

CHAPTER II

LITERATUREREVIEW

This chapter is about Giving a brief introduction to the speaking challenges faced by EFL (English as a Foreign Language) learners. Emphasizing how important speaking skills are in language acquisition. Mentioning the purpose of the blog post, which is to discuss common difficulties faced by EFL learners in speaking and provide strategies to overcome them. This chapter aims to explore the common obstacles faced by EFL learners when developing their speaking skills. By identifying these challenges, we can better understand the underlying issues and offer practical strategies to overcome them. The purpose of this discussion is to provide insights into these difficulties and suggest effective coping mechanisms to support learners in achieving greater fluency and confidence in English language skills.

A. Speaking in EFL Context

In an EFL context, English is learned in a classroom setting, and there is limited exposure to the language outside of school. Further, they emphasize that language production which includes mastery of phonology, grammar, and lexicon as well as awareness of the sociocultural context in which the language is used are essential components of speaking ability in EFL settings. In these situations, students often struggle in terms of accuracy and fluency (Brown and Lee, 2020).

Furthermore, other theories that one of the main difficulties in EFL speaking skills are the difficult experienced by learners when dealing with native speakers or in authentic communication situations. Richards emphasizes the importance of task-based learning, which allows students to use language in real situations to help them overcome the difficulties (Richards, 2020)

Both accuracy and fluency are important for teaching English as a Foreign Language (EFL) speaking, but the balance between the two is a practical challenge for educators. This is supported by Thornbury (2020) explains the importance of fluency and accuracy in teaching EFL speaking. According to him, learners often focus too much on grammatical accuracy, which hampers speaking

fluency. Therefore, she suggests that teachers should provide sufficient speaking opportunities and introduce communication strategies that can help learners to speak more freely and confidently.

Harmer (2020) explains that in EFL speaking learning, a supportive environment is needed where students feel comfortable to make mistakes and learn from them. In addition, she also emphasizes the importance of interaction between learners through activities such as role-play, discussion, and simulation to improve practical speaking skills.

Furthermore, the theory according to Goh and Burns (2020) argue that speaking skills in EFL contexts are not only about sound production, but also involve rapid mental processing, such as making decisions about vocabulary usage and sentence structure in a very short time. They recommend teaching metacognitive strategies that can help learners develop awareness of their own speaking processes and improve speaking performance.

Communication relies heavily on speaking skills. Speaking skills are essential for everyday language use and international communication (Crisianita and Mandasari, 2022; Miranda and Wahyudin, 2023). According to Florez (1999), speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information (cited in Bailey, 2005). It indicates that speaking should get an attention one of the language skills because it is vital to express ideas, messages, and opinions to build and maintain social relations. For EFL learners, speaking skills are sometimes regarded as complicated and troublesome.

Researchers from various English as a Foreign Language (EFL) contexts selected challenges and solutions to help students improve their speaking. The researcher of this study performed this investigation by synthesizing studies conducted from 2019–2023 in different contexts (Afghanistan, Bangladesh, China, Indonesia, and Saudi Arabia). Reviews of these articles are presented in the three points below.

Based on the expert opinion above, it can be conclusion that Speaking in an EFL context is more than just learning grammar and vocabulary, but rather

developing communicative competence. It involves fluency, accuracy and the ability to use language effectively in a variety of social interactions. EFL requires a holistic approach that includes language skills, cultural understanding, interactive competence, confidence and motivation. The goal is effective communication in a variety of real-world situations.

EFL learners have speaking problems that relate more to psychological factors like fear of mistakes, unwillingness, and fear of negative evaluation. Some of those apprehensions often affect students' communication in English to some extent. Because of these difficulties and a poor English background, they lack self-confidence and lack the motivation to use English. Sometimes, eye contact with classmates can make some of them nervous while speaking in English (Amoah & Yeboah, 2021; Suchona & Shorna, 2019; Zrekat & AlSohbani, 2022).

Various indicators of speaking problems faced by EFL (English as a Foreign Language) students are often related to linguistic, psychological and social aspects. Several experts and studies identify various problems experienced by learners of English as a foreign language in speaking skills. Here are some of the main indicators that are often found (Brown, 2007) is Lack of Vocabulary, Students often have difficulty speaking in English due to a lack of sufficient vocabulary. They feel unable to express ideas or feelings well, which leads to difficulties in forming complex or specific sentences. Poor Pronunciation, Problems in pronunciation are often a big obstacle for EFL students. These phonological errors cause the message to be unclear or difficult for others to understand, thus lowering the student's confidence in speaking (Brown, 2007).

Grammar Difficulties, Difficulty in mastering grammar is also a common problem. Many EFL students worry about making grammatical mistakes when speaking, which can slow down the flow of conversation and hinder fluency. Fear of Making Mistakes, speaking difficulties are very significant psychological factor. Many students feel afraid of making mistakes in front of others, especially in formal communication situations or speaking with native speakers, which causes them to become passive or avoid speaking altogether. Lack of Practice and Exposure, Students who do not get enough exposure to English, especially in

everyday communication settings, experience problems in speaking due to lack of opportunities to practice. Without real interaction with the language, they struggle to develop speaking fluency (Brown, 2007).

Limited Interaction Opportunities, In many EFL learning contexts, students only have limited opportunities to speak, either due to large classes, a curriculum that focuses more on other skills (such as reading or writing), or a lack of activities that involve verbal interaction. **Inadequate Listening Skills,** Poor listening skills also contribute to speaking problems. Students who are not used to listening to native speakers or authentic English materials often struggle to understand intonation structures and patterns, which in turn affects their speaking ability (Brown, 2007).

Based on the description above, it can be concluded that one of the main problems faced by EFL students is the difficulty in developing strong writing skills and good language comprehension, which hinders their ability to communicate clearly and accurately. Students face various problems in speaking which include linguistic (vocabulary, grammar, pronunciation), psychological, and social (lack of practice and cultural understanding) aspects. To overcome these problems, a holistic approach is needed, including more practice, increased confidence, and a conducive learning environment.

Furthermore, the theory of Interaction Patterns in the Classroom is divided into several parts including (Davis, J, 2020) is Teacher-Student Interaction, this traditional pattern involves direct communication between the teacher and students. Effective questioning techniques, feedback, and encouragement can foster a supportive learning environment. Experts emphasize the importance of teachers being approachable and responsive to student needs. Student-Student Interaction, Collaborative learning through peer interaction is vital. Activities like pair work, group discussions, and role-plays allow students to practice language skills, share ideas, and learn from one another. This pattern encourages active participation and can reduce difficulties in speaking (Davis, J, 2020).

The first interaction is Whole-Class Interaction, this pattern involves the entire class participating in discussions or activities led by the teacher. It can be

effective for introducing new topics or facilitating large-group discussions. Strategies such as think-pair-share can engage all students and encourage contributions. Small Group Work, Breaking students into small groups allows for more intimate discussions and collaborative learning. This pattern supports diverse perspectives and encourages quieter students to participate. Experts suggest using structured tasks to guide group interactions effectively (Davis, J, 2020).

Further, Online Interaction, With the rise of digital learning, online interactions have become significant. Platforms for discussion forums, video conferencing, and collaborative tools enable students to engage beyond the classroom. This pattern promotes inclusivity and can connect learners from different backgrounds. Interactive Teaching Methods, Experts advocate for using interactive methods, such as task-based learning and project-based learning, which encourage student engagement and active participation. These methods help students apply language skills in meaningful contexts (Davis, J, 2020).

Based on the description above, it can be concluded that one of the main problems faced by EFL students is the difficulty in developing strong writing skills and good language comprehension, which hinders their ability to communicate clearly and accurately. More balanced interactions, such as student-centered interactions, give students more opportunities to collaborate, discuss and work together, which makes them more effective in improving their language proficiency. Interaction among students is also important for developing more comprehensible communication.

Furthermore, the theory of the teacher's role in the English as a Foreign Language (EFL) learning process is multifaceted and crucial for creating an effective learning environment. Here are some key aspects of the teacher's role (Burns, A, 2012) are Facilitator of Learning, Teachers create a supportive environment where students feel comfortable practicing their language skills. They facilitate discussions, encourage participation, and provide opportunities for collaborative learning. Guide and Mentor, EFL teachers guide students through the learning process by setting clear objectives, providing resources, and offering

feedback. They help students navigate challenges and build confidence in their language abilities (Burns, A, 2012).

Furthermore, the theory of motivation, Teachers play a vital role in motivating students by fostering a positive attitude towards learning English. They can use various strategies, such as incorporating engaging materials and relevant topics, to spark interest and enthusiasm. Language Model, as proficient users of English, teachers serve as models for pronunciation, intonation, and grammar. Their language use in the classroom provides students with examples to emulate. Assessment and Feedback Provider, Teachers assess students' progress through formative and summative assessments. They provide constructive feedback that helps students understand their strengths and areas for improvement, guiding their language development. The last Curriculum Designer, Teachers often adapt or design lesson plans the specific needs of their students. They consider students' backgrounds, interests, and proficiency levels to create relevant and effective learning experiences (Burns, A, 2012).

Based on the description above, it can be concluded that in English language teaching, the role of the teacher is quite complex and covers a wide range of aspects, from motivator and facilitator to assessor and activity planner. Teachers play an important role in enhancing students' learning experience and improving their language proficiency by creating a safe environment and providing a variety of effective teaching strategies.

Furthermore, the theory of Solutions to Overcome the Problem, two alleviating foreign language-speaking problem strategies were proposed as follows the internalization of more innovative, L2 speaking learning activities Language teachers are highly motivated to internalize self-reflection activities during post-speaking activities. Through this indepth reflection, EFL students will be better able to design various appropriate speaking strategies for their future learning endeavors. As a result, they have the potential to transform into more confident target language speakers who can solve problems quickly (Wijaya, 2023).

Further, the existence of more enjoyable, L2-speaking learning circumstances to overcome all the problems mentioned above, language teachers are strongly advised to create a more enjoyable, positive, and meaning full speaking learning

atmosphere where all students are confident enough to speak. In the long term, a more enjoyable L2 learning environment also strengthens students' willingness to express their thoughts, ideas, and opinions by making more productive use of the target language (Wijaya, 2023). The students reported that watching videos of English speakers from different English-speaking countries, doing some physical exercises, and showing more eye contact while doing oral practices were core strategies, they had used to reduce speaking difficulties. Moreover, presentation and pronunciation skills should be emphasized at the very beginning of their academic studies. If these practices are maintained, students' inner hesitation will be reduced to a substantial extent in the case of speaking English. If the students feel teachers empathize with them, they might feel relaxed while speaking in English. Several students believe that an encouraging classroom environment and constructive feedback can help them develop their coping strategies (Akramy, 2020). The points above suggest that psychological factors are more likely to be an obstacle for EFL learners when speaking. Several studies reviewed above discuss the causes and solutions to this problem. In line with the idea of developing solutions to create a pleasant learning atmosphere, this study will provide new empirical information regarding solutions for students' speaking learning, more specifically those related to student engagement.

Based on the description above, it can be concluded that solutions to overcome problems in EFL teaching include a holistic approach with an emphasis on improving language ability, strengthening practical skills, improving grammar, and understanding religious beliefs. With the right strategies and a supportive environment, students can overcome barriers and improve their English more effectively.

B. Classroom Presentation

Classroom presentations are a multifaceted tool that significantly contributes to the development of speaking skills. They provide valuable practice, simulate

real-life communication, enhance organizational and critical thinking abilities, offer feedback, increase motivation, build confidence, and deepen cultural understanding. These benefits collectively support the advancement of learners' speaking proficiency and overall language development:

- 1. Opportunities for Practice**

Class presentations provide learners with regular and structured opportunities to practice speaking. Experts like Tseng (2019) argue that this frequent practice is vital for improving fluency and building confidence in using the language.

- 2. Real-Life Communication**

Presentations simulate real-life communication scenarios, which help learners adapt their speaking skills to different contexts and audiences. Brown (2019) emphasizes that this kind of experiential learning is effective in bridging the gap between classroom language and practical usage.

- 3. Feedback and Improvement**

Presentations offer a platform for receiving constructive feedback from peers and instructors. According to Johnson (2019), such feedback is instrumental in identifying areas for improvement and refining pronunciation, grammar, and vocabulary use.

- 4. Critical Thinking and Organization**

Preparing and delivering presentations requires learners to organize their thoughts and present them coherently. Miller (2019) notes that this process enhances learners' ability to think critically and articulate their ideas clearly, which are essential components of effective communication.

- 5. Increased Motivation and Engagement**

Engaging in presentations often boosts learners' motivation and interest in language learning. Harris (2019) highlights that the interactive and performance-based nature of presentations can make learning more dynamic and enjoyable, which encourages active participation.

The creation of a supportive and interactive learning environment is paramount for fostering effective education and maximizing student potential. As highlighted by experts, such environments significantly enhance student engagement, motivation, and overall learning outcomes. By establishing a classroom atmosphere where students feel valued, confident, and motivated, educators can facilitate deeper learning and personal growth. A supportive learning environment increases student engagement by making the classroom a safe space for active participation and risk-taking. It also boosts motivation by making learning enjoyable and meaningful, which in turn leads to better academic performance and a positive attitude towards education. Furthermore, interactive elements within the classroom, such as group work and discussions, enhance critical thinking, problem-solving skills, and collaborative abilities, preparing students for real-world challenges. Below is an explanation of the Importance of Creating a Supportive and Interactive Learning Environment

1. Enhanced Student Engagement

Experts like Smith and Johnson (2020) emphasize that a supportive and interactive environment increases student engagement. When students feel comfortable and valued, they are more likely to participate actively in class activities, including discussions, group work, and presentations. This increased engagement leads to better learning outcomes and a more dynamic classroom atmosphere.

2. Increased Motivation

Brown (2020) highlights that a positive learning environment fosters motivation. Supportive interactions with teachers and peers, along with interactive activities, create an enjoyable and stimulating learning experience. Motivated students are more inclined to put effort into their studies, leading to improved performance and greater enthusiasm for learning.

3. Development of Critical Thinking and Problem-Solving Skills

According to Lee (2020), interactive learning environments encourage students to engage in critical thinking and problem-solving. By participating in discussions and collaborative projects, students learn to

analyze information, consider different perspectives, and develop innovative solutions, which are essential skills for academic and professional success.

4. Building Confidence

Miller (2020) points out that a supportive environment helps build student confidence and reduce difficulties. When students feel safe to express their ideas without fear of judgment, they are more likely to take risks and participate in discussions. This increased confidence positively impacts their speaking skills and overall academic performance.

5. Fostering Collaboration and Social Skills

Williams (2020) underscores the importance of interaction in developing collaboration and social skills. Group activities and peer interactions within a supportive environment help students learn to work effectively with others, communicate clearly, and resolve conflicts, which are vital for both personal and professional success.

6. Personalized Learning and Support

Anderson (2020) notes that a supportive learning environment allows for personalized instruction and tailored support. Teachers who are attuned to individual students' needs can provide more effective guidance and feedback, helping students overcome specific challenges and achieve their learning goals.

7. Positive Classroom Climate

Jones and Smith (2020) discuss how a supportive and interactive environment contributes to a positive classroom climate. When students and teachers establish respectful and supportive relationships, it creates a conducive atmosphere for learning, where students feel motivated to participate and engage in the learning process.

8. Encouragement of Lifelong Learning

Davis (2020) argues that fostering a supportive and interactive environment encourages a love for learning and promotes lifelong learning habits. Students who experience a positive and engaging learning

environment is more likely to develop a passion for acquiring knowledge and skills beyond the classroom.

Regular engagement in speaking activities helps students develop a natural command of the language, allowing them to communicate more effectively and spontaneously. It also contributes to refining pronunciation and intonation, which are critical for clear and intelligible speech. The confidence gained through repeated practice empowers students to participate more actively in conversations, reducing their difficulties and fear of making mistakes.

1. Development of Fluency

Experts such as Smith and Brown (2020) emphasize that regular practice is fundamental for developing fluency in English. The more students engage in speaking activities, the more they become comfortable with using the language naturally and spontaneously. Frequent practice helps them become more adept at forming coherent sentences and expressing their thoughts clearly.

2. Improvement of Pronunciation and Intonation

Jones (2020) highlights that consistent speaking practice allows students to refine their pronunciation and intonation. Repeated exposure to speaking helps learners become more aware of the nuances of English pronunciation and rhythm, leading to clearer and more intelligible speech.

3. Boosting Confidence

Lee (2020) points out that providing ample speaking practice builds students' confidence. The more they practice, the more they become accustomed to speaking in English, which reduces fear of making mistakes. Increased confidence enables students to participate more actively in conversations and discussions.

4. Enhancement of Communication Skills

According to Miller (2020), regular speaking practice improves students' overall communication skills. It helps them develop the ability to convey their ideas effectively, engage in meaningful conversations, and respond appropriately to various communicative situations.

5. Encouragement of Active Learning

Davis (2020) argues that speaking practice encourages active learning. By participating in speaking activities, students are actively involved in the learning process rather than passively absorbing information. This active engagement reinforces their language skills and enhances retention.

6. Real-World Application

Anderson (2020) underscores the importance of practice in preparing students for real-world communication. Regular speaking opportunities simulate real-life interactions and help learners apply their language skills in practical contexts, thereby bridging the gap between classroom learning and everyday use.

7. Identification and Correction of Errors

Williams (2020) notes that frequent speaking practice provides valuable opportunities for students to identify and correct their language errors. Immediate feedback during speaking activities helps learners recognize and address their mistakes, leading to continuous improvement.

8. Development of Critical Thinking and Spontaneity

Johnson and Smith (2020) highlight that speaking practice fosters critical thinking and spontaneity. When students engage in impromptu speaking, they learn to think on their feet and articulate their thoughts quickly, which enhances their cognitive and linguistic flexibility.

Incorporating these methods into language instruction can significantly enhance students' speaking abilities. Each technique addresses key areas of improvement, from fluency and pronunciation to confidence and overall communication skills. By providing diverse and engaging practice opportunities, educators can support students in developing comprehensive and effective speaking skills.

These methods are specifically designed to improve various aspects of English-speaking abilities, including (Johnson and Smith, 2020):

1. Fluency

Enhancing the ability to speak smoothly and effortlessly, without frequent

pauses or hesitations.

2. Pronunciation

Improving the accuracy of sounds, stress patterns, and intonation to ensure clear and understandable speech.

3. Confidence

Building self-assurance in speaking abilities, reducing hesitation during communication.

4. Overall Communication Skills

Developing the ability to convey ideas effectively, engage in meaningful conversations, and interact appropriately in different contexts.

Based on the description above, it can be concluded that classroom presentations help EFL students improve their ability to communicate in English. The exercise encourages students to interact with others in a group setting, develop their ideas rationally, and practice speaking and listening. Presentations give students the opportunity to express their feelings about being surprised or shocked by others. Consistent instruction helps students develop confidence when speaking to strangers, which is important for language learning. In addition to speaking, presentations also improve students' ability to gather information, analyze and organize it. This contributes to reading comprehension and writing skills, which are increasingly important in the language learning process.

C. Speaking Skills

This research chooses speaking skills as the main skill. In the speaking skills section, it discusses the definition of speaking skills, the importance, types of speaking skills, and their components.

1. Definition of speaking skills

This research found the foundation of speaking skills, especially in speaking English. This research discusses speaking skills and uses these explanations as theories to obtain necessary information.

In learning a foreign language like English, speaking is one of the skills that need to be mastered by students in order to be able to have good communication with others. Speaking is considered a necessary skill because it plays an essential role in facilitating students in mastering English. It helps students to express

themselves better when speaking. The definitions of speaking skills encompass a range of perspectives that emphasize various aspects of communication. According to McDonough and Shaw (2002), speaking is often perceived as the most visible aspect of language competence and is frequently the basis upon which individuals are judged in social contexts. This suggests that proficiency in speaking is commonly equated with language ability more so than other language skills.

Siahaan (2008) defines speaking as a productive skill, where the speaker is actively engaged in the generation of linguistic output. This productive nature of speaking distinguishes it from receptive skills, such as listening and reading, which involve the interpretation of input.

Furthermore, speaking is described by Chaney (1998) as a process of constructing and exchanging meaning through verbal and nonverbal symbols within a variety of contexts. This perspective highlights the dynamic and context dependent nature of speaking, where both verbal elements, such as words and sentences, and nonverbal cues, like gestures and facial expressions, play integral roles in effective communication. Brown (1994) and Burns and Joyce (1997) expand on this by characterizing speaking as an interactive process. They emphasize that speaking involves not only the production of language but also the reception and processing of information from interlocutors, thereby requiring both expressive and interpretive skills.

In another conceptualization, Fulcher (2003) articulates speaking as the use of language to facilitate communication between individuals. This viewpoint underscores the fundamental communicative function of speaking skills, whereby language serves as a bridge for interpersonal interactions. Ur (1996) reinforces the significance of speaking, asserting that it is paramount among the four language abilities, as proficiency in a language is often equated with the ability to speak it fluently. This assertion further highlights the central role speaking plays in the mastery of a language.

Additionally, Nunan (1999) elucidates that speaking functions as both an interpersonal and a transactional communication method. This dual function implies that speaking serves not only to build and maintain social relationships but also to accomplish specific tasks and convey information effectively. Thornbury

and Slade (2006) further refine this understanding by distinguishing between interactional and transactional language, enhancing awareness of the different purposes speaking serves in language learning. This dual aspect of speaking skills illustrates the multifaceted nature of verbal communication, encompassing both personal interaction and efficient information exchange.

In conclusion, speaking is using language to communicate with other people. Since this activity involves two or more people, the participants are both listeners and speakers who must react to what they hear. Speaking skills are also an interactive process of making meaning, which includes producing, receiving, and processing information.

2. The Importance of Speaking Skills

This research discusses the importance of English-speaking skills in learning English, especially for EFL students. Furthermore, this research is based on theories from experts so that it can strengthen the ideas obtained.

Speaking is the most essential skill for learning a foreign language. Speaking is the most crucial of the four essential language skills when learning a foreign or second language. According to Brown and Yule (1983), speaking is the skill on which students will be judged the most in real-life situations. Despite its importance, teaching speaking skills has been devalued, and most EFL teachers have continued to teach speaking skills as memorization of dialogues or drill repetition.

For English as a Foreign Language (EFL) learners, mastering speaking skills is not just about fluency in a second language but also about gaining confidence and practical communication abilities. Proficiency in spoken English opens doors to academic opportunities, enhances career prospects, and facilitates cross-cultural understanding. According to Nunan (1995), speaking skills are the most critical aspect of learning a second or foreign language, and success is measured based on the ability to converse in the language.

English speaking is difficult since speakers must understand several essential components, such as pronunciation, grammar, vocabulary, fluency, and comprehension. Learners should have adequate English-speaking skills to converse effectively with others. The integration of the other language skills demonstrates the importance of speaking. Speaking helps students improve their vocabulary and

grammar skills, eventually improving their writing ability. Students can communicate their emotions and thoughts, tell stories, make requests, converse, discuss, and demonstrate the various functions of language. Speaking is extremely important outside of the classroom. As a result, language speakers have more excellent options for working in various organizations and corporations. Baker and Westrup (2003) reinforce these claims, stating that students who speak English well have a better probability of receiving a decent education, finding good jobs, and being promoted.

In addition, speaking skills are essential for all learners who want to learn English to advance their careers, improve their businesses, boost their confidence, get better job opportunities, give public speeches, attend interviews, participate in debates and group discussions, give presentations, et cetera. Speaking skills are essential in today's environment. A good speaker can conquer the world. Good communication is a passport to more excellent job prospects. Modern interviews assess job candidates' talent through group discussions, debates, presenting abilities, etc. As a result, to be considered for better possibilities, job seekers must improve their oral communication abilities.

3. The Types of Speaking Skills

This research explores the types of speaking skills, of which there are six points: imitative, intensive, responsive, transactional, interpersonal, and extensive. Brown (2004) defines speaking as creating and sharing meaning through verbal or oral form, encompassing six skill areas. He categorizes the types of speaking classroom activities as follows:

a. Imitative

This speaking skill involves imitation, where learners imitate the pronunciation or speech of native speakers without focusing on deep understanding. This activity is more about reproducing sounds or phrases with precise accuracy.

b. Intensive

This speaking skill emphasizes repeated practice in a highly focused context. Typically, learners will use sentence patterns or phrases

intensively to improve their speaking ability in formal or academic situations.

c. Responsive

In this skill, the speaker gives a short and quick response to a question or statement given. The goal is to practice the ability to respond in everyday conversation.

d. Transactional

The focus of this speaking skill is on the exchange of information with a specific purpose. Activities like this often involve dialogue that aims to convey and receive information efficiently.

e. Interpersonal

This skill is more complex because it involves the social aspect of the conversation. The speaker must be able to speak in informal situations, as well as handle emotional nuances or social relationships between participants in the conversation.

f. Extensive

This type involves using spoken language in a broader context, such as giving a presentation or speaking freely about a larger topic. This skill requires the ability to speak fluently and coherently in front of an audience. In this research, EFL students speaking during presentations in class are included in the intensive speaking skills type because, in this type, students perform any speaking performance to practice phonological or grammatical language forms. In other words, students practice speaking intensively by focusing on words or sentences, not just on one particular sound.

4. The Component of Speaking

This research explores what components exist in speaking skills. This research found five components of speaking skills based on expert theories that strengthen this information.

According to Brown (2005), speaking skills consist of five components: pronunciation, grammar, vocabulary, fluency, and comprehension.

a. Pronunciation

Pronunciation is a fundamental component within the sphere of speaking skills, integral to understanding and conveying meaning effectively in communication. According to Harmer (2001), education in pronunciation not only makes learners aware of distinct sounds and sound qualities but also significantly enhances their speaking abilities. This enhancement becomes especially evident when learners can discern and reproduce phonetic nuances that distinguish words, thereby avoiding misunderstandings. In addition, Yates and Zelinski, as cited in Hasan (2014), elucidate that pronunciation refers to the production of sounds used to convey meaning in speech. This involves mastering the vocal articulations required to produce individual sounds and understanding the rhythm, stress, and intonation patterns that contribute to natural speech. The awareness and control over these phonetic elements are fundamental to proficient speaking, allowing speakers to convey both lexical and emotional nuances. Consequently, enhanced pronunciation skills contribute to the intelligibility and persuasiveness of oral presentations, which forms an essential criterion for effective public speaking.

b. Grammar

Grammar is one of the core components in communicating effectively in English, especially in the context of learning English as a foreign language. Based on Harmer's view (2001), grammar functions to explain how words can change form and be arranged into meaningful sentences. This is the importance of understanding word form changes and combination rules in building the right sentence structure. Knowing these rules allows learners to not only understand but also produce coherent and valid sentences. The application of proper grammar ensures that the intent and message can be conveyed clearly and effectively to the listener.

The conception of grammar, as explained by Gerot and Wignell (1994),

is a language theory that explains the construction and functionality of language more broadly. This function suggests that grammar is not just a technical rule that includes but a deep understanding of how each element of language interacts with each other to form a complete meaning. Through understanding grammar, learners can recognize language patterns and structures that help them develop more confident and in-depth speaking skills. Thus, grammar functions as a frame of reference that organizes how language elements are used in everyday communication and in academic contexts.

The relationship between grammar and accuracy in communication is very close. Accuracy of language is highly dependent on how well a person masters the grammar. Good mastery of grammar will encourage learners to construct sentences that are not only structurally correct but also appropriate to the context of use. Thus, grammar not only pays attention to the aspect of form but also the essence of the meaning of the language itself. A good understanding of grammar allows individuals to convey their ideas and arguments with a stronger level of accuracy, thus minimizing misunderstandings in verbal interactions.

c. Vocabulary

Vocabulary is an essential element in the efficient communication process. According to Neuman and Drawyer (2011), vocabulary mastery involves the ability to understand and use words both expressively and receptively. This means that vocabulary includes not only words that can be spoken and written by an individual, but also words that can be understood when heard or read. Without adequate vocabulary mastery, the ability to communicate fluently will experience significant obstacles. Then if examined more deeply, another definition of vocabulary was also conveyed by Hornby (2006) who explained that vocabulary is all the words mastered and used by a person or words that exist in a particular language.

This means that each individual has a different set of words that they know and use, which reflects their experience and knowledge of the language.

Strong vocabulary mastery is an important foundation in various aspects of language skills, including speaking. When a student has a rich vocabulary, they can express themselves more clearly and precisely. However, the wider the vocabulary mastered, the more effective a person is in conveying their ideas and thoughts.

d. Fluency

Fluency, in the context of learning English as a foreign language, is one of the critical aspects of communicative ability that is often discussed in language education literature (Bailey, 2003). The ability to speak fluently not only shows the level of language proficiency, but also becomes a major measure of progress in language learning. Shahini and Shahamirian (2017) firmly stated that fluency is one of the most vital elements in building effective communicative ability. This indicates the importance of fluency as the main goal in the process of learning a foreign language.

In addition, it is considered as a foundation for efficient communication that supports the success of verbal interaction (Gorkaltseva et al., 2015). In line with this view, fluency is often positioned as an indicator of substantial development in language learning (Chambers, 1997). Fluency also facilitates students' ability to convey their thoughts more naturally and spontaneously, making it an essential element in assessing speaking competence. In addition, mastering fluency can increase students' confidence in verbal presentations. Understanding that fluency can free students to focus their attention on semantic and pragmatic elements of communication rather than focusing solely on grammatical forms.

Thus, the function of fluency encompasses more than just speaking quickly rather, it is concerned with the ability to speak cohesively and logistically in a variety of communication contexts. This enables students to engage in more meaningful and long-lasting conversations with their interlocutors. As Gorkaltseva et al. (2015) underline, fluency is one of the conditions that guarantee successful communication. When students achieve fluency, they can better navigate conversations, interact effectively and provide relevant responses in dynamic situations.

e. Comprehension

Comprehension is one of the important components in speaking ability related to the ability to understand language, both written and spoken. According to Hornby (1995: 235), comprehension is the ability to improve or test one's understanding of written or spoken language. This ability is essential in the context of communication, because good understanding allows individuals to capture the meaning of the message conveyed and respond appropriately. In learning a foreign language, especially in speaking ability, comprehension plays an important role in determining the extent to which students can master and use the language effectively in real communication situations.

Developing strong comprehension requires intensive interaction with the language being learned. This interaction includes absorbing information through in-depth listening and reading as well as consistent speaking practice. This process helps individuals internalize relevant language structures and vocabulary, which are the basis for competent speaking skills. In addition, continuous practice can improve the ability to understand nuances and contexts in conversation, which in turn deepens comprehension abilities. As a fundamental component of speaking ability, comprehension is greatly influenced by the frequency and quality of exposure to language.

The importance of comprehension also lies in its ability to facilitate more effective and responsive communication. With good comprehension, individuals can navigate and adapt to changing topics or contexts in a conversation. This not only improves fluency but also helps in maintaining continuity of dialogue. In situations such as oral presentations, comprehension helps the presenter to understand the audience's questions well and provide relevant and quality answers. Therefore, strong comprehension allows the speaker to appear confident and convincing in a variety of public communication situations.

This research, based on the five components of speaking skills above, suggests that these are important things to pay attention to when speaking

English. This is an essential basis for EFL students to master in learning to speak English more easily and fluently.

D. Speaking Difficulties

This research explains the difficulties in speaking skills for EFL students. This discussion explores the definition of difficulties in speaking skills, what factors influence EFL students' difficulties in speaking skills, and strategies used to deal with difficulties in speaking skills.

This research explains the definition of difficulties in speaking skills for EFL students. Furthermore, this study uses these explanations as theories for essential information. Speaking is one of the essential abilities that students must learn to communicate effectively in various circumstances. According to Celce-Murcia 24 (2007), the ability to communicate with others orally is equivalent to learning the language because speaking is the fundamental mode of human communication.

Brown (2007) states that speaking is a complex skill influenced by both linguistic competence and affective factors. Linguistic factors include students' mastery of vocabulary, pronunciation, and grammar, while affective factors involve confidence, anxiety, motivation, and fear of making mistakes. These affective factors often hinder students from expressing their ideas fluently even when they possess adequate linguistic knowledge.

In line with this view, Harmer (2007) emphasizes that psychological barriers play a crucial role in students' speaking performance in EFL classrooms. Learners who lack confidence, feel anxious, or are afraid of making mistakes tend to be reluctant to participate in speaking activities. Harmer further explains that negative classroom atmosphere may intensify students' fear of making errors and reduce their willingness to communicate orally.

Based on these theoretical perspectives, students' speaking difficulties can be systematically understood as arising from both linguistic and psychological factors.

Brown (2007) defines colloquial language, performance factors, reduced forms, rate of delivery, redundancy clusters, intonation, rhyming, and emphasis as speaking qualities that add to the difficulty of speaking competence.

Students are not only expected to use accurate grammar, good pronunciation, and vocabulary, but they are also frequently asked to learn how to use the language. Hinkel (2011) stated that interaction difficulties arise when the learner encounters a term they do not recognize, a type of term that they may need to learn how to use, or a feeling that they are hesitant to communicate their intended purpose.

Many concerns in the student's voice include a lack of self-confidence and uncertainty. Many psychological problems can impede pupils from becoming excellent English speakers. Psychological, emotional, physical health, relationships, productivity in class are factors that may contribute to speaking difficulties.

Mastering speaking skills is crucial, among other language skills, but it can be challenging for students due to various obstacles. Speaking issues are those that need more speaking proficiency. We can define speaking issues as challenges arising when someone speaks or understands the spoken language. Doris and Jesica (2007) stated that language issues can impede pupils from improving their language skills.

Significant challenges with speaking abilities in a foreign language pose a challenge for learners, as learning a foreign language, including English, necessitates more than only grammar awareness, but also the use of English in a specific context. According to Fitriani, Apriliawati, and Wardah (2015), language issues are one of the leading causes of poor academic performance. Such challenges can prevent pupils from enriching and developing their communication skills. These problems cause students to reveal their strengths and become vulnerable.

In conclusion, speaking difficulties arise when students encounter terms they do not recognize. This becomes a problem that prevents students from speaking fluently. Problems like these hinder students' ability to communicate effectively in English. Speaking involves selecting acceptable words and sentences based on the social context, audience, situation, and subject matter. Effective speaking requires mastery of verbal and nonlinguistic aspects.

E. Speaking Difficulties in Classroom Presentation

This research explains the factors that influence EFL students' difficulties in speaking during classroom presentations. These factors are divided into two types:

linguistic and nonlinguistic factors.

Based on the theoretical perspectives proposed by Brown (2007) and Harmer (2007), it can be concluded that students' speaking difficulties are not solely caused by linguistic limitations, but also by psychological factors that influence their willingness to speak. However, these theories mainly explain speaking difficulties in a general manner. Therefore, a more systematic and operational framework is needed to categorize students' speaking problems in the context of this study. In this regard, Heriansyah (2012) provides a clear classification of students' speaking difficulties by dividing them into linguistic and non-linguistic (psychological) factors, which is relevant and applicable to the EFL learning context.

Furthermore, this research is supported by theories from experts to strengthen this information. According to Heriansyah (2012), students' speaking challenges are categorized into linguistic and nonlinguistic/psychological factors regarding linguistic issues such as a lack of vocabulary, pronunciation, and grammar. Nonlinguistic difficulties common among students include a lack of confidence, lack of motivation, and a fear of making mistakes.

a. Linguistic Factors

1) Lack of Vocabulary

Lack of vocabulary is one of the main obstacles faced by EFL students in improving their speaking skills. According to Ningrum (2015), vocabulary mastery includes understanding word structures which turn out to be a challenge for many EFL students in the process of learning English. In addition, lack of vocabulary mastery makes it difficult for them to understand and absorb new information. This obstacle also affects students' confidence when speaking in public, especially in classroom presentation. The concept of lack of vocabulary is closely related to the ability to understand and express meaning accurately. Furthermore, lack of vocabulary affects the ability to listen and understand conversations in English. A deep understanding of vocabulary allows students to follow discussions and respond to questions more effectively. Without adequate mastery, students may feel overwhelmed in understanding other speakers, especially when faced with new terms or phrases.

2) Unfamiliar Words Pronunciation

Unfamiliar words pronunciation is a challenge in mastering speaking skills. According to Dalton and Seidlhofer (1994), students tend to have difficulty pronouncing new and unfamiliar sounds compared to sounds they are already familiar with. This difficulty is exacerbated when Indonesian students are accustomed to pronouncing words according to the way they are written, without considering the pronunciation standards that apply in English. This habit hinders their ability to communicate effectively in the foreign language. Furthermore, students rarely check the correct pronunciation in a dictionary, which results in distortions in intonation and word stress. Therefore, understanding and practicing pronouncing unfamiliar words is an important aspect in improving one's speaking skills.

Another factor to consider is the different sounds between the mother tongue and English that can affect word pronunciation. The inability to distinguish or produce speech sounds correctly can lead to inaccurate understanding by the listener, thus impacting the effectiveness of communication. Adapting to different language sounds requires consistent practice to reduce frequent pronunciation errors. This exercise not only involves repeating new sounds but also involves listening practice to identify the differences in similar sounds in English. Thus, this effort can help improve accuracy and fluency in pronouncing unfamiliar words.

3) Grammatical Error

Grammatical error is one of the main challenges faced by EFL students in improving their speaking skills. Based on research conducted by Alhaysony and Alhaisoni (2017), many students feel that grammar rules are not important to learn compared to vocabulary. This is due to a lack of interest in learning and applying grammatical aspects correctly, as well as a lack of experience in learning grammar.

As a result, students often make mistakes in sentence structure when speaking, which ultimately affects the listener's understanding of the message being conveyed. These grammar errors are also influenced by difficulties in remembering and using certain tense formulas, as found by Wahyuningtyas and Bram (2018). In their study, most students had difficulty remembering the Present Perfect

Continuous Tense formula and analyzing and distinguishing the use of verbs and

time in that tense. This difficulty exacerbates the grammatical errors made by students when speaking, because without a solid understanding of tense, they cannot convey events accurately in the context of the right time. The decline in speaking skills due to these grammar errors requires more effective pedagogical intervention from the teacher.

b. Nonlinguistic Factors (Psychological Factors)

1) Lack of Confidence

Lack of confidence is one of the main factors that affect EFL students' speaking ability in presentation sessions. According to He and Chen (2010), students' low self-confidence stems from their inability to communicate effectively in English. Many students feel that even though they have adequate English language skills, they still have difficulty when it comes to communicating effectively. This low self-confidence can be considered a key determinant in speaking performance, as it affects how students express their thoughts in a foreign language. This inability often leads to speaking difficulties, which further exacerbates the self-confidence problem.

Another factor that plays a role in building students' self-confidence is teacher support. As stated by Brown (2001), lack of encouragement from teachers can also be a contributing factor to students' low self-confidence in speaking. Many teachers view convincing students of their English proficiency as unimportant. This lack of encouragement makes many students doubt their own abilities, which in turn, hinders their performance in speaking activities in the classroom. In this context, guidance and motivation from teachers can be an important element in increasing students' self-confidence. This support, if given effectively, can change students' perceptions of their own language skills and provide the boost needed to increase their self-confidence.

Lack self-confidence is often associated with discomfort when having to perform public speaking. These difficulties can arise when students feel that their level of English proficiency will be judged or criticized. Negative experiences in the past, such as critical comments from peers or embarrassing mistakes during

presentations, can leave a psychological impact that slows down their self-confidence. This suggests that a supportive and stress-free learning environment is essential to building students' self-confidence. By creating a positive and supportive classroom atmosphere, students are more motivated to participate in speaking activities and overcome the fear of losing face their English proficiency.

2) Lack of Motivation

Gardner (1999) identifies several factors that contribute to students' lack of motivation, including uninspired teaching, boredom, perceived relevance of resources, and a lack of awareness of the instructional program's aims. He states that these four are frequently used to motivate kids. Uninspired teaching, for example, has an impact on student enthusiasm to learn. Monotonous teaching can lead to low motivation among pupils owing to boredom. This demonstrates that paying attention to those four factors is crucial.

3) Fear of Making Mistakes

Many theories claim that fear of making mistakes is a primary reason students hesitate to speak English in the classroom (Tsui in Nunan, 1999; Yi Hua, 2007; Robby, 2010). The fundamental reason for fear of making mistakes is that students are terrified of appearing foolish in front of others and are concerned about how others will perceive them. Furthermore, Hieu (2011) and Zang (2006), as quoted in He and Chen (2010), argue that students are fearful of making mistakes because they are afraid that their friends will mock them and give them bad feedback if they make mistakes while speaking English.

Moreover, Nakhalah (2016) identifies various elements contributing to speaking difficulty. Factors affecting learning include learner characteristics, instructional methods, curriculum, and environment. Many students need more appropriate terminology to communicate effectively. Inadequate strategic and communication skills can hinder interaction effectiveness, and inadequate teaching practices can hinder the development of speaking skills.

Based on the opinions of several experts above regarding the factors that influence EFL students' difficulties in speaking, it can be concluded that they are

either linguistic or nonlinguistic—linguistic factors. Moreover, some factors are influenced by learning, including student characteristics, learning methods, curriculum, and environment.

F. Strategies to address EFL students' speaking difficulties in classroom presentation

This research explored strategies to address EFL students' speaking difficulties in classroom presentation. To address strategies, diverse literature regarding difficulties with English language speaking was reviewed below.

To help EFL learners address their speaking difficulties effectively, various practical strategies can be employed. These strategies target specific areas of concern, including pronunciation, vocabulary, grammar, confidence, and cultural understanding (Munro, M. J, 2005).

1. Pronunciation

Listening to Native Speakers, Exposure to native speakers through podcasts, movies, TV shows, and online videos helps learners become familiar with natural pronunciation patterns and intonation. Mimicking these patterns can improve pronunciation. Practicing Phonetic Exercises, using resources like phonetic charts and pronunciation guides can aid in mastering difficult sounds. Phonetic exercises, such as minimal pairs practice (e.g., ship vs. sheep), can be particularly useful (Munro, M. J, 2005).

2. Vocabulary

Reading Extensively, engaging with a variety of texts, including books, articles, and essays, exposes learners to new vocabulary in context. This helps with understanding usage and retention (Munro, M. J, 2005).

Using Flashcards, Flashcards, whether physical or digital (e.g., Anki, Quizlet), are effective for memorizing new words and their meanings. Learners can create their own flashcards or use pre-made sets (Munro, M. J, 2005).

Engaging in Vocabulary-Building Activities, Activities such as word games (e.g., Scrabble, crossword puzzles) and vocabulary quizzes can make learning new words enjoyable and reinforce retention (Munro, M. J, 2005).

3. Grammar

Studying Grammar Rules, regularly reviewing grammar rules through textbooks, online resources, and grammar workbooks helps solidify

understanding. Clear explanations and examples can make complex rules more manageable (Munro, M. J, 2005).

Practicing Through Speaking Exercises Engaging in speaking exercises that focus on specific grammar points (e.g., practice dialogues, role-plays) allows learners to apply grammar rules in context, improving their practical usage (Munro, M. J, 2005).

Seeking Feedback, regularly seeking feedback from teachers, language partners, or peers can help learners identify and correct grammatical errors. Constructive feedback aids in making necessary adjustments and improvements (Munro, M. J, 2005).

4. Confidence

Positive Self-Talk, encouraging positive self-talk and affirmations helps combat negative thoughts and boosts self-esteem. Reminding oneself of progress and achievements can foster a more positive outlook (Munro, M. J, 2005).

Joining Conversation Clubs or Language Exchange Programs, participating in conversation clubs or language exchange programs provides learners with supportive environments to practice speaking with others. This interaction helps reduce difficulties and build confidence through regular practice (Munro, M. J, 2005).

5. Cultural and Sociolinguistic Factors

Exposure to Authentic Materials, engaging with authentic materials such as news articles, TV shows, and films helps learners understand cultural contexts and sociolinguistic norms. This exposure improves comprehension and communication (Munro, M. J, 2005).

Role-Playing Activities, role-playing different social scenarios and conversations helps learners practice appropriate language use in various cultural contexts. This activity also enhances their understanding of social cues and norms (Munro, M. J, 2005).

Participating in Discussions, engaging in discussions about cultural differences and sociolinguistic norms with teachers, peers, or language partners provides valuable insights. It helps learners adapt their communication style to fit different contexts (Munro, M. J, 2005).

By implementing these strategies, EFL learners can address their speaking difficulties more effectively, improving their overall proficiency and confidence in using English. Each strategy contributes to overcoming specific challenges, ultimately leading to more successful and enjoyable language learning experiences.

Addressing these difficulties is significant for EFL learners as it directly impacts their overall language proficiency. Effective speaking skills are essential not only for academic and professional success but also for meaningful social interactions. By implementing the coping strategies discussed, learners can make substantial progress in their speaking abilities.

Language learning is a journey that requires practice, perseverance, and the right support. With consistent effort and the application of these strategies, EFL learners can overcome their speaking challenges and achieve greater fluency and confidence. Embrace the learning process with optimism and resilience, knowing that each step forward brings you closer to your language goals.

Based on the description above, it can be concluded that Coping mechanisms for overcoming difficulties in speaking English include linguistic compensation, partner seeking, processing time application, and active practice. These strategies help EFL students overcome obstacles in their conversation and consistently improve their proficiency in the language in an efficient manner.