

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Description

In this chapter, the writer explained several definitions and theories related to the title of this research: Students Dialogue and Monologue Constraints in Basic Spoken English Class.

1. Speaking

a. Definition of Speaking

Speaking is one of a tool for communication with each other in daily life, for human, with speaking is very important because can share opinions, information, news, or idea.¹ Speaking is one of the skills in English and is an important part of learning English. Speaking is considered as the ability to display students actual linguistic knowledge in communication, this is because students can use this ability in their daily activities. Some of the elements of speaking are that a speaker can express his feeling, ask for something, share and discuss learning material, etc. Speaking ability is a measure to find out how far a students has mastered the language the students has learned. Therefore, speaking is the ability of individual is the ability of individuals to speak with other individuals by utilizing verbal language.²

Speaking a second or foreign language is often seen as one of the four most important in English skills to learn. When trying to speak, learners must master their thinking and use the ideas in the vocabulary and syntactic structures of the target language³. Speaking is a productive skill that can be observed directly and empirically, these observations are always colored by the

¹ Fauzi Andi, Students Anxiety of Speaking English in Public, *Proceeding International Conference on Education of Suryakancana*, vol 4, no 1, 2020.

² Julfikar Nurdin, Students Speaking Ability Awareness: A Qualitative Study Az Zawiyah English Club Iain Langsa, *Journal of Academy in English Education*, vol 2, no 1, 2020, p 45.

³ Diyan, , Desi, Elli. An Analysis on Students Sel Confidence in Speaking Skill, 2020, *Journal of English Language Teaching and Education*, vol 1, no 1, 2020.

accuracy and effectiveness of the test takers listening skills, which of course sacrifices the reliability and validity of oral production tests. Compared to writing and reading skills, speaking has several different characteristics.⁴

Based on the theories above, the writer concluded that speaking is an important components for communicating with other people which is used as a medium for expressing opinions, information, news, ideas, thoughts and feelings to others. Speaking in a foreign language or in English is a skill that has its own challenges for students.

b. Aspect of Speaking

In order to acquire speaking skills, students have many aspects of speaking such as pronunciation, grammar, vocabulary, contents, and fluency.⁵

1. Pronunciation

Pronunciation is one of the factors that affect students ability to speak in English. Because with good pronunciation someone can understand what were have said. Pronunciation teaching is related to two integrated recognition or understanding skills. Flow of speech and production or fluency in spoken language. This skill depends very little on intellectual mastery of each pronunciation rule. In the end only practice in listening and speaking imparts skills to the learner.⁶

2. Grammar

Grammar is the rules in spoken language and written language. Students must know grammar rules to get good results, students can also find grammar rules in pronunciation, morphology, and syntax. In

⁴ Brown H Douglas, *Language Assessments: Principles and Classroom Practice*, Pearson Education, San Fransisco State University, 2004.

⁵ Brown H Douglas, *Language Assessments: Principles and Classroom Practice*, Pearson Education, San Fransisco State University, 2004.

⁶ Humaerah, *Students Speaking Ability and Factors Influence Their Ability*, Muhammadiyah University of Makassar, 2018.

speaking ability, sometimes listeners and speakers do not care about the grammar itself.⁷

3. Vocabulary

Vocabulary is an individual words which have a specific meaning. Vocabulary is an important skill for learning to read, write, speak and listen. Without vocabulary we cannot know something. Vocabulary have correlation in many aspects of communication, such as how to speak fluently.⁸

4. Comprehension

In speaking, the speaker and listener must have a good understanding, so that the conversation certainly requires the subject to respond to the utterance as well as to start it. This is very important because in order to avoid misunderstandings in communication.

5. Fluency

Fluency in speaking is the ability to convey ideas, opinions, feelings or thoughts smoothly and easily. In speaking, students do not often stop to pause or leave their sentences incomplete. Speakers who cannot communicate fluently can undermine communication because listeners lose interest or lose patience waiting for what the speaker wants to say. Without fluency, a speakers may lose the idea or concept he wants to convey to the listeners.⁹

Based on the explanation above, the writer concluded that there are several aspects that students need to achieve in speaking ability. The writer used this theory to identify the constraints faced by students in dialogue and monologue based on the several aspects above.

⁷ Lalu Bohari, Improving Speaking Skill through Small Group Discussion at Elevent Grade Students of SMA Plus Munirul Arifin NWPraya, *JOLLT Journal of Languages and Language Teaching*, vol7, no 1, 2029, p70.

⁸ Mauloeddin Afna, The Correlation Between Vocabulary and Speaking Skill, *Journal of Linguistics, Literature & Language Teaching*, vol 4, no 1, 2018.

⁹ Indri Astutik, Inter-correlation Among Speaking Components of the Fourth Semester Students Speaking Ability of English Education Erogram, *Didaktika: Jurnal Kependidikan*, vol 13, no 1, 2015.

c. Type of Speaking Skill

Brown states that there are several basic types of speaking. There are:¹⁰

1. Imitative

At one end of the range of speaking performance type is the ability to reproduce a word, phrase or perhaps a sentence. Although this is a purely phonetic level of spoken production, a number of prosodic, lexical, and grammatical properties of language can be included in the performance criteria. In this case, only interested in what has traditionally been labeled “pronunciation”, no conclusion were made about the test takers ability to understand or convey meaning or participate in interactive conversations.

2. Intensive

The production of short sequences of spoken language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships.

3. Responsive

Responsive includes interaction and understanding tests at a somewhat limited level such as short conversations, greetings, small talk, questions or comments, giving instructions and directions initiated by the teacher and students. The reply is usually sufficient and meaningful.

4. Interactive (dialogue)

The difference between responsive and interactive speaking is in the length and complexity of the interactions, which sometimes involve multiple exchanges and/or multiple participants. Interaction can take the form of two forms of transactional language, which aim to maintain social relations.

5. Extensive (monologue)

Extensive oral production tasks include speech, oral representation, and story telling, in which

¹⁰ Brown H Douglas, *Language Assessments: Principles and Classroom Practice*, Pearson Education, San Francisco State University, 2004.

opportunities for verbal interaction from listeners are severely limited (possibly for nonverbal responses) or ruled out altogether.

Based on the explanation above, the writer knows that there are several types of speaking skills in English, including imitative, intensive, responsive, interactive and extensive (monologue). In this study, the writer chose interaction (dialogue) and extensive (monologue) as the focus of this study. The writer identified the constraints faced by students in English dialogue and monologue.

d. Students Constraints in Speaking Skill

1. Linguistic problems

Linguistic is the scientific study of language such as the study of language structure (grammar), words, and phonology¹¹. Linguistic problems are problems that make students speaking skill worse. There are several linguistic problems that affect a persons speech.¹²

a. Grammar

Grammar is the study which sentences are structured and formatted. It really takes a lot of time and effort to learn. If learners dont know the grammar rules, they will never be able to communicate in English effectively. Grammar becomes difficult because the learners does not study the structure continuously.¹³ In the proces of speaking, speakers need to consider the grammar or rules of the language system. The use of good grammar produces meaning in communication. Grammar is used to creat meaning

¹¹ Dea, Rhayu & Wardah, A Study on Students English Speaking Problems in Speaking Performance, 2015, *Jurnal Pendidikan dan Pembelajaran Untan*, vol 9, no 4, 2015.

¹² Hendra Heriansyah, Speaking Problems Faced By the English Department Students of Syiah Kuala University, *Lingua Didaktika Jurnal Bahasa dan Pembelajaran Bahasa*, vol 6, no 1, 2012.

¹³ Siti Salihun, *Students' Problems in Speaking Skills at The Second Grade of MTs Hamzanwadi NW Gelogor in Academi6*, no 1, 2019.c Year 2019/2020, Thesis, 2019.

for communication in spoken or written. In order to use language properly it is important to know the grammar and what it means.¹⁴

Grammar is considered as the most basic element of language learning for second language learners.¹⁵ Realizing the importance of grammar being taught in English class. In fact, grammar is learned by all language in all levels, elementary school up to university level.¹⁶ Grammar is very important in speaking the language which allows students to form sentences in the correct structure. In addition, the analysis of grammatical errors is very important to find out how well students understand the structure of language in their conversation. However, inability to apply properly. Grammatical aspects are very important in speaking skills, it is necessary to analyze speech during speaking show.¹⁷

b. Vocabulary

Vocabulary is all the words in one language, the wealth of words owned by a speaker or writer, and list of data collected like a dictionary with brief and realistic descriptions. Vocabulary is one aspect of language that needs to be learned to support smooth spoken and written communication. Moreover, vocabulary refers to the total of words a person has. Vocabulary is all the words contained in one language, the wealth of words owned by one person or the language used in the environment.¹⁸

¹⁴ Imanuel Kamlasi, Describing the Students' Grammatical Errors on Spoken English, *Jurnal Pendidikan*, vol 6, no 1, 2019.

¹⁵ Jothimalah Krishnasamy, Grammatical Errors Analysis Writing of ESL Diploma Students, *Journal of Education and E-learning*, vol 10, no 01, 2015.

¹⁶ Jothimalar Krishnasamy, Grammatical Errors Analysis in Writing of ESL Diploma Students, *Journal of Education and e learning*, vol 03, issue 01, 2015.

¹⁷ Cut MawarHermanda, et all, The Grammatical Error Analysis of Students Speaking Performance, *Jurnal Pendidikan*, vol 2, no 1, 2018.

¹⁸ Nurliana, *Improving Learners Mastery of Vocabulary in Speaking Skill Through My Secret Carda study at Mario Village in Lawu Regency*), IAIN Palopo 2021.

Vocabulary is the one important parts in acquiring fluency for speaking skills. It is part of mastery skill in speaking which should be mastered by speaker besides grammar and pronunciation. Vocabulary is an essential skill for learning to read, write, speak and listen. Without vocabulary, we cannot say something. Both of them is having correlation in many aspects in communication, such as speaking in fluency.¹⁹

c. Pronunciation

Pronunciation is an important part of communication, especially in speaking English, because in role of English as a Lingua Franca.²⁰ Pronunciation is the way a word or language is usually pronounced, the way a person pronounces that word. It is the act or result of producing speech sounds including stress and intonation.²¹

Pronunciation is the sound produced and made by humans. Pronunciation is the sound production of words that we use to communicate with others to make a meaning. Pronunciation feature such as intonation, emphasis, and pauses are “discourse signals” that are useful for listeners to understand the flow of a conversation. This skill is one of the most important, especially in learning English. Where a foreign language will be difficult to pronounce because it is different from the language we use. This is because every human being in this world needs to know the sound of words, in order to convey the purpose of this life precisely. To improve pronunciation, students can

¹⁹ Mauloeddin Afna, The Correlation Between Vocabulary and Speaking Skill, *Journal of Linguistics, Literature & Language Teaching*, vol. IV, No. 1, 2018

²⁰ Muhammad Dzulfiqor Umar et al, English Pronunciation Problems Analysis Faced by English Education Students in the Second Semester an Indo Global Mandiri University, *Jurnal Bahasa dan Sastra*, vol 10, no 1, 2022

²¹ Syaifullah, Pronunciation in Speaking Skill Students of English Education Department Lancang Kuning University, *Jurnal Pendidikan*, vol 7, no 2, p 59, 2016

acquire it will their natural abilities and then can improve by studying in educational institutions.²²

Based on the data above, it can be concluded that there are linguistic problems faced by students in their speaking abilities. These problems are in grammar, vocabulary, and pronunciation. The writer used this theory to determine the speaking constraints faced by English students.

2. Psychology problems

Psychological problems are problems that often interfere with emotional or physical health. Psychological problems can have a negative effect on students speaking performance. There are some type of psychological problems.²³

a. Lack of Self-Confidence

Self-Confidence is an attitude that is owned by individuals who are able to develop well, but can also experience a decline which can make it difficult for individuals to do it or not even want to do something. Self-Confidence is the feeling that something can make students brave and always want to try something interesting.²⁴ But in terms of learning foreign language, students emotions tend to dominate. One of the conditions that makes the process of learning to speak in English difficult is a lack of self-confidence. Emotional state like this can interfere with the language learning process. Having a feeling of tension, worry, and nervousness will become an obstacle for students in performing English

²² Nurlaila Tussa'adah, *The Correlation Between Students Pronunciation Mastery and Their Speaking Ability at the First Semester of the Eleventh Grade of SMA NI Abung Pekurun Kotabumi North Lampung in the Academic Year of 2017/2018*, Lampung, 2018, p. 13.

²³ Ninuk Krismanti & Maria, Students Psychological Problem in Speaking: A Case Study on Speaking II Class of SKTIP PGRI Banjarmasin, *LENTERA Jurnal Ilmiah Kependidikan*, vol 12, no 2, 2017.

²⁴ Nurfatima, *Identifying Students Self-Confidence in Speaking English at the Eight Year of Junior High School 1 Maiwa*, State Islamic Institut Parepare, 2021, p 13.

speaking skills.²⁵ Lack of self-confidence can consist of several different aspects, such as feeling of guilt, shyness, unrealistic expectations of perfection, a false sense of humanity, fear of change or making mistakes, depression, etc.

Here are characteristics of lack self-confidence²⁶:

1. A major confidence crisis
2. A lack of faith in themselves to take on new challenges
3. Difficulty of being assertive
4. Fear of confrontation
5. An extremely low opinion on themselves
6. Difficulty in one area such as speaking in social group
7. Social phobia.

Lack of self-confidence can make students not believe themselves that they will be able to a good speaker in English. Lack of self-confidence is also a big problem in affecting students performance in speaking English.

b. Anxiety

Anxiety in speech is a common phenomenon in learning English as a foreign language. English learner are more anxious is speaking because they are do not have ability and lack of practice speaking English in class.²⁷ Anxiety is an emotion characterized by an unpleasant state of inner turmoil, often accompanied by nervous behavior such as pacing back and forth, somatic complaints, and rumination. Anxiety is a negative emotion that has

²⁵ Ulfa Nadila et al, *Self Confidence Factors of Students in Speaking English in Banjarmasin*, International in Conference on Social Sciences & Humanity Economic and Politics, 2020, p 143.

²⁶ Dea Aries Fitriani, et all, A Study on Students English Speaking Problems in Speaking Performance, *Jurnal Pendidikan dan Pembelajaran*, Vol 9, No 4, 2015, p 6.

²⁷ Gaya Tridinanti, The Correlation Between Speaking Anxiety, Self-Confidence, and Speaking Achievement of Undergraduate EFL Students of Private University in Palembang, *International Journal of Education & Literacy Studies*, vol 6, no 4, 2018, p36.

potential to interfere with students learning foreign languages, one of which is in English. Feeling of anxiety can occur when someone speaks in public because they are not used to doing it. Signs that someone is experiencing anxiety such as trembling, face turning pale, sweating excessively and being nervous when talking.²⁸

There were two factors that influenced students anxiety, which is an external and internal factor²⁹. External factors consist of lack of self-confidence, limited vocabulary, friends/ classmate, and embarrassment. Then internal factors consist of lack of self confidence, shyness, motivation and fear of mistake.

c. Shyness

Shyness is a psychological state that causes a person to feel uncomfortable in socializing, shame can make a person avoid social contact altogether³⁰. Shyness refers to the emotional pain many students suffer when they have to speak up in class. This shows that shyness can be a source of problems in students learning activities, especially in speaking class.

Students who experience shyness should point out the following:³¹

1. Difficulty talking, stammering, blushing, shaking, sweating hands when around people,
2. Difficulty thinking and something to say,
3. Not making good eye contact or an easy smile.

²⁸ Andi Ahmad Fauzi et al, Students Anxiety of Speaking English in Public, *Proceeding International Conference on Educational of Suryakencana*, 2021.

²⁹ Fatma A, Pendekatan Perilaku Kognitif dalam Pelatihan Keterampilan Mengelola Kecemasan Berbicara di Depan Umum, *Jurnal Talenta Psikolog*, vol 1, no 1, 2021.

³⁰ Win Lystianingrum, Psychological Problems and Challenge in EFL Speaking Classroom, 2017, *Language & Language Teaching Journal*, Vol 10, no 1, 2017, p 36

³¹ Win Lystianingrum, Psychological Problems and Challenge in EFL Speaking Classroom, 2017, *Language & Language Teaching Journal*, Vol 10, no 1, 2017, p 37.

d. Lack of Motivation

Motivation has a lot of influence in the learning process. Motivation affects appearance and influences learning for students. Motivation relates to how individual think about their abilities, possibilities, potential, limitations and past performance can affect students goals in learning³². Therefore, the lack of motivation makes students lose interest in learning to achieve language learning.

e. Fear of Mistake

Fear of mistakes is one of the main factors in students' reluctance to speak English in the classroom.³³

Based on the data above, it can be concluded that there are psychology problems faced by students in their speaking abilities. These problems are lack of self-confidence, anxiety, shyness, lack of motivation and fear mistake. The writer used this theory to determine the speaking constraints faced by English students.

2. Dialogue

a. Definition of Dialogue

The term 'dialogue' has become widely known, dialogue can happen anywhere. Dialogue is used by most teachers in the teaching and learning process in class. Dialogue is defined as attention for mutual understanding and mutual accommodation to a problem or situation through the process of learning and teaching inquiry. In other words, dialogue is a conversation between two or more people. It is also a form of literature

³² Sy. Husin, *Improving Students Motivation in Speaking by Using Role Play in Video Modelled Conversation (VMC)*, Tanjungpura University, 2015

³³ Ninuk Krismanti, Maria Margaretha Risegar, Students Psychological Problems in Speaking: A Case Study in Speaking II in Class of STKIP PGRI Bnajarasin, *LENTERA Jurnal Ilmiah Kepependidikan*, vol 12, no 2, 2017, p 65.

from in which two or more parties engage in a discussion.³⁴

Dialogue is a learning model that is applied in the classroom to motivate students to actively ask questions as long as the teacher presents the questions and the students can answer them. Dialogue can also help grow students attention on lessons and develop their ability to use knowledge and experience so that their knowledge becomes functional.³⁵ Dialogue helps learners to speak English, intonation, stress and also increase vocabulary. Dialogue brings people together and talks about important issues. Dialogue can make the situation more relaxed. It is a way to explore the mind and also tells how to control and overcome the learners deficiencies in speaking English.³⁶

Dialogue is a very useful and functional approach in improving English Speaking skills once the initial set as a vocabulary is understood. Dialogue expresses a communicative relationship between two learners and generates intent, confidence and encourages personal speaking skills in the target language. One of established methods to improve English speaking skills in through dialogue. Dialogue increases vocabulary because they influence each other. The research conducted determined the impact of dialogue in improving the speaking skills of EFL learners at the higher secondary level.³⁷

Based on the explanation above, the writer concluded that dialogue is a conversation between two or more people that involves the exchange of ideas,

³⁴ Nurfizah Sahib, Using Dialogue-games in Improving Speaking Ability of participants of Advanced Level of PIKIH Program, Celebes of Linguistic Journal, Vol 1, No 2, 2019, p 24.

³⁵ Jefri Souhuwat, Belajar dengan Dialog (Deep Dialogue dan Critical Thinking Sebagai Model Penerapan Pendidikan Karakter), *Jurnal Pendidikan Agama Kristen*, Vol IV, No II, 2018.

³⁶ Barira Tanveer, et al, Improving Speaking Skills Through Dialogue In Efl Classroom At Higher Secondary Level, *PalArch's Journal of Archaeology of Egypt/ Egyptology*, vol 18, no 4 2021, p 2863.

³⁷ Barira Tanveer, et al, Improving Speaking Skills Through Dialogue In Efl Classroom At Higher Secondary Level, *PalArch's Journal of Archaeology of Egypt/ Egyptology* , vol 18, no 4, 2021.

thoughts, and information. Dialogue is a great way to communicate and understand each other well.

b. Type of Dialogue

Paul Gorsky mentioned that there are two kinds of dialogue. They are intrapersonal dan interpersonal type.³⁸

1. Intrapersonal

Intrapersonal dialogue is defined as an internal process in which students build their own understanding. Intrapersonal dialogue is an interaction between students and learning material based on the learning resources provided.

2. Interpersonal

Interpersonal dialogue is a process that is related to the ability of how to enhance students understanding. Interpersonal dialogue is an interaction between students and teachers or between students and students. Interpersonal dialogue can be said as a conversation whose content is more in the form of pleasantries that occur in social relations.

c. Dialogue Problems

In the practice of implementing English learning there are still students who have not maximized the use of English in communication. According to Joko and Ami, there are five obstacles faced by students.³⁹

1. Lack of Confidence

Speaking in English is sometimes a challenge for most students. Many students feel less confident when practicing conversation in English. Students' difficulties in increasing self-confidence must be overcome immediately because, in language classes, students must be able to master and understand the use of English, especially if they are able to produce pronunciation in English.

³⁸ Gorsky, Avner & Inbal, Use of Instruction Dialogue by University Students in A Distance Educational Chemistry Course, *Journal of Distance Education*, vol 19, no 1, 2004.

³⁹ Joko & Ami, An Analysis of Students' Difficulties in English Conversation Practice. *Journal of Education, Linguistic, and Literature (JCELL)*, vol 2, no 3, 2023.

2. Do not dare to speak in English

Students' lack of courage in using English greatly affects how they can improve their English Skills. This is because there is no habit of speaking in English, so students do not have good preparation and experience of speaking English. This fear arises because of a lack of practice and usually they don't practice pronunciation or practice speaking English in everyday life.

3. Fear of being wrong

The fear that often attacks students' psychology greatly affects their courage in communicating and improving knowledge and skills in English, whereas learning a language requires the courage to do and practice it, the problem of right or wrong is not something that arises. In an English learning class, one must have the courage to start a conversation so that self-confidence can arise even if one has low ability or poor understanding of vocabulary.

4. Do not have enough vocabulary

The most common thing students experience when starting a conversation in English is a lack of understanding and knowledge of vocabulary in English. Most of the students have limited English vocabulary so they find it very difficult to organize and convey ideas and opinions in English.

5. Unsupportive environment

This is the main reason why students can not maximize the use of English due to environmental factors that do not exist to support the practice of learning to speak English.

Based on the explanation above, the writer concluded that there are five constraints in dialogue, they are lack of confidence, do not dare speak in English, fear of being wrong, do not have enough vocabulary and unsupportive environment. The writer used this theory to find out the dialogue constraints faced by English Education Department students from first-semester class B at IAIN Kudus.

3. Monologue

a. Definition of Monologue

Monologue is a speaking activity that is carried out alone or the only character who has speech to deliver and does not need a partner. Monologue is defined as a students individual oral work with the aim of practicing all areas of the language system, which improves students language skills and self-confidence. In monologue, the speaker needs a clear task and time for preparation.⁴⁰ The Oxford English Dictionary also defines a monologue as “a long speech by one actor in a play or a scene in a play in which only one speakers”.⁴¹ It is a generally unbroken speech or narrative that tells a complete story or expresses a complete line of thought. So, monologue is a speech act that is private and participatory, even if only one person is speaking.⁴²

In psychologically characteristic of monological speech, explain that monologue is a relatively detailed type of speech activity in which relatively little non verbal information obtained from the conversational situational is used. It is an active, arbitrary type of speech, in which the speaker must have a certain theme and be able to build his statement or sequence of statements on that basic. In addition, it is an organized type of speech, which implies the ability to program not just a single statement or sentence, but the entire message as a whole, to use sufficient selective linguistic means for communicative purposes, as well as some none-linguistic communicative means to express thoughts (especially intonation). A monologue consists of a series of sentences connected in a logical sequence, intonationally

⁴⁰ Irina Karpovich, et all, The Use of Monologue Speaking Tasks to Improve First-Year Students English-Speaking Skills, *Education Sciences*, vol 11, no 6, 2021.

⁴¹ Oxford Dictionary, <https://www.oxfordlearnersdictionaries.com/definition/english/monologue>, accessed on Friday Desember 15, 2023, 10.01.

⁴² James Davis, Dialogue, Monologue and Soliloquy in the Large Lecture Class. *International Journal of Teaching and Learning in Higher Education*, vol 19, no 2, 2007, p 179.

designed and united by a single content or subject of expression. The monologue motivates thinking, teachers to think logically and according to your structure statement in such a way as to convey thought to the listener.⁴³

A process of meaning in the form of a continuous monologue which includes receiving information, processing, and finally producing. So that it is conveyed verbally in a logical and coherent manner. According to Doe, the initial phase involves transforming conceptualized speech into speech by transforming message into linguistic material (transformation into language by applying lexical, grammatical, and phonological rules in sequential order). Appropriate vocabulary is selected and grammatical and phonological rules are applied to create a speech plan, which is then converted into spoken language⁴⁴. Activities such as speaking monologue develop thinking and enhance the partial use of language in communicative situation.

Based on the explanation above, the writer concluded that a monologue is a speaking activity carried out alone, expressing thoughts or feelings without interruption. A monologue contains information addressed to the listener.

b. Type of Monologue

Bradford divided types of monologue into three. They are:⁴⁵

1. Internal Monologue

In internal monologue, a character externalizes his thought, so that the audience can experience his internal thought. This type of monologue is often found in plays, novels and movies. This technique is also called a "stream of

⁴³ Li Svetlana Pavlovna, et al., Teaching Monologic Speech In English Classes, *PalArch's Journal of Archaeology of Egypt/Egyptology*, vol 18, no 4, 2021.

⁴⁴ Timothy Doe, Oral Fluency Development Activities: A One-semester Study of ELF Students, *Jurnal Pendidikan dan Pembelajaran*, vol 9, no 4, 2017.

⁴⁵ Braderford, Definition and Types of Monologue, Access on May 8, 2023 from <http://eprints.unm.sc.id/JurnalPenelitian.pdf>

consciousness". Internal monologue can be classified into two categories: direct and indirect. In a direct interior monologue, an author does not show his presence, and directly reveals his character. In an indirect interior monologue, an author appears as commentator, guide, presenter, and selector.

2. Dramatic Monologue

In this type of monologue, a character speaks to the silent listener. This type has theatrical qualities, hence it is known as dramatic monologue and it is frequently used in poetry.

3. Soliloquy Monologue

Soliloquy monologue is a speech that a character gives to himself as if no one else is listening. Basically, a soliloquy captures a character talking to himself at length out loud. The audience can hear the speech, but the person talking to himself is unaware of others listening. This type often used in comedy and this type is the most fundamental dramatic devices used by Shakespeare in his drama.

c. Monologue Problems

In the context of a monologue, Irina Karpovich reveals that there are five obstacles faced by students. There are:⁴⁶

1. Fear

Some students are afraid that listeners will give them negative evaluations.

2. Shyness

Shyness refers to the emotional state that many students suffer when they have to speak in class. Students feel they cannot use English well. This makes students embarrassed to speak English, students become not confident about speaking English and students become lazy about learning English.

⁴⁶ Irina Karpovich, The Use of Monologue Speaking Tasks to Improve First-year Students' English-speaking Skills, *Education Sciences*, vol 11, no 6, 2021.

3. Anxiety

Anxiety is one of the problems that can make students feel uncomfortable when they practice speaking in class. Anxiety relates to feelings of restlessness, frustration, self-doubt, fear, or worry.

4. Lack of self-confidence

Lack of self-confidence can lead students to the threat of believing that they will not become good English speakers. This lack of self-confidence is also a big problem that affects students' speaking abilities. It is difficult for students to master speaking English if they are not confident in their own speaking abilities.

5. Motivation

In learning a language, a learners needs motivation because motivation helps him in trying and developing his understanding of a new language. With motivation, a learner wants to succeed. Thus, without it, he would definitely fail to make the required effort.

Based on the explanation above, the writer concluded that there are five constrains in dialogue, they are fear, shyness, anxiety, lack of self-confidence and motivation. The writer used this theory to find out the monologue constraints faced by English Education Department students form first-semester class B at IAIN Kudus.

B. Previous Study

In this study, the writer found several studies that applied dialogue and monologue in English speaking classes. The first study is from Akhmad Hujazy⁴⁷. *The Investigation on Students' Speech Acts Monologue and Dialogue in the English Speaking Class (A Discourse Analysis)*. The explanation obtained in this study is, that the speech act class in the English speaking class contributes that unconsciously in the daily lives of students, they have implemented short conversation, as greeting, thanking, apologizing, asking, and stating something. In addition, most students have expressed words or sentences

⁴⁷ Akhmad Hujazy, *The investigation on students' speech acts monologue and dialogue in the English speaking class (a discourse analysis)*, thesis, 2018.

based on what students have done, so students have learned to understand someone's intentions, especially in dialogue and monologue during class activities. In this context, it was found that there were several obstacles faced by students in learning speaking in class, vocabulary and self-confidence became big challenges and obstacles in speaking class. This research also reveals that speaking class lecturers agree that speech acts in this class are important and useful to learn because students can accept the purpose of the speaker and avoid mis-understanding in certain communications. Meanwhile, the lecture in this class does not teach speech acts explicitly. The writer found some similarities and differences with this study. The similarity of this research is to reveal some of the problems found in dialogue and monologue in students speaking classes. And the difference with this research is the location of the research, the research above was carried out by first semester students of English Education FKIP UNIS Tangerang. While, this research was conducted to the first semester students of English Education at IAIN Kudus.

The second study by Irina Karpovich, et al.⁴⁸ *The Use of Monologue Speaking Tasks to Improve First-Year Students' English-Speaking Skills*. This study focuses on a particular aspect of EFL instruction, namely the use of a monologue speaking tasks, which requires the ability to speak a foreign language in front of an audience. Negative factors such as fear, anxiety, low self-esteem, or lack of motivation can hinder the performance of first-year students and therefore special measures must be taken to eliminate the difficulties students can encounter while doing the monologue speaking tasks. Therefore, designed instruction sets were given to students and combined with peer assessment and additional instruction. This activity resulted in an increase in the first year students English proficiency, which can be concluded from the research results. With the application of preventive measures, namely interaction and peer assessment is a mandatory action in the educational process to improve of certain types of activities. This makes it

⁴⁸ Irina Karpovich, The Use of Monologue Speaking Tasks to Improve First-year Students' English-speaking Skills, *Education Sciences*, vol 11, no 6, 2021.

possible to conclude that the use of a monologue speaking tasks paired with peer interaction and assessment can improve first-year students' English proficiency. Based on this research, the writer found similarities and differences with this research. The similarity with this research is that there are several factors inhibiting students' speaking ability. The differences is that this study only uncovers obstacles in monologue. Whereas in this study revealed about students' constraints in dialogue and monologue.

The third research is a thesis from Siti Salihun.⁴⁹ *Students Problems in Speaking Skill at the Second Grade of MTs Hamzanwadi NW Gelogor in academic year 2019/2020*. In this research, the researcher conclude that the second graders of MTs Hamzanwadi NW Gelogor faced several problems in learning English, especially in speaking. Some of the problems students face in speaking English are inhibition, nothing to say, low or uneven, and mother tongue use. There are two factors or difficulty that cause students obstacles in speaking English, namely in cognitive style such as uninteresting of learning method, teacher too fast explaining the lesson and students feeling bored. Whereas in personality includes lack of vocabulary and never practicing English. This research has some similarities and differences with this research. The similarities with this research are they both discuss students problems in learning English, especially in speaking. Meanwhile, the difference is that the writer focused more on the constraints in dialogue and monologue in speaking English.

The fourth study was by Dea Aries Fitriani, et al.⁵⁰ *A Study on Students English Speaking Problems in Speaking Performance*. In this research, the research conducted an investigation regarding students problems in speaking English. Researchers found several problems which were divided into two, namely problems in linguistics and psychologies. Linguistics problems are problems related to grammar,

⁴⁹ Siti Salihun, *Students' Problems in Speaking Skill at The Second Grade of MTs Hamzanwadi NW Gelogor in Academic Year 2019/2020*, Universitas Islam Negeri Mataram, 2019.

⁵⁰ Dea Aries Fitriani, et al, *A Study on Students English Speaking Problems in Speaking Performance*, *Jurnal Pendidikan dan Pembelajaran*, Vol 9, No 4, 2015.

vocabulary, and students pronunciation. While psychological problems are about lack of self-confidence and anxiety. The researcher revealed that the biggest problems faced by students were psychological problems. The writer conclude that there are similarities and differences with this study. The similarity of this research is to reveal used descriptive method to find the problems faced by the third semester students of English Education Study Program of FKIP Tanjungpura University Pontianak. The differences in this research is reveal specifically the constraints of students speaking in the ability to dialogue and monologue in the Basic Spoken English Class by the first semester students of English Education at IAIN Kudus.

From the review of several studies above, the writer conclude that most of the analysis is related to students constraints in speaking English. However, there is no research that reveals in depth the students constraints in dialogue and monologue in speaking English class. Therefore, the writer hoped that this research can be a reference for future researchers who will conduct similar research.

C. Theoretical Framework

The theoretical framework is a description of the main points of the theoretical basis that the writer has state above, regarding students dialogue and monologue constraints in professional speaking class. Having a frame of mind will make if easier for the writer to discuss the title of this research.

Based on the explanation of the theory above explains that, speaking is the one of the four English skills that must be mastered by students. This is because speaking has an important role in everyday life as a tool for communication. However, in every lesson there are constraints faced by students. Besides to knowing students constraints in speaking, the writer will explore how students solve these constraints. The theoretical framework above can be designed as follows:

