CHAPTER II

LITERATURE REVIEW

2.1 English Speaking Skill

Speaking skills are part of important skills in teaching and learning (Kayi, 2006). According to Ur (2000), speaking skills are the most needed skills in communication. Speaking skills are practiced skills in communication based on the linguistic theories that have been taught. They serve to verbally express what is on an individual's minds.

According to Brown (2007), there are three components that need to be maintained in speaking skills, namely fluency, accuracy, and pronunciation. According to Azib et al. (2012), fluency is defined as the natural capacity to communicate rapidly, smoothly, accurately, lucidly, efficiently, and comprehensibly with a small number of errors that may distract from the restrictions of online processing. It implies that the speaker must be able to communicate naturally and swiftly. It can be said that fluency is the ability to speak instinctively and expressively with no pause and with the absence of hesitation markers. Accuracy, on the other hand, refers to the mastery of phonology components, grammar, and discourse. It also refers to the linguistic ability that deals with the correction of utterances to achieve correct communication. Tahir and Hanapi (2020) stated that speaking correctness involves being able to compose correct sentences in terms of pronunciation, syntax, and word choice so that they can be easily understood. According to Rahmawati et al (2021), it is also crucial to pay attention to pronunciation so that the meaning of a sentence can be accepted and easily understood by others.

Without good pronunciation, a listener hearing the sentences cannot understand what the speaker is saying and this creates a breakdown in communication (Efrizal 2012). Pourhosein (2016) expressed that speaking is of great importance for communication since people speak everywhere every day. Speaking is the way of expressing ideas and messages verbally. Hence, to encourage students in communicating in English, teachers should utilize the language in genuine correspondence and request that they do similar interactions.

It can be summarized that in mastering speaking skills, if students can master the three characteristics of the skills, it will therefore not be too difficult to improve their English-speaking skills.

2.1.1 Challenges and Solutions in Learning Speaking Skill

Learners who are studying English must face several difficulties. According to Ur (1996), English learners have some speaking difficulties. First is lack of current knowledge, many English learners struggle to speak fluently because they are unable to think of anything to say. When their teacher asks them to speak in English, they find it difficult to respond since they do not have any or only a few ideas on the subject, or they are unsure of which words to use due to the lack of vocabulary, or they are unsure of how to use the English grammar appropriately. The second issue is limited or uneven participation. When the speaking activity takes place in a classroom, each student will have a certain amount of time to speak. Generally, there are certain students who tend to dominate the conversation, while others infrequently or not speak at all. This issue is linked to a lack of self-assurance. Students with strong self-confidence will

dominate speaking activities, whereas students with low self-confidence will struggle to get a chance to speak up, Ur (1996).

Bambang et al. (2019) stated that learners also face challenges in the form of language boundaries and psychological elements. In language boundaries, vocabulary, pronunciation, grammar, and fluency are the challenging factors that prevent students from speaking English fluently. In the study, vocabulary was mentioned as the main obstacle to speaking fluent English, with several participants being passive when speaking English due to lack of vocabulary. The study indicated that grammar was also a major problem for students trying to communicate in English. The study discovered other findings related to language boundaries, such as fluency and the effects of mother tongue and knowledge of grammar that may influence students' ability to speak English. Besides language boundaries, Bambang et al. (2019) found that psychological elements can also influence students' speaking skills. One aspect of psychological factors, anxiety, was revealed as one of the challenges that most EFL students faced. The participants stated that anxiety made them hesitant to speak English.

The solution to solve the problems in speaking English among students includes natural abilities and language learning strategies which potentially impact level of learning success. Oxford (1990) differentiated language learning strategies into six groups, namely (1) memory strategies: strategies that help learners store and retrieve new information, (2) cognitive strategies: strategies that enable learners to understand and produce new language by many different means, (3) compensation strategies: strategies

that aid learners in overcoming knowledge gaps and continuing to communicate authentically, (4) affective strategies: strategies that help develop self-confidence, (5) metacognitive strategies: strategies that help learners to regulate their own cognitive abilities and to focus, plan, and evaluate their progress as they move toward communicative competence, and (6) social strategies: strategies that provide increased interaction and more empathetic understanding. She added that all appropriate language learning strategies contribute to the main goal of becoming communicatively competent. There are a number of strategies to cope with and overcome challenges, depending on the students. Varied solutions are intended to complement students' learning styles and help them improve their English proficiency.

2.2 Non-Majored English Students

Limited research investigated how non-majored English students learn English in their universities. Sun (2014), Yun (2014) and Wei (2016) found that students enrolling into Chinese colleges have not accomplished a satisfactory capability level in the English dialect. The dominant issues related to English dialect of students entering colleges have been examined by numerous analysts in China (Sun, 2014; Yun, 2014; Wei, 2016). The area of examination include inspiration, dialect inclination, uneasiness, self-esteem, individual's characters, learning inclination and intelligence (Sun, 2014). There is a possible combination of variables that influence English capability of non-English major students rather than single variables such as inspiration or learning procedure. The English language offices at colleges and educational institutions have been attempting to

offer assistance to students to improve their English dialect aptitudes, though with limited or small success. Consequently, teachers may need information and knowledge on how to stimulate and encourage progress of English skills among Chinese teachers in the college.

From the above explanation, it can be concluded that certain research has investigated that students have difficulties in learning English language in college due to lack of the basic English skills in all aspects. As a result, this study focused on how non-majored English students learn English, especially speaking skills.

2.3 Language Exposure in English Learning

Exposure is defined as a contact that learners have with the language that they are learning. Magno (2009) evaluated the degree of English language exposure and the study outcomes indicated that the objective language influences the students. In his investigation, exposure refers to the combined amount of time where an individual has contact with a language, possibly in verbal or composed structure, formal or casual methods of correspondence, and in which an individual may have either a functioning or detached job. Thus, by following Magno (2009), learners can receive exposure from varied sources which can be grouped into four primary classes, namely home (bilingualism), dormitory (friends), school (formal and informal), and all forms of media, both aural and printed.

Table 1. Sources of Language Exposure Modified from Magno (2009).

Sources	Examples
Home	My parents talk in English. English is spoken at home.
Dormitory	My roommates talk in English. English is spoken in my dormitory.
School	My English teachers speak in English. My teachers (besides my English teachers) speak in English.

	The activities (English classes) in my school are all conducted in English.
	The activities (beside the English classes) in my school are all conducted in English.
	My classmates speak in English.
Media	I chat online in English.
	I send text messages in English. I receive text messages in English.
	I browse webpages that are written in English. I listen to songs in English.
	I watch movies in English.
	I watch TV shows in English.
	I read magazines written in English.
	I read newspapers written in English.
	I read books written in English.
	A lot of information I read is in English.

In the contact that students have with the language being studied, varied acquisition resources can be grouped into four main classes: home (bilingual), dormitory (friends), school (formal and informal), and all forms of media, both aural and printed.

2.4 Previous Studies

There are numerous previous studies that investigated the challenges in learning English speaking skills. Seefa (2017) investigated speaking English skills for junior high school students and discovered that the challenges in speaking are attributed to lack of exposure, opportunity to practice English outside the classroom, facilities, and poor economic conditions. Akasha (2013) researched the difficulties of ESL learners and teachers in middle school. The study indicated the challenges are due to lack of time, cultural awareness, cultural understanding, language support, teacher education/guidance, and parent communication. Nakhalah (2016) examined the difficulties that English language students faced and found that the environment generally does not support students to speak English frequently. Students are worried about making mistakes, fearful of

criticism, or simply shy, and students have no motive to express themselves. Morafeh (2019) investigated difficulties facing students in taking part in English language conversations. He found that the majority of the students found it hard to speak English correctly and confidently. Vo et al. (2018) researched challenges to English major students' speaking skills and found that the difficulties for these students' speaking skills arise from internal factors related to learners and several external factors, including lecturers' teaching methods, teaching curriculum and syllabus, class learning environment, and extracurricular activities.

There are various studies examining challenges that students face in learning English speaking skills, but few further investigated the challenges and the solutions, especially for students who are not majoring in English. The few researchers who had researched the challenges in learning English speaking skills were mostly researching students majoring in English, and few had researched non-English major students. Therefore, this study aimed to explore the challenges that faced by non-majored English students and how they solve those challenges.