

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Learning of Speaking**

Speaking might be defined differently by different people. According to Nurmilian (2019), speaking constitutes a communication activity since messages are sent from one source to another. Drawing from the previously listed concepts, speaking can be defined as the act of articulating, expressing, and communicating concepts, ideas, thoughts, or contents to other people using spoken language that is understandable to them. Kayi (2006) stated that speaking is typically perceived as a very simple activity: it is a way of communicating that is controlled by principles like sharing information clearly, balancing rights and obligations reciprocally, and acquiring understanding of what is going on. Therefore, speaking is a way for us to justify, validate, or render an opinion. When interpreted in this way, it is simple to link concepts of empowerment or information mediation: and individual commits or leads themselves toward a (shared) orientation.

According to Ulfiyani (2019), the purpose of speaking learning in school is not only to make students proficient in speaking for a variety of purposes, but also to stimulate students' creativity in terms of determining the source of ideas and developing ideas. It can also help students become effective ethical communicators. For beneficial purposes, a number of both internal and external obstacles frequently impede, one of which is the student's lack of practice and performance opportunities. According to Rao (2019), the main purposes of speaking skills are;

1) to participate actively in debates and group discussions; 2) to develop critical thinking among the learners; 3) to pursue higher studies in foreign countries; 4) to get better employment opportunities; 5) to acquire more knowledge; 6) to give presentations for all purposes; 7) to communicate effectively with others; 8) to boost up the speakers' self-confidence.

## **2.2 Aspects of Speaking**

The following are aspects of speaking and explanations from experts.

### **1) Pronunciation**

Language proficiency at both the micro and macro levels for speech production and perception is encompassed by pronunciation, which is a component of language and communication that conveys a wide variety of meanings. It consists of two levels: (I) the segmental level of the individual (consonants and vowels) and (II) the suprasegmental or prosodic level of connected speech, which includes linking and coarticulation, tone and intonation, stress and rhythm, voice quality, and articulatory setting (Pennington & Rogerson-Revell, 2019).

### **2) Grammar**

Grammar is a description of our understanding of a social institution, or language. Grammar's function in speech programming is comparable to that of other social institutions in determining an individual's behavior (Sinha, 2017).

### **3) Vocabulary**

Vocabulary is the group of words that a person or group of people knows how to use. Words that are frequently employed in a variety of contexts and

circumstances are called vocabulary. Thus, vocabulary is a list or number of words that one knows and uses regularly in daily life (Nathan, 2013).

#### **4) Fluency**

A performance that is fluid, effortless, precise, and well-rehearsed is referred to as fluent. Increasing the frequency of free-operant performances is the current fluency-building approach. Continuous reaction to discriminative stimuli that either vary or do not vary from response to response is known as free-operant performance. Discrete-trial performance and free-operant performance are also different. In addition, frequency-building techniques are presented, such as choosing a suitable timing window, showing stimuli to prevent performance ceiling, and defining the learning channel and stimulus control topography of a component performance (referred to as a pinpoint). Standard celebration charts are used to continuously record the frequencies of pinpoints during the frequency-building process. Frequencies are raised to objective performance standards, or objectives, that are empirically derived and forecast performance retention, endurance, stability, application, and enhancement. In addition to being a measure of performance dimension. It is said that frequency building can make contingency adduction easier (Johnson & Layng, 1996).

#### **5) Comprehension**

The capacity to interpret meaning from concepts or actions is known as comprehension. Understanding is a crucial cognitive ability for abstract human or artificial intelligence reasoning. Investigating the brain's internal understanding process and elucidating its fundamental principles in the fields of computational

intelligence and cognitive informatics is an extremely fascinating endeavor (Wand & Gafurov, 2010).

### 2.3 Problems in Learning Speaking

Sayuri (2016) in her research entitle problems in speaking faced by EFL students of Mulawarman University, she found that the problems faced by students in learning speaking were miss pronunciation, fluency, poor grammar, and limited vocabulary.

#### 2.3.1 Miss-pronunciation

The First is pronunciation errors. According to Shak, Lee, & Stephen (2016), based on the analysis of pronunciation errors, it was found that students struggle with pronouncing fricatives, plosives, affricates, silent consonants, long vowels, pure short, and diphthongs. Apart from that, students mispronounced terms ending in -ed, including the following: ‘succeeded’, ‘considered’, ‘agreed’, ‘shined’, and ‘wrapped’ in reading text.

**Table 1. Type of Pronunciation Error**

<b>Types of Pronunciation Error</b>	<b>Phonetic Symbols</b>	<b>Words</b>
Fricative Consonant	/v/	trav <u>e</u> l
	/θ/	north <u>h</u>
	/ð/	then, o <u>th</u> er, <u>th</u> ey, <u>th</u> at
	/z/	was <u>z</u>
Plosive Consonant	/t/	attempt <u>t</u>

	/d/	fold <u>u</u> , arou <u>u</u> nd
	/g/	stronger
Affricate Consonant	/dʒ/	oblige <u>d</u>
Silent Consonant	/w/	w <u>r</u> ap
Pure Short Vowel	/ɪ/	w <u>i</u> nd
	/e/	conf <u>e</u> ss
	/æ/	w <u>r</u> ap
	/ɒ/	was
	/ʊ/	sh <u>o</u> uld, cou <u>u</u> ld, too <u>u</u>
	/ə/	w <u>e</u> re, suc <u>e</u> eded, ag <u>e</u> reed, a <u>s</u> , oblige <u>d</u>
Pure Long Vowel	/i:/	suc <u>e</u> eded
	/ɑ:/	h <u>a</u> rd
	/ɔ:/	w <u>a</u> rm
	/u:/	ble <u>w</u> , dispu <u>t</u> ing
Diphthong	/eɪ/	t <u>a</u> ke, m <u>a</u> king, c <u>a</u> me, g <u>a</u> ve
	/aɪ/	oblige <u>d</u>
	/əʊ/	clo <u>a</u> k, clos <u>e</u> ly

### 2.3.2 Lack of Fluency

Sayuri (2016) argues that speaking with hesitation is normal and especially difficult for those learning a foreign language. Students frequently hesitate while explaining their ideas. For example:

*“...every part of [soseiti] must be [eee] participated on [umm to to to] make their that program [could be have could be had umm] good effect for our children [umm ehemm] for disks in this case we can see [umm] in every [umm,,,) program [umm,] in television in the corner of [sec,, umm aaa] in the top corner of the screen we can also see abot [umm] code of [umm] kind code of kind of programs like for adult or for teenager or for [umm] children”*

*“...it is it influes to the children [umm,,,) to [keds] to watch this program because [umm,,,) they are going to [umm,, they are going to, they are they are they are umm,, they are going to umm, they are going to follow the umm,,,) that’s they watch in television [umm,, ummm,] the television program for children is not safe now”*

They need to catch their breath, consider their ideas, and occasionally make arrangements. However, when they hesitate practically every word and sentence and repeat themselves, it can also severely break the message by making it less apparent.

According to Chambers (1997), in the context of teaching foreign languages, fluency is concept that is sometimes used in opposition to correctness, particularly in communicative language instruction. In daily speech, it frequently has a broader definition and is synonymous with general oral proficiency. A performance that is fluid, effortless, precise, and well-rehearsed is referred to as fluet. Increasing the frequency of free-operant performances is the current fluency-building approach. Continuous reaction to discriminative stimuli that either vary or do not vary from response to response is known as free-operant performance. Discrete-trial performance and free-operant performance are also different. In addition,

frequency-building techniques are presented, such as choosing a suitable timing window, showing stimuli to prevent performance ceiling, and defining the learning channel and stimulus control topography of a component performance (referred to as a pinpoint). Standard celebration charts are used to continuously record the frequencies of pinpoints during the frequency-building process. Frequencies are raised to objective performance standards, or objectives, that are empirically derived and forecast performance retention, endurance, stability, application, and enhancement. In addition to being a measure of performance dimension. It is said that frequency building can make contingency adduction easier (Johnson & Layng, 1996).

### **2.3.3 Poor Grammar**

According to Sayuri (2016), some English language learners frequently find it quite confusing to speak in terms of grammatical rules. They sometimes have problems organizing sentences and, additionally, with correctly applying grammatical patterns in those sentences. They thought there are complicated guidelines for grammar. furthermore, they frequently misuse the tenses and, regrettably, even utilize contradicting tenses. For example:

*“...the Children can addicted to the television, they just umm watching tivi”*

*“...to make emm their program could be have could be had umm good effect for our children”*

*“..if they watching television too much maybe they can lazy to study and umm if they watching the not good film umm maybe can maybe they can umm do everything what they see in the television”*

Simbolon (2015) found many problems in grammar, examples of the problems are as follows:

**Table 2. Types of Errors in Grammar**

No	Types of Errors	Examples
1	Be + Infinitive	Are you <i>activate</i> you alarm?
2	Be Omitted before Adjective	I <i>cool</i> when I speak English
3	Verb + -ing for Infinitive	I usually <i>attending</i> speaking class once a week
4	Past tense for Infinitive	We had good lecturers at campus
5	Be Omitted before verb + -ing	I <i>studying</i> English speaking now
6	Be Infinitive for be + verb + -ing	What book are you <i>read</i> now?
7	Be + verb + -ing for Be + Past Participle	The lecture is <i>teaching</i> by Mr. Tampung
8	Do + verb + -ing for be + verb + -ing	What <i>do</i> you reading now?
9	Be + Infinitive for Infinitive	Our campus <i>is have</i> big buildings



10	Do omitted in interrogative sentence	What time <i>you</i> usually get up in the morning?
11	Addition of article "the"	What kind of <i>the book</i> are you reading?
12	Omission of article "the"	Can you wake up in <i>the</i> morning?
13	Wrong use of preposition	I go to campus <i>with</i> motorcycle
14	Wrong word choice	Can you <i>louder</i> the volume of the music?
15	Literal Translation	I attend class speaking <i>one</i> time a week
16	s/es omitted for 3 <sup>rd</sup> person singular	Our campus <i>need</i> more facilities
17	Misordering	What <i>you are</i> reading now? What listening <i>are you</i> ?

## 2.4 Causes of the Problems in Learning Speaking

Some researchers mention the causes of the problems in speaking, such as: causes of miss-pronunciation, causes of lack of fluency, causes of poor grammar, and causes of limited vocabulary.

### 2.4.1 Causes of Miss-pronunciation

According to Marsuki (2021), several reasons contribute to difficulties in English pronunciation for Indonesian speakers. these include differences in vowels and consonants and similar sounds with varying usage.

#### 1. Errors of Vowels and Consonants

According to Islam (2020), the study on mistakes in how non-native English speakers pronounce English shows that these errors involve both vowels and consonants. many of these errors can be linked to similar situations. One example is: the short vowel sound /ə/, which is very common in English, is often misused by non-native speakers. They tend to treat short vowels similarly because they don't place much importance on vowel length. the English vowel /i/ is challenging for them because it doesn't exist in their native languages. Diphthongs, which are complex vowel sounds, are often mispronounced as simple vowels. consonants also pose challenges, such as the sound /ʒ/, commonly replaced by /dʒ/, /z/, or /ʃ/. The aspirated sounds /p/, /t/, and /k/ are often not pronounced correctly at the beginning of syllables. in many non-native English pronunciations, extra vowel sounds are added to consonant clusters, like saying "iskool" for 'school' or "setreet" for 'street'. the main reason for these pronunciation errors is often the influence of their first language, causing interference or transfer issues in acquiring English sounds.

#### 2. Similar Sounds

According to Marsuki (2021), English has voiced stop consonants /b, d, g/ that can appear in any position, whereas in Indonesian, they only occur in initial and medial positions, not in the final position. as a result, English learners from

Indonesia may pronounce words like ‘robe’ as /roup/ instead of /roub/, ‘bid’ as /bit/ instead of /bid/, and ‘bag’ as /bæk/ instead of /bæg/.

#### **2.4.2 Causes of Lack of Fluency**

Hound & Em (2022) in their research found that fear of speaking including inhibition and anxiety are the main factors affecting students’ speaking fluency.

##### **1. Inhibition**

Loan & Tuyen (2020) found that students often feel hesitant because they lack of vocabulary, struggle with grammar, and lack confidence. Other factors only contribute to hesitation occasionally. For example, students don’t know what to talk, are not knowledgeable enough to talk freely, are afraid of making mistakes, don’t have enough vocabulary knowledge to express themselves, English grammar rules make students overwhelmed, can only answer questions rather than being able to talk freely, feel embarrassed about students’ pronunciation and accent, students’ pronunciation is not very good in comparison with classmates, and don’t think have the aptitude or gift to learn a new language.

##### **2. Anxiety**

According to Hakim (2019), the study’s underlying hypothesis posited that language anxiety stems from students’ self-awareness influenced by their personal perceptions, individual challenges in language acquisition, disparities between the student’s cultural background and that of the target language, variations in the social status of conversation partners, and the apprehension of losing one’s self-identity.

#### **2.4.3 Causes of Poor Grammar**

According to Helmanda, Safura, & Suriadi ((2018), two factors caused students' grammatical errors, they are interlingua transfer and interlingual transfer.

### 1. Interlingual Transfer

According to Helmanda, Safura, & Suriadi (2018), in an example of interlingua transfer, errors emerged as a result of a limited grasp of the second language (L2), leading students to incorporate structures from their first language (L1). this manifested in inaccuracies such as inappropriate word selection and improper word formation in the second language

### 2. Intralingual Transfer

According to Helmanda, Safura, & Suriadi ((2018), an intralingual transfer occurs when a student comprehends the structure of the target language but tends to overapply or generalize it, such as excessive use of certain elements like "to".

**Table 3. Types of Problems and Causes**

No	Problems	Causes
1.	Miss Pronunciation	Errors Vowels & Consonants
		Similar Sound with Varying Usage
2.	Lack of Fluency	Inhibition
		Anxiety
3.	Poor Grammar	Interlingual Transfer
		Intralingual Transfer