CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher presents literatures related to this thesis. Those are; English language instruction, speaking skills, the issues in speaking development, classroom presentation, speaking issues in EFL presentation and investigations on speaking challenges when EFL students having classroom presentation.

2.1 English Language Instruction

Fernandes & Hadi (2014) asserted that English is such an important and useful language to learn and study, so people can communicate internationally. In other words, if EFL students are able to speak English well, they can communicate with people from different countries because English is used as an international communication. Thus, when someone has good English proficiency, they are more likely to expand their community globally. That is the reason why, education institutions highly encourage students to enhance their English proficiency. Also, they create policy to support students’ English development.

Thus, learning English plays an essential role in education system especially in the university level. Estliden (2017) highlighted learning English is a major part of education in the university and it is a tool for English learners to practice English language in their daily life.

Ahmed (2015) mentioned some possible reasons for studying a foreign language (English). Firstly, people wanted to study English because they think
that it can give them an opportunity for advancement in their professional lives. They will obtain a better occupation with good English proficiency. Secondly, English is such an important language for non-native speakers since it has become the international language. For example, when doing on international business, English is the means of communication. Those are why English is in high demand.

Among four skills (listening, writing, reading and speaking), speaking skill is considered as the most essential means of interaction for EFL learners to communicate internationally with people from various countries in order to reach their own certain targets Al-Roud (2016). Thus, speaking skill should gain more attention because speaking skill closely makes EFL learners able to build their competence in global communication.

2.2 Speaking Skills

According to Ashour (2014) speaking is a communication process of creating meaning through producing, receiving and processing data or information to another person. Some people likely believe that speaking skill plays an important role in English learning. Dionar & Adnan (2018) stated speaking is an important skill for student. Fortunately, speaking proficiency development is quite flexible as EFL learners can develop their ability both inside and outside the classroom.

To develop speaking skill inside and outside classroom, English learners can apply some strategies that will be elaborated below;
a. Using true or dare game

Dionar & Adnan (2018) mentioned that the learners can apply true or dare game in order to improve students’ speaking proficiency. Through this approach, students can play together inside the classroom while practicing their speaking. The rules are students have to choose either true or dare option. If true, it means that students must answer their friends’ question honestly. However, if students selected dare, they need to do what their friends request to do without any rejection. This method can help students to practice their speaking skills in fun ways because they are able to talk and communicate through relax and fun activities.

b. Making conversation with friends

Sultana (2014) highlighted that having conversation with friends outside the classroom is one of methods to help students to develop their English proficiency in speaking skills. Students can practice with their partners anywhere and anytime. This approach definitely makes learners are able to develop their speaking skills much more easily because they can speak and interact with friends anytime they would like to communicate.

Actually, there are some more other methods to develop EFL learners’ speaking skills such as watching English movies, listening to English music, reading English books and etc. Those two methods that the researcher explains are
merely for representative purposes. In fact, there is no one particular approach considered to be the best one. It depends on the learners’ context, situation and preference.

2.3 The issues in speaking development

Afshar & Asakereh (2016) stated some problems normally found by EFL learners to develop their speaking skills. Those issues include;

a) Lack oral communication outside the classroom

Afshar & Asakereh (2016) mentioned one of the challenges faced by EFL learners is lack of practicing English language outside the classroom. They do not have sufficient opportunities to use English, so they cannot optimize their English. To overcome this issue, students have to find a partner to discuss or share anything in English. This way, they automatically use English naturally in their daily life.

b) Inappropriate techniques and materials in speaking class

Using inappropriate materials or techniques in speaking class might occur. The teachers’ lack of practical and theoretical knowledge in teaching speaking skills could be the cause of these conditions. For example, a teacher just focuses on memorizing the vocabulary and grammar when teaching speaking skills without contextualizing the materials into applicable manners. That eventually creates boredom among learners. To avoid boredom and create fun and effective teaching, teachers can apply these methods; role plays, interview,
reporting, picture narrating, playing card game, picture description, information gap and so on (Afshar & Asakereh 2016).

c) Lack of efficient and sufficient facilities in language laboratories.

Afshar & Asakereh (2016) stated EFL students sometimes face problems in using language laboratory. The most common one is audio-visual problem. Language laboratory should have reliable audio-visual. So students can use it effectively. Internet access is also completely crucial so that they can learn independently. If those facilities are available, the learners are able to improve their speaking skills better. For example, when students study about pronunciation, they can google how to pronounce English words properly. Thus, the learning process will be more effective.

If all those issues are handled in EFL learning context, students will definitely get more motivation in order to improve their speaking proficiency.

In pedagogical context, speaking skills is extremely crucial because this skill is always in high demand in any situations. For example, when students present on a particular topic (e.g., Register, Slang or jargon in sociolinguistics course), they need to speak in English. So, it is clear that speaking is inseparable from classroom presentation.

Thurneck (2011) asserted classroom presentation for students in university can help students to develop their ability in order to communicate both inside and
outside the classroom. Speaking skills play a crucial role in classroom presentation.

2.3 Classroom presentation

Classroom presentation is a part of teaching technique in which students usually perform in the classroom to deliver important information or topic to the classmates. Moreover, this activity allows students to work individually or in a group that consists of 3-5 or more students. Besides, classroom presentation also provides opportunity for the students to demonstrate and express their ideas and to improve students’ communication. According to Laurie Thurneck (2011), classroom presentations at the university for students with general education goals can encourage students’ participation, and give a chance for students to perform their ability that will increase their lives outside and inside the classroom.

2.4 Speaking issues in EFL presentation

Al-Nouh, Abdul-Kareem & A. Taqi (2015) mentioned in EFL learners context, there are four problems which occur to them in classroom presentation that will be discussed below;

a. Anxiety

Wiedemann (2015) stated anxiety is a kind of feeling of concerned or nervous while performing something. Feeling anxious before presentation is affected by students’ ability to deliver good presentation. Al-Nouh, Abdul-Kareem & A. Taqi (2015) stated the
cause of feeling anxious before delivering presentation can be occurred due to afraid of presenting in front of large number of audiences, feeling embarrasses, lack of confidence to present in front of the class and fear of teacher paying more attention to their mistakes. To overcome those issues (anxiety) the study recommended students should bring notes with them during presentation in order to read or see the texts, take a deep breath and be well-prepared.

b. **Grammar**

Mart (2013) stated grammar is studying rules of language and also about system and structure of a language. The grammar problems are affecting students’ ability in classroom presentation. Enein (2011) mentioned causes of making grammar mistakes during presentation because students focus on grammar structures or tense more than speaking fluency and they also do not frequently apply English in social interaction outside the class. Therefore, to eliminate these issues of grammar, teachers should correct students’ grammar mistakes during presentation. Another way is to study more about grammar in order to apply grammar structure accurately or practice English outside the class by interacting with friends or native speakers.

c. **Pronunciation**

Gilakjani (2016) mentioned that pronunciation is referring to a way of how to make sound of words or to pronounce words in English properly. Enein (2011) stated incorrect pronunciation during
presentation is caused by lack of discussion and exercise to develop students’ ability about pronunciation accuracy. Students also rarely apply English in social interaction outside the class, so students’ pronunciation proficiency become weak. The study suggested students focus on learning and practicing phonetics and phonology courses in order to develop their pronunciation skills and try to use it in everyday life.

d. Less confident and unpleasant

King (2002) stated less confident is caused by memorization or reading to deliver a good presentation. That result is uninteresting presentation due to less topic mastery. For example, the audiences are listening to memorized speeches, so it makes the audiences feel bored. This situation makes the presenter become less of confident and unhappy during presentation. To overcome these issues the teacher should remind students to present their topic with good material mastery and not memorize or read. Besides, they might bring notes as a reminder.

e. Vocabulary

Ferreira (2007) highlighted that vocabulary is knowledge of words and meaning, so without understanding and strong vocabulary base first of learning any languages will not be achieved. Having sufficient
vocabulary affects students to do effective presentation. Al-Nouh, Kareem & A. Taqi (2015) mentioned the cause of difficulties in using proper or various vocabularies during presentation is traditional teaching method that normally focuses on memorizing vocabulary list but never use it in EFL learners interaction even do not have opportunity to apply then in real life. Another one is during presentation, students sometimes think their L1 and translate into English because of shortage of vocabulary. To overcome this problem, student should speak with friends by using their vocabulary knowledge for vocabulary maintenance and enrichment.

2.5 Investigations on speaking challenges when EFL students having classroom presentation

Imaniah (2018) mentioned Indonesian forth semester students at University of Muhammadiyah Malang in English language department encountered difficulties in speaking skills by using English language in classroom presentation. The study found many difficulties in classroom presentation, namely students are lack of goal setting in presentation, lack of planning prior to presentation, lack of self-motivation to deliver material and lack of strong communication skills to build good presentation for classmates.

Al-Nouh, Kareem & Taqi (2015) investigated students in English education department at university of Kuwait. They found the problems in using English for classroom presentation. The study showed that they almost half of students always feel anxious before presentation. They also always feel
shy and concerned and fear of presenting in front of many students. In addition, students had believed difficulties of lacking experiences for doing presentation.

Susilawati (2017) mentioned students got many problems when having presentation, namely lack of vocabulary, lack of confident, grammar, pronunciation issues and problems about fear of making mistakes.

From those related researches above, many researchers have conducted the research focusing only EFL students in Indonesia who live and study in Kalimantan or Malang and also overseas university (Kuwait). To fill the gap, this research investigated the English speaking difficulties in classroom presentation faced by Thai students who live and study in English language department at University of Muhammadiyah Malang in Indonesia that it has never been conducted before. Hopefully, this research expands the literature on this topic and provides more discussion on the topic, so there will be broader opportunities for EFL students to develop their presentation skills.