

CHAPTER 2

LITERATURE REVIEW

This chapter explains the theories underlying the research. These theories are correlated with EFL students, learning strategies, and oral academic presentations.

2.1 Speaking Skill

There are a lot of definitions of “speaking” that researchers have suggested in language learning. Speaking is the skill of using language appropriately to express some idea, opinion, or feelings to give or get information and knowledge from other people who communicate. According to Derakhshan et al., (2016), speaking is a production skill divided into accuracy and fluency. Fluency is considered the skill to keep going when speaking spontaneously, whereas precision is regarded as using vocabulary, grammar, and pronunciation through some tasks. In line with the above ideas Fadil et al., (2018) define speaking as a communication action that allows and requires people to communicate and listen to other people to get information, break down barriers, discuss themselves, and learn about the culture. In summary, it can be concluded that speaking is a communicative activity that allows someone to talk or discuss anything, conduct a conversation with someone, address someone in words, and express oneself in a particular language. Speaking skill is one of the criteria tested in this study based on student involvement in an English Course.

Fernandes (2016) stated that five components are generally recognized in analyses of the speech process: grammar, pronunciation, fluency, vocabulary, and comprehension. All components mentioned above play an important role in speaking. People can improve good speech by mastering the components:

a. Grammar

In relation to Grammar, Ilgunaitiene (2021) argues that grammar is the process of organizing words into correct sentences. Grammar is often defined as the study of language that deals with the patterns and structure of words (phonology) and the conventional arrangements in phrases and sentences (syntax).

b. Pronunciation

Erdiana et al., (2019) has said that pronunciation is a crucial aspect of speaking (spoken communication) since it entails making the correct sounds of a particular language and combining those sounds in the flow of speech. It is critical to make the communication process more understandable.

c. Fluency

Fluency relates to how well a student communicates meaning rather than how many grammar, pronunciation, and vocabulary errors they make. Accuracy and fluency are frequently contrasted. According to Tavakoli Nakatsuhara and Hunter, (2020) Fluency refers to rapid, efficient, and accurate word recognition skills that allow a student to improve the meaning of a context.

d. Vocabulary

Vocabulary is essential before practicing speaking. Zhang and Graham (2020) Vocabulary is the basic component of language and a fundamentally important aspect of language development. Vocabulary is a single sentence form component that formulates the words to be said to produce organized and understandable communication.

e. Comprehension

Comprehension is the skill of grasping something by having a decent understanding of the subject or knowing what a situation is truly like. According to Rustamov and Mamaziyayev (2022) comprehension requires a person to respond to and initiate speaking. The skill relates to the student's capacity to make their speaking easily understood by other listeners or to invite others to talk.

To discover students' talents and interests and to release the stress from learning at the school while improving specific personal skills. In terms of English teaching and learning, it explained that if the course contents match the students' interests, namely, daily routine, and align with their language proficiency levels, it will increase student motivation, and attentiveness in class, and speed up the learning process because they are eager to participate in the learning activities.

2.2 Learning Strategies

Strategy in the context of education can be interpreted as planning what we will do or a series of what we want to achieve that leads to educational goals, especially in learning. Students still have problems in learning. For example, when learning to speak, students are required to interact with their classmates or with English lecturers use a foreign language (English), which they rarely use outside of class. Oxford (1990) defines learning strategies as specific actions, behaviors, steps, or techniques to overcome difficult things that students use to improve their learning. This means that the learning strategies students use can make it easier for them to understand the learning process.

The researcher concludes learning strategies are the methods or techniques used by students as learning support to achieve aims in the learning process. Therefore, to achieve effective learning, students must have strategies for their learning process.

Moreover, Gani (2018) also emphasized learning strategies, which are “the behaviors and thoughts that a student uses during learning that are intended to influence the student’s encoding process.” It means that learning strategies can also be viewed in the manner and critical ideas that are used by the students to help them sustain and influence their learning process.

2.3 Learning Strategies in Speaking

Learning strategies are special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information. Language learning strategies help students retrieve and store materials and facilitate and even accelerate their learning. Strategies offer how students can choose the right strategy as consciously as possible by considering the changes that occur in the environment so that they can optimize the chances of success in their language learning. As a strategy that characterizes the relationship between intention and action, a student must be aware of their needs, preferences, goals, and problems.

Oxford (1990) classifies Language Learning Strategy into direct and indirect strategies. The category of direct strategies consists of memory strategies,

cognitive strategies, and compensation strategies, while indirect strategies comprise meta-cognitive strategies, affective strategies, and social strategies.

a. Direct strategies

Direct strategy is a language learning strategy that directly involves the target language. The Direct strategies can help students store verbal material, produce language, and understand the use of new languages. It means that English is actively used during the learning process without being planned to understand the material presented by the lecturer. The direct strategy consists of three categories, namely; memory strategies, cognitive strategies, and compensation strategies.

- a) Memory Strategy is a strategy that produces a mental process to store new information in the mind so that it is easy to retrieve it when needed. This strategy involves direct action to produce experiences that will later be easy for students to remember when they carry out the learning process. For example: memorize vocabulary.
- b) Cognitive strategy is typically found to be the most popular strategy among language students. Those cognitive strategies can help students to understand and produce new language with various meanings, in this case, this strategy can change the target language by repeating, analyzing, and summarizing. The actions used in this strategy included: practice, receiving and sending messages, analyzing, and reasoning, create structures for input and output. Cognitive strategies are related to the way students think in understanding their learning.
- c) Compensation Strategy can help students overcome gaps in target language knowledge so that students communicate authentically. Strategy is emphasized more on guessing the words in the English language, for example, giving sign language, and body movements, without having to make a sound.

b. Indirect Strategies

Indirect strategies are a language learning strategy that does not involve the target language directly and focuses only on attention, planning, evaluation, managing anxiety, and cooperation. It means this strategy can help students to organize their learning. It consists of three categories, they are metacognitive strategies, affective strategies, and social strategies.

- a) Meta-cognitive strategies are to plan, organize, and control their learning process. Students can design the learning process as best as possible as needed, thus as to get more benefits. Not only, that with strategy students can evaluate their learning thus students know the problems faced in the learning process. For example, before learning to speak begins, first find out about the material being studied via the internet and books in the library. Thus, when learning begins students do not have difficulty answering questions from the lecturer.
- b) Affective Strategies focus on controlling students' emotions, attitudes, and motivation. Students can regulate their emotions by providing motivation from the lecturer. Oxford (1990) stated, "Those positive emotions and a positive attitude can make language learning more effective and enjoyable". Therefore, students' emotions can influence the learning process. For example, when presenting in front of the class, each student has a different strategy to get rid of their anxiety. Some hold a pen or something, some explain while walking around the class, and others tell stories first so that the class does not nervous.
- c) Social Strategies are the strategy that helps students support the language learning process, where this strategy involves many people communicating (Oxford, 1990). This type of strategy; ask questions, build cooperation, and empathy. In this case, this strategy is when students can get a good learning experience by choosing native speakers to communicate. For example, communicating with friends, teachers, and the wider community through discussion, and group.

From the description above, the learning strategy put forward by Oxford is very helpful for students in learning to speak. In this case, speaking learning strategies are where students use speaking learning methods or techniques, which are applied by students to achieve goals and help students improve their speaking skills.

2.4 English Course in *Kampung Inggris* Pare

Regarding the characteristics of courses, experts have suggested that they should be offered as an include contents freely improved without consideration to aligning with set standards and indicators or fundamental courses, which focus on

specific topics and they should be and self-contained without the requirement for a pre-requisite or post-requisite course (Macalister & Nation, 2019). Learning to improve your speaking skills requires some practice, many ways can be used to improve speaking skills. According to McBride (2021) providing courses can also benefit student motivation because they can study topics they are interested in, making them more attentive in class and potentially more successful academically. Many activities must be followed at English courses in *Kampung Inggris Pare*.

2.4.1 F English Course

F English course has two activities, namely activities at the English camp and in English class. The class is divided into two parts, namely the Mentari class for students who do not yet have a foundation in English and the Advanced class for students who already have a foundation in English.

1. English Camp

Some courses provide additional training in various activities at English Camp, which are mandatory for all English Camp members. The English camp activities consist of:

a. Free talking

This activity is a conversation between fellow students in pairs, with topics determined by the instructor. Students are free to talk with their partners English language instructors have a role in supervising the conversation between students and help the students if there are students who have difficulty with vocabulary.

b. Memorize vocabulary

Memorize 20 vocabulary words and five idioms often used in daily activities, which has become a reason for the instructor to find out whether students have memorized the vocabulary and idioms. This activity ends when all students have reasoned with the instructor.

c. Study club

Brush up on material that has been studied throughout the day during class by exchanging opinions or helping memorize material that has helped with exam preparation each week. This activity is carried out as a closing activity for all activities both in class and at camp.

2. English Class

a. Advance

a) Speaking

This speaking class is an activity where students are given a theme suddenly and present the theme in front of the class. This class is to build students' confidence to be able to speak in front of an audience and practice students' English-speaking skills. This class also teaches how to be a good speaker when presenting something in front of an audience.

b) Public speaking

In this public speaking class, students are trained to be good news anchors, motivators, and speeches, where students are given step-by-step, starting from the opening of each part to the closing. This activity was shown in front of the class, and the best results were shown at the top of the event held every month.

c) Grammar for Speaking

The grammar for speaking class is a class that teaches grammar for speaking, where after being given the material, students are required to practice making several sentences as practice. Each week, they are given practice translating one story, which is 15 minutes long.

d) Vocabulary

Apart from memorizing vocabulary in English camp activities, there are also English classes. However, there are differences in the material taught. To memorize vocabulary in English camp, the material contains daily vocabulary used, and for English class, the material presented has a theme where the vocabulary covers that theme.

e) Pronunciation

Pronunciation classes are taught about phonetic symbols and trained to resemble British pronunciation. There is material that must be memorized, such as tongue twisters, to practice the habit of speaking English.

f) Interview

This interview class gives guidance on how to conduct an interview well, starting from the attitude and preparation of what must be conveyed in the interview.

b. Mentari

a) Speaking

The speaking class at Mentari is the same as the advanced class. This class is to build confidence to be able to speak in front of an audience. However, there are differences in terms of the difficulty of the material obtained from the advanced class.

b) Vocabulary

In the Mentari class, the vocabulary used is basic vocabulary compared to the advanced class. The vocabulary used in the Mentari class is vocabulary that they often use and are not unfamiliar with in their environment.

c) Storytelling

Storytelling class is a class that tells stories about a legend or fable that the teacher has provided. Then, the story is understood by the students, and then the teacher asks the students to retell the content of the story.

2.4.2 E English Course

E course does not have activities in camp and is not divided into class types like the F English course. The learning process that was found in the pronunciation program at The E English Course was the teacher guided the students to improve their ability in pronunciation. The teacher wrote phonetic symbols based on the Oxford Dictionary of Pronunciation on the whiteboard. While writing, students are also presented with audio regarding native-speaker conversations. After students finished writing, the teacher reviewed the material that had been taught. Sometimes teachers give tongue twisters to encourage students to learn. Then the teacher gives new material. While giving new material, the teacher read aloud the material. Then students repeat what the teacher says. If students' pronunciation is still weak, the teacher reads aloud again until the students' pronunciation is good enough. Then they pronounce the material one by one. Before closing the program, the teacher asks whether the students have questions or not. The teacher inform the lesson in the next meeting. The class is dismissed as soon as the teacher greets them.

2.4.3 K English Course

The K course is divided into two activities, namely activities in class and activities at camp. Class activities are divided into two programs, namely the pre-planet program and the planet program.

1. English Camp

a. Study Morning

Learning in the morning starts after morning prayer for an hour, where the activity is memorizing vocabulary and having conversations with other members.

b. Study Evening

Study evening is brushing up on material that has been studied throughout the day during class by exchanging opinions or helping the student memorize material to prepare for exams each week.

2. English Class

a. Pre-Planet

Pre-Planet is a program for beginners who want to learn about grammar and have long. This program is conducted for a month and discusses parts of speech, sentences (verbal and nominal), phrases, tenses, the function of the six basic tenses, and question sentences. It is also called the first step before going to Planet Program, which is one of K's favorite programs.

b. Planet

Planet program is specially packaged to help you understand English grammar thoroughly, from basic to advanced, in a short time of seven weeks. This program material includes Grammar, Speaking, Listening, and Micro-Teaching Classes. This program requires students to attend five face-to-face meetings in one day, four main classes, and one tutorial program in the evening, where every 3-5 students are accompanied specifically by one tutor to re-study the material that has been taught. On Saturdays, students must participate in a micro-teaching class, where each student must teach in front of other students and commentators for 20 minutes.

2.5 Student of the Relevant Research

The researcher reviewed and studied relevant studies before deciding to conduct this study. Most research investigates the learning strategies used to improve students' speaking skills. The first research conducted by Saputra and Subekti (2017) examined the impact of learning strategies used by English language students in the fourth semester on students' scores in different speaking performances. By mastering learning strategies, students can easily master the learning material about how to improve speaking skills to get the best scores.

The second study was conducted by Thahira (2023) which focuses on the perception and activities of English Camp in *Kampung Inggris* Pare. This research has regional limitations so new research is needed. The results of this research indicate that the English Camp Program has found students' persistence in learning English, compatibility between English and students, interest in learning in the English Camp Program, and students can get an idea of what difficulties they may face in learning English, especially to improve their speaking skills.

Munfandila (2022) also conducted a similar topic about identifying English major students who try to use different strategies to learn speaking skills. Moreover, students at the university level sometimes feel insecure about speaking English both inside and outside the classroom even though they are English majors. The main thing to note is that students lack exposure to and practice in English. It can be concluded that the factors that influence students' learning strategies to improve their speaking skills are how they think about themselves.

Furthermore, this difference lies in the participants. Previous research focuses on speaking skills, general speaking activities, and learning strategies. Meanwhile, the participants in this research have been taken from different courses, and this research has focused on investigating student learning strategies to improve speaking skills at *Kampung Inggris* Pare.