

## **Chapter Two**

### **Literature Review**

This chapter presents some experts' opinions related to the research. In the beginning, this chapter discusses English as an international language. In addition, it also discusses English mastery of university students and English mastery of English Department students in Indonesia. The next chapter is about the challenges in speaking English. At the end of the chapter, there are strategies in handling the challenges in speaking English.

#### **English as an International Language**

In general, many people understand that English has been regarded as one of the international languages for international communication. Smith (1976, p.17, as cited in McKay, 2004) mentioned that an international language is one which is used by people of different nations to communicate with other people. This means that many people of different nations use English to communicate each other. Afterwards, when the people are able to speak English, they can interact with others without obstacles. Thus, nowadays, English has become a contact language to communicate from different first-language backgrounds (Seidlhofer, 2005, 339).

English in Indonesia functions as a foreign language and people commonly find it difficult to speak in this international language. According to Tuan and Mai (2015), when language learners have to speak in the target language especially English, they find difficulties to speak English. This mostly

happened in foreign language learners in this private university. If they realize that English has a function as an international language, they are supposed to master it so that they can communicate with people in the global community. Also, students should be motivated to practice this foreign language in order to update their knowledge and technology.

Students will get easy access to communicate with foreigners when they have ability in speaking English and they do not use their first language in speaking English. As argued by Boonkit (2010), speaking is one of the important skills in English to share opinion, when speakers do not use their first language. For example, when students meet foreigners, they can easily communicate and interact with them well. Besides, they will get understanding about the culture of different nations. It is supported by Chastain (1988, as cited in Skandari, Behjat & Kargar, 2015) who argued that speaking English is an important part of developing language skills and communicating cultural knowledge. The other example is when the students study abroad, they can easily adapt with the new environment because they have ability in speaking English. They will know and understand about what language is used in that context. It is believed that English becomes a universal language, because it is mostly used by people from all around the world for communication (Richards, 2001; Hussein, Demirok, and Uzunboylu, 2009; Pakir, 2009; Wozniak, 2010; Alzubaidi, Aldridge, and Khine, 2016). Therefore, they can use English language to communicate with other people because English is a universal language.

### **Definition of Speaking Skills**

Speaking is a tool of communication with others. People can speak and give information with others through speaking. Liao (2009 : p.11) found that speaking is a skill that students will be practiced in real life situation. In addition, Argawati (2014) mentioned that speaking is an activity that someone uses to communicate with others. It means that when the people communicate with others, they will use the language to deliver their ideas with others. Other expert, Lawtie (2007) stated that speaking is very important thing for someone to communicate, without speaking some people did not say anything. Thus, people need communication with others by speaking skill.

In learning English is not only mastery of listening, reading and writing; but also mastery of English speaking skill to communicate with others as well. Therefore, people should be able to master English language because it will help them can communicate with foreigners. Based on Stapa (2005), English is almost used by people all over the world to communicate with others. As a consequence, people who are proficient in English will be easier to look for a job. Yılmaz (2009, as cited in Masadeh, 2016) stated that all of the skills consisting of four skills are needed but speaking is the most important ones to prepare students' future careers.

Moreover, speaking skill has an aim to interact with others in conveying thoughts, ideas, feeling, and hope (Patiung, Tolla, Anshari, & Dolla, 2015). Therefore, in order to convey their ideas, people should know how to interact with others and to aware of some aspects in speaking skill. In addition, Kavaliauskiene

(2006, as cited in Trejos, Garcia & Gomez, 2013) argued that speaking skill is used to assist someone interact with other people. It means that by speaking skill, people are involved in socializing.

From the definition above, it can be concluded that speaking skill is used to deliver ideas and transfer some informations to other people. Besides, speaking skill is important to persuade someone to distribute their ideas and feelings. Therefore, people should master English speaking skill in order to help them in learning English.

### **Challenges in Speaking English**

Although English speaking skill is important to be mastered by students, some of them still have difficulties in speaking English. The difficulties in speaking English faced by students are such as they are difficult to find some words, fear in making mistakes, first language influence, and low participation.

The first problem is that students are difficult to find some words to express their ideas through speaking. Baker & Westrup (2003) argued that many students find difficulty to answer teachers' question using foreign language because they do not have ideas, they are confused about which vocabulary to use, or they do not know how to use the grammar correctly. It means that when teachers ask students using English language, they cannot answer teachers' question because they do not know how to answer it. Other expert, Tatham and Morton (2006) found that many people can understand the language but they cannot speak it. It means that the students understand but cannot speak. It happens because the students are difficult to find some words. Thus, the difficulty to find

some words is the cause as to why the students get difficulty when speaking English.

The second problem is that students are fear in making mistakes. According to Goktepe (2014) the problem which is often faced by the students is that they are afraid of making mistakes when they are speaking English. Thus, when students begin to speak English, they are worried about making mistakes, fearful of criticism and simply timid. The reason that students who showed such behaviors because they have less ability in speak English or they are unfamiliar with the language. In addition, students may believe that making mistakes is a sign of weakness or incompetence (Anthony, 1998 as cited in Tartakovsky, 2016). Therefore, they assume that making a mistake will lead to some terrible consequences that cannot be corrected or undone.

The third problem is the influence of the first language. Many students think that using the first language will make it easier for them to deliver with others who apply the same first language. Harmer (1991) mentioned that students still apply their first language due to several things. Firstly is when students discuss about topic that they do not understand, they will use their own language to deliver their thoughts with others about the topic. Secondly is natural thing to do. For example, in learning activity students will often use first language than foreign language, especially English. Because of first language is natural thing to do, they will use it. Whereas, students who study a foreign or second language are required to master the language in the speaking activity. Sinta (2011) stated that

students prefer to use the mother tongue because they have limitations in mastering the vocabulary and grammar of knowledge.

The last problem is low participation. When students do not participate in learning process especially in speaking English, it will make them have little time or opportunity to speak English. Based on Tuan and Mai (2015), there are some students will dominate when other people speak very little. For example, when the students are in the large group to discuss some tasks, sometimes there are one or two students who always talk active who dominant the class while others only speak very little or not at all. Then, it makes some students think that it is not important to get engaged in the class. In addition, Tuan and Mai (2015) mentioned that another problem that can affect students' speaking ability is when students lack the opportunity to practice English. Low participation can be said as low practice in English. Therefore, this problem will make it difficult for them to practice in speaking English..

Additionally, there are actually many challenges in speaking English such as difficulty to find some words, fear in making mistakes, first language influence, and low participation. Afisa and Yolanda (2015) stated that the factors that cause students' difficulties in learning to speak English is how often they practice speaking English and psychological factors. As well as, Mandarani (2016) claimed that the difficulties that students faced when they speak English is due to lack of vocabulary. It indicated that all of the problems above are the main speaking problems encountered by ELED students either from the students itself.

### **Strategies in Handling the Challenges in Speaking English**

There are some strategies to overcome students' difficulties in speaking English. Based on the literatures, some strategies to overcome difficulties in speaking are explored more in the following paragraph.

Firstly, there is cognitive learning strategy. According to Weinstein and Meyer (1991), cognitive is the ability to think that can help students in determining learning goals. One of the characteristics of cognitive learning strategy is, like students can determine their learning goals by their knowledge that they have. For example, students are learning about the rules of grammar to avoid misunderstanding while communicating. Then, they can make unlimited sentences related the rules of grammar. Therefore, this method helps students able to explain the formulas in the use of good language and able to arrange the good sentences in grammatically correct.

Another is affective learning strategy. This strategy explains about emotional and attitude of the human. Seifert (1995) mentioned that emotions are better to achieve students' goal in learning strategy. Besides, this strategy helps students to reduce the feeling of being bored and gives rise to the feeling of being comfortable in learning language. For example, they feel anxious while speaking English. To reduce anxiety, they can do it by taking a breath to stretch all the muscles in the body such as neck and face. Thus, this technique focuses on their mental and sound. Other example, the students can do it by listening to music that can ease their feelings like classical music. Therefore, this method helps students to reduce their anxiety while speaking English.

The final is psychomotor learning strategy. It includes students' skill and ability in doing an activity. Based on Bloom's (1956, as cited in Dawson, 1998), psychomotor learning strategy is a strategy includes behavior and physical coordination and skills and physical abilities of the students. For example, they can practice their vocabulary with singing a song or karaoke. For example, in Canada, this activities like singing a song or karaoke are more popular to handling the difficulties in speaking. Besides, each song has its written lyrics, so students can learn new words and they also can improve their pronunciation and fluency by speaking at the same time. Thus, in order to deal with speaking English challenges, students are able to use cognitive, affective, and psychomotor learning strategy.

### **Reviews of Related Study**

There are three research related to the studies to know the challenges in speaking English. The first was from Triyadi (2017). It was focused on the students strategies. The purposes of this research are to investigate the challenges in speaking English and to overcome their challenges in speaking English using several strategies. The participants of this research were six students of ELED of UMY batch 2014. The researcher used descriptive qualitative as a research methodology. To collect the data, the researcher used standardized open-ended interview. The result of this research showed the problems faced by students of ELED of UMY in speaking English were poor pronunciation, lack of input exposure, lack of English speaking practice, lack of vocabulary knowledge, etc. In addition, the strategies used by the students of ELED of UMY in overcoming their

speaking problems were watching English movies, joining an English speaking club, communicating on phone using English, reading English texts, participating English speaking in the classroom, listening to English songs, memorizing English words and repeating words, etc. Eventually, those strategies could reduce the students' problems in speaking English.

The second was from Sofia (2017). The research was conducted to find out the trends of students' strategies in learning speaking and the most frequent strategies used by students. To answer the research question, this research employed quantitative as a research methodology and applied survey as the design. The participants of this research were 30 students of English department batch 2014 who have GPA (Grade Point Average) in the range of 3.5 to 4.0. Then, the researcher used purposive sampling as the sample in research method. The researcher used a questionnaire that was adapted from Oxford's Strategy Inventory for Language Learning questionnaires', and it contains 50 items. The data were analysed using descriptive statistic through SPSS program version 15. Then, the result showed that students used the strategies in improving their speaking ability, which were including metacognitive strategies, cognitive strategies, compensation strategies, affective strategies, social strategies, and memory strategies. The other result showed that the most frequent strategies used by students were metacognitive strategies and the strategies rarely used by students were memory strategies.

The last was from Hendrawan (2016) who focus on exploring students' difficulties and strategies toward speaking skill in English Education Department

Universitas Muhammadiyah Yogyakarta. The researcher used qualitative as data collection method. The researcher choose three students of batch 2013 of EED UMY to become the participants in this research. The result of interview was transcribed and member checked to prove the trustworthiness of the interview. The result of this research showed that difficulties occurring in EED were: inhibition, lack of topical knowledge, low participation and mother tongue used. To cope with those problems the respondents came up with some strategies. Those strategies are: self-talk, reading English book to enrich the vocabulary, English debate practice, daily conversation in English, make a note, self-motivation, and looking for partner to practice English.

To summarize, the first research from Triyadi (2017) is similar with my research in some aspects. The first is about the purposes which is the students strategies. The second is the methodology which is using descriptive qualitative research design and open-ended interview. However, this research from Triyadi (2017) focuses on listening and speaking for daily conversation course. Then, the similary is also find in the research from Sofia (2017) which is about the challenges in speaking English skill. However, the research from Sofia (2017) focuses more on the students' strategies in learning speaking. Then, it uses quantitative by giving questionnaire for the respondents. Lastly, the researcher also find that the research from Hendrawan (2016) was similar with this research because this research also find out the challenges in speaking English skill. In contrast, the research from Hendrawan (2016) only choose the early batch of English Education Department as the participants, but my research will choose the

longer batch of English Language Education Department as the participants because the participants have more experiences about the problems in speaking English.

### **Conceptual Framework**

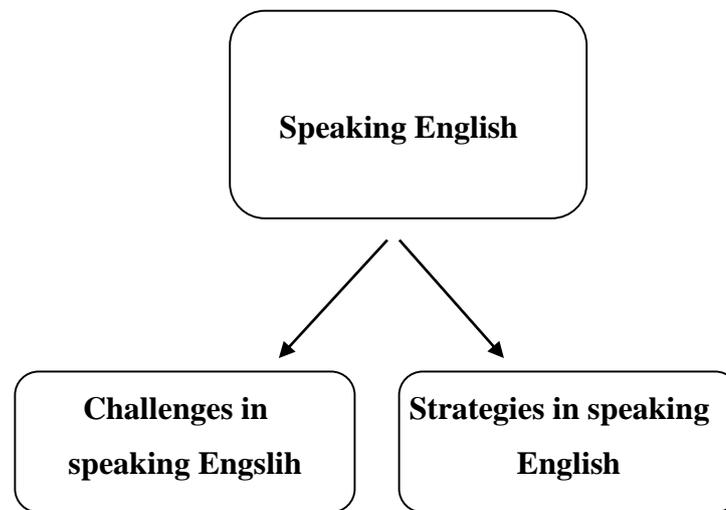
English is one of the international languages that can be used by people from different nations to communicate with other people in the world. According to Smith (1976, p.17, as cited in Mckay, 2004), an international language is one which is used by people of different nations to communicate with other people. In addition, people can interact with others without obstacles when they are able to speak English as well. Therefore, English makes the people from various countries are easier in socializing and expressing opinions when they have a good speaking in English (Efrizal, 2012).

Furthermore, in learning English, there are four skills in English namely listening, speaking, reading, and writing. Lalima (2013) argued that English students' need to master four language skills of English including listening, speaking, reading, and writing. From all of them, English speaking skill is one of the important key to be mastered by students. Afterward, Sari (2013) also mentioned that speaking becomes an important component of human being and it cannot be separated from each other.

Whereas English speaking skill is important to be mastered by students, there are some challenges faced by students in mastering English speaking skill. The first is that students are difficult to find some words to share their ideas. Tatham and Morton (2006) mentioned that many people can understand the

language but they cannot speak it. Another problem is they are fear in making mistakes. Goktepe (2014) argued that students are afraid of making mistakes when they are speaking English. Other than that, students influence in first language that will make it possible obstacles in speaking English. Based on Sinta (2011) stated that students tend to use the first language because they have limitations in mastering the vocabulary and grammar of knowledge. Besides, the students have low participation when they are speaking English. Thus, it will make them have little time to practice English. It is supported by Tuan and Mai (2015) who argued that another problem that can affect the ability of students to speak English is when students lack the opportunity to practice English.

On the other hand, some students have the strategies to overcome their challenges in speaking English. There are some strategies used by students in speaking English. The first is cognitive learning strategy. This strategy explains about the ability to think that can help students in determining learning goals (Weinstein and Meyer 1991). The next is affective learning strategy. Based on Seifert (1995) talked that emotions are better to achieve students' goal in learning strategy. The last is psychomotor learning strategy. It means that this strategy includes behavior and physical coordination and skills and physical abilities of the students (Bloom's, 1956, as cited in Dawson, 1998). Therefore, those are indicated that students have strategies in resolving their challenges in speaking English.



*Figure 1.* Conceptual Framework