DEVELOPING ENGLISH SPEAKING MODULE BY USING INDONESIAN LOCAL CULTURE CONTENT: A QUASI-EXPERIMENTAL STUDY FOR EFL STUDENTS IN INDONESIA

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by

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DEDICATION

I dedicate this thesis to my parents Prof. Dr. H. Sirajuddin. M and Dr. Hj. Asiyah Munaseh who believe in me and raised me to love learning and knowledge. Their prayers have lightened my way and kept me going. Their love and consideration gave me courage to face challenges and overcome obstacles.

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LIST OF ABBREVIATIONS

ADDIE	Analysis, Design, Development, Implementation, Evaluation
EAP	English for Academic Purposes
EFL	English as a Foreign Language
ELT	English Language Teaching
IELTS	International English Language Testing System
KEMENDIKBUD	Kementerian Pendidikan dan Kebudayaan
NCE	National Curriculum of English
SD	Sekolah Dasar
SLTP	Sekolah Lanjutan Tingkat Pertama
SMA	Sekolah Menengah Atas
SMU	Sekolah Menengah Umum
SPSS	Statistical Package for the Social Sciences

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MENGHASILKAN MODUL PERTUTURAN BAHASA INGGERIS DENGAN MENGGUNAKAN KANDUNGAN BUDAYA TEMPATAN INDONESIA: KAJIAN KUASI-EKSPERIMEN UNTUK PELAJAR EFL DI INDONESIA

ABSTRAK

Tujuan kajian ini adalah untuk menghasilkan sebuah modul lisan berbahasa Inggeris dengan menggunakan kandungan budaya tempatan Indonesia serta mengetahui keberkesanan modul tersebut terhadap pencapaian berbahasa pelajar-pelajar EFL di Indonesia dalam kelas berbahasa EFL dari segi kefasihan dan kekoherenan (*fluency and coherence*), sumber leksikal (*lexical resource*), kepelbagaian dan ketepatan tatabahasa (*grammatical range and accuracy*) serta sebutan (*pronunciation*). Bagi tujuan itu dan juga untuk pengumpulan data kajian, pengkaji mengaplikasikan metodologi kajian kuasi-eksperimen. Model ADDIE digunakan sebagai pendekatan dalam pembangunan modul pertuturan. Hasil pembangunan modul tersebut ialah sebuah modul pertuturan Bahasa Inggeris berdasarkan budaya tempatan Indonesia yang terdiri daripada 12 buah bab. Semua topik di dalam modul ini diadaptasi dari pelbagai jenis budaya yang mencerminkan ciri-ciri Indonesia seperti cerita rakyat, kesenian tradisional dan nama kawasan. Sampel kajian ini merangkumi 56 orang pelajar EFL yang terdiri daripada pelajar tahun ketiga yang dibahagikan secara sama rata kepada dua kumpulan kajian (eksperimen dan kawalan) yang dipilih secara sengaja dalam sebuah intervensi yang berlangsung selama 14 pertemuan pengajaran. Kajian ini menyimpulkan bahawa pelajar yang diajar menggunakan modul pertuturan yang berdasarkan kepada kandungan budaya tempatan Indonesia (kumpulan eksperimen) mencapai markah

lisan yang lebih baik berbanding dengan pelajar yang diajar menggunakan modul konvensional (kumpulan kawalan). Oleh itu, penyelidik menganjurkan agar guru Bahasa Inggeris atau pensyarah Bahasa Inggeris yang mengajarkan kelas bertutur EFL menggunakan kandungan budaya tempatan kerana manfaatnya dibincangkan dalam kajian ini. Selepas itu, penyelidik berharap agar kajian mengenai kandungan-kandungan budaya tempatan Indonesia di dalam kelas berbahasa EFL dapat dilanjutkan untuk penyelidikan lebih lanjut dan modul yang dihasilkan dari kajian ini dapat diperiksa atau diuji keberkesanannya di wilayah lain di Indonesia. Bahkan besar kemungkinannya untuk dikembangkan beberapa kajian lain mengenai kandungan budaya tempatan guna mengembangkan kemahiran lainnya seperti mendengar, membaca dan menulis.

DEVELOPING ENGLISH SPEAKING MODULE BY USING INDONESIAN LOCAL CULTURE CONTENT: A QUASI-EXPERIMENTAL STUDY FOR EFL STUDENTS IN INDONESIA

ABSTRACT

The purpose of this study was to develop an English-speaking module by using Indonesian culture content and to investigate the effectiveness of the module on EFL students in Indonesia speaking achievement in EFL speaking class in terms of fluency and coherence, lexical resource, grammatical range and accuracy and pronunciation. To that end and for research data collection purposes, the researcher applied quasi-experimental research methodology. ADDIE model is used as an approach in module development. The result of development product is An English speaking module based on Indonesian local culture, which consist with 12 chapters. All of the topics in the module are adapted from various types of culture that reflect Indonesian characteristics such as folklore, traditional arts, and regional names. The study samples consisted of 56 EFL students in the third year students who were equally distributed over two study groups; (experimental and control) and were purposefully chosen to participate in an intervention that lasted for 14 teaching meeting. The study was concluded that students who were taught by using the speaking module based on Indonesian local culture content (experimental group) achieved speaking score better than those who were taught by only using the conventional module (control group). Therefore, the researcher recommends that English teachers or English lecturers who conduct EFL speaking class using local culture contents due to its benefits discussed in this study. Also, the researcher hopes that the study of Indonesian local culture contents effect in EFL speaking class can

be continued for further research and the module resulted from this study can be examined or tested for its effectiveness in other regions in Indonesia. Even it is seemingly possible to develop some other studies of local culture contents for other skills such as listening, reading and writing.

CHAPTER 1

INTRODUCTION

1.1 Introduction

This research was derived from the author's experiences gained from delivering classes of English-speaking courses for two years in an Indonesian college. Concerning the initial observation of some lecturers in several Indonesian colleges, a problem was discovered. Apparently, only general speaking materials are utilized by lecturers in the learning and teaching process, particularly books combined with some topics downloaded from the internet.

The lecturers also experienced difficulties creating suitable materials for English-speaking courses, which may have been due to the lack of standardization. As a result, lecturers ended up taking materials from the internet, thereby neglecting the needs and appropriateness for the students' level. Therefore, the author attempts to identify obstacles faced by the students in enhancing their speaking ability and to investigate appropriate teaching materials that can easily improve their speaking skills. It also seeks to understand the module of local cultural contents designed to enrich the students' communicative competence, increase the motivation to master speaking, alongside examine the module's effectiveness in improving the performance in English Foreign Language speaking classes.

Furthermore, there will be advantages for the educational scope in conveying this study, as it can assist lecturers in the learning and teaching process. By developing and investigating the positive or negative effects of the module, lecturers can give the right and informed advice about the most useful module for students to

enhance their competence. Besides, this study results can hopefully impart an advantageous contribution to society, institutions, and the FLT practice. The knowledge of the positive or negative effects of the module used by students will be remarkably beneficial. Hence, this study is hoped to impart some beneficial contributions and the learners to motivate them to understand and enhance their English speaking abilities by knowing the Indonesian culture. This study can also be a reference for those keen on performing further linguistic and educational research to improve speaking ability by using local cultural materials. In addition, the results can be used as a source of useful information and lead to further research on different aspects and fields.

1.2 Background of the Research

Many factors affected the background of this research, such as the national English teaching curriculum in Indonesia, the classrooms, syllabus, and national identity.

1.2.1 The National English Teaching Curriculum in Indonesia

English was formally mentioned in 1955 at a conference for trainee teachers when the founder of the *Central Inspectorate of English Language Instruction* in the Ministry of Education, Mr. Wachendorff, gave a speech. He claimed that English would never be extensively utilized during daily activities in Indonesia or even be the second official language, but rather should be "the first foreign language" (Komaria, 1998, pp. 24-25). The National Education System Law 2 of 1989 (*UU No. 2, 1989 Sistem Pendidikan Nasional*) structures the general education goals at the national level. This law shows individual growth regarding self-sufficiency, skill, ethical

responsibility, spirituality, mental and physical health, and the capability for national development. It differentiates extramural and school education and stated the necessity for six years of elementary school education (*Sekolah Dasar* or *SD*) and three years at Junior High School (*Sekolah Lanjutan Tingkat Pertama* or *STLP*). Also, the students should undergo a further three-year program at Senior High School (*Sekolah Menengah Atas* or *SMA* or *Sekolah Menengah Umum* or *SMU*), which is considered as the path to entering tertiary education. This level of education can be done at academies, polytechnics, institutes, or universities. Besides determining the goals at the general levels and institutions where education can be conducted, the law also reckons in overall terms with the duties and qualifications of teachers. Eventually, it imparts a significant benefit in the process of selecting and requesting school textbooks from the government. The 1989 Law governs English as the first foreign language and considers it one of the required subjects to be taught at the secondary level. It also enables the language to be taught from the elementary level at fourth grade (Komaria, 1998, p. 29) and allows the teaching of other foreign language possibilities (Komaria, 1998).

Regarding teaching practice development, the English National Curriculum (ENC) for secondary schools in Indonesia has experienced a couple of amendments. The ENC began with a grammar-and-translation-based approach before and during the 1970s. Then, it embraced a communicative approach in 1984, meaning-based in 1994, followed by a competency-based one in 1999. In 2006, the Centre for National Curriculum, policymakers, and the Education Department of Indonesia established a genre-based approach to the English curriculum for secondary schools. This policy was, to some extent, commenced by several local specialists of English influenced by Swales' (1990) genre of academic writing, Martin's (1992) English text structure,

and Halliday's (1985a) functional grammar. They led the problem of genre in literacy into teaching English as a Foreign language in Indonesia. The adoption aimed at making students more mindful and constituting the structure of linguistics and goals of each text with important strategies to regenerate different texts (Key & Dudley-Evans, 1998). This genre-based approach, which is scientific-based, was still extensively taken up in the late 2013 National Curriculum for the English subject (Education and Culture Department, 2015).

Practically, the ENC adopted the genre-based approach, which is more text-type (Paltridge, 1996), and the curriculum requires the students to learn about the five types of text, namely report, descriptive, recount, procedure, and narrative. Such text types incorporate the five groups mentioned above for years 7-9, plus spoof, review, analytical exposition, hortatory exposition, discussions, and news items (English curriculum, Education and Culture Department, 2015). In its employment, the genre-based curriculum is likely to be international and modified by Johnson's (2002) contextual learning and teaching, affirming the significance of connecting the learning process to students' community culture, including their inheritance culture. For example, students can apply the schema theory in reading and develop meaning through a dynamic interaction between their previous knowledge, the information in the text, and its contextual situation (Graves et al., 2006), where narratives are produced. Concerning genre as a system with registers, Martin (1992) explained narrative as a genre with a particular structure that includes abstract, orientation, complication, evaluation, resolution, and coda.

In addition to the problem of learning autonomy, the 2013 ENC is somewhat broad and allows the self-sufficiency of teachers, leading to an effect on the application of the genre-based approach. The ENC merely entails the distinct text

inclusion, while learners are required to acquire and learn, leaving the teachers to attain flexibility in adapting the texts to their students' learning contexts. For example, regarding narratives, teachers in divergent areas in Indonesia possess flexibility in specifying folktales or stories from their students' cultural contexts. Consequently, by imparting the relevance of native folktales with students' backgrounds, this Indonesian heritage story inclusion, which is likely to enhance students' motivation, is the major problem discussed in this research.

1.2.2 The Syllabus and Classroom

As English becomes one of the most important subjects in Indonesia, most English language teachers are required to be familiar with their educational syllabus before teaching. This reflects the needs and expectations of the Indonesian educational curriculum as the primary guidance for the teachers (Marcellio, 2008; Hayati, 2010). The syllabus mostly consists of how to teach a course, complete with discussion questions and specific activities for learners, made into obligatory official documents and guides for teachers by the government (Wahyuni, 2016). Therefore, all teachers are required to prepare for such documents to complete the administrative requirement.

The right time for the teachers to apply their write-ups theoretically into teaching practices in the language classroom is after finishing the syllabus. According to Seedhouse and Jenks (2015), a language classroom is a place that language aspects are learned and taught, the method, syllabus, and materials are applied, theories and practices are met, and social identity and affective factors are affected. This research added that the classroom is where interaction and education unite. In Indonesia, one class mostly consists of up to 25 students or more, though

this number may vary according to the subject (Kemendikbud, 2018). In this case, the classroom involves teachers and students as interactants in using a target language. Therefore, this research aims to examine the students' communicative competence through their methods of expressing their thoughts in English and use a new teaching module to facilitate speaking activities.

1.2.3 Local culture-based teaching materials

Peyman et al. (2016) stated that language and culture are interconnected. Byram (2013) also mentioned that language contains abundant cultural content. Teaching language means providing students with topics, such as geography, history, traditional customs, local customs, literature art, lifestyle, behavior norms, value concepts, and other aspects, from the target language. Hence, understanding the cultural aspects of English-speaking countries in the comprehension and usage of the language is beneficial, will help the students to deepen their culture, and adequately develop learners' world views. Regarding this research, Arini (2017) stated that integrating local culture in teaching the English language significantly affected students' achievement. It also stated that the implementation of local culture in EFL teaching in Indonesia may be considered since language and culture are interrelated. English language teaching, which incorporates local culture drives students to learn skills quickly because they are required to describe and discuss familiar topics.

Gunantar (2017) stated that though textbooks may not contain all the aspects needed in the teaching process, they are still paramount. They play an important role as an effective tool used in the English teaching process, as they are considered the reflections of the values and ideas of a person or notion (Hinkel, 2005). Therefore, since teaching language refers to values and ideas, the textbooks need to cover the

cultural materials, which help enhance learners' good performance and competence in using English as a communication instrument.

Concerning available literature on Indonesian content-based speaking modules (see Chapter 2) and according to the author's understanding, only a few local culture-based existing materials support students in speaking. However, none were applicable in this research's context, where the students were from an English major in a university in Bengkulu, Indonesia. These students had a low speaking ability level, proven by their poor Speaking score, and had low confidence and excitement in expressing their ideas in English (see Appendix). Hence, this research aims to fill the gap by creating a new teaching module for speaking, using local Indonesian culture-based materials to support the students' activities, especially for higher educational institutions. Also, the existence of this local culture-based module is expected to overcome the poor characteristics of students in speaking and provide relevant and appropriate learning resources to enhance learning. As mentioned in Nation (2013), the familiarity of students with the context of the materials in modules or textbooks is likely to enhance their motivation to learn.

1.3 Preliminary Study

Preliminary studies, called exploratory studies by Surachmad (2002), were conducted to obtain information needed to aid in clarifying the problem and explore the possibility of continuing research work.

It began with planning, including preparing the schedule, analyzing the syllabus, and preparing interview instruments for the lecturer and students to discover the problems faced during class activities. This preliminary research was

implemented in English Language Education in an Islamic University in Bengkulu, Indonesia. By analyzing the observations and interviews (see Appendix 8), the problem discovered was the unsuitability of ELT materials with the students' need because they were downloaded from the internet without considering the relevance of the contents to the learners' cultural background. Hence, the students experienced difficulty in developing their speaking based on the materials. In addition, the interview with the students revealed that 85 % encountered problems in learning because they were unable to express their ideas without knowing the vocabulary, while 15% expressed disinterest in the subject.

1.4 Research Objectives

Based on the statements above, this research is projected to address the following problems;

1. To evaluate the students' needs, including methods, media, and materials, suitable for improving their speaking achievement.
2. To develop and investigate a module with local Indonesian culture contents in the EFL speaking class.
3. To discover the ability of this module to improve speaking achievement in the EFL speaking class in terms of:
    a) Coherence and fluency
    b) Lexical resources
    c) Range and accuracy in grammar
    d) Pronunciation
4. To examine the experiences the students in the experimental group gained in the proposed treatment class.

1.5 Research Questions

1. What do the students need to improve their speaking achievement?
2. Can the module with Local Indonesian culture contents improve the students' speaking achievement in the EFL class in terms of:
    a) Coherence and fluency
    b) Lexical resources
    c) Range and accuracy in grammar
    d) Pronunciation
3. What experiences do the experimental group students gain in the proposed treatment class?

1.6 Theoretical Hypothesis

Regarding the theory of the speaking problems presented in advance, the following research hypotheses were stated:

(H_0): There is no significant effect in using the module based on the local Indonesian culture content on students' achievement in speaking.

(H_a): There is a significant effect in using the module based on the local Indonesian culture content on students' achievement in speaking.

1.7 Significance of the Research

This research was organized to develop an English-Speaking Module based on the local culture and prospect the effectiveness of the utilization to EFL students in Indonesia. Consequently, the results will contribute to lecturers in their teaching activities. By creating the module and investigating the positive or negative effects,

lecturers can give the right and informed advice to their students about the most useful module to enhance their spoken language ability. The outcomes are also expected to contribute helpfully to educational institutions and foreign language teaching practice. Moreover, it will be highly functional in revealing the positive or negative effects of the module currently being used by the students. Hence, this research is greatly hoped to have practical contributions in encouraging students to have good mastery and improve their English-speaking ability by knowing Indonesia's local culture. It is suitable as a reference for future linguistic and education research, which relates to improving speaking ability by using local culture materials. In addition, the results can be used as a source of useful information, which motivates research in different fields and aspects.

1.8 Limitation of the Study

This research was restricted to using Indonesia's local culture to develop and investigate the effect of a speaking module in improving EFL students speaking achievement.

1.9 Operational Definitions

This section explains the definition of key terms and variables applied in this research. The principal terms utilized are English-Speaking Module, Indonesia's local culture, and speaking skills.

1.9.1 Indonesians' Local Culture

The local Indonesian culture was formed by far-reaching interactions involving indigenous customs and various non-native influences. Geographically, Indonesia is centrally situated along the ancient trading routes among the middle-east and the east of South Asia. This eventuates in varied cultural practices strongly affected by several religions, including Islam, Christianity, Buddhism, Hinduism, and Confucianism, which all dominated the major trading cities. The outcome is a complex mixture of different cultures that contrast with the authentic indigenous traditions and customs.

1.9.2 Speaking Fluency

According to Abiet (2012), fluency refers to the smooth, quick, clear, and effective conversion of thinking or conversational meaning to a language. Conversely, coherence is the logical organization of information while answering questions, starting from the beginning, description or explanation, and the conclusion (Ieltsachieve, 2017).

Richard (2005) also mentioned several variables to be considered in developing speaking fluency. These are interaction in problem-solving tasks, the negation of meaning in pair work, and the use of communication strategies.

In addition, Yang (2014) argued that speaking fluency involves: 2) the ability to speak for a long time with several intervals; b) the creation of coherent, justified, and semantic sentences; c) utilizing appropriate expressions in different contexts; d) creative and imaginative language use. Hence, these statements are needed to measure the speaking fluency of students.

1.9.3 Lexical Resources

According to Read and John (2006), lexical resources are the range of vocabulary that learners use when writing and speaking. It is an essential foundation to language learning because students need a variety of words to understand written and spoken expressions (Nation, 2013). This means that learners need to know more words, such as parts of speech, e.g., noun, pronoun, and adjectives, word-form related meaning, e.g., contextual guessing, and synonyms, e.g., the word get can be used as gain, obtain, and attain. They should also know idioms, e.g., under the weather and feeling blue, slangs, e.g., gonna and wanna, multiword units, e.g., take care and take a chance, other types of words.

In addition, several vocabulary items, such as apologies, hedges, greetings, question tags, and fillers, are mainly used in spoken language (Nation, 2013) and are highly present aspects in speaking. In this research, the focus was to measure students' ability regarding their lexical resources during speaking activities and examine their display and expression of various words they already know in the right context.

1.9.4 Grammatical Range

According to Berry (2018), grammar represents a systematic rule that enables language learners to relate linguistic form to meaning (Berry, 2018). This research also mentioned several features that should be considered when dealing with grammar. They are that (1) grammar in language learning is essential for meaningful communication; (2) linguistic forms, such as words, alongside the parts and relationships between words, and so on, are related to the meaning. Also, (3) systematic rules that operate in grammar will make sense to the comprehension of

the language learners. Moreover, Teschner (2007) added that grammar includes the arrangement of the words into phrases, clauses, and sentences, or syntax in appropriate contexts, which lead to how the language works.

Esfandiari and Payam (2018) also stated that grammar consists of various complex structures with multiple information bits. Therefore, in this research, the term 'grammatical range' describes students' capability in producing spoken language with accurate grammar.

1.9.5 Pronunciation

Pronunciation is a much more essential feature of communication while speaking (Pennington & Rogerson-Revell, 2018). It is a crucial starting point for all language learners, as they are required to articulate thoughts through sounds, thereby they can be heard, and messages can be communicated to other persons. Seedhouse (2019) defined this term as the ability to use correct word rhythm, stress, and intonation in spoken language. Also, Pennington and Rogerson-Revell (2018) stated that effective communication involves a clear and comprehensible pronunciation that can establish meaningful interaction between the speakers.

In this research's context, pronunciation is seen as the clarity and capability of the students in articulating sounds, stress, and intonation while using English during speaking activities. The clearer the pronunciation, the easier to understand what the students are saying to their speaking partners.

1.10 Summary

This chapter analyzes the problems associated with difficulties in EFL students' speaking performance in Indonesia, highlights the problem statement, and develops a special module using the local culture contents, based on the students' needs. The research type is mainly quasi-experimental to reveal the effectiveness of the module that will be developed in this research in improving students' speaking achievement.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

This chapter demonstrates speaking achievements in related studies. Indonesia's local culture content is a strategy to enhance achievements and tackle problems that generally occur during the speaking practice of English as a Foreign Language (EFL) learners. Beyond that, this chapter also discusses subjects closely related to the development of teaching materials for speaking, alongside the theoretical and conceptual background of the research.

2.2 Speaking Skills

The current English of the Oxford Pocket Dictionary (2009) elucidates speaking as a practice of addressing information or conveying feelings and ideas in spoken language. It is deemed one of the most challenging skills in learning the English language, aside from reading, listening, and writing, and is normally considered the hardest and most complex skill to learn (Tarone, 2005). Hence, the primary thought in any language is that the speaker has the goal of expressing his feelings, thoughts, attitudes, and messages to the hearer through speech. However, any faulty production in such oral communication may lead to mismatches and misunderstandings derived from the lack of the target language, differences in background knowledge, and socio-cultural diversity (Celce-Murcia & Olshtain, 2001).

Accordingly, Harmer (2001) listed some important elements for spoken language to certify proper interpretation by the hearer. The research added that the

ability to speak fluently presupposes the knowledge of language features, alongside the ability to process information and language on the spot. Likewise, many prerequisites for speaking in another language were suggested by Celce-Murcia and Olshtain (2000), namely knowledge of vocabulary and syntax, as well as the ability to use discourse connectors.

Speaking as a skill is a real hurdle to be overcome by teachers and learners. The teachers have to find suitable steps to help the learners, while the students have to seek a method to master the language. Consequently, Brown and Yule (1983) stated that spoken language production, particularly learning to talk in a foreign language, is frequently deemed one of the most challenging features of language learning for teachers to assist students with. Furthermore, Celce-Murcia and Olshtain (2000) argued that spoken communication can be considered difficult and easy at the same time. On the one hand, it involves a command of listening and production sub-skills, such as vocabulary and pronunciation. However, one can improve understanding by adopting communication strategies, including repetition and body language.

A way to communicate well is through speaking, and one can be said to communicate well if the listener understands what is being said. Speaking can be established as a process in the production, reception, and management of evidence (Brown, 1994; Burns & Joyce, 1997). The speaking context contributes to the content and style restored in the communication. Meanwhile, spoken language activities are commonly performed logically, flexibly, and progressively. Speaking can sometimes be easily predicted because people have already understood the style continually conducted in a particular circumstance (Burns & Joyce, 1997; Brown, 2001; Carter & McCarthy, 2006; Cohen, 2014).

The speaking skill is one of many ways to communicate messages and ideas orally and to encourage students to communicate, language has to be implemented in a natural setting. Crystal (2013) insisted that speaking English is different from writing, and the extent of their contrast is much greater than expected. Many people choose to apply a particular type of English speaking skill obtained from public speakers and BBC, and this condition is hugely affected by the pressures, regulations, printed language, and official events. Obtaining the model of regular language variability in daily dialogue and reaching 95% of the language spoken by the majority of people is difficult. Generally, people change their dialogue instinctively, are more careful and wobble when in front of a mike compared to normal situations. For this reason, there is often an unstated presupposition that the structure in every situation of spoken language will be similar to written language.

According to Collie and Stephen (2006), speaking is one of many ways to express ideas and minds. The research further explained that speaking is referred to as the oral communication or the expression of the feeling, mind, and idea using words. English is deemed as a third language in which many learners commonly experience problems in the teaching and learning process. Subsequently, speaking can be defined as a process of interactivity in the construction of meaning that consists of the production, reception, and management of data (Brown, 1994; Burns & Joyce, 1997). Its meaning and form depend on the situation of its occurrence and involve the contributors, their practices and environment, and the speaking purposes. Although this is often flexible, spontaneous, and progressive, speaking sometimes appears to be predictable. The functions or patterns of language that are repeated in particular speech conditions, such as when declining a request for a break from work, are recognizable and can be mapped (Burns & Joyce, 1997). For instance, when a

merchant asks, “How can I help?” The answer is expected to be in discourse order, comprising a response of gratitude, an exchange, and saying goodbye. Spoken language constrains students to understand the generation of precise language sub-skills, such as pronunciation, grammar, and words *(linguistic proficiency)*. It also enables them to know the appropriate time, reasons, and manner of producing language *(sociolinguistic competence)*.

2.3 Speaking Skill Problems

Numerous existing and potential research in the English learning and teaching field have examined some difficulties experienced in acquiring speaking skills. Several factors are considered to be very influential in the English-speaking performance, and elements, such as vocabulary pronunciation and word association, are identified as significant aspects to be stressed in enhancing EFL speakers’ fluency. Imparting learners with different circumstances and regular speaking assignments is a major function in the fluency enhancement during speaking practice. (Tam, 1997).

Some language experts declare that the spoken language skills of EFL students might be influenced by various aspects. EFL learners probably encounter numerous problems while enhancing their skills in speaking regardless of their knowledge in linguistics (Al Hosni, 2014). Subsequently, these issues can be traced to the insufficient immediate acquaintance of the TL (Shumin, 1997).

Furthermore, Dil (2009) stated that anxiety and unwillingness during the English speaking process are deemed two of the biggest problems for EFL learners. These problems are affected by the fear of being negatively evaluated when making

mistakes, particularly in front of friends. Also, the research revealed students who consider their English abilities poor feel more anxious and are more unwilling to communicate in subjects than the other students supposing their English level was good.

The research by Hamad (2013) revealed some factors that affect students' speaking skills, such as using the local language in the classroom and the fear of speaking English in front of many people. Also, instructors do not use tactics that develop speaking, such as role-play and debates. In addition, the research by Adayleh (2013) indicated that the difficulty is mainly reported in issues, such as connected speech, sound recognition, and the relation between sounds and spelling. These difficulties are noticed when investing in performance in English, for example, failure to assign stress properly, reflecting content by intonation, and changing sound quality. Mistakes in pronunciation that hinder or change meaning are classified as bad pronunciation. Teaching strategies also contribute to this difficulty as they are insufficient and do not emphasize speaking. Besides, vocabulary items are taught in isolation, and listening materials are not used by the majority of school teachers due to their large number compared with the number of cassettes available. Consequently, teacher-training programs were found to be unsuccessful in changing the teachers' methodology (2005).

Aftat (2008) believed that motivation is a result of decent teaching and further highlighted that teachers should possess the desire, creativity, and interest in their students to encourage proper learning and active communication in English. Hence, students' motivation is influenced by the teaching presentation, meaning enthusiasm during teaching is significant.

Fahad (2011) indicated that Saudi students find speaking in class inappropriate because of their fear of being considered to verbally challenge their teachers' views openly and publicly. Even when they speak, it is a little, and this leads to frustration on the side of the teacher, as well as the absence of clear feedback from the students concerning their understanding of the lecture.

In addition, Lin (2014) conducted research choosing 213 university students as a sample. The results indicated the problems students encounter in speaking skills, of which the most common was mental representation. Other problems were recognizing the sounds or words they read or hear, interpreting the intended meanings, grasping main ideas, understanding metaphors, idioms, or slangs, and identifying sentence structure.

Mahdi (2015) concluded in qualitative research that the problems of speaking skills students encounter are lack of practice and confidence, alongside anxiety, and shyness. The results also indicated that most students desire to learn spoken English well and are willing to interact with others in the classroom using the language.

Also, Aleksandrzak (2011) deems the factors affecting problem occurrence in speaking for EFL students were the insufficient varieties of speaking chances in the class compared to a great number of genres in real-life settings. Hojat and Afghari (2013) insisted that speaking ability is highly influenced by non-linguistic and linguistic aspects, such as vocabulary, structures, affective factors, logical variables, and so on. These factors were stated to potentially raise the problems of speaking skills when they occur at the same time. Hence, EFL learners need to equip themselves with sufficient knowledge of grammar and vocabulary and pay attention to their accuracy and fluency to communicate significantly (Hinkel, 2006).

Oral language skills are highly demanded by L2 learners, as they require mastery of several aspects, such as structural rules and lexical understanding, that are appropriate in social situations (Shumin, 1997). This research further describes that auditory media, age, and sociocultural factors may influence the speaking skills of adult EFL learners. Also, Thornbury (2005) mentioned that EFL speakers should possess a sufficient understanding of genres, cultures, registers, habits, discourse, vocabulary, structural rules, and phonology to facilitate oral communication by using a third language in varied situations. Moreover, Wang et al. (2014) insisted that linguistic, cognitive, and affecting aspects can influence the speaking ability of EFL speakers.

According to Brown (2001, p. 267), speaking is a manifestation of the capability to reach pragmatic objectives by conducting cooperative speech with other utterers of a language. It is one of the communication tools to create oral interaction among people. In speaking, people are supposed to communicate their feelings, ideas, and opinions, as the aim of speaking up is to create a comfortable social interaction between the participants and communicate effectively. This corresponds with Revola (2012, p. 13), who stated that students' unwillingness to speak English is because they lack phrases and words to express their ideas.

2.3.1 Anxiety

Anxiety is one of the serious issues in learning English. According to Harmer (2001), learners could experience severe anxiety when requested to practice their L2 during activities like skits, role-plays, oral reports, speaking, and listening tests. Performing a speaking practice in front of others is often the most provoking. This research also consented that generating stress-free and friendly learning situations is

pivotal in helping students consider the classroom as a laboratory where they can experiment and take risks with the language (2001, p. 87).

Anxiety in speaking usually occurs as a result of some factors, for instance, several students are afraid of making mistakes. There is a proverb, "you are what you speak," hence students are worried about being judged by others. This is similar to the explanation by Tillit and Bruder (1999, p. 20) that students are frequently forced to try to utter stuff around them using L2 in the schoolroom settings because of anxiety about faults in using English. The learners hesitate to partake in practicing English since the majority of them are aware of their ability level and do not want to appear less capable to other students. Therefore, they are extremely afraid of making mistakes and being laughed at when speaking.

Many students experience hardship during the use of L2, particularly in English classes, as though they were forcibly ordered to speak in the language. Krashen, through an interview, stated that speaking could lead to advanced nervousness (Young, 1992) because people have higher hopes in the skills of others than theirs. Many language users are worried about making mistakes and instead, keep silent and often withstand speaking in English. Nervous speakers tend to presume adverse assessments from others, which declines when they lack a decent command over their tension. In such situations, trainers or facilitators need to create a less stressful learning process by utilizing appropriate methods and convincing students to tackle their anxiety levels. This can help in improving their performance during their second language practice. Aida (1994), Cheng (2002), and Cheng (2004) also stated that the trainer or facilitator needs to provide support for the pupils and attempt to create a supporting research atmosphere. Hence, students' nervousness

levels can be drastically condensed to allow them to appear more confident in actively engaging in English-speaking activities.

Also, Colburn and Tran (2012) explained that students' speaking performance could be affected by two issues, namely current acquaintance and preparation. In this research, the presentation in students' speaking was influenced by a factor called topical knowledge, defined as the speakers' knowledge of relevant topical information. Knowledgeable speakers exhibit much better performances than those lacking them. The second factor was preparation. Improper or inadequate preparation due to insufficient time will highly influence their self-reliance and acts regarding spoken language.

However, language anxiety, which occurs during the speaking practice, is the type discussed here. It is considered as one of the barriers for language learners in their efforts to triumph an advanced degree of proficiency in a particular foreign language (Horwitz, 2001). In addition, this research argues that the anxiety is limited to listening and speaking in circumstances where learners of foreign languages interact spontaneously. According to Worde (2003), more than fifty percent of foreign language learners are exposed to some degree of anxiety. Another research asserted that anxiety in language learning can be potentially problematic for many learners (Kondo, 2009). This anxiety may find students in situations where they do not enjoy the learning. Furthermore, students that experience anxiety may encounter other obstacles, such as restricted production of words and difficulty in comprehending spoken instructions. Tanveer (2007, p. 5) added that English language learners often exhibit feelings of pressure, anxiety, or nervousness and are exposed to "mental blocks" while learning to speak the language.

Although anxiety has a hand in learners' process of acquiring a second language, learning factors should be taken into account. Horwitz (1991, cited in Juhana 2010, p. 46) stated that the students' speaking anxiety in a particular language can potentially affect their performance. It can be hugely influential towards their oral language production quality and makes them appear less fluent than they are. This rationalization commends that teachers should intentionally generate a cooperative and amicable atmosphere and encourage their students to be engaged in forming such an environment.

2.3.2 Nervousness

Even though some learners have a good understanding of vocabulary and grammar, they still experience nervousness and anxiety in some situations, which often happen because their classmates speak English more fluently. The more advanced students are actively engaged in the classroom, causing reluctance in those with low ability to engage in English speaking. They decide to be quiet as they are afraid of being judged for speaking incorrectly **(**Revola, 2012).

2.3.3 Unconfident

Self-reliance and proficiency potentially empower students' English speaking skills. Patil (2008) suggested that enhancing learners' confidence and exterminating their fear of error-making was the main concern that should be considered in creating a comfortable learning process for them. Self-reliance and proficiency in speaking English can be improved by applying a well-suited syllabus design, instruction method, tasks, and commensurable materials (Bailey & David, 2005; Songsiri, 2007). Shumin (1997) revealed that several aspects are incorporated to enhance