

CHAPTER 2

LITERATURE REVIEW

This chapter presents a brief explanation of some theories that support the study. The theories related to speaking skills, how to learn speaking skills, factors in influencing students' speaking, Vygotsky Sociocultural Theory, and study of relevant research.

2.1 Theoretical Framework

In this section, the researcher focuses on literature related to the topic. This includes a brief overview of speaking, how to learn speaking skills, factors that influence student speaking, and the theoretical foundation that the researcher used in this research.

2.1.1 Speaking Skill

Language scholars have suggested many definitions of speaking. Cameron (2001) said speaking is the active use of language to express meaning so that other people can understand it. Speaking is a method of directly communicating thoughts and messages. Speaking is regarded as productive since students produce ideas via speaking. For example, suppose a student learns a lesson that generates an idea. In that case, the student can communicate the idea differently than writing in a classroom activity or front of other students.

The most important aspect of linguistic competency is the capacity to speak effectively and correctly. Pronunciation, vocabulary, grammar, and discourse are all components of speaking ability that allow people to express their thoughts, ideas, and feelings. Hymes (1972) said that speaking ability is defined by grammatical competence and the capacity to utilize language effectively in specific social settings. This viewpoint emphasizes the importance of pragmatics, sociolinguistics, and discourse analysis in comprehending and developing speaking abilities.

2.1.1.1 How to Learn Speaking Skills

An English language learner wishes to improve his or her speaking skills. According to Rao (2019), regular practice can significantly improve the trainees' speaking skills. They will then be able to perform effectively in classroom discussions and debates while steadily developing their speaking skills. They will be able to conduct presentations on their own after having overcome all of their worries. They can deliver short presentations in the classroom if they practice these abilities regularly.

Furthermore, they develop self-confidence and become more adept at decision-making and problem-solving. Learners can also establish solid business partnerships with other business partners and effectively promote their company. Furthermore, learners perform better in job interviews, ensuring they have the finest opportunities to succeed in their careers. They can also collaborate nicely with their coworkers while attempting to advance their careers. As a result, speaking abilities are critical in increasing learners' overall performance.

Another research conducted by Alek et al., (2020) found that one way for someone to learn English speaking skills is through skill through self-assessment. Self-assessment is considered one of the various assessments that may be executed by the students in exploring, growing, and figuring out their functionality regarding the course. The self-assessment increases students' motivation to perform better, especially performance primarily in oral performance. Through self-assessment, students will know how far they have achieved or met the criteria. Therefore, it may increase their motivation to become better for another presentation.

2.1.1.2 Factors in Influencing Students Speaking

Speaking is a productive skill, and learners are considered to have good speaking performance if they have mastered the components of speaking, such as grammar, vocabulary, pronunciation, fluency, and accuracy (Brown, 2004). However, not all language learners, after years of learning English, can communicate smoothly and accurately; they tend to perform poorly when communicating or speaking in front of others.

Studies have shown that affective elements significantly impact pupils' speaking abilities (Illyin et al., 2021). The emotional element is concerned with attitudes and values. It encompasses aspects of behavior such as feelings, interests, attitudes, emotions, and values. Affective elements are one of the most critical factors influencing a student's capacity to talk. The emotive side of the student may have an impact on the success or failure of language learning. Affective elements include an individual's emotions, feelings, and conduct. Motivation, anxiousness, and self-confidence are all practical elements in this situation. A range of affective variables have been verified to be associated with second-to-second language learning performance.

2.1.2 Vygotsky's Sociocultural Theory

Vygotsky's sociocultural theory has significantly influenced research and theory in cognitive development, particularly in the context of language acquisition and learning. According to Vygotsky (1978), cognitive development is a socially mediated process in which children acquire cultural values, beliefs, and problem-solving strategies through collaborative dialogue with more knowledgeable members of society. This theory emphasizes the role of social interactions and cultural context in shaping cognitive development, with a focus on the nature of collaborative learning and the influence of cultural practices. It highlights the role of cultural tools, such as language, symbols, and

shared knowledge, acquired through interactions with more knowledgeable others (MKO), in shaping cognitive processes and intellectual growth. By recognizing the diverse cultural backgrounds and experiences of language learners, educators can create learning environments that acknowledge and leverage the diverse cultural assets of students, thereby promoting more effective English language learning (Wertsch, 1988).

In Vygotsky's sociocultural theory, there is a concept created for designing instruction and analyzing learning. The first concept is the Zone of Proximal Development (ZPD). The zone of proximal development (ZPD) is a concept that discusses the distance between what children can do on their own and the subsequent learning that they can help them achieve with competence. Cole (2001) points out that the term proximal indicates that the assistance provided goes just slightly beyond the learner's current competence complementing and building on their existing abilities. However, Vygotsky recognized that the distance between doing something independently and with the help of another indicated stages of development, which do not necessarily coincide in all people. In this way, he regarded an instructor's teaching of a student not just as a source of information to be assimilated but as a lever with which the student's thought, with its structural characteristics, is shifted from level to level (Yaroshevsky, 1989). By applying the principle of cooperation for establishing the Zone of Proximal Development, we make it possible to study directly what determines most precisely the mental maturation that must be realized in the proximal and subsequent periods of his stage of development. (Vygotsky, 1998).

The second concept is scaffolding. Wells (1999) defined scaffolding as a way of operationalizing Vygotsky's (1987) concept of working in the zone of proximal development. He recognized three key features that give educational scaffolding its particular character. There

is the essentially dialogic nature of the discourse in which knowledge is co-constructed, the significance of the kind of activity in which knowing is embedded, and the last one is the role of artifacts that mediate knowing (Wells, 1999) The major goal of scaffolding in teaching represents view the ZPD characteristic of transfer of responsibility for the task to the student (Mercer and Fisher, 1993). They emphasize the collaboration between the teacher and the learner in constructing knowledge and skills. Other authors see the metaphor of scaffolding as limited compared to the notion of ZPD.

In learning English speaking skills, Vygotsky's sociocultural theory emphasizes the role of social interaction, cultural influences, and language acquisition through collaborative learning. Through language, individuals engage in internal dialogue (private speech) that helps regulate their thinking and problem-solving processes, which is particularly relevant in the context of learning a new language such as English (Vygotsky, 1962).

In this research, Vygotsky's sociocultural theory is used by the researcher to investigate what are the challenges and opportunities students face in the Survival English course class based on the explanation above. Researchers find out based on the role of social interactions, cultural context, and collaborative learning in the survival English course.

2.2 Studies of the Relevant Research

The researchers reviewed several related studies. Several sources about students' difficulties, challenges, and opportunities in speaking English. The study is explained briefly, and the relationship between the review and this study will be seen to complete this study.

First is a study by Wahyuningsih and Maisyanah (2021). From this research, it was found that the problems mostly encountered in speaking English include a need for grammar mastery, vocabulary mastery, correct

pronunciation, and confidence. Second is a study by Chand (2021). The findings are that learners mainly get four significant speaking difficulties: personal, linguistic, social, and environmental problems. Also, this research found that speaking difficulties are caused by various causes, such as teacher-centered teaching method, the active role of the teacher in the classroom, lack of appropriate environment for speaking practice, poor schooling, overuse of L1 while teaching English in the classroom, classroom culture, and lack of intense focus on speaking skills in the course content of the university courses were found major causes of speaking difficulties.

Another related study said that language anxiety is a significant challenge faced by language learners, particularly in speaking tasks. Studies have shown that anxiety can negatively impact fluency, accuracy, and confidence in speaking (MacIntyre et al., 2019). However, the ability of the learners has an effective role; it depends on the smartness of the learners and the amount of their attempt to take steps to overcome the difficulties (Mohammed, 2018).

Meanwhile, apart from difficulties and challenges, there are opportunities for students who learn speaking skills. According to Harmer (2007), developing strong speaking skills can open up various opportunities in both personal and professional life. When people make a conversation, they will produce words at that time, and the interlocutor will directly respond. While speaking, people need help revising or editing what they have spoken. Therefore, many people link the ability to speak with their English proficiency. Challenges and opportunities will emerge when learning speaking skills as an EFL. Despite the many challenges that will be faced, Dionar and Adnan (2018) said that constructing conversations with others allows the sharing of information and opinions and builds good social relationships between speakers and listeners.