REVIEW OF RELATED LITERATURE

This chapter describes review of related literature including the discussion on stages: students' problems in learning speaking, students' efforts in overcoming speaking problems, teacher's strategies to help students in overcoming the problems, and previous study.

2.1 Students' Problems in Learning Speaking

As the learners of English as a foreign language, certainly, we will find many problems or difficulties when students learn English especially speaking. There are some reasons why the students do not speak English fluently or to be afraid of conveying their ideas. According to Skeffington (2004) there were some reasons that make students difficult to speak in speaking class. They are peer pressure, lack of motivation and lack of support.

First, the students do not speak English because of peer pressure. The students do not attempt to speak English because they are afraid to make mistakes. Harmer (2007) mentioned that students are often hesitant to speak because they are shy and difficult to express themselves in front of other people, especially when they are being asked to give personal information or opinion. The pressure of getting ashamed is one of main factors. Brown (2001) mentions that one of major obstacle learners has to overcome in learning to speak anxiety generated over risks, of blurting things out that are wrong, stupid and incomprehensible. In

addition, students may avoid talking foreign language because they are unprepared, uninterested, lacking confidence and because of they are afraid of communicating.

Second, the students do not speak English because they have less motivation. Motivation is one of crucial things that the students should have. According to Brown (2000) said that motivation and concern are high, and then the necessary effort will be expended in pursuit of goals. When the students have a big motivation in learning speaking, then they will achieve their goal in speaking ability. Meanwhile, when the students have a low motivation, then they will fail in reach their goal in speaking. Thus, the motivation is needed in learning English especially in speaking skill. Whereas, when the teacher asked the students why they think they should speak English in class, they just stunned silence, it means that they lack of motivation to speak English. According to Harmer (2007) without such motivation, we will almost certainly fail to make the necessary effort.

The last, the students do not speak English because of lack of support. There are two kinds of support: classroom atmosphere and linguistic support. Skeffington (2004) said that it might not be realistic to expect teenagers to provide the generous and patient atmosphere ideal for language practice. However, it is possible to encourage them to support each other, for example by working in teams. Liu indicates that paying attention to this linguistic aspect is also important because students' low ability in pronunciation can also become an obstacle for the students to speak (cited in Juhana 2012, p.67). Linguistic support here means the

knowledge of the formal aspects of speaking such as pronunciation, vocabulary, grammar, and the appropriate use of spoken language. Most students have less knowledge about them. A study carried out by Erikson (cited in Juhana 2012, p.64) about students' obstacles in practicing speaking English, shows that the main obstacle faced by students in practicing speaking English is their limitation in vocabulary and grammar

Furthermore, according to Ur (1996), there are many factors that cause difficulty in speaking, and they are as follow:

1. Inhibition: students are often inhibited about trying to say thing in foreign language in the classroom but the students are worried about making mistakes, fearful of criticism, or simply shy of the attention that their speech attracts.

2. Nothing to say: students have no motive to express themselves beyond the guilty feeling that they should be speaking.

3. Low or uneven participation: only one participant can talk at a time because of large classes or group this means the each one will have only very little talking time and the tendency of some learners to dominate, while others speak very little or not at all.

4. Mother-tongue use: learners who share the same mother tongue tend to use it because it is easier and because learners feel less exposed if they are speaking their mother tongue.

Besides, Beare (2007) said that some students are often timid and difficult or even do not uses English in expressing their viewpoints or ideas due to a number of reasons:

1. Students have opinion, but are worried about what the other students might say or think

2. Students are lack of motivation.

3. Students do not have any opinion on the subject.

4. Students have an opinion, but they are not sure they can say exactly what they mean.

5. Students begin giving their opinion, but they want to state it in the same eloquent manner that they are capable of in their native language.

6. Students tend to focus more on correct functional and structure when they do not become too emotionally involved in what they are saying.

7. Other, more actively participating students feel confident in their opinions and express them eloquently making the less confident students more timid or afraid to speak English.

The researcher use Skeffington's theory because all the points in that theory are suitable for this study and include theories from other experts. The researcher uses these theories to analyze students' problems in learning speaking in order to answer the statement of the problem.

2.2 Students' Communication Strategies

In order cope with the problems that have been explained previously, certainly the existence of efforts is needed by the students in overcoming it.

According to Littlewood (2002), there will be time when learners are compelled to express a meaning in speaking without knowing the appropriate items or the rules at all. In order to get the required meaning when the learners are engaged in communication, they try to anticipate their difficulties in expressing their idea.

Each student in junior high school may have difficulties to use English for communication. For examples, students may get difficulties to pronounce English word, nervous, or they lack of vocabulary, grammar and so on. Thus, they need communication strategy to overcome the problems. Therefore, each student is required to have a communication strategy to overcome the problem in learning speaking. According to Littlewood (2002), the ways of coping with the situation are called communication strategies.

According to Beglar and Hunt (1999, in Richards and Renandya 2002) learners should be actively involved in using communication strategies, such as clarification, confirmation, comprehension check, requests, repairing, reacting, and turn taking. The underlying notion is that the opportunities to modify and restructure interaction until mutual comprehension reached enable learners to move forward in their inter language development, although the learners were not taught communication strategies as part of the project.

Littlewood (1984) who points out that there is no sharp dividing line - either practical or psychological terms - between speech which is the spontaneous output of learner's underlying system and speech which is in the result of a communication strategy. All language use is a response to some kind of

communication problem and a person's awareness of this problem is a matter of varying degree.

According to Littlewood (2002), there are classifications of communication strategies:

1. Avoiding communication

When the learners are aware of gaps or weakness while they are engaging in speaking they may avoid discussing topics for which they know that they lack the necessary vocabulary. For example, many learners find it difficult to present arguments in persuasive ways or to gain the floor when several speakers are competing for turns. This kind of strategy will be more frequent with the learners who dislike risks or uncertainty.

2. Adjust the message

When learners face a problem while trying to exchange and no chance to use avoidance, they usually change the meaning they intend to communicate. They may omit some items of information, make the ideas simpler or less precise, or say something slightly different.

3. Use paraphrase

Learners sometimes use paraphrase including circumlocution or description, to express the meaning of their ideas they want to communicate. Learners, who cannot recall the word "car seat belt", say "I would better tie myself in".

4. Use approximation

Learners express the meaning of their ideas as closely as possible. The learners tend to use words, which are less specific than the intended meaning (e.g. some fruit instead of pineapple). Perhaps, they may also use words, which really refer to something else but may be interpreted appropriately in the context of learners' utterance. For example, a learner of French who could not recall the word for a "shop" spoke instead of un bureau (= 'office').

5. Create new words

Learners may create new word or phrase, to express their desired meaning. The new word may be created by illeterally translating the elements in a native-language word. For example, the learners did not know the word for "air ball" coined the word "balloon" or "water-holder" for "bucket". Of course, there is a chance that this strategy will result in a word that actually exists in the second language.

6. Switch to the native language

Rather than creating a new word with the second language material, a learner may decide to use a word from his/her own native language. Obviously, this strategy is most likely to succeed in situations where the listener has knowledge of the speaker's native language.

7. Use non-linguistic resources

This strategy involves the use of gesture, limitation, and miming in expressing the ideas to make the meaning clearer. Although this strategy may be useful at any stage, it is obviously most indispensable when a learner with very

little knowledge is compelled to survive in the foreign environment. In this situation, learners are often surprised to discover how much they can achieve by the ingenious and determined linking of words with non-linguistic resource.

8. Seek help

This may simply means using bilingual dictionary. The speakers try to ask somebody else to help them to overcome their difficulties. It is just simply asking the other to translate or ask the correct forms of their ideas.

To investigate the efforts of students to overcome the problems in learning speaking, the researcher use Littlewood's theory because the categories of communication strategies are the most suitable for this study. The researcher uses these theories to analyze communication strategies to overcome speaking problem in order to answer the statement of the problem.

2.3 Teacher's Strategies to Help Students in Overcoming the Problems

The teacher is a facilitator of students' learning and he/she has many roles to fulfill. In the process of teaching and learning activities in class, the teacher has a very important role to control and regulate the class what the students do in the classroom. Moreover, it is very important for the researcher to understand whether his/her function as a teacher in making the atmosphere in the learning process goes well and make his/her strategy to run smoothly in the classroom.

According to Brown (2000), teachers have some roles which are more conducive to create an interactive atmosphere.

1.   The teachers as controller

The teacher's main job is to determine what the students do, when the students should speak, and what language forms the students should use. The teachers are always in charge of every moment in the classroom.

2.   The teachers as director

The teachers as director like a conductor, where the teacher's job is to keep the process in teaching and learning flowing smoothly and efficiently and to make sure that the students understand what they have to do, practice, or observe.

3.   The teachers as manager and monitor

The teachers as managers and monitors mean that they have to set up the activities such as the ones who plan lessons, modules, and courses.

4.   The teachers as facilitator

Their duty is to facilitate the process of learning or to make the learning easier for students. They should give guidance for students, push to find their own way to success, and promote their intrinsic motivation by allowing students to discover language through using it pragmatically, rather than by telling them about language.

5.   The teachers as resource or consultant

The teacher's main job is to be available for assistance and advice if students have problems and need help.

Teaching English as a foreign language means being able to solve problems students may have in acquiring certain language skills. Ur (1996) also gives the solution to reduce speaking problems:

a. Group work

Group work increases the amount of time available for oral practice and allows more than one student to benefit from speaking time. Working in groups also lowers the inhibitions of shy students who are not comfortable speaking in front of the whole class.

b. Easy language

Simple language makes it easier for students to speak for longer without hesitation and gives them a sense of accomplishment. Essential vocabulary can be pre taught or reviewed before the activity enabling students to fill-out their speech with more interesting sentences and rich language.

c. Interesting topic

Choosing a topic according to the interests of the class ensures student motivation. If the material and task instructions are presented clearly and enthusiastically, students will be more likely to meet the challenge set for them.

d. Clear guidelines

Starting clearly what is expected from each student is essential in ensuring that everyone in the group contributes towards the discussion. Appointing a chairperson to each group to regulate participation is a way to make sure that dominant students leave discussion opportunities open to more reserved students. Feedback reveals the results of the discussion and motivates each student to follow the guidelines.

e.   English monitors

A monitor can be appointed to each group to remind students speaking their mother tongue to switch back to English. A lack of classroom management and discipline will encourage students, who do not feel that there is resistance to their mother tongue, to easily revert back to it as soon as they have problems expressing themselves.

According to Harmer (2007), there are some ways as a solution in which teachers can help students deal with difficulties in speaking activities. They are:

a.   Improvising

Speakers sometimes try any word or phrase that they can come up with in the hope that it is about right. Such improvisations sometimes work, but they can also obscure meaning.

b.   Discarding

When speakers simply cannot find words for what they want to say, they may abandon the thought that they cannot put into words.

c.   Foreignising

When operating in a foreign language, speakers (and writers) sometimes choose a word in a language they know well (such as their first language) in the hope that it will be equivalent to the meaning they wish to express in the foreign language.

d.   Paraphrasing

Speakers sometimes paraphrase; such lexical substitution or circumlocution gets many speakers out of trouble, though it can make

communication longer and more convoluted. For example, speakers talk about something for cleaning the teeth, if speakers do not know the word toothbrush, or saying that they have bad feelings about somebody when all they want to say is that they are cross with that person.

To investigate the teacher strategies to help the students in overcoming the problems, the researcher use Ur's theory because the solutions to reduce speaking problems are suitable for this study. The researcher uses these theories to analyze the strategies used by the teacher to help students solve the problems in order to answer the statement of the problem.

2.4   Previous Studies

The theories of speaking problems, strategies to overcome speaking problems, and teachers' strategies to help students in overcoming the problems also take an important part in this study. There are some researchers who analyzed the problems in learning speaking in their studies, here the researcher reviews two of previous studies which have close relationship to this study.

The first research is done by Khoirunnisa' (2014) entitled "Students' Strategies to Overcome Speaking Problems in EFL Speaking 2 Class of State University of Malang". She observes the phenomenon such as the problems faced by students and strategies undertaken to overcome problem in learning speaking. The problems in speaking are not only faced by those secondary level students who are concurrently as the early English speakers. In tertiary level of education, there are many factors that cause difficulties in speaking English by the students of tertiary level. This research used theory from Beare (2007) to mention reasons

which stimulate students to not feel confident enough to get involved in communication using English. Those reasons are translate from their native language, production blocking, look for a specific word, not enough opportunities, not able to speak to peers, and exam preparation focuses on grammar, vocabulary, etc. The strategies used by the students to overcome the problems are communication strategies. According to Littlewood (2002) and Donyei (1995), there are 3 main strategies then modified into twelve types of communication strategies, they are: message abandonment, topic avoidance, circumlocution, approximation, use of all, words coinage, use nonlinguistic means, literal translation, foreignizing, code switching, appeal for help, and use of fillers or hesitation device. The finding shows that most of the students had problems in learning speaking. During the observation there were compelled to deal with the limitation of their language. This is not only occurring in conversation but also in presentations. Even though, they use monologue to communicate with others, it is an undeniable fact that the students would employ some communication strategies to help them coping with their limitations.

Another previous study is from Alfriani (2012) entitled "The Strategies of Teaching Speaking Applied by the English Teachers of SMP International Laboratorium Universitas Negeri Malang". This study describes the strategies of teaching speaking skill applied by the English teachers of SMP International Laboratorium Universitas Negeri Malang. It is focused on the steps that the teachers took in teaching speaking, and the obstacles that teachers experienced in teaching speaking. The study used descriptive qualitative. Besides Harmer (1983)

suggested games that can be used as a strategy to teach speaking skill. This research used Harmer (1983) who argued that the students need activities which are exciting and can stimulated their curiosity. The finding shows that to develop students' speaking skills the English teacher used various teaching strategies in this class or using interesting strategies to avoid the students feeling bored in teaching and learning process.

Based on several previous studies above, it can be concluded that many students have problems in learning speaking, and there are some efforts or strategies used by students and teacher to overcome the problems. In this study, the researcher has similarities with those two studies equally discussing about speaking skill, and using descriptive qualitative. Whereas, the differences between them are the object of this study which focuses not only on the problem faced by the students in learning speaking, and the efforts that the students do to overcome the problems but also the teacher's strategies to help the students in overcoming the problems. The theory that the researcher use to identify the students problems in learning speaking is by Skeffington, while in identifying the teacher's strategies to help students in overcoming speaking problems is using the theory by Ur, then the last theory to know the students' efforts in overcoming speaking problems is the theory by Littlewood.