CHAPTER 2
LITERATURE REVIEW

2.1. The Nature of Speaking

Speaking is the act of communicating information or expressing one's thoughts and feelings through the use of spoken words. Nunan (2003) stated that speaking is the ability to express an opinion, ideas, or thought orally; it consists of producing systematic verbal utterances to convey meaning to be understood by the people we are speaking with. Moreover, speaking involves two or more people who make two-way communication (Tridinanti, 2018, p.36). Additionally, Chaney (1998) states that speaking is a process of interaction between two or more people by developing and sharing ideas through the use of verbal and non-verbal symbols, in various contexts.

Brown (2001) argues that the important key in interactive language function is social contact, in which the way you convey body language, eye contact, gestures, physical distance, and other nonverbal messages are playing a part. He claims that speaking ability is based on two factors: linguistic form and function. The form of language will concentrate on how to utilize language that is consistent with the pattern, structure, vocabulary, and other characteristics of the language. The language function will then concentrate on how to employ language elements and why they are used (Brown, 2007).

There are some types of speaking performances. Brown (2001) mentioned seven types of speaking performance; they are (1) imitative, the ability to imitate a word, phrase, or sentence; (2) intensive, the production of short stretches of oral language as stress, juncture, intonation, and rhythm; (3) responsive, including interaction and understanding tests, but sometimes in the form of a brief conversation, such as a typical greeting, small talk, simple requests, and remarks; (4) interactive, referring to the duration and complexity of an interaction across time, which may include several participants or exchanges; (5) long monologue, which may include story-telling, presentations, or speeches. (6) Transactional, involving the exchange

or transmission of specific information via extended responsive language; (7) Interpersonal, establishing social relationships for information and fact transmission.

Brown (2007) describes some speech characteristics that make speech acts easy or difficult. The descriptions are mentioned below. 1) Clustering, speaking English fluently, i.e., someone who can speak in phrases (groups of words), not just word by word. Therefore, students can determine learning outcomes by using cognitive and physical abilities through such groupings. 2) Redundancy, speakers have an opportunity to decipher a word more clearly through English redundancy. Therefore, students can take advantage of this oral language feature. 3) Reduced forms, doing contractions, reducing vocals, etc., are forms of problems in learning English speaking skills. Students who do not perform daily contractions can sometimes develop rigid and nerdy speaking qualities that in turn stigmatize them. 4) Variable performance, one of the advantages of English-speaking skills is the ability to think when a person speaks allowing them to convey certain doubts, pauses, repetitions, and corrections. Students can learn how to pause and hesitate. For example, "thinking time" is not silent, but filled with utterances: *Uhm, okay, you know, and so on.* One of the most striking differences between native speakers and non-native speakers of a language is the delivery of their hesitant attitude. 5) Colloquial Language, the use of everyday English by ensuring that students know the words, idioms, and phrases of colloquial language and practice it in everyday speech. 6) Delivery rate, is one of the characteristics of fluency in speaking English. The teacher helps the student in achieving a level of fluency in speech. 7) Stress, rhythm, and intonation, three are important features in English pronunciation. Rhythm emphasizes time limits and intonation patterns are important in conveying the message. 8) Interaction, learning to practice a language in a foreign place will encourage excellent speaking skills in both language components and creativity in conversation.

Speaking is a complicated ability that requires multiple skills at the same time and often develops at various rates. Harris (1974) divided speaking into five categories: (1) Comprehension, which is defined as the ability to comprehend a subject through a decent understanding of it or as awareness of how a situation is. That is why it is necessary to ensure that people receive the information they require. (2) Grammar, understanding a basic level of grammar and vocabulary is necessary for producing correct sentences in conversation. (3) Vocabulary, the fundamental parts of the language. It comprises a collection of phrases, changeable phrases, single words, idioms, and phrasal verbs (Folse, 2016). (4) Pronunciation, which includes applying proper intonation and stress to pronounce words correctly, as well as speaking in connected speech. Pronunciation is crucial in making communication easier to grasp. (5) Fluency, or the ability to read, speak, or write clearly and expressively.

2.2. The Importance of Learning Speaking

Speaking is one of four skills that plays important role in human life. The human need to express their thoughts, views, and opinions, and this need can be fulfilled through language (Akhter et al, 2020). It is the most productive skill that humans use to communicate. It is one of the language skills in everyday life used for communication (Tridinanti, 2018, p.36). People cannot survive without communication. Humans spend far more time verbally interacting with language than they do writing it down (Leong & Ahmadi, 2017). However, speaking is one of the challenging skills for most English language learners. Speaking is one of four language skills that is assumed as the most difficult. Many language learners have difficulty expressing themselves verbally. It is one of the productive skills which could be a parameter for someone having successful learning of English (Dewi & Jimmi, 2018). As a general problem, a lot of people have taken studying English for many years whereas some of those obtained high grades in grammar or English written tests, but they are still unable to speak English

well. It might be that they could understand what they hear or what they read comprehensively but they still quite struggle with how to express their mind orally (Dewi & Jimmi, 2018).

Further, the significance of speaking is argued by Richards and Rogers (1986) who declared that for many foreign and second language learners, speaking skill mastery in English is a priority. In addition, the ability to speak is necessary for learners who intend to build up a career, raise confidence levels, do international business, interact with people around the globe, deliver speeches and presentations, conduct interviews, conduct debates, and participate in discussions or various conferences (Holandyah, et al, 2020). Therefore, vocational high school students urgently require English-speaking skills.

2.3. Challenges in Learning Speaking

Learning to speak gives challenges to EFL students. Students who learn to speak have challenges related lack of vocabulary (Alaraj, 2017; Huwari, 2019). Students with low knowledge related to vocabulary will face difficulties in speaking. Moreover, the students also face challenges related to fear of mistakes, shyness, anxiety, lack of confidence, and lack of motivation (Ratnasari, 2020; Dalem, 2017; Juhana, 2016). Speaking is challenging for students who are afraid of making mistakes, and they also struggle with shyness, anxiety, lack of confidence, and lack of motivation. Those challenges will be explained in detail below:

2.3.1. Lack of vocabulary

This is the first challenge faced by students. Vocabulary is one component of language knowledge that is considered the most essential element to build a language (Dewi & Jimmi, 2018). We need words to construct one unit meaning, without words we could not build a massage we wish to communicate to people. With a lack of knowledge of vocabulary, the students will undoubtedly struggle to speak. A lack

of vocabulary enables students to construct a phrase due to their limited source of the lexicon. Further, by lack of vocabulary might prevent them to speak fluently and become slowdown in interaction, although they have quiet confidence and enthusiasm in language learning (Jimmi & Dewi, 2018). Therefore, the importance of vocabulary in the learning of speaking cannot be underestimated.

2.3.2. Fear of mistakes

Fear is an emotional reaction to something that seems unsafe or unsure. Fear is evoked by discrete and acutely threatening stimuli (Tovote et al, 2015). In learning speaking, making mistakes is the threatening stimulus that leads students to feel uncomfortable and uncertain or fear. This fear is linked to the issue of correction and negative evaluation (Aftat, 2008). When they receive unfavorable comments from others for their errors, students find it uncomfortable. Moreover, Juhana (2018) added that this is also much influenced by the student's fear of being laughed at by other students or being criticized by the teacher. This psychological variable hinders the students to speak and engage in speaking learning activities. They may be reluctant to use the target language because they may be afraid of making a mistake (Tridinanti, 2018, p. 36). In addition, students forget what they want to say because of their fear of making mistakes when speaking in English, and their fear of being laughed at by their English-speaking friends (Juhana 2018). Hence, fear of mistakes is a challenge in learning speaking faced by students.

2.3.3. Shyness

Shyness scholars tend to assume the affinity of shyness or shame as a state or emotion rather than as temperament or a trait (Crozier, 1999). It can be seen that shyness is temporary, not an enduring characteristic or pattern of behavior. Asendorpf (1989) on Crozier (1999) stated that

shyness is elicited by the anticipation of social assessment as well as the unfamiliarity of the individual with whom one expects to engage. Shyness is a psychological condition that makes a person uncomfortable in social circumstances, which can impede enjoyment or lead to complete avoidance of social interactions (Arifin, 2017). Moreover, Cheek and Buss (1981) defined shyness as one's negative reactions to being with strangers or casual acquaintances. These reactions include tension, concern, feelings of awkwardness and discomfort, gaze aversion, and inhibition of normally expected social behavior (Buss, 1980).

Most classrooms have one or more students who struggle with making themselves heard or participating in class discussions. These students are usually called "shy" because they may speak softly, prefer to work independently, or refuse to speak up at all. Often these students are good with written assignments or tests but fail in areas that require participation with classmates or presentations in front of other students (Arifin, 2017). The major behavioral components of excessive shyness in students are as follows: 1) difficulty talking, stammering, stuttering, blushing, shaking, sweating hands when around others, 2) difficulty thinking of things to say to people, 3) absence of outgoing mannerisms such as good eye contact or an easy smile (Arifin, 2017). Hence, students who struggle with shyness will avoid social interactions because they find it uncomfortable around outsiders.

2.3.4. Anxiety

Several researchers assume that speaking is the most-provoking anxiety skill. Hanifa stated anxiety appears to be the most important emotional element that has a detrimental effect on students' oral performance among the many affective factors that affect foreign language learning, particularly speaking (2018). Anxiety is a physiological arousal situation marked by heightened nervous system

activity, as well as brief emotional reaction intensity and discomfort sensations (Gumartifa, A., & Syahri, I., 2021). Anxiety is often equated with fear, while these terms are interchangeable. Anxiety can be caused by potential, rather than actual, and anticipated risks, whereas fear is induced by true, acute sensory input (Tovote et al, 2015). Anxiety can be operationalized as an emotional response to vague, potential threats (Tovote et al, 2015). Anxiety is characterized by sustained arousal, vigilance, and apprehension, and results in specific patterns of defensive behaviors and concomitant autonomic responses depending on the nature of the threat and the situational context (Tovote et al, 2015).

Internally, speaking skill learning makes them feel anxious (Tridinanti, 2018). Speaking anxiety is a common phenomenon in learning English as a foreign language (Tridinanti, 2018). In general, students which are suspected by speaking anxiety in both physical and psychological will show the following symptoms: trembling or shaking body and sweating profusely, their hands especially begin to feel moist, their heart rate begins to quicken, their mouths become parched, their mind begins to race, their thoughts become jumbled (Arifin, 2017). Kayaoğlu and Sağlamel (2013) found several causes of language anxiety. They are (1) linguistic difficulty in the form of lack of vocabulary, lack of grammatical understanding, and bad pronunciation; (2) cognitive challenges in the form of feelings of fear cannot communicate, fear of failing the test, the fear of making mistakes, shame to fail in front of others, low self-esteem; (3) lack of understanding of the original language; (4) teacher's role and competitiveness.

2.3.5. Lack of confidence.

According to Murray (2006), self-confidence is a firm belief. When a person is confident of anything, he or she is unconcerned about the

outcome and simply assumes that everything will go smoothly. As a result, someone who has a high level of self-confidence is more likely to produce positive, successful outcomes, and vice versa. This low confidence affects students' speaking performance. According to Ansari and Oskrochi (2004), self-confidence is related to selection, motivation, perseverance, vulnerability, and patterns of subjective expectations, ambition, and ambitious influence of one's self. Macintyre et al (1998), suggested that self-confidence significantly contributes to the learner's willingness to communicate in a foreign language. James Manktelow & Amy Carlson (2022) categorize the differences between self-confidence and low self-confidence such as in the following table:

Table 2.1.

Difference between Self-confidence and Low Self-Confidence

Self-confidence	Low self-confidence
Doing what you believe to be right, even if others mock or criticize you for it	Governing your behavior based on what other people think
Being willing to take a risk and go the extra mile to achieve better things	Staying in your comfort zone, fearing failure and so avoid taking risks
Admitting your mistakes, and learning from it	Working hard to cover up mistakes and hoping that you can fix the problem before anyone notices
Waiting for the others to congratulate you on your accomplishments	Extolling your virtues as often as possible to as many as possible.
Accepting compliments graciously. "Thanks, I work hard	Dismissing compliments offhandedly, "Oh that prospectus

Self-confidence	Low self-confidence
on that prospectus. I'm pleased you recognize my effort."	was nothing really, anyone could have done it."

There are explanations for factors affecting self-confidence (Audina et al, 2021). It includes the internal factor and external factors:

1) Self-Image, the way a person sees himself can affect his confidence, if in his mind he sees himself can do something, it will make him ready to take on challenges, deal with hard situations, and can find a way to fix what goes wrong in his life, that is a total self-confidence.

2) Life experiences, once a person knows he is good at something, even though he makes a mistake one or two, when he knows deep inside that he can get back to where he was, he will continue to improve.

3) Environment, a negative environment where people are harsh or even abusive to one another is toxic. When people are living with someone who puts them down regularly, people are unable to find strength in themselves. A person needs to be supported by people around him, including his family, a friend, or people daily.

4) When a person does not have those supportive people who can give support to him, it will decrease or might erase his self-confidence.

5) Education, a person cannot feel confident unless he knows what he needs to know. Goldsmith (2010) in his book stated that a person cannot feel confident unless he knows what he needs to know (p.28). He also added a person needs to get educated, learn, do research, and never stop reading.

2.3.6. Lack of motivation

Students must be motivated to acquire a language, especially while speaking in English. There should be motivation to make the students feel triggered to engage in the speaking activity in the classroom. Furthermore, Gardner (2001) believes that integrative motivation is the

most dominant form of motivation which is set in three kinds of conditions, they are (1) the large proportion of the integrativeness, (2) the student's effort, investment, and enjoyment quantity in learning the language, and (3) the student's attitude towards teachers and curriculum used.

Ddeubel (2009) summarizes some speaking strategies that foster oral interpersonal communication in the EFL classroom or can be used to encourage students to have good motivation in speaking. These strategies are as follows: 1) Dealing with the psychological factor. The fear many learners have must be decreased by making learners feel relaxed and the learning environment safe. 2) Focusing on performance. The teacher should focus on the objective of learning and help students practice that. 3) Taking turns. Instructors should explicitly teach learners how to take turns in a talk. 4) Using tasks. Learners should be assigned speaking tasks. A two-way task could offer a motivational environment. 5) Providing topics that learners are interested in. The teacher can use authentic texts such as hot topics, news items, etc, and keep them about students' lives. 6) Tolerating silences. Waiting for longer after questions provide students with ample time to work out the conversation in their heads. 7) Getting students on their feet. The teacher should encourage students to stand up and walk around while speaking so that they can feel it is natural, not artificial.

2.4. Study of the Relevant Research

Before deciding to perform this study, the researcher reviewed past research on EFL student speaking issues. Because study on EFL students' speaking issues in vocational high school is still uncommon, the researcher focused on a related topic. The researcher will also discuss five relevant past studies.

Alaraj (2017) in King Abdul-Aziz University identified problems, suggesting Learning strategies and examining their effect on students'

speaking fluency. This study aims to uncover, identify, and classify the most challenging EFL speaking problems Jordanian students face, as well as the most effective speaking acquisition tactics for overcoming these issues. This study found that lack of lexis, lack of listening or practicing, and physiological problems as the main challenges in learning to speak.

The previous study focused on exploring speaking challenges in university (Huwari, 2019). He revealed the problem faced by Jordanian undergraduate students in speaking English as follows: linguistics matters (like pronunciation, grammar, and vocabulary), psychological factors (inhibition, lack of motivation), and learning environment (topics of speaking modules, limited time), and lack of practice.

Riadil (2020) identifies the speaking problems experienced by EFL learners in speaking English. The researcher conducted this study using the qualitative research method. To gather the results, the researcher uses a questionnaire centered on Penny Tang (1997) on speaking problems in learning a foreign language. The study's data is collected from thirty-five students from Tidar University in Magelang. The result of the study is that the students have problems learning to speak English. The most problematic for the students is mother tongue use, 77% of students use their other tongue in English class and 83% agree that their mother tongue is easier than English.

Suchona and Shorna (2019) researched to explore the reasons that the student's background and affective factors affect highly on the speaking skills of undergraduate level learners, and it aims to find solutions to these problems from the student's perspectives.

Rani (2020) studied research that concentrates on the factors responsible for the barriers of the speaking difficulties in the English language of tertiary level learners and the principal aim of this research is to minimize and categorize the factors to improve those weak areas of speaking skill and expunge the barriers from the systems of the external environment. After running Factor Analysis through SPSS 20, the total 22 factors responsible for the barriers to this productive skill are condensed to 7

significant factors, e.g., lack of systematic support, anxiety, learners' ineptness, and impact of mother tongue, rural background, social class and paucity of using interesting methods for speaking skill by teachers.

   This present study has some differences and similarities with those previous studies. The similarity is this research tries to gain understanding related to the EFL speaking challenges. While the difference between this research is this present study tries to explore the EFL speaking challenges experienced by vocational high school students whereas the previous research focused on university students.