Course” Profile

New Concept English Education Centre is an English language education institution under the New Concept Foundation, which has proven the reliability of its education system. The teaching method at New Concept uses a communicative approach (Communicative Language Teaching) which is based on students' needs for oral and written communication (speaking). Meanwhile, to determine learning success, a systematic and continuous evaluation is carried out consisting of Pre-Evaluation, Mid-Evaluation and Post-Evaluation, so learners who have graduated from a level are given a report card (Report Card). As a result of learners' report card is a parameter for New Concept to determine learners level whether get a higher level or lower level. New concept provide level in learning such as; pre-school, pre-beginner-beginner, elementary, pre-intermediate-intermediate, advanced. In New Concept has 32 meetings in 60 minutes in every meeting.

2.2 Definition of Speaking

There are several definition of speaking stated by experts. Harmer (2007) states Speaking involves being able to communicate clearly and requires not just a practical understanding of grammatical structure but also the capacity to process information and language in a real world while Brown (2007) states speaking is the process of expressing an idea to one or more listeners by interpreting it in verbal or nonverbal form. Thus, speaking is an ability to communicate to each other that should be mastered by the learners in order to the message that they want to express will be received it clearly.

2.3 The Obstacles in Learning Speaking

Speaking is the skills that need more practice to become as good as native speaker. However, in Indonesia speaking is a second language acquisition that mostly learners have faced obstacles in learning. (Bailey 2006) argued the obstacles is a shortage limited possibilities to create positive habits that often result in a negative consequence. According to Ur (2012) there are four possible obstacles faced by learners, they are:

1. Inhibition

When students participate in speaking activities in front of an audience, they often have stage anxiety. They are usually afraid of making mistakes,

frightened of being criticized, worried about seeming foolish, or intimidated by the attention their words may bring.

2. Nothing to say

Another problem that is sometimes faced by learners is lack of words or thought to express it in communication. It can mean that a person is unable to think of anything to say, or that they do not have an opinion or response to a particular topic or situation.

In some cases, "nothing to say" may also indicate a feeling of boredom or disinterest in the conversation. It is important to note that the use of this phrase does not necessarily indicate a lack of intelligence or communication skills, as there may be many reasons why a person may feel at a loss for words or unable to express themselves in each moment.

3. Low Participation

This problem is usually participated a few students sometimes the other students only have a little time to talk. The tendency of certain students to dominate while others talk very little or hardly at all exacerbates this issue.

4. Mother-tongue used

Since it is simpler, speaking to one another in a foreign language feels awkward, and speaking their mother tongue makes them feel less "exposed," students who share the same mother tongue in a class may be more likely to utilize it. It can be "very difficult" to get some classes, especially the less

motivated or disciplined ones, to stick to the target language while they are speaking in small groups.

2.4 Strategies to Solve the Obstacles in Speaking

Learners can use learning strategies in a variety of ways. Those learning tactics may be chosen based on the situation and the learning goals for the learners, also learning strategies might use to aid in their learning. García et al. (2016) Strategic learning includes both cognitive and metacognitive techniques for learning. Cognitive strategy involves;

- Clarification used by students to get confirm that a message has been successfully received and understood. This strategy is done by students and guided by the teacher. This strategy has strengths that help students to improve understanding of the materials. Also, students can build their confident to catch the complex concepts after got clarification. Student can enhance their communication ability by articulating their dialogue with other students or the tutors. In other hand, this strategy consumed time, for it is slowing down the learning process. Also, constantly requesting clarification may break the flow of the class or discussion, lowering the overall coherence and the effectiveness of the educational experience.
- Practice is the repetitive application of knowledge or skills to improve comprehension, competency, and retention. Practice allows learners to

develop and excellent abilities by repeated application, resulting in mastery and improved performance in a variety of fields. Also, Practice encourages active involvement and engagement in the learning process. On the other side, repetitive practice can become exhausting or dull for certain learners, which leads to disengagement or a lack of enthusiasm to continue learning. Practice without enough conceptual understanding can result in repetition and surface-level learning, inhibiting deeper understand of the content.

- Memory is storing and retrieving knowledge received through learning experiences. Memory strategies enable learners to access material more effectively, which results in faster and more accurate remember during examinations, exams, or real-world scenarios. Also, it helps students to empower learners to take charge of their learning by giving them with effective tools for organizing and structuring knowledge, resulting in improved flexibility and self-regulation. However, memory methods may not always help the transfer of knowledge to different situations or conditions since they are primarily concerned with memorizing particular facts rather than comprehending underlying concepts or principles. Learners are likely to forget over time if they are not involved in common review and practice to reinforce learnt content.

- Guidance refers to the help, guidance, and assistance given to students while they go through the learning process. Supportive assistance may raise learners' confidence by reassuring them of their progress, recognizing their efforts, and offering encouragement, resulting in increased motivation and engagement. Also, Guidance improves learning efficiency by directing learners' attention to appropriate information, techniques, and activities, therefore maximizing their efforts and resources toward accomplishing learning objectives. In other ways, guidance can limit students' options for study, experimentation, and creativity, thereby impeding their capacity to develop critical thinking and problem-solving abilities.

Strategic metacognition includes;

- Planning is the process of carefully planning and scheduling activities for achieving specified goals for learning. For instance; reading, summarizing, recalling similar problem. Planning helps learners organize their study materials, resources, and time effectively, reducing clutter and increasing efficiency in the learning process. Planning allows students to allocate time intelligently to various targets and activities, resulting in balanced progress while avoiding postponement or overload. However, complex planning systems or too ambitious goals may overwhelm learners, leading to feelings of tension, worry, or

bewilderment about where to begin. Also, focusing too much on preparation and execution may leave little time for reflection and self-assessment, limiting learners' capacity to analyze their progress and adapt their techniques accordingly.

- Goal-setting refers to the process of developing clear, measurable, realistic, relevant, and time-bound. For instance; students make a list of their achievement plans in their study activity. Goal-setting serve as progress indicators, allowing students to measure their performance and modify their learning tactics as needed to stay on track. Also, goal-setting allows learners to tailor their learning experience to their individual needs, interests, and aspirations, promoting a sense of ownership and autonomy in the learning process. In other words, in goal-setting can limit students' capacity to adjust to changing conditions or new knowledge, which leads to opposition to other techniques or chances for research.
- Self-management refers to students' capacity to freely govern and control their own learning processes such as; self-monitoring, improving their performance, self-reflection. Self-management can develop a sense of ownership and accountability, leading to increased motivation, engagement, and commitment to achieving their learning goals. Also, Self-management allows learners to adapt their learning

strategies and schedules to accommodate personal commitments, learning styles, and preferences, fostering flexibility and autonomy in the learning process. However, some learners may struggle to develop effective self-management skills, leading to difficulties in setting realistic goals, managing time effectively, or identifying appropriate learning resources. Learners may feel overwhelmed or uncertain about how to effectively manage their learning process, especially when faced with complex or unfamiliar tasks, leading to stress, frustration, or feelings of inadequacy.

