

Chapter Two

Literature Review

This chapter focuses on the discussion of the concepts of this study. The beginning section talks about speaking skills. It is followed the next section which defined about students' difficulties in learning English speaking skills. This chapter also describes the learning strategies in learning English speaking skills. In addition this chapter also defines the types of language learning strategies. The last section presents the elaboration on conceptual framework.

Speaking Skills

Speaking skills are the production skills that included two main points, namely accuracy and fluency. Accuracy in speaking skills consists of using vocabulary, grammar and pronunciation (Derakhshan, Khalili, & Beh, 2016). Bueno, Madrid & McLaren, (2006) argue that speaking is one of the most challenging skills in English language learning. Besides, speaking skills requires more time for EFL learners to learn than the time to learn listening, reading, and writing skills. According to Joyce & Burns (2013), speaking is a communicative activity of creating senses that include producing, receiving, and processing information. In other word, learners convey the information orally, logically, fluently, and suitably in a meaningful context to complete the aims using fluent and accurate pronunciation, grammar, and vocabulary of the spoken language. Azadi, Aliakbari and Azizifar (2015) stated" one of the most important things on speaking is to send the messages to the others, and it is necessary to have the ability to communicate adequately. Classroom interaction has a vital role in

improving speaking ability. For this purpose, they considered the effect of teaching speaking strategies and learners' gender on developing speaking skill. They studied 30 intermediate language learners and used posttest and pretest design to analyze the research questions. The results showed that the classroom interaction is the way of improving the learners' speaking skill and gender has no effect on their speaking performance. Organizing the classroom so that it dedicates most of the class time to students interaction and promoting conversation between them can be a good way of encouraging classroom interaction”

Students' Difficulties in learning English speaking skills

According to Bailey & Savage (2014), the capability in speaking English is alike with knowing the language. In addition, learning speaking skills has been considered as the most challenging of the other language skills. Lack of grammar knowledge prevented the learners to practice English in speaking skills and one of difficulties that faced by English learners in speaking skills, such as there was mocking from others also decreased the motivation to speak English (Mukminin, Masbirorotoni, Noprival, Sutarno, Arif, & Maimunah, 2015). In learning English speaking skills the learners believe that there is much interest, where there were so many learners who lack of interaction between the learners and native speakers and it makes learning process to acquire speaking skills was difficult (Lourdunathan & Menon, 2017). The main purpose of learning English speaking skills is to enable the learners in understanding and using the language correctly. There are many senior high school students are having the capability to express ideas, thoughts, and feelings clearly. They faced difficulties or challenges in

speaking English; such as lack of vocabulary, poor or unusual pronunciation, and poor grammar (Heriansyah, 2012). The occasion control impacts the students' challenges to plan, to form the message, and to control the language that is used. Students tell something and change their mind which is named as a false start. According to Öztürk and Gürbüz (2014), fear of making mistake was a significant difficulty in EFL especially in speaking skills.

The students' difficulties when speaking English were vocabulary, for instance students do not know the vocabulary, and they used mother tongue language when they have to speak English in the classroom (Al Rabadi & Bataineh, 2015). It is too pity because they will use Indonesian language for several times. It is the fact that conversation requires vocabulary mastery. According to Derakhshan, Tahery, & Mirarab (2015), one of the difficulties of learning speaking in the classroom is the material. In real situation, there is no facility that can support students' learning process in the classroom because their teachers do not prepare the material appropriately for their student for real practice in speaking English. Besides, students are expected to active in speaking activities in the learning process, so the students can improve spontaneously their English speaking skills. A fundamental of un-interesting topic in practicing English was prevented the learners to increase their speaking performance (Rahman & Deviyanti, 2018). Furthermore, Rahman and Deviyanti (2018), stated that in learning English speaking skills, students' motivation gave serious effort in increasing speaking ability. And also lack of motivation was the challenges in learning English speaking skills. According to Naheed (2015), difficulties or challenges in speaking English were come from lack of confidence which is

individual factor in learning EFL. English learners often find the challenges in speaking because they do not have idea to say. In learning process, the learners feel hard to respond when their teacher asks them to speak English. Anxious or nervous may hinder the ability of learning speaking and performance skills (Park & Lee, 2005).

Learning Strategies in Learning English Speaking Skills

Rubin and Wenden (2013) categorized learning strategies based on processes which further either direct or indirect the language learning. O'Malley and Chamot (1990) have established the language learning strategies in order to help the learners in achieving or in mastering their learning process successfully. Learning strategies in English speaking skills have been illustrated by Rubin & Wenden (2013) as "any groups of processes, stages, tactics, habits used by the learners to acquire the gaining, recovery, and usage of information". Richard & Platt (1992) stated "learning strategies are persistent habits and thoughts that learners make used of during processing in order to help them acquire, learn, or memorize new information" (p.209). Additionally, language learning strategies were also explained by O'Malley & Chamot (1990), as "special thoughts or habits that individuals use to help them comprehend, learn, or retain new information" (p. 1). Khosravi (2012) defined the language English learning strategies in speaking skills as the complicated procedures that one relate to processing, as a result, they may be were as procedural knowledge which be acquired through stages of learning. In concise, Gani, Fajrina, and Rizaldy, (2015) said that "learning strategies can be known as special ways of processing information that are used by learners to improve comprehension, learning, or retention of the

information. Learning strategies are used by learners to help them understand new information better and to help them solve language problems. Learners have to recognize the power of consciously using language learning strategies in order to make learning quicker, easier, more effective, more efficient, and more fun”.

Types of Language Learning Strategies

Since 1970s the study of language learning strategies was conducted. Therefore, there are many professional experts which classified the learning strategies. These several classifications of language learning strategies have been demonstrated in the following taxonomies.

O’Malley’s (1990) Classification of Language Learning Strategies.

The first theory of language learning strategies was defined by O'Malley and Chamot (1990) . Language learning strategies have been categorized into following taxonomies.

Metacognitive strategies. These strategies were referred to metacognitive ways as strategies employed to plan, monitor, and evaluate the learning process. O’Malley and Chamot (1990) stated that these strategies are the appearance to indicate a self-management function. These strategies consist of planning the information for learning and thinking about the place of learning process, monitoring of learners’ comprehension, checking and correcting learners own mistakes, and evaluating learning process after learning process. According to Liu (2004), metacognitive strategies can help the students become an effective learners in learning the language, especially in speaking English since the learners the learners pay attention in learning process.

Cognitive strategies. Direct manipulation is needed in cognitive strategies. According to Brown (2007), cognitive strategies are the strategies that learners involve more direct manipulation in learning process (p.134). In this strategy, the learners can repeat the material and resource the knowledge, make the translation, make grouping, do note taking, use deduction, use imagery, auditory representation, and key words which are the most important effects in cognitive strategies.

Socio-affective strategies. In this taxonomy, O' Malley (1990) stated that socio-affective strategies deal with social action and transaction, which involve cooperation such as contributing with one or peers to find some feedbacks, collecting information and asking a teacher or other native speaker. This strategy is needed to interact with others.

Oxford's (1990) Classification of Language Learning Strategies.

Second taxonomy of language learning strategies from Oxford (1990). Oxford has divided into two main categories, each covering several sub-categories as follows:

Direct strategies. These strategies are those habits involving the direct and conscious ways of using the language. According to Oxford (1990), all of the direct strategies require conceptual in processing of the language. There are several sub-categories in involving the new language in this taxonomy, such as:

Memory strategies. Memory strategies used for inputting new information into retention and saving it. These strategies required the conscious mental processes for keeping and recovering new information in the memory. The activities such as creating mental connections, applying images and sounds,

reviewing well, and employing action are needed in these strategies. This strategy used to help the learners in saving and retrieving the new information. According to O'xford (1990), memory strategies are making an association and reviewing, these strategies employed by students when the learners faced difficulties of vocabulary learning. The words and phrases can be associated with visual image that can be stored for communication.

Cognitive strategies. Cognitive strategies used for controlling the language for response and manufacture of meaning. These strategies involve conscious ways overcoming the target language. In these strategies, the learners need to do practicing, receiving and sending meanings, analyzing and making structure for input and output knowledge. Cognitive strategies make the learners able to understand and produce the language in different meaning. For instance, learners using resources to receive and send the message, learners do the repetition when they practice the language with sounds, and writing system. According to Liu (2004), cognitive strategies encompass the language learning strategies of identification, grouping, retention, and storage of language material, as well as the language used strategies of retrieval, rehearsal, and comprehension of production of words, phrases, and other elements of the second language.

Compensation strategies. Compensation strategies used for handling limitations in current knowledge. According to Oxford (1990), these strategies permit the learners in acquiring language whether in speaking or writing skills even with knowledge gaps. Learners need to guess and handle intelligently in speaking and writing in these strategies, for instance, learners use mother tongue for an expression without translating the language, asking someone for helping

them when they are missing expression, using meme or gesture, using the similar or synonym word, etc.

Indirect strategies. Indirect strategies consist of un-conscious mental processes in acquiring the language learning. Even if learners do not directly involve using the language, they need to support language learning. Indirect strategies consist of metacognitive, affective, and social strategies. Metacognitive strategies help the learners in controlling their own cognitive abilities, for instance metacognitive strategies are used for organizing and evaluating learning process, such as focusing, planning, and evaluating the learners progress in speaking competence. Affective strategies are used for managing attitudes and emotions, for example this strategy can develop self-confident of the learners. Oxford , (1990) stated that the setting of language use affects strategy employment and classroom interaction offers little opportunity for the use of affective strategies with the exception of questioning for clarification. Social strategies can increase the interaction, and make the learners are more empathetic understanding. This strategy consists of learning and working with others in learning process. In this strategy, learners are overviewing the material that they have already known earlier and learners do the self-monitoring and self-evaluating.

Rubin's (1987) Classification of Language Learning Strategies. Rubin has divided classification of language learning strategies into three types. The taxonomy of language learning strategies are as follows:

Learning Strategies. Learning strategies classification from Rubin has divided into cognitive and metacognitive strategies. Learning strategies by Rubin

are related to learning (cognitive strategies) and indirect learning strategies process (metacognitive strategies). Cognitive strategies consist of clarifying, practicing, memorizing, and monitoring the learning process. Planning and self-management include in metacognitive strategies.

Communication Strategies. Related to language learning process, learners focus on the process of contributing in a conversation and getting meaning across or clarifying what the speaker proposed. This strategy is used for overcoming communication of the learners' difficulties. According to Gani, Fajrina, & Hanifa (2015), these strategies make learners focus on the process in an active conversation, and getting importance the speakers' intention.

Social Strategies. Social strategies are strategies that engaged the learners to practice their language with others. In these strategies, learners are exposed to the opportunities include in social strategies. It can helpful to practice their knowledge in learning.

Review of Related Study

There are some studies that were conducted to find out the students' difficulties and learning strategies in learning English speaking skills. The first study is from Gan (2012) entitled *Understanding L2 Speaking Problem: Implication for ESL Curriculum Development in a Teacher Training Institution in Hongkong*. The aim of this study is to investigate the students' Problem in speaking English. This study used quantitative approach as the research method. The respondents of this study were 20 students that consist of 16 female students and 4 male students in the final year of a 4 year Bachelor of Education English

Language Program in a teacher training institution in Hongkong. This study used Closed-ended questionnaire to collect the data. The finding of this study indicated that there several problems that faced by students in speaking skills, such as; inadequate vocabulary, grammar as stumbling block, imperfectly learned pronunciation, and inadequate opportunities to speak English in the classroom. In this case, the difference in this previous study with this study is the academic level of the learners in learning English speaking skills. Hence, the similarity of this study, both of previous researcher and the researcher of this study used quantitative approach as the research method, and used closed-ended questionnaire to collect the data.

The second study is entitled *The Role of Gender and Language Learning Strategies in Learning English* by Aslan. The aim of this study was to find out learning strategies used by EFL learners. The respondents of this study were 257 students of Atilim University English Preparatory School. The data were collected through SILL and Oxford (1990). The data in this study was analyzed by Anova Test. The findings showed that use of language learning strategies had positive impact and that females were more successful in learning English. The finding showed that there was significant correlation between gender, achievement, and language learning strategies. In this case, the difference of the second previous study is also the subject, and in this study the researcher will use SPSS in analyzing the data. The researcher only wants to examine the learning strategies used by senior high school students in learning English speaking skills, and the researcher did not focus on gender at all.

The other study is related to learning strategies in English speaking skills. The study is from Nurliana entitled *Language Learning Strategies of English Education Department of FITK (a Comparison Descriptive Study at the Fourth and the Sixth Students)*. This study aims to describe learning strategies employed by students of English Education Department in UIN Syarif Hidayatullah Jakarta. The findings of this study showed that FITK students used all language learning strategies in learning speaking skills, such as; memory, cognitive, metacognitive, compensation, affective, communication, and social strategies. The findings of this study also showed that practice the language is the most strategies in learning the language. In enhancing students' learning strategies, the students require to practice more about how to use the strategies in learning English speaking skills. In this case, the difference of this study is also the subject. The similarity of this study is to investigate the students' learning strategies in speaking English.

From the previous study above, it can be seen that language learning strategies has a big impact for the students in learning the language better. Moreover, there are so many facts that interesting that need to investigate, like gender, and achievement. In this study, the researcher only focused on the students' difficulties and learning strategies applied by students in speaking English.

Conceptual Framework

In this section, the researcher illustrates the framework of this research. It is how the research will be drawn to answer the research questions. The aimed of this study are to find out students' difficulties in learning English speaking skills

and learning strategies employed by students at a private senior high school in Yogyakarta in learning English speaking skills. The researcher has presented some theories related with learning strategies in English speaking skills and the difficulties that faced by students in learning English speaking skills. Therefore, this research would cover the following.

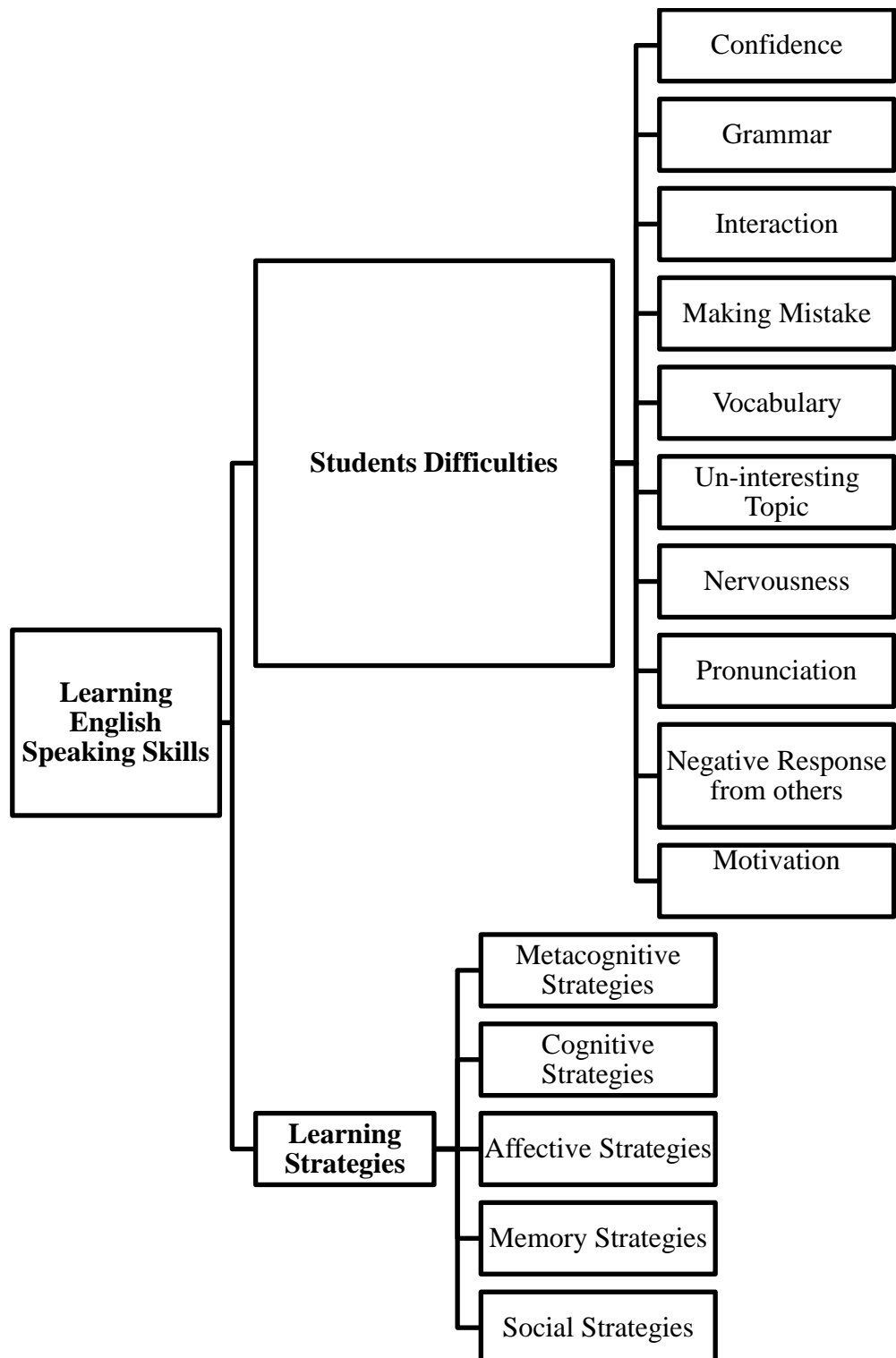


Figure 1. Conceptual Framework