CHAPTER II
REVIEW OF LITERATURE

A. Teaching and Learning English as a Foreign Language

Language is a system of vocal sounds and combination of such sounds to which meaning is attributed, used to the expression or communication of thought and feeling.[1] While Hornby states that language is human and non-intensive method of communicating ideas, feelings and desires by means of a system of sounds and sound symbols.[2] It can be concluded that language is a tool of communication that is used by many people to express their feelings, ideas, desires in order to the people can understand what they mean.

According to Harmer, English as a foreign language is generally taken to apply the students who are studying general English at the school and institution in their own country as transitory visitor in a target language country[3]. It means that students learn English and only have chance to practice it every time in their daily activities school or university.

Talking about English as a foreign language, in our country, the government has decided that English should be taught to the students from elementary school (as local

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[1] Michael Agnes, *Webster's New World College Dictionary 4th Edition*, (Canada, Wiley Publishing, 2002), p.805

[2] A.S Hornby, Oxford Advanced Learners Dictionary, (Oxford: Oxford University Press, 1987), p.437

[3] Jeremy Harmer, *How to Teach Writing,*(Pearson Education Limited. London, 2004), p.39

content) up to University. It is expected that the students should have the ability or knowledge of English which can be used to communicate. English must be taught in order to the students are able to compete in this global era. Many of the requirements, like getting jobs and continuing study, need English skill.

In teaching English as foreign language, the teachers should be able to manage the classroom well. The teacher should be creative and manage the classroom with interesting technique as Brown states, teaching is showing or helping student to learn how to do something, giving instructions in the study of something, providing with language, and causing to know or understand.[4] It means that teacher have to make the students feel comfort and interest in studying subject especially English by using a creative technique so the students will focus on learning process.

The conclusion of explanation above, it is clear that by learning English students are expected to be able to apply their English skill for International communication. In teaching, especially teaching English, teacher should prepare the concept of teaching as well as possible and he or she is demanded to create the fun learning, because some students blame that English is most difficult subject. Fun learning will increase students' motivation to learn English as much as possible.

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[4] H. Douglas Brown, *Teaching Principle of Language and Teaching*, (San Francisco, Practice Hall Regents, 1994), p.7

B. Speaking

1. Concept of Speaking

Speaking is the most important skill that should be mastered by people in order to communicate fluently.When a person speaks, he or she sends information or ideas, so other people can make senses of them. As revealed by Broughton *et.al*, every speaker adjusts the way he speaks (or writes) according to the situation he is in, the purposes which motivates him and the relationship between him and the person he is addressing.[5] It means that speaking is an ability to express and convey ideas or feelings orally.

The mastery of speaking in English is priority for many second language or foreign language learners. Consequently, learners often evaluate their success in language learning as well as effectiveness of their English score on the basis of how much they feel. They have improved in their spoken language proficiency.[6] It can be inferred that speaking is the important skill that should be mastered by language learners. By mastering speaking, students can express idea or give information about something to other students in the classroom by using English.

Students also have to know how to speak in order to get skill of language itself. Harmer says that there are three main reasons for getting students to speak in the

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[5]Geoffrey Broughton at all, *Teaching English as a Foreign Language*, (New York, Routledge, 1980)

[6] Jack, C. Richard, *Teaching and Listening From Theory to Practice*, (Cambridge : University Press,2008), p.19

classroom; firstly, speaking actives provide rehearsal opportunities chance to practice real life speaking in safety of the classroom. Secondly, speaking tasks in which students try to use any or all of the languages they know provide feedback for both teacher and students. Finally, the more students have opportunities to active in speaking English.[7] It means that student can use words and can speak more automatic to use word and phrase fluently without very much consciously thought. Meanwhile, by speaking, students can know the kind of situation happens in the world. Students who have ability in speaking will receive the information better.

The researcher concluded that speaking is the most important and essential skill that should be mastered by language learners. Speaking skill must be practiced in order to mastery the English. People who have ability in speaking will be better in sending and receiving information to another, because speaking is the process of producing utterances to express and convey the meaning.

2. Concept of Speaking Ability

Learning speaking has a purpose that is to make the students can speak English as an international language. In short, students are considered to have attained speaking ability when they can express their ideas, opinions, feelings, experiences, and the four English components with good pronunciation, fluency, vocabulary, and accuracy of English grammar. This is supported by Wood who states that success is measured not

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[7] Jeremy Harmer, *How to teach English*, (new edition Cambridge, UK , 2007), p.123

only in the functional effectives of language, but also in terms of the acceptability of the forms that are used.[8]

Speaking ability is one of language skill that should be learned and developed by the students when studying a foreign language. So the students can practice language which they have learnt. The following parts components are generally recognized in analysis of speech process:

1. Pronunciation

2. Grammar

3. Vocabulary

4. Fluency

5. comprehension[9]

Speaking skill is the ability to use the language in oral form. Speaking also is one of effective way to interact and communication among people in social life. Then, speaking is the language skill which students should study. Harmer defines "speaking is interactive and requires ability to cooperate in the management of speaking turn".[10] Therefore the researcher conclude that students speaking ability in this research is ability to communicate with other person clearly and to express their feelings, ideas, opinions, and experiences and so on using their own words by using the expression

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[8] William Little Wood, *Communicative Language Teaching*, (University Press; Cambridge 2004),p.21

[9] H. Douglas Brown, *Language Assessment Principle and Classroom Practices,* (Longman, USA, ED, 1 2004), p.149

[10] Jeremy Harmer, *How to teach English*, (Longman, England, ed. 7, 2007), p.46

by showing good mastery of pronunciation, grammar, vocabulary, fluency, and also comprehension.

3. Elements of Speaking

Harmer states that the ability of speak English presupposes the elements necessary for spoken production as follows:

1. Language features

The elements necessary for spoken production are the following:

a). connected speech: in connected speech, sounds are modified (assimilation), omitted(elision), added (linking), or weakened (through contractions and stress patterning). It is for this reason that we should involved students in activities designed specifically to improve their connected speech.

b). expressive devices: native speaker of English change the pitch and stress of particular part of utterance, vary volume and speed, and show by other physical and non – verbal (paralinguistic) means how they are feeling. The uses of this device contribute to the ability to convey meanings.

c). lexis and grammar: lecturer should therefore supply a variety of phrases for different function such as agreeing or disagreeing, expressing surprise, shock, or approval.

d). Negotiation language: effective speaking benefits from the negotiator language lecturer use to seek clarification and show the structure of what lecturer are

saying. Lecturer often need to ask for clarification when lecturer are listening to someone else talks and it is very crucial for students.

2. Mental/ social processing

Success of speaker's productivity is also dependent upon the rapid processing skill that talking necessitates.

a). Language processing: language processing involves the retrieval of words and their assembly into syntactically and propositionally appropriate sequence.

b). Interacting with others: effective speaking also involves a good deal of listening, and understanding of how the others participants are feeling, and knowledge of how linguistically to take turns or allow others to do so.

c). (on the spot) information processing: quite apart from our response to other's feelings, lecturers also need to be able to process the information that student tell to the lecturer the moment lecturer get it.[11]

From the explanation above, it is clear that the students should be careful in choosing words and style in communication, somebody who wants to speak English well, she/he has to know the ways of speaking English. In speaking, students need to know grammar, broad vocabularies, having interaction with listeners and can speak English as well as native speaker do.

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[11] Jeremy Harmer,*The Practice of English Language TeachingThird edition*, (London: Longman, 2001), p. 269

4. Types of Speaking

Brown also provides other types of classroom speaking performance, they are six similar categories apply to the kinds of oral production that students are expected carry out in the classroom:

a. Imitative

A very limited portion of classroom speaking time may legitimately be spent generating "human tape recorder" speech, where, for example, learners practice an exoneration contour or try to pinpoint a certain vowel sound. Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on same particular element of language form.

b. intensive

Intensive speaking goes one beyond imitative to conclude any speaking performance that is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self - initiated or it can even form part of some pair work activity, where learners are "going over" certain form of language.

c. Responsive

A good deal of student speech in classroom in responsive; short replies to teacher and student –initiated question or comments. These replies are usually sufficient and do not extend into dialogue (categories 4 and 5)

d. Transactional (dialogue)

Transactional language, carried out for the purpose of conveying or exchanging specific information, is an extended from responsive language. Conversation for example, may have more of negotiation nature to them that does responsive speech

T: what is the main idea in this essay?

S: the united nation should have more authority

T: more authority than what?

S: Than it does right now

T: well, for example, UN should have the power to force a country like Iraq to destroy its nuclear weapons. You don't think the UN has the power now?

S: obviously not, Iraq is still manufacturing nuclear bombs.

Such conversation could readily be part of group work activity as well

e. Interpersonal (dialogue)

The other form of conversation mentioned in the previous chapter was interpersonal dialogue, carried out more for the purpose maintaining social relationship than for the transmission of facts and information.

f. Extensive (monologue)

Finally, students intermediate to advance levels are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches. Here

the register is more formal and deliberative. These monologues can be planned or impromptu.[12]

Based on quotation above, the type of speaking dealt in this research is interpersonal (dialogue), because the researcher assumed that the advantages of using the dialogue are to shorten the time, to stimulate students' motivation, and more interesting. In this type of speaking the student study how to speak English fluently by their own word in front of the class by each group.

C. Activities to Promote Speaking

There are many activities to promote speaking. As HayriyeKayi infers from many linguistics on her article in the internet on Teaching English as A Second Language (TESL) Journal, there are thirteen activities to promote speaking, which are:

1. Discussions

After a content-based lesson, a discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Before the discussion, it is essential that the purpose of the discussion activity is set by the teacher. In this way, the discussion points are relevant to this purpose, so that students do not spend their time chatting with each other about irrelevant things.

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[12]H. Douglas Brown, *Teaching By Principles.An integrated Approach to Language pedagogy, third ED*, (New Jersey: Prentice Hall Regents, 1994), pp.271-274

2. Role Play

One other way of getting students to speak is role-playing. Students pretend they are in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel.

3. Simulations

Simulations are very similar to role-plays but what makes simulations different than role plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on.

4. Information Gap

In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need. These activities are effective because everybody has the opportunity to talk extensively in the target language.

5. Brainstorming

On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristics of brainstorming are that the

students are not criticized for their ideas so students will be open to sharing new ideas.

6. Storytelling

Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have.

7. Story completion

This is a very enjoyable, whole-class, free-speaking activities for which students sit in a circle. For this activity, a teacher starts to tell a story, but after a few sentences he or she stops narrating. Then, each student starts to narrate from the point where the previous one stopped. Each student is supposed to add from our to ten sentences. Students can add new characters, events, description and so on.

8. Reporting

Before coming to class, students are asked to read a newspaper or magazine and, in class, they report to their friends what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class.

9. Playing Cards

In this game, students should form groups of four. Each suit will represent a topic. For instance: Diamonds: Earning money, Hearts: Love and relationships, Spades: An unforgettable memory, Clubs: Best Teacher. Each student in a group will choose a

card. Then, each student will write 4-5 questions about that topic to ask the other people in the group. However, the teacher should state at the very beginning of the activity that students are not allowed to prepare yes-no questions, because by saying yes or no students get little practice in spoken language production. Rather, students ask open-ended questions to each other so that they reply in complete sentences.

 10. Picture Narrating

This activity is based on several sequential pictures. Students are asked to tell the story taking place in the sequential pictures by paying attention to the criteria provided by the teacher as a rubric. Rubrics can include the vocabulary or structures they need to use while narrating.

 11. Picture describing

Another way to make use of pictures in a speaking activity is to give students just one picture and having them describe what it is in the picture. For this activity students can form groups and each group is given a different picture. Students discuss the picture with their groups, and then a spokes person for each group describes the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking skills.

12. Find the difference

For this activity students can work in pairs and each couple is given two different pictures, for example, picture of boys playing football and another picture of girls playing tennis. Students in pairs discuss the similarities and/or differences in the pictures.

13. Interviews

Students can conduct interview on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions. Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized. After interviews, each student can present his or her study to the class. Moreover, students can interview each other and "introduce" his or her partner to the class.[13]

It is obvious that these are so many activities that can be used by the teacher to make students more actively in the class, make students comfortable and not feel bored when learning English as a foreign language. One of the activities is the implementation of interview towards students speaking ability, because interview towards students invite fun enjoyable situation in the classroom activities so they became comfortable to talk about the topics provided.

D. Concept of Three-Step Interview Technique

1. Definition of Three-Step Interview Technique

One of the techniques that can be used in improving the students' speaking skill is by using Three-Step Interview. Three-Step Interview technique is the way to gather and

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[13]HayriyeKayi, *Teaching Speaking: Activities to Promote Speaking in a Second Language, 2006.* The intenet TESL Journal.Vol.XII, No.11. available on: http://Iteslj.org/Articles/Kayi-Teaching Speaking. html. p.2 [February 3rd, 2015]

share about a particular topic. Three-Step Interview is defined as a cooperative learning technique which in Three-Step-Interview, students interview each other in pairs within the team.[14] The technique enables and motivates members of the group to acquire certain concept deeply by students' role. It is an adaptable process in the classroom. Interviews are useful in promoting academic achievement.

Three-Step Interview promotes active speaking and listening because students are individually accountable for sharing their partner's information with the team.[15]This is due to the fact that the interview could increase the students' enthusiasm in learning language. This technique is remarkable quick for the students to improve their speaking skill because it makes the students more active when they want to share their ideas, opinions, and their imaginations when the interview process. Three-step interviews can be used as an introductory activity or as a strategy to explore concepts in depth through student roles. Three-Step Interview can also empowers us to develop students' social skills that serve them in the classroom and beyond.[16]

2. **Advantages and Disadvantages of Three Step Interview**

   a) **The advantages of three step interview are:[17]**

   a. The students get adequate opportunities to practice speaking.

   b. All of students are more active and more cooperative during the speaking class

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[14]Spencer Kagan and Miguel Kagan, *Kagan Cooperative Learning*, (San Clemente: Kagan Publishing, 2009), p.251

[15]*Ibid*, p.251

[16]*Ibid*, p.283

[17] *Ibid*, p.284

c. The teacher teaches speaking in real situation.

d. Creates simultaneous accountability

e. The students share and apply different questioning strategies

b) There are some disadvantages of using three-step interview. They are;

a. Students might be using to much time for interviews

b. This technique can be very slow, So less material can be covered.

3. The Procedure of Teaching Speaking by Using Three-Step Interview

The following are some steps in the implementation of Three-StepInterview in teaching speaking:

1. Pre-activity

The teacher greets the students and checks the students' attendance list to know the condition of all the students.

2. Main-activity

Three-Steps Interview can be used for other purposes beside introduction, e.g., before students read an article on a particular topic, they can use three step interview to find out what each other knows and flees about the topic. The learning procedures in Three-Steps Interview technique were:

a. Step 1:The teacher divide students to be some groups each group consist of four students (A, B, C and D). Then, Teacher provides the interview topic, states the duration of the interview, and provides think time.

b. Step 2:The Teacher ask students to interview each other based on the group. Student A interview student B; student C interview student D. When finished, they switch roles: student B interview student A; student D interview student C. When the interview are completed, group members each take turns telling the other member of their foursome about the person they interviewed; example student A tell student C and D about student B.

c. Step 3: each student tells whole class about one student in their group. Example: student A in one group can tell what they learned from student C about student D.[18]

3. Close-activity (Closing)

The last teacher close the lesson.

E. Problems In Teaching Speaking

In teaching learning process especially in speaking as a teacher usually finds some problems in teaching speaking activity as Nunan states that there are some problems faced by the teacher in teaching speaking activity in the classroom. They are as follows[19];

1. Clustering

Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically through such clustering.

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[18]FahimahSaifuddin, *Improving Students' Speaking Ability Through Three-Step Interview Technique,* (JP3, Vol. 1, No. 12,2013)

[19] Nunan, David. 2003. *Practical English Language Teaching*. New York: McGraw-Hill, p.23

2. Redundancy

Sometimes it is used to make meaning clearer.

3. Reduced forms

It is including contractions, elisions, reduced vowels, etc. If the learners don't know about this, it will sometimes develop a stilted, bookish quality of their speaking.

4. Performance variables

The difference between native and nonnative speakers of language is in their hesitation phenomena. Learners should know when to pause, backtrack or correct the language when they have to speak with it.

5. Colloquial language

The learners should also know about the words, idioms and phrases of colloquial language and that they get practice in producing these forms.

6. Rate of delivery

Another salient characteristic of fluency is rate of delivery. The teacher should help learners to achieve an acceptable speed along with other attributes of fluency.

7. Stress, rhythm, and intonation

This is the most important characteristic of English pronunciation. The stress-timed rhythm of spoken English and its intonation patterns convey important messages.

8. Interaction

Speaking is about interaction. It is about how you interact and what kind of language that you use that will make the communication goes smoothly.

It can be inffered that teaching speaking is a very important part of foreign language learning. The ability to communicate in a foreign language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life. Therefore, it is essential that foreign language teachers pay great attention to teaching speaking by providing students with adequate exposure with the language and with adequate motivation to communicate through it. Rather than leading students to pure memorization, providing a rich environment where meaningful communication takes place is desired. With this aim, teacher should be aware of the problems that may face in conducting the English speaking class; starts from the problem faced by the students and the teachers, in addition, the problem from the language itself that is not spoken in the community.

Krupnick says that classroom environment, the development of self-esteem, and, later on, self-confidence in a profession, may be linked in speaking class. The extent of students' involvement in class is a major factor in shaping their self-concepts.[20] To solve these problems, there were some solutions of the problems faced by teacher above, they are as follows:

a. Review the incident as soon as possible. Try to deal with the incident as quickly as possible once the students has calmed down.

b. Listen actively, take time for the students to make a conversation.

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[20]Catherine G. Krupnick,*Classroom Environment*, available on: http://isites.harvard.edu/fs/html/icb.topic58474/krupnick.html [December 17th, 2014].

c. Use non-threatening questions. Ask questions that focus on "how" and "what" instead.

d. Show personal interest in the student.[21]

Concerning to the explanation above, the extent of students' involvement in the class is a major factor in shaping their self-concepts. The teacher should do some acts to solve the problems such as: review the incident as soon as possible, listen actively, use non-threatening questions and show personal interest in the student.

According to Malley, there are some problems that face by a teacher in teaching speaking

1. Students will not talk or say anything.

   It can be solved by arranging the classroom desks differently, in groups instead of lines. Giving positive feedback also helps to encourage and relax shy students to speak more.

2. When students work in pairs or groups they just end up chatting in their own language.

3. When all the students speak together it gets too noisy and out of hand and lose control of the classroom.[22]

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[21] Classroom behavioral and interventions, available on: http//:www. Classroom behavioral and interventions.pdf[December 17th, 2014].

[22] Alan Maley, *Classroom Problems* in Teacher British Council, available on: http://www.teachingEnglish.org.uk/articles/teaching.speaking-skills-2-oovercoming-classroom-problems,Elt, Caracas, 2004. [January 11th, 2016].

Another way to discourage students speaking in their mother tongue is to walk around the classroom monitoring their participation and giving support and help to students as they need it. Maybe they just need some extra reassurance or they do not like working with certain students or there is some other problem that you can help them resolve. Even though there are some problems for the teacher in teaching speaking, she/he can solve the problems by doing some acts. She/he can give more attention for the students by walking around the class, making sure the students want to speak with a good topic, make a group and so on.

The teacher can use walking around and monitoring the students and naturally move over to the part of the classroom where the noise is coming from and calm the rogue students down and focus them back on the task without disrupting the rest of the students who are working well. According to Piccolo, there are solutions to speaking problems as follows:

a. Group work: 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.

c. Interesting topic: choosing a topic according to the interests of the class ensures students motivation.

d. Clear guidelines: feedback reveals the result 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.[23]

Based on the explanation above, the teacher is hoped to be able to manage classroom like walking around and monitoring the students. The teacher can do some acts that can make the students not noisy, feel shame, choose an interesting topic, and so on. The characteristics of successful speaking in the class include:

a. Making sure that students' participation is not dominated by a few talkative students.

b. Making sure that students want to speak because they are interested in the topic.

c. Making sure that students have something relevant to say.

d. Making sure that students can be understood by everyone.

e. Making sure that there aren't frequent interruptions while a student is speaking.[24]

From the explanations before, the teacher can ensure the students can active in the class, all of the students, not only few talkative students. Then, the teacher can ensure choose an interesting topic so that the students want to speak, after that she/he can ensure that students have something relevant to say and can be understood by everyone, last the teacher can ensure that the students can listen carefully while the another is speaking. Hopefully, the speaking class will be successful.

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[23]Louanne Piccolo, *Teaching Speaking to English Second Language Students, available on:* http://suite101.com, [December 17th, 2014], pp.2-3.
   [24]Ibid, p.1

E. Problems In Learning Speaking

Besides teacher's problems in teaching speaking usually students also find some problems in learning speaking. Learning to speak English requires more than knowing its grammatical and semantic rules. Students need to know how native speakers use the language in the context of structured interpersonal exchange. In other words, effective oral communication requires the ability to use the language appropriately in social interaction.[25] When people speak English they should pay attention to the elements of language, they are: Pronunciation, grammar, and vocabulary,[26]so that there is no misunderstanding in communication.

Tutyandari in Widiati and Cahyono mentions that students keep silent because they lack self confidence, lack prior knowledge about topics, and because of poor teacher-learner relationship. In order to cope with students limited knowledge, she advised speaking teacher activate the students prior knowledge by asking question related to topic under discussion. She also mentions that students self-confidence can be enhanced and their anxiety reduced by giving them tasks in small groups. In short, the problems that Indonesian EFL learners face in developing their speaking performance related not only to their linguistics and personality factors, but also the types of classroom tasks provided by the teachers. Thus, this section suggests that teachers have an important role in fostering learners ability to speak English well. For this, the

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[25]UtamiWidiatiand BambangYudiCahyono,*The Teaching of EFL Speaking in the Indonesian Context:* University of Malang, English Article,2006, p. 273.

[26]Jeremy Harmer, *The Practice of English Language Teaching,* Third Edition, Singapore Longman Group UK Limited, 1991, p.269.

teachers need to help maintain good relation with EFL learners, to encourage them to use English more often, and to create classroom activities in order to enhance student interaction.[27]

Brown in Juana also states that some psychological factors such as shyness and anxiety are considered as the main cause of students' reluctance to speak. All these indicate the importance for teachers to help students reduce those feelings to maximize their learning to speak in English. That is why teachers' efforts should be focused on developing students' ability to speak since learning to speak to considered as the greatest challenge for all language learner. In this sense, teachers have to give more opportunities to their students to express themselves by providing them with speaking activities that enable them to speak English.[28]

Based on the statements above, many factors and reasons that make students have difficulties in learning speaking. Therefore, a teacher should be able to make the atmosphere in the class interesting in order that students' difficulties in learning English can be overcome. The ways to overcome are such as teaching the students in order to have a high confidence, giving them motivation in learning English, and latter giving them great support. Therefore, the process of teaching and learning in the classroom can take place with convenient because students do not have more difficulties of learning speaking.

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[27]UtamiWidiati and YudiCahyono, Op.Cit, p. 270.s

[28]Juhana, *Psychological Factors that Hinder Students from Speaking in English Class,* Journal of Education and Practice, 3 (12) 2012, p.100 .

Thornbury states that a learner faces can break down into two main areas, they are as follows:[29]

1. Knowledge factors

The learner doesn't know yet about aspects of the language that enable production. They are lack of knowledge of the language and lack of practice for speaking itself, since English is a complex language, therefore practice is as important contributing factor to improve speaking proficiency.

2. Skill factors

Although the learners have known about aspects of language, however they are rarely practicing speaking English, thus their skills are sufficient to ensure fluency. As a result, there may also be "affective factors", such as lack of confidence or self conciousness which might inhibit fluency.

Based on the explanations, it can be inferred one of the difficulties in teaching speaking is caused by lack of practice of speaking itself. It can be solved by applying techniques that make the learners always practice speaking.

According to Ur other problems that are commonly observed in the language classroom are related to individual learners' personalities and attitudes to the learning process and learning speaking in particular. They can be defined as follows:

1. Inhibition – fear of making mistakes, losing face, criticism; shyness;

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[29] Scott Thornbury, How To Teach Speaking, Malaysia, Longman, 2005, p. 39

2. Nothing to say – learners have problems with finding motives to speak, formulating opinions or relevant comments;

3. Low or uneven participation – often caused by the tendency of some learners to dominate in the group;

4. Mother-tongue use – particularly common in less disciplined or less motivated classes, learners find it easier or more natural to express themselves in their native language.[30]

Farooqui states that the causes of the students' difficulties in English are because they are feeling shy of their limited vocabulary and affraid of making mistakes in front of the class. Another problem which appear in speaking skill is the participant to practice the language itself.[31] Abri in Hosni adds that the lack of oral activities in textbooks is a strong reason for students' difficulties in speaking.[32]

Wijaya says that there are some problems that would arise while students are speaking in the class as follows:

a. Inadequate or appropriate teaching.
b. Classroom environment.
c. Health problems.
d. Loss of confidence.
e. Emotional or behavioral problems.[33]

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[30] Penny Ur, 1995. *A Course in Language Teaching. Practice and Theory.* Cambridge: Cambridge University Press, p. 129

[31] Farooqui, S. 2007. *Developing speaking skills of adult learners in private universitie in Bangladesh: problems and solutions.* Australian Journal of Adult Learning, 47 (1), pp. 94-110.

[32] Hosni, Samira Al. 2014. *Speaking Difficulties Encountered by Young EFL Learners. International Journal on Studies in English Language and Literature (IJSELL).* Oman

[33] Wijaya. *Learning Difficulties*, available on: http://www.learning and learning difficulties handbookay for teachers.pdf, [February 17th, 2015]

Based on the problems, the students with learning difficulties should be given alternative or assistance accordance with the factors cause of that learning difficulties can be overcome, and students can absorb maximum knowledge, such as teaching them to have a high confidence, giving students motivation in learning English, and the latter gave them great support, so the process of teaching and learning in the classroom can take place with convenient because students did not have more difficulties of learning speaking.