

## **Chapter Two**

### **Literature Review**

This chapter shows some theories to support this research. First, the explanation about type of language skills and definition of speaking skills. Second, the challenges and strategies used by EFL students in speaking in English discuss further in this chapter. Review of related study also explains further in this chapter.

#### **Language Skills**

**Type of language skills.** In language skills, there are two types of language skills such as receptive skills and productive skills. Receptive skills or passive skills is a skill where the students receive the information from the teachers. This is in line with Masduqi (2016) who argued that the students only need to receive the information from the teachers rather than produce the language. Further, receptive skills consists of two skills such as reading and listening skills.

Productive skills or active skills is a skill where the students produce the language. To support the previous statement, Masduqi (2016) also argued that productive skills is the skills where the students have to produce the language. Further, productive skills consists of two skills such as speaking and writing skills.

**Speaking skills.** Speaking is the condition where the people express inside their mind into a language. Speaking also defines as the condition of the people in

transfer the ideas into verbal and non-verbal communication (Febriyanti, 2011). Speaking mastery is important due to the position of English as the universal language (Nazara, 2011). Nazara (2017) also argued by speaking people will know someone's language measurement based on the tendency in speaking mastery nowadays. Therefore, the students' need to master speaking skills in English language learning.

### **Challenges of Speaking English for EFL Students**

In some cases, people will see students proficiency in English by seeing the ability of speaking. This is in line with Ihsan, Muslem and Aziz (2018) who revealed that in environment, speaking is a tool for communication and people will see someone's proficiency through speaking. Further, the learners especially for EFL learners can not master it fast. It should be step by step and need to be developed (Ihsan et al., 2018).

Considering that speaking needs to be developed, some challenges appear in EFL students'. Those are lack of vocabulary, fear of mistake, shyness, anxiety, lack of confidence and lack of motivation.

**Lack of vocabulary.** Vocabulary is the first problem faced by EFL students' in learning speaking skills. This is in line with Dewi and Jimmi (2018) who stated that lack of vocabulary is the condition where the students can not build the sentences because the limitation of words. Similarly, vocabulary is the most important part in learning English. Furthermore, the students who are lack in vocabulary will give an impact to themselves when they want to interact with

others and would had less confidence in English language learning (Dewi & Jimmi, 2018).

**Fear of mistake and shyness.** These two psychological factors are the problems that the students faced when speaking in English. Juhana (2018) defined shyness as an emotional feeling of the students when they want to speak in English as well as fear of mistake. Both fear of mistake and shyness has influenced students' speaking performance. This is in line with Juhana (2018) who stated that the students will forget what they want to say because of shyness, fear of their abilities in speaking whether they make a mistake or not during speaking and they worried about being laughed by their friends when they make a mistake. Furthermore, the teachers can do personal approach to the students and create better learning atmosphere so the students can give their best performance in oral communication.

**Lack of confidence.** This is the other psychological factors that affect students' performance in speaking in English. Juhana (2018) defined lack of confidence as students' feeling that occur when they know that their speaking partners do not get their points when speaking in English. Additionally, the students' feel that their English is not good and they tend to keep silent. In this case, the teacher gives a positive encouragement to the students in order to make the students have high confidence in speaking in English.

**Lack of motivation.** Motivation is important for the students in language learning especially in speaking in English. Jin (2014) argued that motivation is

important for the students because it can make the students success in language learning. Further, to motivate the students, the teacher should show their enthusiasm during their teaching process and their activeness to communicate in English (Juhana, 2018).

### **Strategies of Speaking English of EFL Students**

Some of the English Foreign Learner (EFL) understand what other people talk about but they less confident to express their mind through speaking. Further, it can be concluded that speaking is not about how the people communicate orally but also speaking is the skills where the people try to give information to other people (Abrar et al., 2018).

Based on the challenges, there are some strategies used by EFL students in overcoming challenges in speaking in English.

**Self-assesment.** This strategy aims to overcome students speaking anxiety by asking the students to do self-assesment. In this strategy, the students state their strength and weakneasses in speaking in English. Further, this way also can give a good impact to the teacher because the teacher will know the capabilities of every student (Mahdi, 2015).

**Metacognitive strategies.** This second strategy implemented by the students during the learning process. This is supported by Heryanti and Hazairin (2017) who stated the students applied some ways such as set the purpose of speaking in English, self-monitor and evaluation for their academic achievement especially in speaking performance in the classroom also set the material to be

discussed. Thus, it can help the students to enhance their speaking performance in the classroom.

**Cognitive strategies.** The students do some repetition toward this strategy. As what mentioned by Heryanti and Hazairin (2017) who stated that most of the students translate and do some repetitions also guessing the meaning of the vocabularies. Again, they also stated that the students try to guess the meaning and make some clues of the vocabularies (Heryanti & Hazairin, 2017). Thus, the students believe that they are able to enhance their speaking performance later on.

**Social strategies.** This strategy aims to make the students become an active learner in learning speaking skills. Heryanti and Hazairin (2017) revealed that the students applied cooperation ways because this way is easy to be applied while questioning for clarification and self-talk as the other ways in this strategy. The students use questioning for clarification and self-talk in order to prepare themselves in some instance such as speaking in public, speech or presentation (Heryanti & Hazairin, 2017).

**Interpersonal strategies.** This strategy explains that the students need to do rehearsal for their speaking performance in the classroom. Some of the ways such as ask the other people to give some suggestions, practice and rehearsal, also try to speak up with another people (Heryanti & Hazairin, 2017). Thus, the students can overcome their challenges in speaking in English.

**Communicative – experiential strategies.** For the students, this strategy aims to make the sentence become more effective by find the synonym. Heryanti and Hazairin (2017) stated that the students need support from the teacher to overcome their fear in speaking in English. In their study, they also mention that the students will easy to speak up by guessing teachers body language (Heryanti & Hazairin, 2017).

### **Review of Related Study**

In this part, the researcher talks about three reviews of related study in this research. The first study was conducted by Abrar, Mukminin, Habibi, Asyraf, Makmur, and Marzulina (2018) which aims to document Indonesian EFL students' teachers' experiences in speaking English. To gather the data, this study uses qualitative phenomenological study. The participants of this research are 8 participants. The results are language barriers such as pronunciation, grammar, vocabulary and fluency, psychological factors such as anxiety, attitude and lack of motivation, learning environment such as lectures, peers, and topic of speaking, and practicing the language such as self- practice, practice with tutors also practice uses media and technology.

The second study was conducted by Nazara (2011) which aims to investigate the perceptions of the students' of the English Teaching Study Program of FKIP-UKI Jakarta on their English speaking skill development. The researcher uses mix method such as qualitative where uses interview and quantitative where uses questionnaire to get the data. The questionnaire contains of 16 statements with 40 respondents. Meanwhile, the interview done in 20 – 25

minutes with five respondents from questionnaire administered in voluntary system. This interview aims to re-check participants' point of view rather than make a generalizations. The result was showing that 45% of participants know that their speaking level is high while 55% of participants are not. Thus, the participants want to speak in English. Eventhough most of the participants have low level in speaking in English, it can be concluded that speaking mastery is important for them.

The third study was conducted by Juhana (2018) which aims to find out psychological factors that hinder students from speaking and the causes of the factors as well as the possible solutions to overcome the factors. This study uses three techniques of gathering the data such as observations, questionnaire and interviews. The result shows that there are five psychological factors in speaking in English such as fear of mistake (37%), shyness (26%), anxiety (18%), lack of confidence (13%) and lack of motivation (6%). Based on this research, the solution is based on how the teacher can motivate the students and ask them to participate actively in the learning process.

The differences between this research and the others researchs are this research not only talks about challenges but also the strategies to overcome it, this research takes the participants from EFL students such as Mechanical Engineering Department, and this research used case study for gathering the data. The comparison between this research and the other researchs is both of the research use EFL students' as the sample.

### Conceptual Framework

The previous research explains about challenges and strategies from students' point of view. In this research, the researcher wants to explore the other challenges and strategies from students' point of view about speaking skills that might be appear. Moreover, the researcher also use the previous research as the references to enrich the data in this research. Research's conceptual framework is presented in the figure below:

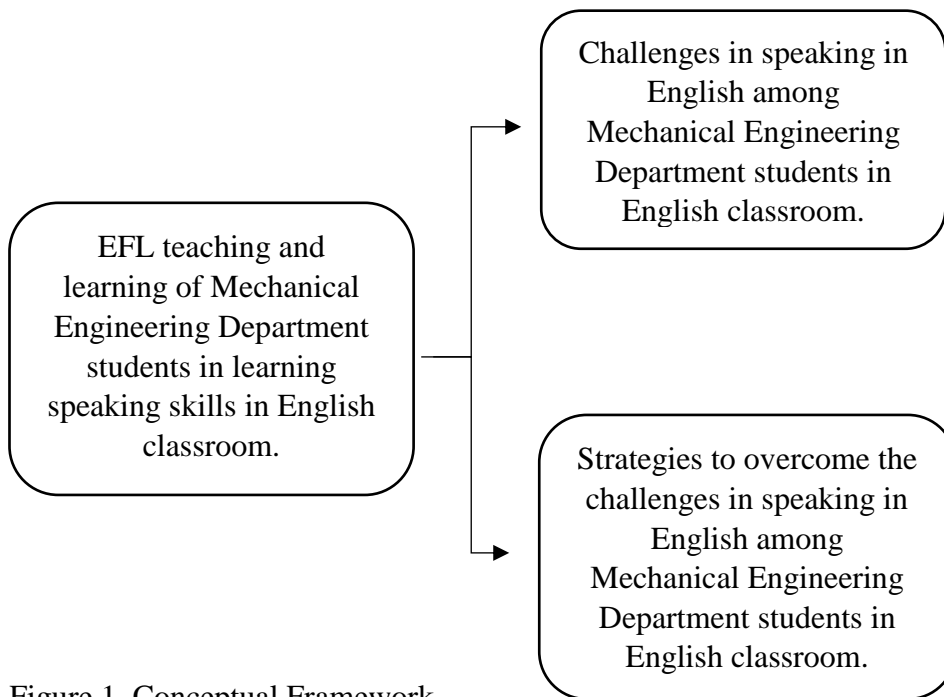


Figure 1. Conceptual Framework