

CHAPTER II

LITERATURE REVIEW

2.1 Speaking Learning

Speaking is how we use our mouths to convey language. We use our lungs, vocal tracts, vocal cords, tongue, teeth and lips to create sounds when we speak. It is one of the four language skills, along with listening, reading and writing. Usually, speaking involves at least one listener. We can speak formally, such as in business or academic situations, or informally, such as with family or friends. Many people want to improve their speaking skills in a language as quickly as possible (Qasim, 2021).

Speaking English is the ability to use English orally. This involves the ability to understand and use appropriate vocabulary, grammar and intonation in English to communicate with others who also understand the language. The ability to speak English is very important in situations such as public speaking, social interaction, or making presentations in a professional context.

Thinking, communicating, and interacting with others are at the heart of success in everyday life, both in social and professional contexts. Good speaking skills enable a person to convey ideas, emotions, and information clearly and effectively, build strong relationships with others, and succeed in a variety of situations, from business presentations to casual conversations. By speaking, a person can influence others, build meaningful connections, and increase self-confidence and self-confidence in various situations.

Richards (2008) said that when people meet, they interact, converse, share their experiences, and so on, because they want to build close relationships and

create a comfort zone in social interactions. This shows that the ability to speak fluently and effectively in oral communication is an important aspect in maintaining human relationships. Language is a very important communication tool, so there is no reason for language learners not to be able to speak the language they are learning.

In recent years, the ability to speak English has become increasingly vital as the language has permeated many aspects of life. This encourages countries to compete in mastering English (Mohammed, 2021).

According to Harmer (2003), speaking skills in English require several important elements.

In spoken production, language features such as connected speech are indispensable. This involves modifying sounds (assimilation), removing sounds (elision), adding sounds (linking r's), or fading sounds (through contractions and stress patterns). In addition, the use of expressive devices such as variations in tone, stress, volume and speed of speech, as well as physical and non-verbal (paralinguistic) expressions, is also important to convey meaning well. Speaking skills also involve lexis (vocabulary) and grammar (sentence structure). Teachers must provide a variety of expressions for various communication functions, such as agreeing or disagreeing, expressing surprise, astonishment, or agreement. The language of negotiation is also important in effective speaking. This skill allows us to use language to seek clarification and convey the structure of ourselves well. Asking for clarification when listening to others speak is very important, especially for students.

The success of a speaker also depends on speed in mental and social processing. The process of language processing involves taking words and arranging them syntactically and propositionally. Effective speaking also involves the ability to interact with others, including listening well, understanding the feelings of other participants, and having knowledge of how to take turns speaking or giving others the opportunity to speak. Information processing is also crucial in speaking skills. Apart from responding to other people's feelings, we must also be able to process the information conveyed to us when we listen to it.

2.2 Problems Faced by Students in English Speaking

Common English problems students face include fear of mistakes, grammar confusion, limited vocabulary, and difficulty understanding fast speech. These challenges are a normal part of learning a new language. English can be inconsistent, which often causes frustration, but mistakes help learners grow. By focusing on communication rather than perfection and practicing regularly, students can overcome hesitation and build confidence in speaking and understanding English.

Common English problems refer to the frequent hurdles students encounter while learning the language, such as grammar confusion, limited vocabulary, and pronunciation struggles. These challenges often make learners feel hesitant or shy when speaking. By identifying these specific issues and using targeted practice methods, students can overcome their fears and develop the confidence to communicate clearly and effectively.

Learning a new language is a lot like learning to ride a bike. You are going to wobble, and you might even fall a few times! Common English problems for students usually start with the fear of making a mistake. This fear can keep your mouth shut even when you have a great idea. It's the "vital part" of the learning process realizing that mistakes are just stepping stones.

English is a tricky language because it doesn't always follow its own rules. Sometimes "gh" sounds like "f" (as in tough), and sometimes it is silent (as in though). These inconsistencies create English learning difficulties that can frustrate even the smartest students. The key is to stop looking for perfection and start looking for connection.

The Most Frequent Hurdles

1. Think-Translate Gap: Thinking in your native language and trying to translate word-for-word into English.
2. Grammar Fear: Worrying so much about tenses that you forget what you wanted to say.
3. Limited Reach: Feeling like you only know "basic" words and can't express deep feelings.
4. Listening Speed: Feeling that native speakers talk way too fast to understand.

At the end of the day, these common English problems aren't a sign that you are bad at English. They are just signs that you are right in the middle of the learning journey. Every expert was once a beginner who felt exactly like you do now.

Learning to speak English for students majoring in English is often faced with several problems that can hinder the learning process. Some of the problems often faced by students in English speaking classes at the Muhammadiyah University of Malang class of 2020 include:

2.2.1 Lack of Opportunities to Actively Practice Speaking English Outside the Classroom.

To overcome this, learners must **actively create immersion** through daily routines, digital tools, and peer collaboration to bridge the gap between classroom knowledge and real-world application.

Here are practical strategies to create opportunities for speaking English outside the classroom:

1. Leverage Technology and Media

- a. **Virtual Conversations:** Use language exchange platforms or apps to find conversation partners worldwide.
- b. **AI Tools:** Practice speaking with AI chatbots or voice-activated assistants.
- c. **Active Viewing/Listening:** Instead of passively watching, pause movies and repeat dialogues or role-play scenes aloud.
- d. **Record Yourself:** Record your voice explaining your day, then listen to identify areas for improvement in pronunciation and fluency.

2. Social and Peer Interaction

- a. **Create a Study Group:** Initiate regular, informal meetings with classmates specifically for conversation, not just homework.

- b. **Role-Play Activities:** Practice scenario-based role-plays with friends to build confidence in real-world contexts.
- c. **Join Interest Groups:** Find online or local hobby groups where English is the primary language, such as gaming, book clubs, or discussion forums.

3. Daily Routine Modification

- a. **English-Only Zones:** Set specific times or locations (e.g., in the car, during dinner) where only English is allowed.
- b. **Think Aloud:** Practice thinking in English by describing your actions out loud while doing chores or cooking.
- c. **Use Dictation Tools:** Use the speech-to-text feature on your phone to write text messages or notes in English, improving pronunciation.

4. Overcoming Psychological Barriers

- a. **Embrace Mistakes:** Understand that mistakes are part of the learning process, not signs of failure.
- b. **Start Small:** Begin with short, daily interactions rather than trying to sustain long conversations immediately.
- c. **Key Takeaway:** Consistent, daily, low-stakes practice is more effective for long-term fluency than infrequent, high-pressure speaking situations.

Students often have limited opportunities to practice speaking English outside the classroom. This can be caused by the lack of opportunities to interact with native English speakers or the lack of a supportive environment for speaking English.

The lack of opportunities to practice speaking English outside the classroom stems from limited exposure, anxiety, and a lack of supportive environments, leading to low confidence and proficiency. Addressing this requires creating immersive, low-stakes environments using technology, such as Flip for video discussions, peer-to-peer conversations, and engaging in English media to build confidence.

Key Causes of Limited Practice:

1. Environmental Constraints: Lack of native speakers or English-speaking communities in the local environment.
2. Psychological Factors: Fear of making mistakes, shyness, and low self-confidence often prevent learners from taking advantage of available opportunities.
3. Insufficient Exposure: Reliance on in-class time means speaking is treated as a classroom activity rather than a functional tool.

Strategies to Overcome Limited Practice:

1. Technology & Media: Utilizing tools like Flip (formerly Flipgrid) for video journals allows for asynchronous, safe practice. Engaging with English movies and music helps improve familiarity.
2. Creating Supportive Networks: Pair with bilingual partners for safe practice and encourage the creation of English clubs or groups to provide a dedicated, low-pressure environment.
3. Gamification: Engaging in activities like "two truths, one lie" or recording short daily audio notes can turn practice into a fun habit.

2.2.2 Lack of Confidence in Using English.

Students often feel anxious or afraid of using English incorrectly, so this can prevent them from speaking fluently and confidently.

Overcome this by practicing in low-stakes environments (like talking to yourself), focusing on **clear communication** rather than perfection, and accepting mistakes as part of the learning process.

Common Reasons for Low Confidence

1. **Fear of Judgment/Mistakes:** High anxiety about making grammatical or pronunciation errors, causing "frozen" speech.
2. **Lack of Practice:** A shortage of opportunities to speak in daily life or a fear of engaging with others.
3. **Vocabulary/Grammar Gaps:** Feeling underprepared because of gaps in language knowledge.
4. **Past Negative Experiences:** Prior experiences of criticism or poor performance.

Strategies to Build Confidence

1. **Practice Daily:** Dedicate 15 minutes to speaking aloud, perhaps in front of a mirror or by shadowing English content to improve comfort.
2. **Focus on Communication, Not Perfection:** The goal is to convey your message, not to speak flawlessly.
3. **Use the 4/3/2 Method:** Give the same talk three times, reducing the time to 4, 3, and then 2 minutes to encourage fluency.
4. **Change Your Mindset:** Reframe mistakes as essential feedback. It is normal and acceptable for your mind to go blank sometimes; simply pause and breathe.
5. **Record Yourself:** Reviewing your recordings helps identify improvements and build familiarity with your own speaking voice.

Lack of confidence in using English often stems from fear of judgment, limited practice, and anxiety over making mistakes, leading to hesitation and poor performance. To build confidence, practice daily, focus on communication over perfection, use positive self-talk, and prepare for common conversations to reduce anxiety.

Effective Strategies to Build Confidence:

1. **Embrace Mistakes:** Understand that mistakes are a natural part of learning and that focusing on conveying your message is more important than perfect grammar.
2. **Daily Practice:** Dedicate time to speaking, listening, and reading aloud to improve familiarity and spontaneity.
3. **Practice Alone:** Use recording devices to listen to your own voice, which helps identify and correct mistakes in a safe environment.
4. **Prepare Content:** Prepare a 5–10 minute biography or answers to common questions to reduce anxiety during conversations.
5. **Join Communities:** Engage with English-speaking clubs or find a partner to practice with.
6. **Focus on Content:** Focus on the message you want to deliver rather than fearing judgment from others.

2.2.3 Lack of Effective Communication Skills in English.

A lack of effective communication skills causes significant, actionable, and widespread issues, including **misunderstandings**, **low morale**, **poor productivity**, and **damaged relationships**. It is characterized by poor listening,

vague messages, and lack of empathy, often resulting in 86% of employees citing it as a top cause of workplace failure.

Key Impacts of Poor Communication:

1. **Workplace Failures:** Ineffective communication costs billions annually, with 46% of employees receiving unclear directions regularly.
2. **Relationship Deterioration:** It creates conflict, confusion, and loneliness, limiting the ability to express needs clearly.
3. **Career Stagnation:** It hinders growth and makes it difficult to get ideas approved or secure promotions.

Common Indicators:

1. **Not Listening:** Failing to listen actively leads to acting on false assumptions.
2. **Lack of Clarity:** Not being direct, using too much jargon, or failing to check for understanding.
3. **Emotional Disconnect:** Ignoring the receiver's feelings or lacking empathy.
4. **Avoidance:** Avoiding crucial conversations or failing to give feedback.

Strategies for Improvement:

1. **Practice Active Listening:** Focus entirely on the speaker and confirm understanding before responding.
2. **Be Clear and Concise:** Avoid filler words and get straight to the point.
3. **Utilize Feedback Loops:** Ensure the message was received correctly by encouraging questions.
4. **Develop Emotional Intelligence:** Understand your own and others' emotions to improve delivery.

Students may have good grammar skills, but a lack of skills in constructing sentences effectively, organizing thoughts well, and using appropriate body language can also be a barrier to speaking English fluently and effectively.

2.3 Factors Affecting English Speaking Ability

2.3.1 Motivation

Students' level of motivation in learning English can influence their speaking abilities. Students who have high motivation tend to be more active in practicing and more confident in using English.

Motivation is an internal force that drives a person to initiate and maintain behavior towards certain goals. It is the impulse that spurs a person to action (Mayer, 2003). Mayer also states that when students are motivated to learn, they tend to put more effort into understanding the material and learning more deeply, which ultimately increases their ability to apply what they have learned to new situations (Mayer, 2003).

Students' ability to use English for themselves will make them realize that they have gained useful knowledge and will be motivated to continue learning. Maintaining motivation in the language learning process is a very important factor (Shi Zheng, 2006). Many studies have shown that strong motivation is closely related to spoken English proficiency. Therefore, using effective methods to help students complete spoken English classes well is very important for English teachers.

2.3.2 Self-Confidence

Students' level of confidence in learning English can influence their speaking abilities. Students who have high motivation tend to be more active in practicing and more confident in using English.

Students who lack self-confidence and motivation tend to be reluctant to speak up after their classmates. However, when asked by teachers or lecturers, they tend to express the same opinions as those previously expressed by their friends. In other words, they tend to think in line with their friends, which makes them miss opportunities to develop their speaking skills. On the other hand, students who are confident and highly motivated tend to be more optimistic and creative in speaking English. They are confident in their own abilities, so they dare to convey ideas, opinions, and even ask if there are differences in views with their classmates (Setyawati et al., 2023).

Self-confidence is a person's belief in the possibility of achieving goals in certain situations. For example, if someone estimates the probability of getting an "A" on a calculus exam to be 90%, that indicates that person has high confidence in their ability on the test. On the other hand, if someone estimates only 10%, it shows low confidence in their abilities (Tripathy & Srivastava, 2013).

2.3.3 Teaching Methods

The teaching methods used by teachers can influence students' speaking abilities. Methods that are interactive and emphasize speaking practice tend to be more effective in improving students' speaking abilities. Methods are strategies or techniques used by teachers to achieve learning goals by applying their creativity (Nurinsani, Nurdevi Abdul Bte, 2021)

Effective English speaking teaching methods are the key to improving students' speaking skills. Good English speaking teaching must pay attention to certain aspects such as interactivity, relevance, and practice opportunities. One method that can be used is a task-based method which emphasizes giving

authentic tasks that are similar to real communicative situations. With this method, students can be more involved in the learning process and have the opportunity to practice using English in a context that is meaningful to them. Apart from that, the use of technology in teaching can also increase the effectiveness of speaking learning. The use of audio, video and other digital media can make learning more interesting and can enrich students' learning experiences. By paying attention to appropriate teaching methods and making good use of technology, it is hoped that students can improve their English speaking skills more effectively.

2.3.4 Learning Environment

A supportive learning environment can also influence students' speaking abilities. An environment that allows students to practice speaking English actively, such as a study group or English club, can improve their speaking skills.

(Zarkasih, 2021) said that educators also believe that the learning environment has a significant impact both directly and indirectly on the student learning process. This includes students' level of engagement in the course material, their motivation to learn, as well as their feelings of comfort, belonging, and personal security. For example, a learning environment that is brightly lit and decorated with interesting learning materials tends to be better for learning than a monotonous classroom with no windows or interesting decorations. Additionally, schools with low rates of incidents of misbehavior, harassment, intimidation and illegal activity are also considered more conducive to learning.

Interaction between adults and students, as well as interaction between students, is also part of the learning environment. Phrases such as “positive learning environment” or “negative learning environment” are often used to describe the social and emotional dimensions of a school or classroom environment.

2.4 Strategies to Improve Students' English Speaking Skills

Effective reference strategies involve selecting high-quality, relevant, and recent sources using academic databases, maintaining consistency with a specific citation style (APA, Harvard, etc.), and using tools like EndNote or Zotero for management. Properly cite all quoted, paraphrased, or summarized work to avoid plagiarism.

Various strategies have been proposed to improve students' English speaking skills. These strategies include the use of innovative teaching methods, the creation of a supportive learning environment, and the use of technology in learning. One strategy that can be implemented is the use of interactive and interesting teaching methods. Methods such as role-play, simulations and games can increase students' motivation and interest in learning to speak English.

Apart from that, creating a supportive learning environment can also help improve students' speaking skills. An environment that facilitates interaction between students, teachers, and native English speakers can help students to practice speaking English actively. Study groups, English clubs, and social activities that use English can be an effective means of improving students' speaking skills.

Utilizing technology can also be an effective strategy in improving English speaking skills. The use of audio, video and other digital media can help students to enrich their vocabulary, increase their understanding of grammar and increase their confidence in speaking English. Apart from that, technology also allows for distance learning which allows students to continue practicing speaking English outside the classroom.

By implementing these strategies, it is hoped that students can improve their English speaking skills more effectively. These strategies not only improve students' speaking skills, but also make learning more interesting and enjoyable. In this way, it is hoped that students will be better prepared to face challenges in an increasingly competitive and global world of work.

2.5 Relevant Previous Research

Based on literature regarding EFL (English as a Foreign Language) and ESL (English as a Second Language) acquisition, research into speaking problems generally categorizes challenges into linguistic factors (language components) and non-linguistic factors (psychological/sociocultural).

Here are key references and themes from previous research analyzing speaking problems:

1. Core Speaking Problems Identified in Research

Research frequently highlights that students face a combination of obstacles that hinder their speaking performance:

Lack of Vocabulary: Students often feel "speechless" because they do not have enough vocabulary to express their thoughts.

- a. **Inhibition & Psychological Factors:** Fear of making mistakes, shyness, and anxiety (nervousness) are major barriers, often stemming from fear of being laughed at or judged.
- b. **Poor Grammar and Pronunciation:** Difficulty in organizing words structurally and producing correct sounds inhibits fluency.
- c. **Mother Tongue Usage:** When students feel uncomfortable or unmotivated, they tend to revert to their native language, reducing opportunities to practice the target language.
- d. **Lack of Motivation & Opportunity:** A lack of confidence and limited opportunities to practice outside the classroom, coupled with "nothing to say" regarding topics, are common findings.

2. Key Researchers and Citations

- a. [Al Hosni, S. (2014)] highlighted that speaking difficulties are caused by factors such as inhibition, lack of topic knowledge, low participation, and mother tongue use.
- b. [Brown, H.D. (2001)] indicated that shyness and anxiety are primary causes for students' reluctance to speak.
- c. [Ur, P. (1996)] identified four major causes of speaking difficulties: inhibition, nothing to say, low or uneven participation, and mother tongue use.
- d. [Richards, J. C. (2008)] defined the core linguistic problems as lack of vocabulary, poor grammar, and poor pronunciation.

3. Contextual Studies (Case Studies)

- a. **An Analysis of Students' Problems in Speaking at SMA Negeri 1 Bandar Lampung:** Identified that inhibition (fear of mistakes, shyness) and mother tongue usage were top factors.
- b. **An Analysis of Students' Problems in Speaking English at Islamic Senior High School Al-Fityah Pekanbaru (Nur Azizah, 2020):** Used qualitative methods to find that learners faced significant linguistic gaps in vocabulary and grammar.
- c. **The Psycholinguistic Analysis of the Students Problem in Speaking English at Third Semester of FKIP Muhammadiyah Makassar University (2020/2021):** Focused on psychological factors, discovering that "fear of judging" and "worry of people thinking" were major causes of anxiety.

4. Common Methodologies

Most, if not all, studies in this area use:

- a. **Descriptive Qualitative Methodology.**
- b. **Interviews & Observation** to understand the root causes of difficulties.
- c. **Questionnaires** to measure the frequency of speaking issues.

5. Strategies Suggested by Previous Studies

To overcome these issues, researchers commonly suggest:

- a. Increasing motivation and confidence through active classroom participation.
- b. Intensive vocabulary building (reading and using dictionaries).
- c. Using [3/2/1 technique] to build fluency (3 minutes for a speech, then 2, then 1).
- d. Creating a supportive environment where teachers provide positive feedback to reduce anxiety.

To avoid duplication of research that had been previously carried out, researchers conducted a search for existing studies.

In the research entitled “The Effectiveness of Independent Learning Method on Students’ Speaking Achievement at Christian University of Indonesia Jakarta”. This study aims to assess the effectiveness of self-study method on students' learning ability, especially in speaking achievement. The research was conducted at Universitas Kristen Indonesia, East Jakarta, involving 38 fourth semester students of the English Department. The research method used was classroom action research. The research instruments included speaking tests, audiovisual documentation, daily notes, and observation sheets. The results of the analysis showed an increase in students' speaking achievement by 51.07% after using the self-learning method. From this study, it is concluded that the self-learning method is effective in improving students' speaking ability. Therefore, it is recommended that teachers implement this method as a strategy to improve students' speaking skills. This method was conducted in two cycles, with four main steps in each cycle: planning, action, observation, and reflection.

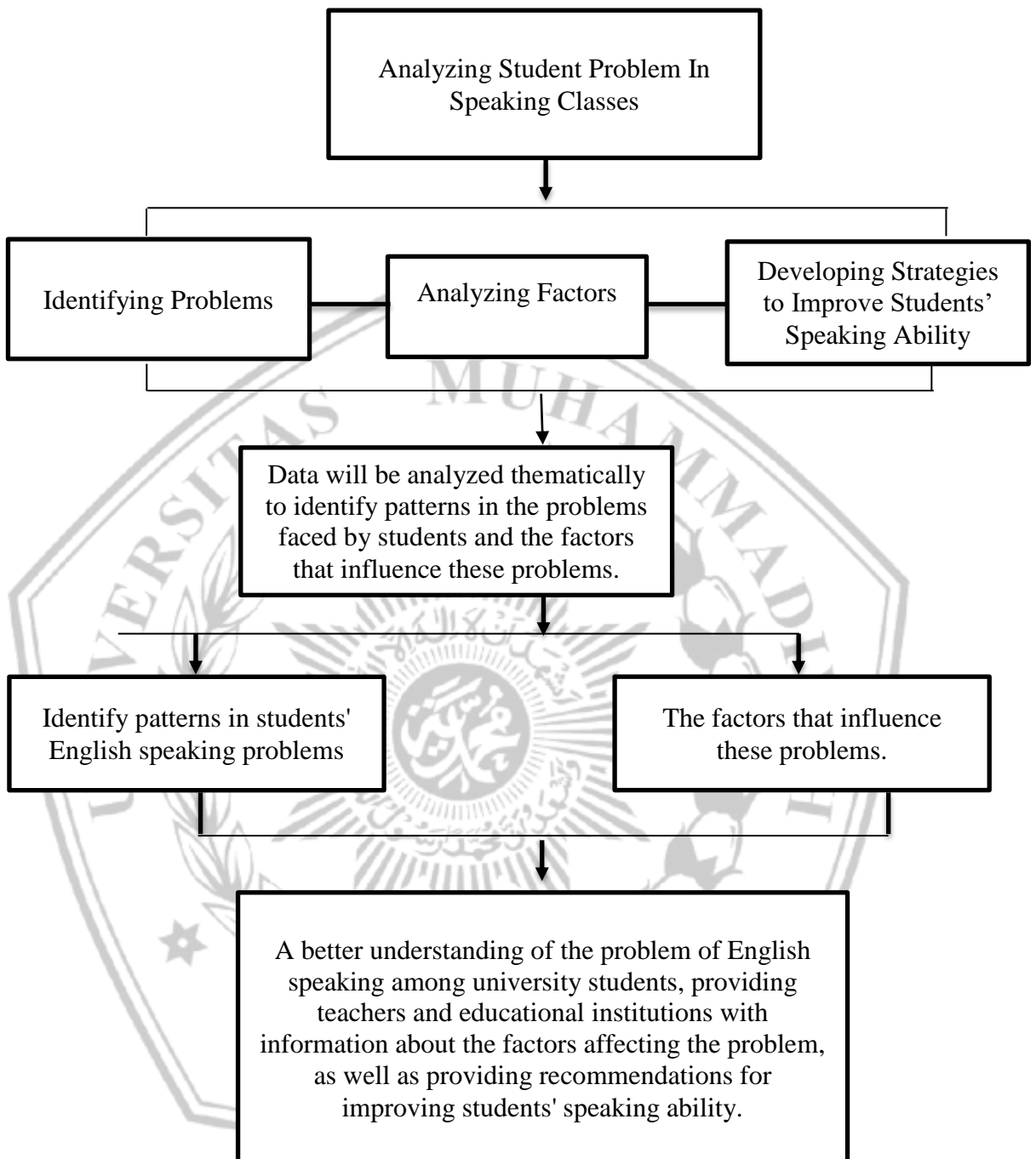
In the research entitled “Autonomous Learning Strategies for Academic Speaking by English Education Department Students”. The researchers conducted a study at a private university in Sorong City by collecting data through a questionnaire. There were 32 open-ended questions spread across 11 indicators of self-directed learning strategies. The data was analyzed by separating the questionnaire into each self-directed learning item. Independent learning is a learning process that aims to develop students' competence and responsibility for the learning process. There is a positive relationship between self-directed

learning and the improvement of students' academic speaking ability, especially on autonomy indicators such as organizing one's own learning, analyzing learning needs, and assessing language learning methods. This study highlights metacognitive strategy and social mediation as learning strategies, with recommendations for further research focusing on cognitive strategies to improve the description of students' autonomous learning strategies.

In the research entitled “Factors of Students’ Anxiety in Speaking in Basic Speaking Class”. In this research, the subjects were 60 EFL students from Basic Speaking classes A1, A4, and A5 in the English Language Education Study Program. Researchers choose this subject with the aim of gathering information and understanding the phenomenon being studied. The research aims to determine the factors that contribute to EFL students' anxiety using descriptive-qualitative methods.

Data was collected through questionnaires, observations and interviews with three classes of the Basic Speaking Course of the English Education Study Program in the 2018/2019 academic year. The research results show several factors that contribute to EFL students' language anxiety in the three Basic Speaking classes. Some of these factors include fear of making mistakes, fear of negative evaluation, type of assignment given, lack of self-confidence, lack of speaking practice, and lack of positive self-perception. Symptoms of anxiety experienced by students include many pauses in speaking, confusion, uncontrolled body movements, playing with objects, and avoiding eye contact.

2.6 Conceptual Framework



Pictures 2.1 Conceptual Framework