CHAPTER II

REVIEW RELATED LITERATURE

2.1 Perception

What one considered as difficult might be not for others. Here is where the term of perception come. When facing a case or a problem, everyone might has opinion about it because it is related to the person itself, the opinion might come from experience, what one has read or listen, and many more. Defining the perception and also the factors affecting it in this chapter hopefully able to give clear understanding about what the researcher intend to do in this research. The perception itself will be discussed generally so then it can be connected to the concept of speaking and speaking difficulties.

2.1.1 Definition of Perception

Every person in this worlds has many different opinion toward something, because a person looks at something as an object at different view. Therefore, no one has persisted opinion in judging something. The way of judging something by their own opinion is familiar with the term of perception. Commonly, perception is the way how of a person think or understand about someone or something. In line with this statement, Merriam (2013) has given a definition of perception as the way that
someone notice or understand something using of the senses. She stated that perceptions can be influenced by expectations, need, conscious ideas, values, and conflicts. As stated by Gregory (1970) perception involves making inferences about what someone see and trying to make a best guess. Prior knowledge and past experiences, he argued, are crucial in perception.

Moreover, Cherry (2003) stated that perception is humans’ sensory experience of the world and involves both the recognition of environmental and actions in the responses. Perception not only creates the experience of the world but it also allows to act within the environment. Perception in this case is what sows up for someone. That is not so much a matter of what is happening inside or the experience, but how someone is achieving or failing to achieve access to what is going on around. In addition, talking about perception, it is closed to activity of sensing, interpreting and appreciating objects both physical and social (Young, 1985:59). He mentioned perception includes how we perceive an object in the real world.

Perception in this case is established based on what someone feels at current time. In this point, Hamacheck (1995) believed perceptions as how individuals’ experience stimulated by the sensory receptor from the environment around them. Since, when all the sensory organs are working well, all the things could be interpreted as part of perception process. If they are excited with a certain thing, object or phenomenon, they will have positive perception. In contrast, if they are feeling bad to a certain thing, object or phenomenon, they will have negative perception.
In addition, perception can also be related to someone’s experience to something, it is also can be addressed on someone’s experience for educational setting. As stated by Merriam (2013) perception is provided an important perspective on learning or educational setting. In this case, perception is conducted from students as the subject of learning in educational setting. Their perception could be about learning environment, students’ perception, perception toward learning context and so on. It is in line with this study relating students’ perception of difficulties in learning English specially on speaking skill. It need to observed to know students’ perception in eleventh grades of SMAN 5 Jambi, so based on the quotation above, perception given by the student can make easy the teachers to teaching English speaking skill.

2.1.2 Factors Affecting Perception

Every individual has different perception in organize and interpret an object perceives. Elzu (2011) stated that perceptions are influenced by the perceiver, the object or target being perceived and the situation. She described that several characteristics of the individual perceiver can influence the perception. The major characteristics of the perceiver influencing perception are: First, the perceiver’s attitudes can influence perception. Second, moods can have a strong influences on the way of perceive something. Third motives or needs can stimulates individuals and may exert a strong influence on their perceptions. Fourth, experiences and memories also can influence the perceptions. Next, interest of the perceiver. And expectation of the perceiver can influences someone perception in that how someone will see what she or
he expect to see. She also explained there are some factors of the target or the object that influencing the perception. These factors can reside: size, color, uniqueness, intensity, motion, social, status and background of the target. Then the situation that explains as the context or target being seen by someone.

In other hand, Tallent and Spungin as quoted in Mukson (2013) stated that perception is influenced by personal and social factors, the personal factors related to perception caused by internal factors such as need, motivate then for social factors related to perception caused by external factors such as other people or environment. Furthermore, Cherry (2003) discribed that perception is influenced by the perceiver, the perceived (object) and the situation. The process or preception will start when perceiver looks at the target or an object and attempts to interpret what they feel by the sense. Then, the situation also influences perceiver’s perception. The situation in which we see objects or events is important. The element in the surronding environment influences the perception.

In short, ther are many factors that can be influences the perception. Perception also can be addressed as the set of process by which a person collects and input te data and interprets the data from te situation or environment to obtain a meaning from the target or an object. In addition, perception built can be devided into two catagories that is positive perception and negative perception. Positive perception indicates that there is good perception toward an object and negative perception indicates that bad perception towards the object.
In this study, perception is a kind of help that is needed from the students to know what are the difficulties in learning English speaking skill at SMAN 5 Jambi.

2.2 The Nature of Speaking

People learn to speak since they were infant, the language they learnt is what we called as mother language. Since it is acquired naturally and learnt for a long time, there is no problem for people to speak in their mother language. Learning a new language in the specific age may not be as easy as acquiring mother language, since the new language itself is not used by the family members in the house, and also by people in the public where someone live.

There are also many external and internal factors of why students have different level of ability to understand a new language even though it is only thought at school. Some students might learn a new language easily, because they have verbal – linguistic intelligence and their parents at home facilitate them to learn the new language itself, in the other hand, the students who have difficulty in learning a new language may have other reasons too behind it. To find out about their difficulties, it is better to mapped some statements related to the possible problems itself and ask students to choose what fit them or by asking them personally. Before the discussion about it come up, to be understand the concept of speaking itself and the sub-discussion are very important as the basis.
### 2.2.1 The Definition of Speaking

Speaking is one way to communicate where people can share knowledge, information and ideas. According to some experts, there are some definition of the nature of speaking. Widdowson (1978) said that speaking and listening are said to relate the language through the aural medium; reading and writing are said to relate to language expressed through the visual medium. Speaking and writing are said to be active or procedure skills whereas listening and reading are said to passive or receptive skill. Speaking as an instance of use therefore is part of reciprocal exchange in which both reception and production play a part (Widdowson, 1978). It means that, both of them need to exchange an information, ideas, opinions and feeling.

Morris (2011) said that talk serves as a natural way of communication between member of the community, both for the expression of the mind as a form of social behavior and as a natural way of communication. Talk can be done if there are two or more people in the field of communication. According to Burgess (1994), speaking is an activity in which someone is talking about something or tells others about something that interested. Speaking is a skill that is used by someone to talk in daily life, whether at school or outside (Heubner, 1999).

Tarigan and Guntur (1990) defined that speaking the language is a skill that is developed in a child’s life, which is produced by the skills of listening, the speaking skills of the period studied. In speaking, students find it difficult to talk even though they have a lot of pronunciation. The problem is that students are not familiar in speaking English, however speaking is a productive skill. It is part of listening.
When speaking, it will produce text that should be meaningful. In the nature of communication, there must be a speaker, listener, massage and feedback. Speaking of pronunciation cannot be separated because it encourages learners to learn English voice. In English teaching and learning, speaking is a crucial skill, since it required more than knowing. Its grammar and vocabulary (Khameis, 2006). Thornbury (2005:4) also stated that speaking is an interactive and requires the ability to cooperative in the management of speaking turns. It implied the speaking in an interactive activity where the speakers have to be able to manage the speaking turns, when to speak and when stop. In general, speaking can be defined as the process of the ability to say the sounds of language to express or receive idea orally.

According to Nunan (1991), said that the success of speech is measured by one’s ability to conduct a conversation in the language. We recognize that there are many contributing factors that influence the success of teaching speaking and there are many factors why obstacles are not going well. From the above it can be concluded that talking is what is said to what is in the look, feel and think. One could hear what was said. So, in this process is called the interaction between the two sides.

According to Bailey (2005), speaking is the productive oral skill. It consists of production systematic verbal to convey meaning. Brown (2001) defined speaking ability in language class is the ability to express ideas, feelings, opinions, and wishes in carrying out speaking task in the classroom.

When someone talk to someone else, there will be a relationship. Relationship itself is known as communication. Furthermore Wilson (1983) defined speaking as the
development of the relationship between speaker and listener. On the other hand, spoke
to reffered to as oral communication and speaking is one skill in English. That why
teacher have a big challenge to allow their students to master English very well,
especially speaking English in the classroom or outside the classroom.

2.2.2 Speaking Aspects

A speaker should determine some aspects of speaking when they want to speak.
Brown (2001) stated there are four aspects of speaking that the student could consider
in speaking, they are :

A. Pronunciation

Pronunciation refers to the problem of sounds that we used to make
meaning. It includes attention to the particular sounds of a language (segments), aspects
of speech beyond the level of the individual sound. Such as intonation, phrasing, stress,
timing , rhythm (suprasegmental aspects), how the voice is projevtive (voice quality),
and in its broadest definition, attention to gesture and expressions that are closely
related to the way we speak a language.

B. Grammar

Grammar is one of the important language component in learning
language. Speakers and writer can communicate and convey their messages clearly and
meaningfully because of their ability and understanding of grammar.
C. Fluency

Fluency is the area of language ability which related to the speed and ease with which a language learners performs in one of four core language skills of speaking, listening, reading, and writing. Although the concept of fluency relates to all four language skills, it tends to be most closely associated with speaking.

D. Vocabulary

Vocabulary is knowledge of words and word of meaning. However, vocabulary is more complex than this definition suggests. First, words come in two forms: oral and print. Oral vocabulary includes those words that we recognize and use in listening and speaking. Print vocabulary includes those words that we recognize and use in reading and writing. Second, word knowledge also come in two forms, receptive and productive. Receptive vocabulary includes words that we recognize when we hear or see them. Productive vocabulary includes words that we used when we speak or write. Receptive vocabulary is typically larger than productive vocabulary, and may include many words to which we assign some meaning, even we don’t know their full definitions and connotations or ever use them ourselves as we speak and write. The researcher use the speaking aspect above in assessing students’ perception in speaking skill.

2.3 Difficulties in Learning to Speak

Students are lack on English usually because they have low motivation in learning English. It was carried out by Nauli (2014) that there are three parts of
difficulties in speaking English. They are cultural difficulties, English difficulties and communication problems. According to Syakur (1987 as cited in Nauli 2014) explained that speaking is complex skill because at least it is concerned with components of grammar, vocabulary and pronunciation. Like Nuraini (2013) indicated that the main challenges factor that English teacher faced in teaching in this research are academic factors they are students demotivating and low students’ basic English ability. English speaking is also not easy for students, because they must study hard if they want fluency and good comprehension to speak therefore they must learn more about Vocabulary, Pronunciations, Grammars and they must have willingness. Based on Chens’ research (2009) entitled: A Pilot Study of some ROCMA Cadets’ Difficulties in English Speaking students’ common difficulties are they did not confident, limited fluency and limited vocabulary.

In addition, Raba’ah (2005:15) pointed out that there are many factors that cause difficulties in speaking English. Some of these factors are related to the learners themselves, the teaching strategies, the curriculum, and the environment. For example, many learners lack the necessary vocabulary to get their meaning across, and consequently, they cannot keep the interaction going. Inadequate strategic competence and communication competence can be another reason as well for not being able to keep the interaction going

Among many problems related to learning speaking English, there are some of them that can be found in almost all journals and research discussing about difficulties or problems in learning speaking English. Here are some of them.
2.3.1 Lack of Pronunciation

Many students think that good English speaker assessed by the correct grammar and good pronunciation. Like Burnkart, (1998) argued that speaking is the most important language skills that need to be controlled, and it assess learning achievement based on mastery of speaking skills. However, speaking skill is considered as a hard skill to master-the most complex and difficult skill to master (Hinkel, 2005, p. 485). According to Syakur (1987 as cited in Nauli 2014) explained that speaking is complex skill because at least it is concerned with components of grammar, vocabulary and pronunciation. A speaker who constantly mispronounces a range of phonemes can be extremely difficult for a speaker from another language community to understand (Gerard, 2000:11). Hetrakul (1995:76) states that “The problem which is often faced by the students is about pronunciation. They felt difficult to pronounce certain words because in English, between pronunciation and writing are different

Pronunciation refer to the production of sounds that includes attention to the particular sound of language (segment), such as intonation, phrasing, stress, timing, and rhythm (Centre, 2012). Students’ lack of pronunciation also can effects students problem in speaking. In English pronunciation, it has some components that students should understand such as vowel and consonant sounds, timing and stress pattern, intonation and rhythms and also spelling. For instance, learners with goiod pronunciation in English are more likely to be understood even if they makew errors
in other areas, where as learners whose pronunciation is difficult to understand will not be understood, even if their grammar is perfect.

2.3.2 Lack of Vocabulary

The students’ difficulties when speaking English were vocabulary. According to Sheila (2015), the students do not know the vocabulary, then they use Indonesian language when they have to speak English. It is too pity because they will use Indonesian language for several time. It is an evidence that conversation requires vocabulary mastery. A students have not confidence in speaking English because they are afraid if they choose the wrong word.

Hetrakul (1995:76) states that “Vocabulary is a component in speaking. In speaking English, students need to master a lot of vocabulary, because by mastering many words, they would study way of speaking easily. Sometimes, students felt difficult when they were learning because they had limited vocabulary”.

Nauli (2014) said that without having a sufficient vocabulary, one cannot communicate effectively or express their ideas in both oral and written form. Similarly, Hornby (1986:959) conclude that vocabulary is stock of words or sets of lexis, which will be combined with the certain rules in making up the language: also vocabulary has function to other four skills effectively. Nirana (2015) explained on her thesis that the difficulty which participants found in learning English, such as English translation, pronunciation, vocabulary, speaking even one of them admitted she did not like
arranging the words and English formula because it is difficult to understand. The majority of the participants admitted that they have difficulties in translation and vocabulary.

Vocabulary refers to the words that speakers used when speakers want to talk. So in this case, the students should have much vocabulary to get successful communication. For instance, when student talking and then get stuck caused she/he do not know what words that they should to say, so the point of communication cannot deliver to listener. In conclusion, in order to get conversation run well, the speaker should must much vocabulary.

2.3.3 Lack of Self Confidence

Dina A & Ghadeer A (2014) in the analysis of their study entitled an investigation of the difficulties faced by EFL Undergraduates in speaking skills that used qualitative method reveals that the 566 undergraduate students in the sample possess low self-efficacy perspectives, which means they have low self-confidence in their ability to communicate in English. Similarly, Nauli (2014) in his thesis explained that students feel inferior when people don’t welcome them if they speak English they also think that mockery coming from people around them reduces their desire to speak and practice English, especially speaking skill. They said that self-confidence becomes the important thing of having passion to practice and speak English outside the classroom.
Chang & Cho (2003), they reported that the demotivating factors in English language learning were learning difficulties, threats to self-worth, monotonous teaching, poor teacher-student relationship, punishments, general and language-specific anxiety, lack of self-determination and poor classroom management.

Being a shy will influences students confident in speaking. Students who lack of confident will get difficulty to delivered a sentence. It might cause, they afraid to make a mistake. Besides, the students afraid get mockery from friends. Students’ mockery also influences students confidents in talking. One example, a student master linguistic knowledge in speaking, but she/he shy to speak in English because she/he always get mockery from their friend.

Anxiety appears from te students’ inner felling spontaneously when they are speaking English. For instance, the students believe that other students are smarter than him/her. This phenomenon will disturb their psychology, as a result, student’s willingness in speaking will be down. Attitude in speaking activity is very important, based on context students have to choose the appropriate attitude in other to get the good speaking situation. Attitude involves evaluation by which to attack good or bad qualities to a topic, an organization or a person. Attitude contain the way expressing felling. For one example, the students give information about bad news but the information without expressiveness of sad, in this case, the information is not too convicing.

To sum up, language need expressiveness in other the listener easy to
understand what the speaker says. Emotion refers on students’ mood to speak up at particular time. If the condition of students is un-mood, it also influenced students’ willingness to say something or short conversation will be happen. Sometimes, short conversation cannot create clear message to the listener. So, in conclusion, not only shyness, anxiety and attitude that influence effective communication, but also ‘mood’.

2.4 Review of Previous Related Study / Research

There have been many studies that have investigated the difficulties in English speaking skill that the students face. One of them is conducted by Al-mahrooqi (2012). His research is about students’ perspective on low English proficiency in Oman. This quantitative research found that there are some factors causing low English proficiency among students. They are teachers, curriculum, students themselves, limited exposure to English and lack of practice outside the classroom, parents and the social context, the system and the school environment and having careless and unmotivated friends. He used questionnaire where some statements related to the difficulties in speaking itself are provided, students only have to give the check mark to the statement that suit their perception. They don’t have to be afraid to be honest to answer the questionnaire, because the researcher anonymize his participants.

The same research is carried out by Nauli (2014) found that there are three parts of difficulties in speaking English. They are cultural difficulties, English difficulties and communication problems. The first part is divided into two, social acceptance and
the English status. The second part, English difficulties are divided into English elements problem and personal problem. The last part is communication problems, it divided into two. They are self-confidence and speaking opponent. His participants are the eighth semester university students in one of national university in Jambi. The way he collected the data was through interview.

Another research has been conducted by Yunita (2014). She indicated the problems that students face in learning English speaking skill were grammar; vocabulary; pronunciation; shy; anxiety; emotion, students’ motivation. From the finding the researcher concluded all the participant faced some problems in learning speaking but students who take english course more had problem in speaking than students who don’t take english course. So, student who take english course doesn’t guarantee students could fluently in speaking.

Next research comes from Nazara (2010), she revealed that some respondents felt they were sometimes scolded by their lecturers for speaking incorrectly, but more than half didn’t think so. Some of them did not speak English in the classrooms because of learning of their teachers. In addition, more than a half of the respondents felt shy to speak in English because of fearing of their class fellows’ laughing. In short, providing a friendly and conducive environment in the classroom should be made a priority.

Compare to the previous researches discussed above. This research has different participants, which is junior high school students. They might face different
difficulties than university students. And geographically, with the way the teacher teach the students, the situations, the result that will be gotten in this research might also be different than what were found in Oman. The researcher tend to not only found the students’ difficulties but also to give suggestions that can improve or at least encounter those difficulties itself.

In this research, since perceptions about speaking English difficulties are really wide, the difficulties that the researcher might be found can be more than three discussed above because the circumstance, facility and other external factors of the students as the target in this research are different with them in other researches worldwide.