**CHAPTER II**

**REVIEW OF RELATED LITERATURE**

There are some theories, which require careful and perceptive reading, and attention to detail discussed in the review of related theories. This chapter discusses contains difficulties in learning, definition of English skill, the purpose of each English skill, the difficulties in learning each English skill, and the English component in each English skill.

1. **Difficulties in Learning**

Difficulty in learning consist of two words, they are difficulty and learning. Before explaining about the meaning of difficulties in learning, need to explain about the definition of difficulty and learning itself.

According to Subini (2012:13) difficulty means hardship, worry, situation or condition, and something that is complicated. Difficulty is a condition that displaying obstacle characteristic in activity for getting the goal and need a good effort to solve the difficulties.

Learning is main duty for the students, so it is important for the students, teachers, and parents to understand carefully about study. So the students or children can study well as their need. The teacher can give education and provide fit learning environment or the students and the parents can bring up their children well. Before study about students difficulties on learning English we must know definition of learning.

Hilgrad, Gordon (1981:11) learning refer to the change in a subject’s behavior potential to a given situation brought about by the subject’s repeated experience in that situation, provide that the behavior change can’t be explained on the basis of the subject’s native response tendencies, maturation, or temporary states (such as fatigue, drunkenness, driver, and so on).

According Winkel (1987:36) learning is an activity that goes on active interaction with environment that produced a changing in comprehension, skill and attitude. This change is constantly.

From the definition above, it can be concluded that learning in a permanent change in behavioral tendency as a result of training or experience and getting knowledge of subject or skill by study or instruction. So learning can be marked by some behavioral change.

Based on the definition above, any definition explained in nationality education curriculum.

1. Hammil, et al., (1981) difficulty in learning is multiple form of real difficulty in listening, speaking, reading, writing, thinking, and/or counting.
2. NJCLD (National Joint Committee of Learning Disabilities) in Lerner, (2000) stated that difficulties in learning is general term for many kinds of difficulty in observe, speaking, reading, writing, and accounting.

According to Dalyono in Subini (2012:15) explained that difficulty in learning is a situation which bringing on students can’t learn as they are. According to Sabri, difficulty in learning identical with student hardship in receiving lesson in the school. Burton said that students getting a difficulties in learning if they are can’t achieve success level in certain time. Student can’t create task development and can’t achieve material mastery.

From the definition above can be conclude that difficulty in learning is kinds of disturbance in observe or listening, speaking, reading, writing, and accounting because individual internal factor itself, that is brain minimum disfunction.

1. **English skills**
2. **Listening skill**
   * + - 1. **Definition of listening skill**

As a language skill, listening is certainly very important similar to other skills. According to Oxford Advanced Dictionary (1995:687) listen is to make an effort to hear somebody/something. Moreover, in Longman Exams Dictionary (2006:891), listen is to pay attention to what someone is saying or to a sound that we can hear. In Indonesian Dictionary (2002:251), listen means hear something seriously or put in ear carefully to hear. According to Nunan (2003: 24) listening is an active, purposeful process of making sense of what we hear. Brown (2001:249) states that listening comprehension is the psychomotor of receiving sound waves through the ear and transmission nerve impulses to the brain.

Schwartz (1998) argues that listening involves a sender (a person, radio, and television), a message, and a receiver (the listener). Listeners often must process messages as they come, even if they are still processing what they have just heard, without backtracking or looking ahead. In addition, listeners must cope with the senders’ choice of vocabulary, structure, and rate of delivery.

Other opinion about the nature of listening is given by Saricoban. He (1999) states that listening is the ability to identify and understand what others are saying which involves understanding a speaker's accent or pronunciation, his grammar and his vocabulary, and grasping his meaning. Moreover, Rost as cited in Nunan (1999:200) points out that listening is vital in language classroom, because it provides input for learner and without understanding input at the right level, learning cannot begin. According to Morley (1991), Rivers (1981), Weaver (1972) as cited in Murcia and Olshtain (2000) estimate that “We listen to twice as much language as we speak, four times as much as we read, and five times as much as we write”.

* + - * 1. **Purpose** **of** **listening**

In listening activities, we listen for a purpose. Saricoban (1999) defines that the purposes that should be in a listening activity are giving/ providing:

General information (understanding of the main points)

Specific information (understanding of the particular items)

Cultural interest (generally informing about the target language culture)

Information about people's attitudes and opinions

The organization of ideas

Sequence of events

Lexical items (words expressing noise / movement)

Structural items (their use and meaning)

Functional items (their form and use)

When we are listening to something, actually we have some purposes. According to Suyanto (2007:54), the aims of learning of listening are to: listen to the instructions or order to do something, obtain information or answers you need, and receive messages, news, stories that delivered orally.

* + - * 1. **Difficulties in learning listening**

Djiwandono (2009:4) stated that the general and first problem is the way in understanding information which just listen in several minute and then lost. Added with the form of orthography that not always same with it pronouncing. For example the written form is “made” but in pronunciation is /meid/. When listen the sound, it will be difficult if didn’t know the pronunciation and will be understood. Sumiarsih in Bambang and Shirly (2011:3) stated that listening as one of the four English language skill becomes an initial skill that needs to be achieved before language learners master the other three skills. This is because people cannot speak before they listen. Nevertheless, the fact says that many learners find difficulties in listening, especially when they deal with the material of natural conversation. This is because they have to deal with a lot of difficult input, such as the speakers’ expression, speakers’ volume, speakers speed in speaking, the speakers’ diction, and also the culture background that is brought in the conversation.

* + - * 1. **English component used in listening skill**

In listening skill, there are pronunciation, vocabulary and grammar.

1. Pronunciation

Pronunciation however refers to the standard of correctness and regional differences. It means, it will create misunderstanding toward listeners invited to speak and the massage will be conveyed, will lose and difficult to be comprehended. Harmer (1991:11) said that users of the language must know how to say a word that is how to pronounce it. This knowledge is made up of three areas; sounds, stress and intonation.

1. Vocabulary

Vocabulary in listening skill in Nation (1990:29) as receptive Vocabulary that knowing a word involves being able to recognize it when it is heard (What is the sound like?) or when it seen (What does it look like?) and having an expectation of what grammatical pattern the word will occurrence. This includes being able to distinguish it from word with a similar form and being able to judge if the word form sounds right or look right.

According to Citravelu, Sithamparam and Choon (2005:243) words are used passively in listening and reading. This refers to a person’s ability to understand the words used in the speech and writing of other people. Its mean that in listening and reading hearer or reader just receive vocabulary from what they had hear and read.

1. Grammar

According to Harris (1986:84) that there are five qualities that should be rated as follow:

1. Error in grammar and word order to serve to make speech virtually unintelligible.
2. Grammar and word order errors make comprehension difficult must often rephrase and/or restrict him to basic pattern.
3. Makes frequent error of grammar and word oreder which occasionally obscure meaning.
4. Occasionally makes grammatical and/or word order errors, which do not, however, obscure meaning.
5. Makes few (if any) noticeable errors grammar and word order.
6. **Speaking skill**
   * + - 1. **Definition of speaking skill**

Speaking skill is a productive skill and a process of revealing information ideas, ideas and mind. Tarigan (1981: 15) argues that speaking skill is the ability to utter articulate sounds or words to express, express and convey thought, ideas and feelings. In line with the above opinion, Arsjad and Mukti U.S. (1993: 23) states that the ability to speak is the ability to say the words to express, convey thoughts, ideas and feelings. Santosa (2004: 97) also revealed that speaking skills is the competence to take, delivery of opinion with the words orally.

* + - * 1. **Purpose of speaking**

Basically the main goal of speaking is to communicate. To be able to convey your thought effectively, the speaker should understand the meaning of everything and trying to communication on the listener so that he can effectively convey their thought.

The general objective of speaking by Tarin (1990:149), there are five categories, namely:

1. Entertaining

Speaking to entertain means that the speaker attracts listeners with a variety of ways, such as humor, spontaneity, exciting, humorous stories, adventures, and so n to make happy atmosphere in the audience.

1. Inform

Speaking for the purpose of informing means that the speaker want to give information to the audience such as: 1) To describe a process. 2) To decipher or interpret any matter. 3) To give, distribute, or impart knowledge. 4) To give explanation.

1. Stimulating

Speaking is to stimulate much more complex than other speech purposes, because it has to talked philandering, influence, or convince his audience. This can be achieved if the speaker really knows the will, interest, inspiration, needs, and aspirations of his audience.

1. Move

Through good ability in speaking, it can used to exploit the situation and also can move the audience.

1. Convincing

Speaking convince aims is to convince listeners of something through a convincing conversation, along with opinions, facts or evidence so expect the listeners attitudes can be changed.

* + - * 1. **Difficulties in learning speaking**

Brown (1994:256) there are some characteristics that makes speaking difficult. Firstly, fluent speech is phrasal, not word by word. Secondly the speaker has an opportunity to make meaning clearer through the redundancy of language. Thirdly contruction, elisions, reduces vowels, etc. all form special problem in teaching spoken English. Students who don’t learn colloquial contractions can sometimes develop a stilled, bookish quality of speaking that in turn stigmatizes them.

According to Allen (1987:211) learning is a long process; firstly students must carefully repeat modes and imitate teacher. They may memorize basic sentence to gain confidence in their ability to speak the second language. They may practice sentence and do oral drill. These activities are preliminary to actual conversation. The student have to be able imitate the teacher said. Besides, the students have to memorize the sentence and know the meaning of the sentence clearly. When they speak something, the students be able to use sentence have they memorized.

According to Brown (2000: 270) speaker will look by people as a good speaker in foreign language if the speaker can to speak in other language fluently and can be understood. As a native speaker who learn about foreign language will be difficult if the native speaker not always speak especially in English.

* + - * 1. **English Component in Speaking Skill**

1. Pronunciation

According to Harris (1986:84), there are five sets of qualities must be rated in pronouncing, they are:

1. Pronunciation problems to serve as to make speech unintelligible.
2. Very hard to understand because of pronunciation problem. Most frequently is asked to repeat.
3. Pronunciation problems necessitate concentrated listening and lead to misunderstanding.
4. Always intelligible, through on conscious of definite accent. He few traces of foreign accent.
5. Vocabulary

Jo Ann Aeborsold and Mary Lee Field (1977:139) active Vocabulary refers to items the learner can use appropriately in speaking or writing and it is also called as productive vocabulary, although, in fact, it is more difficult to put into practice. It means that to use the productive vocabulary, the students are supposed to know how to pronounce it well.

According to Citravelu, Sithamparam and Choon (2005:243) words may be used actively when a person produces his own speech or writing. Its mean that the speaker or writer must know what should they want say and write.

Like in speaking ability has component, vocabulary has components too. Fachurazzy (2002:58) stated that the elements of vocabulary are spelling, syllabication, pronunciation, stress, part of speech, meaning, use/usage, derivates, idiom and expression.

1. Grammar

Grammar is one of three English components and also one of speaking abilities to support and help students to have a good ability in communicating well. Grammar is common in both the written and spoken form of the language, so its existence is strongly needed in learning and speaking skill. Manser (1995:82) stated grammar is a great deal of rules for forming words and making sentence.

The explanation above shows that grammar is focuses one some roles to from words that can be easily understood and match with the rules. I addition, it also focuses on how to make good sentences and easily comprehended.

1. **Reading skill**
   * + - 1. **Definition of reading skill**

Many experts have given their definition about what reading really means. According to Harmer (1983:153) reading is an exercise dominated by the eyes and the brain. It means that readers not only read the text but also understand the meaning of written text being read. Ken Beatty (2004:2) states that reading is more than just knowing a lot of words. He also states that when we read different kinds of text, we need to know what strategies and skills to use. We also need to know a basic knowledge of different disciplines, such as university subject.

Moreover, Grellet (1985:3) states that reading comprehension understands a written texts means extracting the required information from it as efficiently as possible. When a person read a text he engages in a complex array of cognitive processes. He is simultaneously using his awareness and understanding of phonemes (individual sound “pieces” in language), phonics (connection between letters and sounds and the relationship between sounds, letter and words) and ability to comprehend or construct meaning from the text. This last component of the act of reading is reading comprehension. It cannot independently of the other two elements of the process.

Based on definition above, it can be concluded that reading is an interactive and a thinking process of transferring printed letters into meaning in order to communicate certain message between the writer and the reader. In reading actively a reader brings her or his background knowledge, emotion, experience to construct his or her idea in understanding meaning of the text.

1. Reading Component

The components of reading are basic to know the content of the story, it is very important to know for the students, according to King and Stanley (1989:330), there are five reading components, they are:

1. Finding main idea

Main idea is the main topic that is being discussed in a paragraph. Finding main idea is not always in the first sentence. It can be in the middle or in the last sentence of the paragraph. Main idea will help students to guess what the paragraph is about.

1. Finding factual information

Factual information requires students to scan specific detail of the text. The factual information questions are generally prepared for junior and senior high school students. It usually appears with question word.

1. Guessing vocabulary in context

It means that the students could develop his/her guessing ability to the word which is not familiar with him/her by relating the meaning of unfamiliar words.

1. Reference

Reference word is repeating the same word or phrase several times, after it has bee used, student can usually refer to it rather than repeat it. Reference words will help students to understand the reading text. Reference word are usually short and very frequently pronouns, such as she, he, it, they, this, her, him, and many others.

1. Inference

Understanding is the most important reading comprehension whether is explicit massages from the text. Therefore, the students are expected to make accurate prediction. Prediction can be made by correctly interpreting the indication a writer’s gives.

* + - * 1. **Purpose of reading**

Adopted by Education Department of South Australia (1993:76), the purpose of reading can be categorized under the four headings:

1. Reading to learn

Can be defined as reading to locate and extract relevant information in order to gain understanding.

1. Reading to do

Can be defined as reading a text in order to do or make something, follow instruction, directions or solve problem.

1. Critical and reflective reading

Can be defined as interesting with a text in a personal and reflective why leading to critical interpretation and evaluation of the text, particularly so for literary text.

1. Reading for pleasure
2. Deals with reading text for enjoyment.
   * + - 1. **Difficulties in learning reading**

Reading is an extremely complex process and has difficulties in learning this skill. Burns-Roe-Ross (1996:8) stated that children must be able to perceive the symbols set before them (sensory aspect), interpret what they see (perceptual aspect), follow the linear, logical, and grammatical patterns of the written words (sequential aspect), relate words back to direct experiences to give the words meaning (experiential aspect), make inferences and evaluate the material (thinking aspect), remember what they learned in the past and incorporate new ideas and facts (learning aspect), recognize the connections between symbols and sounds, between words and what they represent (associational aspect), deal with personal interests and attitudes that affect the task of reading (affective aspect), and put everything together to make sense of the material (constructive aspect).

* + - * 1. **English component in learning reading skill**

1. Vocabulary

According to Antoni in reading learn about vocabulary to remind the students of the importance of vocabulary for contextual clues for meaning and guessing the meaning of unfamiliar words,

1. Grammar

According to Harris (1986:84) that there are five qualities that should be rated as follow:

1. Error in grammar and word order to serve to make speech virtually unintelligible.
2. Grammar and word order errors make comprehension difficult must often rephrase and/or restrict him to basic pattern.
3. Makes frequent error of grammar and word oreder which occasionally obscure meaning.
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5. Makes few (if any) noticeable errors grammar and word order.
6. **Writing skill**
   * + - 1. **Definition of writing skill**

There are so many definitions that people stated about writing. Writing of course can be differentiated clearly against other skills like listening, speaking and reading. However speaking and writing may have some similarities between them. According to Wright (2006:4) in Arifin (2012:6) it is stated speaking and writing is a productive ability, by the mean people express ideas by producing language in oral form or written form. Arifin (2012: 6) states speaking and writing may have some similar characteristics, such as consideration of grammar, organizing idea, and some other linguistic features (pronunciation and intonation in speaking, or punctuation and capitalization in writing). The difference is that writing is more detail than speaking. It was seen to mainly depend on correct use of language as a network of systems. Writing covers a number of elements, such as content, grammar, vocabulary, unity and coherence. All of these items essential in writing. In other hand, there are also many differences between writing and speaking. According to Bereton in Ngazizah (2010:28) writing is quite different from speaking in one very important way because the text has to carry all the meaning because the writer is never around to explain. This is not like normal speech situations, in which listener can tell you they do not understand, or you can use tone or voice or body language to help you explain some points. Writing needs a clearer and more grammatical manner in order to compensate the absence of certain features of spoken language so that misunderstanding in the transmission of meaning way be avoided.

Writing involves more than just producing words and sentences. To be able to produce a piece of writing, we should be able to write a connected series of words and sentences which are grammatically and logically linked, so that the purpose we have in our mind will suit the intended readers.

Writing is an activity that is not produce immediately. The writer must think about topic first, try to know about topic, find some information about topic. In addition, Langan (2005:13) states that in learning how to write well, learners may get difficulty because someone who write such text must be active to think, think and think.

In order to write well there are many aspects should be concerned by the writer. According to Raimes (1983:21) there are eight aspects of writing to be fulfilled:

* + - * 1. Content, main ideas of the writing stated clearly and accurately, chance of opinion very clear. So, the reader will be easy to get the point/ understand intended meaning written by writer.
        2. Organization, the organization should be coherent and logical.
        3. Word choice, the writer should concern in choices of words, use of idioms, and word forms. The suitable and easy vocabulary to understand will become important aspect to be fulfilled.
        4. Grammar, the writer should control of structure. The correct grammar will bring a good understanding to the reader. Instead of, wrong formed structure of grammar will make the reader confuse to get the meaning.
        5. Mechanics, the writer should mastery of spelling and punctuation.
        6. Purpose of writing, purpose of writing will influence the language style.
        7. Audience, a good writer consider the audience (readers), so they can chose suitable language style to be write that appropriate to readers.
        8. The writer’s purpose, the writer ideas should state clearly from drafting, revising and final product.
        9. **Purpose of writing skill**

Every activity has a purpose, so do writing. According to Martha Heasly Cox (1962) on her book that is writing forms process purpose, she said the purposes of writing are:

* + - * 1. To inform, you may have more that one purpose in any assignment. You may wish primarily to inform, that is, to convey invormation.
        2. To amuse, when your purpose in writing is to amuse or entertain, be funny if you can; but examine carefully the humor, you plan to use.
        3. To satirize, satire is often a form of humor, but it is a huor with a serious purpose – to effect reform.
        4. To persuade, if your purpose in writing is to persuade you desire to influence your reader’s thought or action.

The explanation above is purpose of writing in general writer, but the purpose for student is learning. According to Fred D. White (1986:18) writing means learning. Because of that writing has several other purpose for students in writing or it also can be called other functions of writing for students. They are:

1. Writing can improve a students’ academic performance.
2. Writing allows a writer to create and maintain a marketable image of him or herself in the eyes of potential and current employers.
3. Writing enhances personal and community relationship
   * + - 1. **Difficulties in learning writing**

Hadfield and Hadfield (2008: 116) state why writing skills is the most difficult skills to be mastered. First, writing has to be learnt unlike speech, which is acquired in the other tongue as part of child normal development. Secondly, there is “an audience” factor. Thirdly, because linguistics difficult. Fourth, the problem related how to organize and sequence our ideas acceptably.

In writing competence standard at junior high school is expressing meaning in functional written text and simple short essay to interact with around environment. This competence standard will be difficult since the student didn’t know what they want to write and also it needs process of thinking thoroughly and systematically.

* + - * 1. **English component in writing skill**

Vocabulary

As function words, words have little meaning when they are used on their own. They, however, show grammatical relationship in and between sentences, i.e. they have grammatical meaning. Word such as the, but and over are function words. This group, therefore, includes categories such as articles, conjunctions and prepositions.

In Oxford English Dictionary (2008:495) vocabulary is defined as: all the words that a person knows or uses all the words in a language, list of words with their meaning especially at the back of a book used for teaching a foreign language. It means that vocabulary is total of number or list of words and then it can be arranged into broader forms, such as phrase, clause, or sentence. Those arrangements forming ideas that can be understood by others, ideas will not be able to be performed without vocabulary.

Grammar

According to Harris (1986:84) that there are five qualities that should be rated as follow:

1. Error in grammar and word order to serve to make speech virtually unintelligible.
2. Grammar and word order errors make comprehension difficult must often rephrase and/or restrict him to basic pattern.
3. Makes frequent error of grammar and word oreder which occasionally obscure meaning.
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