

CHAPTER 2

LITERATURE REVIEW

The literature review shows the state of the art of the theory being studied and the position of research problems in the study field.

2.1 Theoretical Framework

2.1.1 Speaking Overview

Speaking is an essential component of language skills, especially in the English language environment, which enables individuals to carry out oral communication in everyday contexts. According to Miranda and Wahyudin (2023), speaking is considered the most crucial skill to master among the four essential language skills when learning a new language. In addition, there is a difference between micro and macro speaking skills. Micro speaking focuses on individual aspects of language, including the production of smaller pieces of language such as phonemes, morphemes, words, collocations, and phrase units, and macro speaking skills, which focus on broader elements of communication, these involve fluency, discourse, function, style, stylization, cohesion, nonverbal communication, and strategic choices. According to Gandana (2023), it refers to the ability to produce small elements of language, such as phonemes, morphemes, words, collocations, and phrases, while talking about macro ability means having the ability to focus on essential aspects or more extensive details in a context.

According to Brown and Lee (2015), micro speaking skills are concerned with an individual's use of language in speaking

Micro Speaking Skills:

- a) Ability to generate language segments of varying lengths.
- b) Verbally differentiate between English phonemes and their different pronunciation

- c) Produce stress patterns in English, including words in stressed or unstressed positions, rhythmic structures, and intonation patterns.
- d) Articulate simplified versions of words and phrases.
- e) Utilize appropriate lexical units' words to achieve communication goals.
- f) Deliver fluent speech at various speaking rates.
- g) Self-monitor oral production and employ strategic tools like pauses, filler words, self-corrections, and retracing to enhance message clarity.
- h) Apply grammatical word categories such as nouns and verbs and grammatical systems like tense, agreement, pluralization, word order, patterns, rules, and ellipsis forms.
- i) Deliver speech in natural units like suitable phrases, pause intervals, breath groups, and sentences.
- j) Express specific meanings in different grammatical forms.

Furthermore, macro-speaking skills include the ability to structure and deliver an overall message and maintain audience engagement.

Macro Speaking Skills:

- a) Utilize cohesive devices in spoken discourse.
- b) Perform appropriate communicative functions according to the context, participants, and communication objectives.
- c) Employ suitable registers, implicates, pragmatic conventions, and other sociolinguistic features during face-to-face conversations.
- d) Convey relationships and associations between events, communicating connections such as main ideas, supporting ideas, new information, known information, generalizations, and examples.
- e) Combine facial expressions, kinesics, body language, and other nonverbal cues with spoken language to convey meanings.

- f) Developing speaking strategies, including emphasizing key words, repeating words, providing context to interpret the meaning of words.

Speaking ability is essential to communicate effectively with others; taking into account that speaking skill is a critical aspect in English learning, most students still have a low level of speaking ability, which is caused by various factors, including affective factors such as motivation, anxiety, and self-confidence (Illyin et al., 2021). Furthermore, Leong and Ahmadi (2017) assert that effective communication occurs when the communicant successfully receives the message as intended by the sender. It means that people must have good speaking skills to convey messages effectively.

Speaking ability includes a person's capacity to verbally convey thoughts, viewpoints, and information. According to Faxritdinovna (2023), speaking skills include listening skills, conveying logical judgments, and finding solutions in various communication contexts, with the formation of these skills being the main focus in foreign language teaching. In line with this, an addition from Sihotang et al. (2021) describes that speaking is a skill that allows a person to convey messages through spoken language to fulfill the need to communicate with the surrounding environment. Teaching foreign languages must prioritize developing speaking skills to meet communicative needs.

2.1.2 EFL Speaking Problem

Students generally need help with learning to speak, including vocabulary difficulties, grammar difficulties, pronunciation difficulties, excessive use of filler words, difficulty when speaking in front of a large audience, and difficulty in choosing the appropriate accent. Research by Zafa et al. (2023) highlighted EFL students' challenges in developing English-speaking skills. Their results showed that students experienced linguistic

challenges such as grammar, vocabulary, pronunciation problems, psychological challenges, fear of making mistakes, confusion of thoughts while speaking, embarrassment, discomfort, and anxiety.

Some problems in speaking and lack of vocabulary refer to a condition where a person has limitations in understanding and using words in a particular language. According to Dewi and Jimmi (2018), a lack of vocabulary impedes students' ability to build sentences. Second, fear of mistakes and shyness are complex psychological factors that can significantly impact one's speaking skills in English. In this context, fear of mistakes and shyness refer to the emotional feelings experienced by students when they attempt to speak in English. According to Tantri et al. (2023), these psychological factors involve apprehension and embarrassment when students feel insecure or anxious about making mistakes or performing poorly in English.

2.1.3 Public Speaking

Public speaking is the act of presenting or delivering a speech. According to Girsang (2018), public speaking is the ability to speak in front of an audience. Public speaking is essential because it has many benefits and goes beyond communication. It is a powerful tool to connect and influence audiences, making it an indispensable skill in various professional and personal life aspects. Moreover, Rustamova (2020) suggests that public speaking is the art of conveying a message compellingly. He emphasizes the need to prepare content, structure the presentation, and understand communication techniques that can keep the audience's attention.

A crucial role is essential in various aspects of personal, academic, and professional life. It involves communication practices such as speeches, presentations, and verbal interactions with groups of people. In the context of learning public speaking, Lucas and Stob (2020) conducted a study related to

public speaking that compared the online and face-to-face portions of the course in a college.

Public speaking here is this course that aims to provide a thorough understanding of speech communication skills, with a primary focus on developing practical abilities in public speaking. In this course, you will be introduced to various public speaking techniques, including strategies to reduce anxiety while speaking and using visual aids to improve the quality of presentations. We will also emphasize the essential aspects of politeness and ethics in giving speeches. The material taught covers the basic principles of preparing and delivering practical lessons. The main objective of this course is to prepare you to perform successfully in public speaking situations. During the learning process, you will learn the skills and strategies needed to compose and deliver speeches in various contexts, such as ceremonial, informative, and persuasive speeches. Here is a tentative outline and schedule for the course: Week two will cover talk shows, weeks three and four will focus on ceremonial speeches, while week's five to seven will focus on informative speeches. This course will give you more confidence in communicating in various public contexts.

2.2 Study of Relevant Research

There have been many previous studies on students' problems with speaking skills, both in school and university settings. In the research conducted by Ria et al. (2022), data was collected through observation, questionnaires, and interviews, with observation and interviews as the main instruments and questionnaires as secondary instruments. The findings indicated that students enrolled at SMA Negeri 1 Selayar encountered challenges in expressing themselves in English, such as limited vocabulary, confusion in choosing vocabulary, lack of motivation, lack of

confidence, and shyness. Anxiety about speaking, an unsupportive environment, and a lack of vocabulary were the dominant problems faced by students.

Moreover, in a study conducted by Suchona and Shorna (2019), eighty-one undergraduate students in Bangladesh were given a questionnaire to investigate their speaking problems. The survey results showed that the students experienced various obstacles when speaking in class, including high anxiety levels, lack of confidence, and lack of motivation to use English. The findings illustrate the communication challenges faced by undergraduate students in Bangladesh in the context of English language learning and highlight the importance of supporting the development of speaking skills and addressing the psychological factors that may affect their ability to communicate.