

CHAPTER II

LITERATURE REVIEW

2.1 Theoretical Review

2.1.1 Definition of Speaking

Generally, language is taught and assessed in terms of the four skills: listening, speaking, reading, and writing. These skills are divided into two categories: receptive and productive. Be it a productive skill, speaking is complex to be taught. Speaking is a basic skill that should be possessed to communicate. According to Brown (2004) states that speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and the effectiveness of a test taker's listening skill, which necessarily compromises the reliability and the validity of an oral production test. Speaking in a classroom involves the interaction between teachers and students or among the students which depends on how classroom activities are organized.

Compared with writing and reading skill (commonly assumed as written language, receptive skills), speaking has some distinctive characteristics. In speaking, speakers do not typically speak complete sentences; use less specific vocabulary than in written language. This speaking skill must

be possessed by students, because the success of learning to speak can be measured through the ability of students to convey their ideas orally.

In line with the definition above, Cameron (2001) stated “speaking is the active use of language to express meaning, so that other people can make sense of them, therefore, the label of productive use of language can be applied to speaking”. Based on the explanation above, the researcher conclude that learning to speak requires a lot of practice and attention, when students can communicate in a good way it means they have achieved the goal of mastering speaking skills.

Sakale (2012) describes speaking as a dormant skill that has been neglected for a long time in EFL classrooms. Speaking is “simply the physical embodiment of abstract systems”. In other words, speaking is the physical realization of ideas, concepts, and assumptions existing in the human schema. It transforms abstract ideas into sounds and utterances that form meaning. Speaking is also perceived to be an interactive process as it embodies an interaction between two or more interlocutors in a given situation. It, therefore, differs according to the social situations; the language used in formal settings differs from that used in informal context. Significantly, novel approaches to learning and teaching, e.g.

situational language teaching, highly advocate the use of authenticity to make learning more effective and approachable.

2.1.2 Types of speaking

There are five types of speaking according to Brown (2004) there is:

a) Imitative

At one end of a continuum of types of speaking performance is the ability to simply parrot back (imitative) a word or phrase or possibly a sentence. While this is purely phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of language may be included in the criterion performance.

b) Intensive

The second type of speaking frequently employed in assessment context is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationship (such as prosodic elements, intonation, stress, range, fluency).

c) Responsive

Responsive assessment task include interaction and test comprehension but at the somewhat level of very short conversation, standard greeting and small talk, simple request and comments, and the like.

d) Interactive

The different between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges or multiple participants. Interaction can take the two forms of transactional language, which has the purpose of maintaining social relationship.

e) Extensive (monologue)

Extensive oral production task include speeches, oral presentations, and story telling, during which opportunity for oral interaction from listener is either highly limited (perhaps to nonverbal response) or ruled out altogether.

2.1.3 The Speaking Component

Speaking is a complex skill is requiring the simultaneous use of the number of different abilities, which often develop at the different rates. Brown (2018) defined the component of speaking. The following are the levels of components contained in speaking.

a) Pronunciation

Pronunciation is the way for students to produce clearer language when they speak. Pronunciation is an action or result that produces speech sounds which include articulation, vowel formation, accent, and inflection. Sometimes listeners don't understand what we are talking about because of bad pronunciation. Pronunciation is the fact of how to pronounce articulation.

b) Grammar

It is needed for students to arrange a correct sentence in conversation. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form. Before someone speaks, he or she has to think about some factors and components of what he or she is going to speak. In speaking, we produce many words. These words need to be united together to form phrases, clauses or sentence that is correct and meaningful.

c) Fluency

In simple terms, fluency is the ability to talk freely without too much stopping or hesitating. When speaking fluently students should be able to get the message across with whatever resources and abilities they have got, regardless of grammatical and other. Fluency is the ability to read, speak, or write easily, smoothly and expressively. In other words, the speaker can read, understand and respond in a language clearly and concisely while relating meaning and context.

Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and “ums” or “ers”. These signs indicate that the speaker does not have spent a lot of time searching for the language items needed to express the message.

d) Comprehension

Comprehension is discuss mistakes by both speakers because comprehension can make people getting information they want. Comprehension is defined as the ability to understand something to a reasonable comprehension of the subject or as knowledge of what a situation is really like. For oral communication, it certainly

requires a subject to respond, to speech as well as to initiate it.

e) Vocabulary

Vocabulary is single word, set phrases, variable phrases, phrasal verbs and idioms. Without having a sufficient vocabulary, one cannot communicate effectively or express their ideas both oral and written form. Having limited vocabulary is also a barrier that precludes learners from learning a language. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed. So, based on this explanation, the researcher concluded that without mastering vocabulary sufficiently is English learners will not be able to speak English or write English properly.

2.1.4 Concept of Speaking

Brown (2018) speaking is a communication tool used by every human being in interacting with others. Based on the definitions above, the researcher conclude that speaking is an important skill which is done by producing voice of words. It is using for communicating with others. Harmer (2001) states that the ability to speak English presupposes the elements necessary for spoken production as follows:

a) Connected speech

The effective speakers of English need to be able not only to produce individual phonemes of English, but also to use fluent connected speech. So, the teachers should involve students in oral activities designed specifically to improve their connective speech.

b) Expressive devices

Native of English change the pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical and non-verbal means how they are feeling. The use of these devices contributes to the skill to convey meaning. They allow the extra expressions of emotion and intensity, students should be able to deploy at least some of such supra segmental features and devices in the same way if they are to be fully effective communicators.

c) Lexis and grammar

Spontaneous speech is marked by the use of number of common lexical phrases, especially in their performance of certain language function. Teachers should therefore supply variety of phrases for different functions, such as: greeting, agreeing and disagreeing.

d) Negotiation language

Effective speaking benefits from the negotiatory language we use to seek clarification and to show the structure of what we are saying.

2.2 Concept of ESP in Learning English

ESP program has been established both at university level and occupational setting. This is proposed to meet specific instructional objectives. The progression of technology and commerce enquire practitioners to master specific language skills (Block and Cameron, 2002). Learners were seen to have different needs and interests, which would have an important influence on their motivation to learn and therefore on their effectiveness of their learning (Hutchinson and Waters, 2002). The effect is to create a new mass of people wanting to learn English not for the pleasure or prestige of knowing the language, but because English is the key to the international currencies of technology and commerce.

ESP approach needs a well-designed research curriculum and pedagogy for its students. ESP should not be taught in a vacuum, but should prepare students for the content and tasks to which they will be exposed. It should be understood as an approach to teach or what Dudley-Evans describes as an 'attitude of mind'. This is a similar hypothesis to that proposed by Hutchinson & Waters (2002) who stated that ESP is an approach to language teaching in which all decisions as to content and

method are based on the learner's reason for learning. The meaning of 'special' in ESP approves the rule of ESP as an approach to language teaching where content and method are applied based on the learner's need in learning.

2.3 ESP for EFL non-English major students

English for Specific Purposes (ESP) is a new approach in teaching and using English for certain fields and studies according to the needs of fields of knowledge and professions that use English. These fields of knowledge and professions are for example English for law, medicine, mechanical engineering, economics, or maritime and so on. English for Science and Technology (EST) is one of the major areas of ESP. It is considered the predominant branch of ESP. The paradigm shift in the fields of business, finance, banking, economics, and accounting is another contributing factor to the importance of EST (Dudley-Evans and John, 2009).

The purpose of ESP itself is for students to be able to master English in the field they are studying. For example, EFL non-English major students at UIN Fatmawati Bengkulu have several majors such as Sharia Banking that must learn English about Banking, SPI that learn English about Historical Islam, and other majors at UIN FAS Bengkulu. In the context of learning English in UIN Fatmawati Sukarno Bengkulu, especially for EFL non-English major students, ESP approach has been commonly

applied. Then, especially for non-English department students of this university, being able to communicate English as well as use it for learning their subjects excellently would be measured as their core requirements of learning English. Therefore it is clear that the foundation of ESP is the simple question of what the students learn English for, where the answer to the question relates to the learners that is their needs, the language required that is the language skills they need to master and how well, and the learning context that refers to the genres they need to master either for comprehension or production purposes (Dudley-Evans, 2001).

2.4 Concept of Problems in Teaching and Learning Speaking

2.4.1 Definition of Problems

In Oxford Learning's Pocket dictionary the word 'problem' is thing that difficult to deal with or understand. So, problem is a situation, person, or thing that difficult to understand something and needs attention then needs to be dealt or solved. According to Seel, N.M. (2012) problem is generally considered to be a task, a situation, or person which is difficult to deal with or control due to complexity and intransparency. In everyday language, a problem is a question proposed for solution, a matter stated for examination or proof. In each case, a problem is considered to be a matter which is difficult to solve or settle, a doubtful case, or a complex task

involving doubt and uncertainty. It means that the cause of problem in mastering English are some differences between English and Indonesian such as pronoun, grammar, and phrase. It can be concluded that problem is thing that difficult to deal and understand, problem occur because there is gap between the expectation or something and reality. To solve the problem we need to understand the problem and cause of the problem occur.

2.4.2 Problems in Teaching and Learning Speaking

In teaching English process especially in speaking as a teacher usually finds some problems in teaching speaking activity. Teachers must be aware of the needs of their students in terms of speaking proficiency. According to Harmer (2007) in his book "How to Teach English, some factors included in Classroom problems factors related to second language learning problem among the teacher and the students are as follows :

a. How to be a good teacher

- How important is it to follow a pre-arranged plan?

The teacher must strike a balance between achieving their goals and responding to students' needs. For example, if a teacher plans to have students prepare a dialogue, act it out, and then read a text, they may need more time. The teacher may decide to spend at least half

of the lesson on the acting-out phase, which they find helpful and enjoyable. This decision could lead to a dilemma, whether to abandon the original plan or continue with the student's wishes.

Another scenario is when all students are still working on dialogue preparation, except for two pairs who have finished. The teacher must decide whether to wait for the others to catch up or stop the class to prevent this. This could lead to frustration for the other students. There are also crises like the tape recorder malfunctioning, the teacher forgetting to bring the necessary material, or students remarking on the planned reading text. Good teachers are flexible enough to cope with these situations and can react quickly to unplanned events. They may have quick tasks for the early finishers. Good teachers recognize that their plans are prototypes and may have to abandon some or all of them if things are going too fast or too slow.

b. How to be a good learner

- Why is it difficult to describe a good learner?

Good learners' qualities are influenced by various factors, including their backgrounds, past learning experiences, and the purpose of their classroom environment. Assessment of these factors is challenging due to each student's unique personality. Research

results may not always provide the desired information, as examples like a British study found that the most common factor for musical instrument proficiency was the number of hours practiced. However, this does not account for why some children practice more or the type of practice they do, nor for exceptional students who become expert players even when they do not practice as much.

Teachers often believe that good learners are those who always do their homework, but this raises questions about why some students succeed while others don't. The question remains whether homework is the key factor or if the underlying state of mind of the student is the underlying factor. Overall, understanding the factors that contribute to good learners' qualities is crucial for effective learning.

- How important is the students' motivation?

During World War II, the American military and British Air Force conducted successful language learning experiences. These success stories were attributed to highly motivated teachers and students who wanted to learn languages and had powerful reasons for doing so, including fear of failure. The desire to learn can come from various sources, such as passion for the subject or practical reasons like playing an instrument,

working with English, or improving their fitness. Research in the second half of the twentieth century suggested that students who felt most warmly about a language and wanted to integrate into its culture were more motivated and learned more successfully than those who only learned language as a means to an end. Integrative motivation was found to be more powerful than instrumental motivation.

However, it is crucial for teachers to provoke interest and involvement in the subject even when students are not initially interested. Their choice of topic, activity, and linguistic content can turn a class around, and their attitude towards class participation, conscientiousness, humor, and seriousness can influence their students. Additionally, their behavior and enthusiasm can inspire their students. Teachers are not ultimately responsible for their students' motivation; they can only be encouraged by word and deed. Real motivation comes from within each individual, and teachers must strive to create a positive learning environment for their students.

c. How to manage teaching and learning

- How should teachers mark the stages of a lesson

Teachers often maintain an element of surprise in their lessons, but a clear start is necessary. Teachers should make this clear through their behavior and words, making students aware of the end of an activity and the beginning of the next one. To make changes in direction, teachers need to get the students' attention, which can be difficult, especially when trying to conclude or when students are working in groups. Some methods include clapping hands, speaking loudly, or raising their hand.

When individual students see this, they briefly raise their hands to indicate they are going to be quiet and wait for the next stage. When an activity or lesson has finished, teachers should provide some kind of closure, such as a summary of what has happened or a prediction of what will take place in the next lesson. Sometimes, teachers find themselves in the middle of something when the bell goes, but it is better to round off the lesson successfully to avoid leaving unfinished business behind and a sense of incompleteness.

d. How to teach language

- How can we help students to understand language form

Students need to comprehend the constituent sounds, syllables, words, and phrases of the new language, whether the teacher gives them this information or they work it out for themselves. To demonstrate the sound construction of a word, teachers can say the sounds one by one, such as 'pen... pen... /p/... /e/... /n/... pen...'. Some sounds, like /p/, can be demonstrated by forcing the lips apart with air from the lungs, while others, like /g/ and /k/, are more difficult to demonstrate. When introducing words of more than one syllable, teachers should ensure students know which syllable is stressed. For example, when saying 'table', teachers may exaggerate the 'ta' syllable and add more emphasis by clicking their fingers or stamping their foot on the stressed syllable.

Exaggerated use of voice and gesture is also important for demonstrating intonation. For example, when demonstrating the question 'What is it?', teachers can make their voice fall dramatically on 'is' before rising slightly on 'it', accompanied by falling and rising gestures. To make the bits of the phrase 'It's a pen' clear in students' minds, teachers can say the bits one by one or write the following on the board.

e. How to teach speaking

- How should teachers correct speaking

Teachers should correct mistakes made during speaking activities differently from during study exercises. In speaking activities, teachers often correct every time there's a problem, but in a passionate discussion about smoking bans on tourist beaches, the teacher may disrupt the conversational flow. Constant interruptions from the teacher can destroy the purpose of the speaking activity. To address mistakes, teachers often watch and listen during the activity, noting good points and mistakes made by students. After the activity is over, they ask students how they thought it went before giving feedback. They may praise the way Student A said it and disagree with Student B. They may also discuss the mistakes with the class, write them on the board, or give them individually to the students concerned.

It is important not to single students out for criticism and deal with the mistakes they hear without saying who made them. There are no hard-and-fast rules about correcting, but having a good relationship with students can help intervene appropriately during a speaking activity in a quiet, non-obtrusive way.

However, the general principle of watching and listening for feedback later is usually more appropriate.

f. What if?

- What if students don't want to talk?

Teachers often encounter students who seem reluctant to talk in class, which can be due to various factors such as their character, culture, or background. Bullying these students into speaking is not a viable solution, as it may only make them more reluctant. Instead, teachers can use strategies such as pairwork, allowing them to speak in a controlled way at first, acting out dialogues, using role-play, and using a tape recorder.

Pairwork allows quiet students to read without the pressure of speaking in front of the whole class. This approach requires students to write down their thoughts before reading, which can help them develop a more psychologically responsive response. Acting out dialogues also encourages quiet students to speak more freely, as they can take on a new identity and behave in uncharacteristic ways. Role-play allows students to take on a new identity, allowing them to behave in uncharacteristic ways. The use of role cards can be liberating for quiet students, as it allows them to take on a new identity and behave in uncharacteristic ways.

Lastly, using a tape recorder allows teachers to record what students want to say outside of the lesson, listen to it, and point out possible errors. This allows students to produce a more correct version later in the lesson, avoiding the embarrassment of making mistakes. By implementing these strategies, teachers can help quiet students overcome their resistance to talking and improve their overall academic performance.

Talking about students' problem in speaking activity usually comes from the difficulties in speaking activity faced by students, such as the problems of them fear of making mistakes come from the skill factor of difficulties faced by students. According to Dalem (2017), some factors included in psychological factors related to second language learning problem among the students are as follows :

a. Afraid of make mistakes

According to Dalem (2017) said that the fear faced by the students is usually about their friends negative correction and evaluation and the critics from the teacher. This is making them afraid to learn to speak English skill. This fear is linked to the issue of correction and negative evaluation. In addition, this is also much influenced by the students' fear of being laughed at by other students or being criticized by the teacher. As a

result, students commonly stop participating in the speaking activity. Therefore, it is important for teachers to convince their students that making mistakes is not a wrong or bad thing because students can learn from their mistakes. In addition there are two primary reasons that make students afraid of making mistakes in speaking English. It is about foolish in front of other people and they are too concerned about the response of other people about them.

b. Shyness

Shyness is a typical emotional issue that many students encountered when speaking in front of the class in English. This suggests that students' shyness may be a contributing factor to issues with their classroom learning, particularly when it comes to speaking classes. Following this, Baldwin (2011) goes on to argue that one of the more prevalent phobias that students experience is speaking in front of others, and that sense of shyness causes their minds to wander or causes them to forget what to say. As they say, their shyness greatly impacts their inability to demonstrate their speaking abilities.

Bowen (2005) and Robby (2010) contend that certain shy learners are naturally quiet, which is the root reason for their shyness. In this case, the students are not very confident and tend to be shy because most of them

find it very intimidating when speaking English in front of their friends and teacher. Furthermore, the majority of English language learners experience shyness when speaking the language because they fear making mistakes. This is according to Saurik (2011). Additionally, they fear ridicule from their colleagues. In this way, they fear ridicule from their peers because of their poor command of the English language.

c. Anxiety

Anxiety is a sensation of tension, uncertainty, and worry connected with the situation of learning a foreign language (Horwitz et al., cited in Nascente, 2001). For this reason, it is also important to pay attention to this learning component. According to Sylvia and Tiono (2004), and other researchers have also shown that worry can impact students' learning. Students' performance may be impacted by their nervousness when speaking a certain language. It can affect the level of oral language production and give the impression that a person is less fluent than they are.

Regarding the causes of anxiety, Horwitz and Cope (1986, in Zhao Na, 2007), based on their study, found three main causes of students' anxiety: communication apprehension, test anxiety, and fear of negative evaluation. Communication apprehension refers

to the students' low ability to communicate with the target language. The second cause, which is test anxiety, deals with students' fear of being tested. The last cause has to do with other students' evaluations. In this case, as mentioned above, very often other students' evaluation causes anxiety among themselves. In addition, fear of being evaluated by their teachers is also another factor affecting students' anxiety (Liu, 2007). All these show that understanding students better and being skilled in managing the classroom should be part of the teachers' concern. As suggested by Jeremy Harmer (2007), to reduce this anxiety feeling, teachers need to pay attention to each student's strengths and weaknesses so that they can create a learning method that accommodates all students in the classroom.

d. Lack of confidence

It is commonly understood that students' lack of confidence usually occurs when students realize that their conversation partners have not understood them or when they do not understand other speakers. In this situation, they would rather keep silent while others do talking showing that the students are lack of confidence to communicate. The barrier faced by the students in speaking English is they have a lack of confidence. Students always feel that they are cannot speak English

well. However, as commonly we can understand that the students' lack of confidence usually happens when they realize that their conversational partners cannot understand them or vice versa. Therefore, they choose to be quiet and they are being a lack confidence to try speaking English.

Confidence is an important foundation for students in speaking English skill. It is because when they confident all the things that there in front of them can they are solved. According to He and Chen (2010), state that the most important reason for the students' lack of confidence is they have low skill in speaking English. The other cause of students' lack of confidence also deals with the lack of encouragement from the teacher (Brown, 2001). In this context, many teachers do not think that convincing students that they are able to speak English is important. As a result, as Brown adds, students find the learning demotivating rather than motivating. Therefore, giving students encouragement and showing that they will be able to communicate well in English plays a role in students' success of learning.

e. Lack of Motivation

Motivation is important to notice in that it can affect students' reluctance to speak in English. In this sense, motivation is a key consideration in determining the preparedness of learners to communicate. Students find it

difficult to speak English because they have low motivation. There many things that can influence the students in mastering English speaking and one of them is motivation. Motivation is one of the big factors for students to succeed in learning English as a foreign language. Therefore, if these students have low motivation, it can make the students will not try to speak English. There are causes of lack of motivation such as boredom, uninspired lectures, lack of perceived material relevance, and lack of knowledge about the objectives of the learning process.

According to Zua (2008), motivation is inner energy. He said that whatever motivation students have, it would increase their interest in learning. This has been agreed that students who have good motivation to succeed can survive the learning process and can get high scores more than students who have low motivation. This give us evidence that students with high motivation can get better results than students with low motivation this included in learning speak English.

2.4.3 Problems Possessed by EFL Non-English Major Students in Learning Speaking

According to Al Hosni (2014), English foreign language students think that no matter how much they

know about the English language, and they are still facing many speaking difficulties. The students have indicated that speaking English language development has largely avoided in the classroom. Most of the time, speaking the English language in the classroom is used more by the teachers than by students. However, we cannot avoid the many barriers faced by the students, especially students in non-English majors.

Speaking English is being more barriers for students in non-English majors. It is because they are not accustomed to speaking English in their class activity. English speaking become barriers because there are many differences with the mother tongue that they use. The researcher found that several recent studies in Indonesia discuss the problems faced by non-English major students in learning English speaking. One of them is research conducted by Rahmaniah, Rima & Asbah (2019) entitled "*The Speaking Difficulties Encountered by Non-English Students in Language Classroom*".

The researchers stated that there are several factors faced by the students in speaking English. First are internal factors such as us: they are a quiet person, they are hard to learn, they lack grammatical mastery, they are difficult to remember vocabulary, they are

difficult to pronounce words, they are too lazy to memorize vocabulary, they lack confidence, and they fear making mistakes. The second is from external factors; they rarely speak English in the class; their environment does not use English; and they prefer to use their mother tongue.

Due to a number of issues, including a lack of proficiency in speaking skills and a lack of learning motivation, students who are not English majors have difficulty learning to speak English. This is understood because acquaintances of students who are not English majors frequently complain to researchers. They gripe about the difficulties of learning English and how they are unable to speak the language fluently and accurately. Research on “*An Analysis The Problems Possessed Efl Non-English Major Students Towards English Speaking Skill*” is motivated as a result of this.

2.5 Previous Related Studies

There is several previous research used to support this research. First is a study by Rima Rahmania et al. (2018) entitled *The Speaking Difficulties Encountered by Non-English Students in Language Classroom*. This conducted to investigate difficulties encountered by Non-English Department students in speaking. The participants were 15 students from the second semester of Indonesian Department Muhammadiyah University of Mataram. It also aims to investigate the factors which are face by Non-English department students in Speaking English. This research used descriptive quantitative approach. Factors were faced by Non-English department student in speaking English there are two factors, from internal factors and external factors. Internal factors such us they are a quite person, they are hard to learn, difficult to remember vocabulary, difficult to pronounce the word, lack of grammatical mastery, they are lazy to memorize vocabulary, they are lack of confidence and fear of making mistake. From external factors, they are seldom speaking English in the class and their environment is not used English and they prefer to use their mother tongue.

Another research is the research by Dr. Tran Quoc Thao & Tran Ngoc Thuy Duong (2020) entitled *Non-English Majors' English Speaking Difficulties: A Case Study*. This study is a case study, this study with the aims to exploring English speaking

difficulties in terms of linguistics related difficulties, psychology related difficulties and learning environment related difficulties encountered by non-English majors. This research have involved 110 non-english majors as a subject for the research at Ho Chi Minh City Industry and Trade College in answering a questionnaire and participating in semi-structured interviews. The results revealed that the most serious group of English speaking difficulties from which research participants suffered was linguistics related difficulties, followed by psychology related difficulties, but they did not encounter any learning environment related difficulties when speaking English. The results further indicated that female students endured from the linguistics related difficulties and psychology related difficulties significantly more than their male counterparts, but both female and male students did not face learning environment related difficulties at a similar extent.

And the last one is the research by Ikrar Genidal Riadil Departement of English Education Study Program, Faculty of Teacher Training and Education Tidar University, Magelang, Indonesia (2020) entitled *EFL Students in Speaking Skill: Identifying English Education Students' Perceptions Of psychological Problems in Speaking*. This research represents on the issues of English speaking students and seeks to recognize the most common issue of speaking English as a foreign language (EFL) condition encountered by students in the Department of

English at Tidar University. The method of analysis utilized in this study is the qualitative method. The author uses the questionnaire as a data collection instrument. From the questionnaire, the most prevalent issues encountered by English education students at the Department of English at the University of Tidar are linguistic issues. The researcher provided two research question (RQ), those are; (RQ1) What are the students perceptions of Psychological Problems in speaking? (RQ2) What are the students' opinion towards psychological problems in speaking ability? The results of this study is most of the students are having lack of speaking ability whether in psychological, linguistics, and instructors related problems. In conclusion, the linguistic issues the students are considerably reduce grammar, lack of vocabulary, and poor pronunciation. The next one is psychological issues, including loss of self-confidence, insecurity, and nervousness. In the end, the instructor-related issues did not have any impact on the students' speech difficulties.

The similarity of this research with the three studies above is that it discusses the problems experienced by students in learning English, especially speaking skills and for non-English major student. Another similarity is that the three studies above and this research use students as research subjects. As we can see from the three previous studies, there is no significant change from year to year. Most of the difficulties or obstacles experienced by students in learning English, especially in learning to speak, are

still a scourge in themselves and have not been resolved so far. Both from internal problems such as anxiety or embarrassment or external problems such as the lack of vocabulary that students have in learning English.

Furthermore there is a gap between the previous research and this research in terms of the subject or object of the research, the method of the research, collecting data, and the instrument of the research. And some of them used a questionnaire as an instrument, while this study used a checklist of observations and interviews as the instrument. And finally, previous research used 1 or 2 students majoring in non-English EFL only, but in this study, more than 3 students majoring in non-English EFL at UIN Fatmawati Sukarno Bengkulu were used as research subjects.

2.6 Conceptual Framework

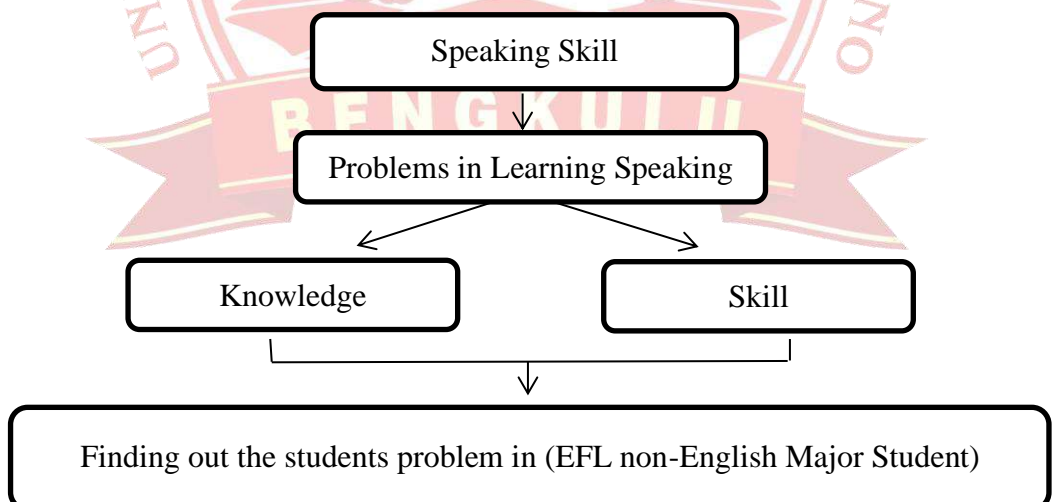


Figure 2.1 The Conceptual Framework

This research discusses about speaking skills. Both by definition in general and what aspects exist in learning English. In this study, more emphasis will place on students who have experience difficulties or obstacles in learning English, especially non-English majors. Most students majoring in non-English have knowledge and skills that are lacking in speaking skills. These two things are the most important aspects of learning speaking skills. Furthermore with this research, it is hope that the researchers will find out more about the students' problems in learning these speaking skills.

