

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter provides some basic studies of this study, those are: Definition of speaking difficulties, the factor caused speaking difficulty

2.1 Definition of Sociolinguistic aspect

Sociolinguistic in spoken language means the use of a language within community or culture. There is different aspect which affecting speaking proficiency as well, such as level of formality, dialects, semantics, and many others. Fariha (2023) found that there is a strong positive correlation, indicating that understanding sociolinguistic norms enhances speaking proficiency and performance. Furthermore, multifaceted challenges of sociolinguistic and speaking proficiency varied, including the culture of learners, context of language acquisition, significantly impact speaking proficiency. Therefore, speaking skill is not only influenced by psychology, but also affect all through how students use the language in real-life, community, and social norms.

2.2 Definition of Linguistic aspect

Speaking is not only about saying things, but it needs to be structural in meaning. The structural and functional elements that support speech are referred to as the linguistic aspect of spoken language. Linguistic in spoken language always refers to the application of rules and system called grammar. However, it has a bigger scope than just a grammar, including, pronunciation, varies of vocabularies,

and even the meaning behind spoken words. These factors work together to support student' efficient speech and interpretation, allowing students to express thoughts, feelings, and intentions in a subtle and clear way. Chomsky (1965) introduced the Universal Grammar theory, which suggests that all languages share an underlying set of linguistic rules. Artini (2010) stated that the complexity of spoken language than written language, existing that spoken language involves intonation, stress pattern, which affect to its richness and variety.

2.3 Definition of Psychological aspect

Psychology is the mental and emotional elements that affect a person' ability to speak and understand speech. These elements, which can all have a big influence on speaking performance, include shyness, motivation, anxiety, and confidence. Effective communication may be affected by this fear, which can take many different forms, such as stage fright or a reluctance to engage in conversations. Similar to a lack of motivation may lessen the effort in language learning and practice, low self-confidence might discourage people from participating in speaking activities.

Speaking abilities are significantly impacted by psychological issues. Juhana' (2023) research found that the main psychological obstacles preventing students from speaking English fluently are fear of making mistakes, shyness, anxiety, lack of confidence. These factors frequently stem from prior negative language use or worries about peer evaluation. Similar by this, Sari (2022)

highlighted how psychological elements like anxiety and low self-confidence have a big impact on student' speaking performance.

2.4 Definition of Speaking difficulties

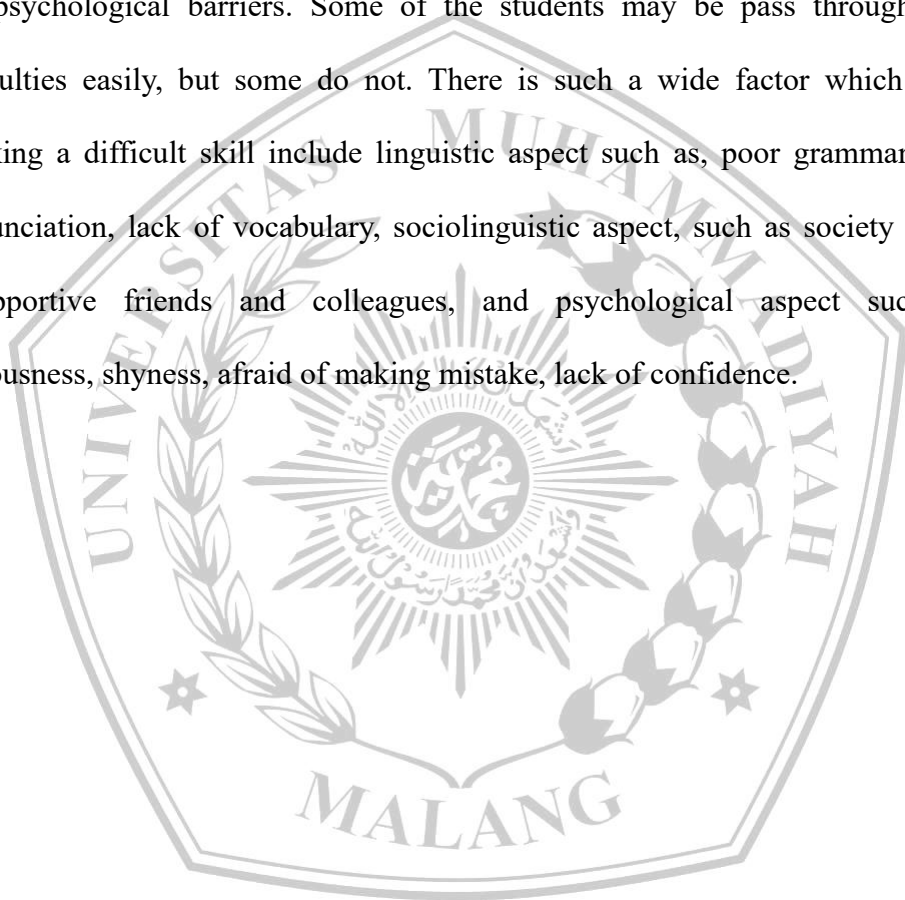
Speaking is one of the valuable skills when learning a language. Language learners are often priorities speaking over other skills. Anggryadi (2014) said that many language speakers actively learning orally therefore, increasing their learning success. However, not many speakers can speak in a decent and smart way without a sufficient guidance. Al Nakhalah (2016) believes that student have always encountered difficulty in speaking. Therefore, such a problem may become an obstacle for student to improve their language performance.

Difficulty in speaking is a language problem where one is unable to speak and express their ideas clearly through spoken language either in linguistic aspect, sociolinguistic aspect, and psychological aspect. Brown (2003) said that vocabulary, grammar, pronunciation and fluency are the obstacles that students have in speaking aspect. Furthermore, Juhana's research (2012), there are psychological barriers that prevent students from speaking English in class, including shyness, nervousness, and the fear of making mistakes. From above statements, it can be concluded that students are not only struggle in linguistic aspect, but also in psychological aspect where both of them are affect students' language performance. Speaking fluently and skilfully will make a speaker feel confident in their social life since good oral communication enables the speaker to engage in advocacy and persuasion (Pathare & Pathare, 2013). According to the statement above, in society, be able to speak effectively can boost students'

confidence, and increase their language performance. To clarify the problems, these are several factors which caused the student' speaking inability.

2.5 Factors that caused speaking difficulty

Lightbown and Spada (2013) discussed that various factors that can affect students' speaking ability, including first language interference, lack of practice, and psychological barriers. Some of the students may be pass through such difficulties easily, but some do not. There is such a wide factor which make speaking a difficult skill include linguistic aspect such as, poor grammar, poor pronunciation, lack of vocabulary, sociolinguistic aspect, such as society belief, unsupportive friends and colleagues, and psychological aspect such as, nervousness, shyness, afraid of making mistake, lack of confidence.



2.2.1 Psychology aspect

Psychology is a study of mental, behaviour of a person. Najdatul (2019) claimed that psychological elements are those that frequently get in the way of one's emotional, productivity at work, mental and physical health, or ability to transition to a new stage of life. According to Lauwtie (2004), a person's emotional state can influence their ability to talk; communication is frequently clearer when a person is confident and at ease than when they are nervous and lack confidence. In short, psychological aspect can affect student's speaking performance, hence creates speaking difficulty. Example of these psychological aspect behind student speaking difficulty include anxiety, lack of confidence, shyness, afraid of making mistake, and being afraid to speak.

a) Shyness

Shyness is recognized as an emotional issue that many students faced when they are told to speak in English, especially in front of the class.

b) Afraid of making mistake

It is a psychological awareness that students usually took as the major cause of speaking difficulty. Students who tend to making mistake are always being judged, and make them aware that they need to speak perfectly. In this case, many students lead to anxiety, nervousness, shyness, and eventually unmotivated to speak.

c) Lack of confidence

Lack of confidence usually happens when someone does not know or maybe wrong about what to say. Usually, the roots of this problem are lack in many aspects such as, vocabulary, grammar, pronunciation, and many more. Because of the flaw that students realized, the meaning of their message is mostly badly interpreted. In short, students will remain silent while others speak.

d) Anxiety

It is a sense of panic attack. Based on Collins Cobuild in Zsuzsa (2010) it is a feeling of nervousness and concerned about something. Brown in Fitriah (2019) said that foreign language anxiety is a feeling of inadequacy and trepidation in learning a foreign language. There are three types of foreign language anxiety, according to Horwitz in Vera (2018). These are test anxiety, communication, and afraid to be judged. Test anxiety is the fear of badly taking test, quiz or any scoring instrument that assess student's performance. Communication is the fear of misleading the meaning of students' message. Afraid to be judged is the fear to be poorly judged because of incompetent when students speaking in English

2.2.2 Linguistic aspect

Linguistic is the study of how language is produced. In linguistic area, there is a branch called syntax which holds how sentences are structured or in common name is grammar. In linguistic aspect, student tend to have poor grammar which used to structure a sentence. McDonough and Shaw (2003) believe that speaking is not an oral form of written way to communicate for it needs one's ability to connect and form one complete spoken language. Poor grammar has been one of the major speaking difficulties. Haryanto (2007) said, when a person learns a foreign

language, he or she frequently has difficulties since the foreign language' structure is different from that person's mother tongue.

Students would consider grammar as the least skill to master when they want to learn a language, especially English. Lack of vocabulary can be a troublesome skill to master because there will be a hidden barrier for student to speak. Smith (2011) agreed that lack of vocabulary may cause student to struggle with language production and reception, making it more difficult for them to communicate in English. Lack of vocabulary can lead students to be inefficient. Because of poor vocabulary mastery, students can have a trouble in speaking. According to Bambang and Umami (2008), vocabulary is crucial for assisting with the mastery of language skills. Saied and Sara (2011) said that the hardest things for students to do when learning a language is mastering vocabulary.

Their vocabulary capacity is not big enough to make them speak natural and fluent therefore, leads them to speaking inefficient. It means that to be fluent in language, students need to enlarge their vocabulary capacity. To make an easier communication to understand, clear and correct pronunciation are essential, according to Dan (2006) As English is a foreign language for students, poor pronunciation may be a problem for them. Furthermore, being unable to pronounce words may lead to badly understatement for other to understand. Therefore, leads them to being lazy and unmotivated in speaking English.

It can be concluded that speaking is not only a way people expressing their ideas, but also about how people effectively use other skill such as, grammar, vocabulary, stress, pronunciation, and more.

2.2.3 Sociolinguistic aspect

Sociolinguistic is a study of how language works in society. People talking with each other on certain situations is how sociolinguistic works. Hudson (1971) said that since speech is a social behaviour, researching it in isolation from society would be analogous to studying courtship behaviour in isolation from partner behaviour. As he said above, it can be concluded that speech, or interaction, is a social activity which without other speaker it is just a mere word. Therefore, to have a conversation, speaking partner is required. However, even in society people can have a difficult in speaking, especially students.

There are several factors which lead students to inactively speaking with society for instance, society belief. English was considered necessary as its function as the lingua franca for global communication (Lauder, 2008; Rahmi, 2015) In Indonesia, English is a foreign language, not a second language. The majority of Indonesians believe that English is significant based on Zein (2017), as evidenced by the large number of books and information resources released in the language and its importance to the country's development. Even though English is widely used in world society, including other countries, some of Indonesian do not have thought of that way because it does not have a function to facilitate communication

in official domain such as government, law courts, and even some of the education. Furthermore, as stated by Coleman (2016), as referenced in Alamsyah (2018), Lauder (2008), and Paauw (2009), some Indonesians contend that combining English and Bahasa Indonesia could signal a waning of national ideals and have a detrimental effect on national identity and culture (Crystal, 2003; Panggabean et al., 2020)

One of the reasons why students' English is not primarily active in communication is because the ineffectively English lesson in school, even though secondary school were required to take English classes (Alwasilah, 2013). This sparked discussions about whether teaching English in elementary or primary school is necessary. According to some education experts, primary school students should first be exposed to foreign cultures while focusing on developing their character through religious and cultural values like the local language before being introduced to foreign culture, Zein (2017). Therefore, local language or mother tongue usage may be the predator of foreign language. Students tend to use their mother tongue because it feels simple, easier to understand, and less to be judged. Unsupportive friends in a group of society can also be a factor of student' speaking inability. Some of the students were afraid to be judged by others, while some of the students may be afraid to be called as overbearing to others. This is also the impact of society belief. Lippi-Green (1997) discussed that stigma and status associated with a language affect language acquisition. Students may be reluctant to speak English because they feel stigmatized if their accent or original language is thought to be of lesser status. In short, students may feel anxious if their accent

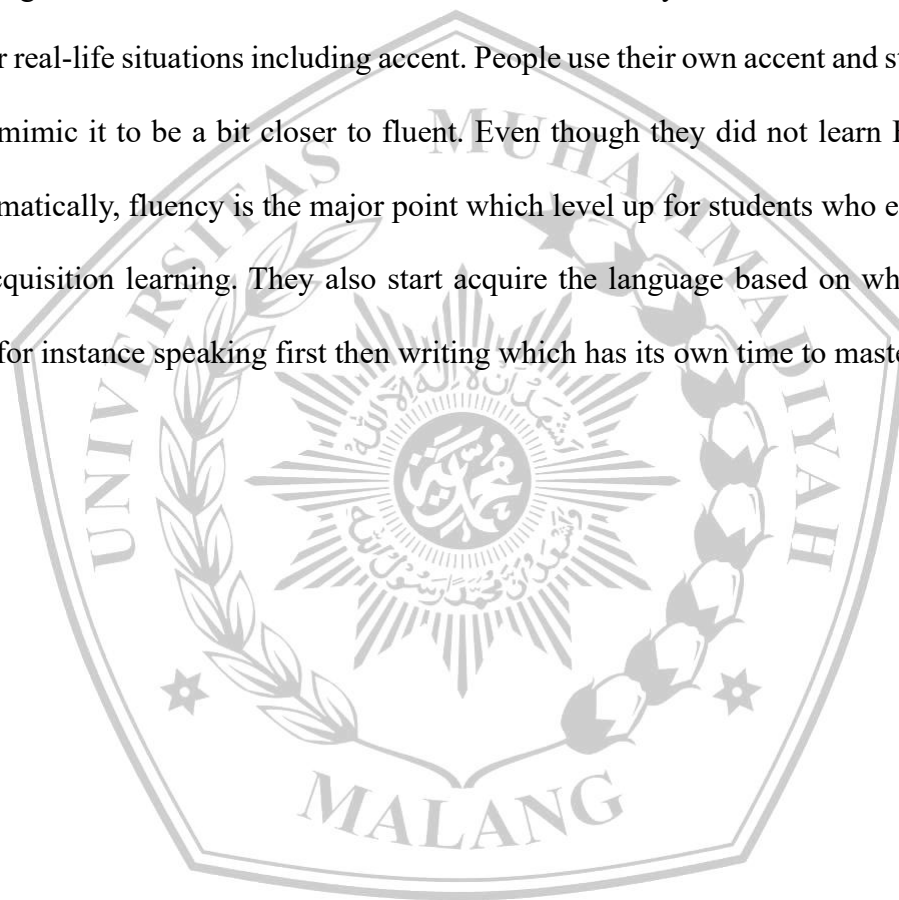
block them to learn to be more in English accent. The differentiate of English accent may be a problem for students to speak freely or to have a conversation with others. Even though the term world-Englishes means English is viewed and utilized in diversity such as different accent, pronunciation, even the pragmatic features. Students still may want to be more like the United States, the United Kingdom, Australia, and more which the country where English is primary used.

2.5.4 The time that needs to be fluent in speaking English

Having a good accent boosts student's confident when doing a conversation with other. Learning it need a significant amount of time. Various reasons and obstacles really have its way to the time students take to be fluent. According to the Common European Framework of Reference for Languages (CEFR), can vary based on several factors, including students' native language, students' motivation and learning environment. Cambridge University Press (2018) said that learners who have good motivation, accessible learning resources, typically need between 100-200 hours of learning process from one CEFR level to the next. For instance, A1 to A2 needs approximately 100 to 150 hours, while B1 to B2 needs about 180-260 hours. The higher their level are, they need more hours to be able to jump. Students who have low levels of motivation require more hours to gain the next CEFR level, for example A1 to A2 needs about 200 to 230 hours.

Students' understanding of English through learning and through acquisition can differentiate their way of handle each factor. In learning, such as formal education, students have teacher. It means they are getting a lesson about it.

Emphasis on correctness is being teach to students. Because students have instructor to lead them in learning the language, all lessons are systematically taught. Lightbown & Spada (2013) stated that learning is typically structured and involves explicit instruction on language rules and forms. However, the limitation on natural context is the weakness of this understanding. Meanwhile, acquisition learning has much of natural context. Students have many contexts related to their life or real-life situations including accent. People use their own accent and students may mimic it to be a bit closer to fluent. Even though they did not learn English systematically, fluency is the major point which level up for students who exposed by acquisition learning. They also start acquire the language based on what they like, for instance speaking first then writing which has its own time to master.



2.2.5 Linguistic aspect, sociolinguistic aspect, and psychological aspect on speaking difficulty

Difficulty in speaking has an effect on not only in linguistic aspect, but also in psychology aspect and sociolinguistic aspect. Psychology aspect has influenced the students' speaking performance which led to difficulty in speaking. There is a complex and interconnected relationship between the sociolinguistic, psychological, and linguistic elements of students' speaking performance. Sociolinguistic aspects are the ways in which social situations, cultural norms, social identities, and community settings affect language. Due to the influence of social context and cultural background on word choice and sentence construction, these elements have an effect on students' speaking performance. For instance, the sociolects or dialects that people use depending on their social group can have a significant impact on the way they communicate in various situations. Hymes and Labov (1972) both emphasize that the important of the social context of language use. They said that communicative competence states comprehension of sociolinguistic norms is just as important for effective communication as grammatical knowledge. Language use and performance are influenced by social factors, such as community and cultural background, as demonstrated on language variety. Mental processes and emotional states including motivation, anxiety, self-esteem, and cognitive load are all considered psychological characteristics. While speaking with confidence might improve performance, speaking with excessive anxiousness can impede fluency and coherence. As Krashen (1982) argues that low

anxiety and high motivation are crucial for effective language acquisition, as they allow learners to better process and produce language.

Other important relationships between these elements are sociolinguistic for it has situations that close-related to psychological states. For instance, students may perform worse when they are more anxious when speaking in front of classmates from various social backgrounds or in formal settings. Language performance is strongly impacted by psychological elements such as anxiety and self-esteem, which can result in frequent pauses or blunders. Conversely, good psychological states stimulate language use that takes risks. Sociolinguistic elements, such as the standards and expectations of the speech community, may influence language choices.

