CHAPTER II

LITERATURE REVIEW

The aim of this chapter is to describe the related references upon which the research hypothesis is built. In this chapter, there are some points to be explained in relation with theoretical framework, definition speaking, type of speaking and speaking challenges.

2.1 Theoretical Framework

Concerning to Roth, Radford, et al., (2012) that theoretical framework guiding this study at all levels to the activity theory. It means this unit serves the theorists of scholars and researchers which disscuss in particular about challenges in speaking skill as EFL Student.

2.1.1 Speaking Skills in Learning English

According to Richards and Rodgers (2014), speaking skills play a crucial role in the process of learning English as a second or foreign language. They state that speaking is not only a means of communication but also a vital tool for language acquisition and development.

One key reason why speaking skills are essential in learning English is that they provide learners with the opportunity to practice and apply the language in real-life situations. As noted by Celce-Murcia (2007), speaking allows learners to actively engage in meaningful conversations, express their thoughts and opinions, and interact with others using the target language. This active involvement promotes the development of fluency, accuracy, and communicative competence.

Furthermore, speaking skills enable learners to enhance their pronunciation and intonation, which are crucial aspects of oral communication. As highlighted by Brown (2007), through speaking practice, learners can improve their ability to produce the sounds, stress patterns, and rhythm of English, making their speech more intelligible to others. This, in turn, facilitates effective communication and builds learners' confidence in using the language.

Another important aspect emphasized by Thornbury (2007) is the role of speaking skills in developing learners' listening comprehension. He argues that by engaging in oral interactions, learners can improve their ability to understand spoken English, as they become more familiar with the natural rhythms, connected speech, and common expressions used by native speakers. Speaking and listening skills are closely interconnected, and developing one skill can positively influence the other.

Moreover, speaking skills promote the acquisition of vocabulary and grammatical structures. By actively using the language in spoken form, learners have the opportunity to experiment with new words, phrases, and sentence structures. As noted by Nation and Newton (20020), speaking activities encourage learners to retrieve and apply their existing linguistic knowledge, while also expanding their lexical and grammatical repertoire through exposure to new language forms and expressions.

In conclusion, speaking skills are vital in the process of learning English as they provide learners with opportunities for meaningful communication, pronunciation improvement, listening comprehension enhancement, and vocabulary and grammar development. By actively engaging in speaking activities,

learners can develop their overall language proficiency and become more confident and competent English speakers.

2.1.2 Types of Speaking Skill

According to Brown (2001), he classified the oral language into two types. They are monologue and dialogue.

1. Monologue

According to Smith et al., (2009), he explained that "in monologues, when the speaker uses spoken language, the hearer must process long stretches of speech without interruption. At the same time, the stream of speech will go on whether or not the hearer comprehends". He divided monologue into two types. First, planned monologues (such as speeches and other prewritten material) usually manifest little redundancy and are therefore relatively difficult to comprehend. Second, unplanned monologues (impromptu lectures and long "stories" in conversations, for example) exhibit more redundancy, which makes for ease in comprehension, but the presence of more performance variables and other hesitations can either help or hinder comprehension.

2. Dialogue

Based on Smith et al., (2009), "Dialogues involve two or more speakers and can be subdivided into those exchanges that promote social relationships (interpersonal) and those for whose purpose is to convey propositional or factual information (transactional)." In each case, participants may have a good deal of shared knowledge (background information, schemata); therefore, the familiarity of the interlocutors will produce conversations with more assumptions, implications, and other meanings hidden between the lines. In conversations

between or among participants who are unfamiliar with each other, references and meanings have to be made more explicit to assure effective comprehension. When such references are not explicit, misunderstandings can easily follow.

2.1.3 Components of Speaking Skills

English speaking is not an easy task because in acquiring the speaking skill, students should master the significant components like pronunciation, grammar, vocabulary, fluency, and comprehension. Learners should have enough English speaking ability in order to communicate easily and effectively with other people. According to Syakur (2007), there are some components of speaking: 1) Comprehension For oral communication, comprehension certainly requires a subject to respond to the speech as well as to initiate it. 2) Grammar The grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language. If grammar rules are too carelessly violated, communication may suffer. Linguists, who investigating native-speaker speech (and writing), have, over the years, devised various different systems to describe how the language works. Grammar is one important aspects of speaking because if an utterance can have different meaning if the speaker uses incorrect grammar. 3) Vocabulary Vocabulary means list of words with their meaning. One cannot communicate effectively or express their ideas both in oral and written form if they do not have sufficient vocabulary. Without grammar, very little can be conveyed, and without vocabulary nothing can be conveyed. 4) Pronunciation Pronunciation is the way for students to produce clearer language when they speak. Pronunciation is an essential aspect of learning to speak a foreign language. If a student does not pronounce a word correctly, it

can be very difficult to understand him/her. On the other hand, if students make grammatical mistakes e.g. in a verb tense, the listener still has an idea of what is being said. So, it can be seen that good pronunciation is vital if a student is to be understood. 5) Fluency Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses while speaking. These signs indicate that the speaker does not have to spend a lot of time searching for the language items needed to express the message.

In line with this, Brown (2004) also showed that there are a number of components of speaking concerned with grammar, vocabulary, pronunciation, comprehension and fluency:

1. Grammar

   Grammar is partly the study of what form or structures are possible in a language. It is the set of logical and structural rules that govern the compositions of sentences, phrases and words in any given natural language.

2. Vocabulary

   Vocabulary is total number of word that makes up a language. Those words are used in speaking. Vocabulary means the appropriate diction which used in communication.

3. Pronunciation

   Pronunciation is the way in which language is spoken. It refers to the ability to produce easily comprehensible articulation. In learning process,

teachers need to be sure that their students can be understood when they wat to say something.

4. Comprehension

Comprehension is quite complete at a normal rate of speech. For oral communication certainly requires a subject to respond to speech as well as to initiate it.

5. Fluency

Fluency is the ability to process a language and quality or condition of person to speak a language easily and well. Fluency is the smoothness of flow, with which sounds, syllables, words and phrases are joined together when speaking.

2.1.4 Problems in Speaking Skill

English has four skills (listening, speaking, reading and writing), speaking knows intuitively the most important one. People who know a language are referred as a „speaker" of that language, as if speaking included all kinds of knowing and many if not most foreign language learners are primarily interested in learning to speak up (Ur, 1991).

Speaking is the active use of language to express meanings, so that others other people can make sense of them (Cameron, 2002). Speaking skill mastery is a priority for many second language or foreign language learners (Richards, 2008). Students may have English speaking problems on their linguistic knowledge, such as grammar, vocabulary, and phonology.

Most of people, understanding the skill of speaking is the single most important feature of learning a second or foreign language, and success is stated

in terms of the ability to convey the conversation in the language (Nunan, 1995). According to Hinkel (2005), "speaking skill is considered as a hard skill to master-the most complex and difficult skill to master". In order to speak a foreign language such as English, it requires more than knowing grammar but also the use of English in a real context. That is the reason why speaking skill in second or foreign language is a challenge for the learners. Speaking problems are the problems that make students lack of speaking ability. In other words, these problems may become the obstacles for the students to enhance and improve their speaking ability.

Waki'ah (in Yendra, 2018) mentioned in her conclusion that students' problems in mastering speaking skill are grammar, vocabulary and pronunciation. In line with this, Fitriani (2015) stated that the reason why the students are having problems in their speaking is because they are poor in grammar, vocabulary, and pronunciation. Those problems are belonging to linguistics problems. Vocabulary refers to the words that speakers used when they want to speak. Pawley and Syder (as cited in Nunan, 2003) said that "If learners want to use language fluently and want to sound like nativespeakers, they need to be able to put words together quickly in typical combinations". It means that, the problems of vocabularies will occur when someone is lack of vocabulary needed to talk and does not know how to combine the vocabularies into a good sentence. In short, in order to get conversation run well, the speaker should have much vocabulary. According to Nunan (2003) "Grammar is generally thought to be a set of rules specifying the correct ordering of words at the sentence level." He also stated that "sentences are acceptable if they follow the rules set out by the grammar of the language." It

means that, if learners do not know the rules of grammar, they will not be able to communicate using English effectively. Pronunciation refers to the production of sounds. According to Hinkel (2005) a second language learner needs to master the individual characteristic of the sound of a new language.

English speaking problems can be found also from psychological aspect. Such as fear of mistake, shyness, anxiety, lack of confidence, and lack of motivations. The first is fear of mistake. As explained by some theories, fear of mistake becomes one of the main factors of students" reluctance to speak in English in the classroom. The signs of this is students" fear of being laughed by other students or will be criticized by the teachers. The second is shyness. Shyness is caused by students" nature that they are very quiet. The third is anxiety. Anxiety caused by communication apprehension, test anxiety and fear of negative evaluation. The fourth is lack of confidence. This case is caused by low ability in English speaking and also less of encouragement from the teacher. The last is lack of motivation. Lack of motivation can be caused by uninspired teaching, monotonous teaching, and their boredom in English teaching (Nakhalah, 2016).

Based on some references above, the writer takes a conclusion that English speaking problems can occur from their social or psychological aspect. For example, students" class environment. If the members of the class do not speak English, English environment will not appear in the class and the students will unfamiliar with English.

Furthermore, it will be good for the students to be able to speak naturally like the native-speaker itself. Correct pronunciation is very necessary to develop speaking skill. Learners with good pronunciation in English are more likely to be

understood than learners with poor pronunciation, even if they make errors in other areas.

2.1.5 Factors that Affecting the Mastery of Speaking Skills

Speaking as productive skill has a lot of components that should be mastered by the students. As the students of English as foreign language, they will face some of difficulties to be a good speaker in English. Harmer (2007) states that "students will not always use correct English. They will make mistakes, too, when writing or speaking more freely".

According to Ur (1996), there are four main factors that cause problems faced by students in speaking. Those problems are inhibition, nothing to say, low participation, and mother tongue used.

a. Inhibition

Learners are often inhibited about trying to say things in a foreign language in the classroom. Worried about making mistakes, fearful of critics or loosing face, or simply shy of the attention that they speech attract.

b. Nothing to say

Even sometimes the students are not inhibited, but the learners complain that they cannot think of anything to say, they have no idea to express themselves when they should be speaking. The learners get the difficulties in thinking of anything to say.

c. Low Participation

In a large group class, for instance, it can be found that only one participant can talk at a time if he or she is to be heard. This problem is compounded by

the tendency of some learners to dominate, while other speak very little or even not at all.

d. Mother tongue use

In class where all, or a number of the learners share the same mother tongue, they may tend to use it because it is easier and it feels unnatural to speak another language/English language. If they talk in small groups, it can be quite difficult to get some classes particularly the less disciplined or motivated one to keep to the second language.

In addition, Susilawati (2016) mentions that in an oral discussion, shyness, nervousness, feeling afraid of making mistakes, not knowing the way how to pronounce certain words, are the potential problems that can hinder the students to speak. Regarding this, Brown (2001) states that the shyness and anxiety are considered as the main causes of students' reluctance to speak. It is difficult for them to verbally express what they want to explain to other people. Moreover, they have trouble to put their thought into words. Further, Juhana (2012) stated that fear of making mistake, shyness, anxiety, lack of confidence, and lack of motivation are the factors hinder students from speaking in English.

a. Fear of Making Mistake

Fear of mistake becomes one of the main factors of students' reluctance to speak in English in the classroom. This fear is also much influenced by the students' fear of being laughed at by other students or being criticized by the teacher. As a result, students commonly afraid and even stop participating in the speaking activity.

b. Shyness

Shyness is an emotional thing that many students suffer from at some time when they are required by the teacher to speak English in the classroom. This indicates that shyness could be a source of problem in students' learning activities in the classroom especially in the class of speaking. Therefore, paying attention on this aspect is also quite important in order to help the students do their best in their speaking performance in the classroom.

c. Anxiety

Anxiety is a feeling of tension, apprehension and nervousness associated with the situation of learning a foreign language. Further, among other affective variables, anxiety stands out as one of the main blocking factors for effective language learning. In other words, anxiety influences students in learning language. Therefore, paying attention to this factor of learning should also be taken into consideration.

d. Lack of Confidence

Student who lack of confidence, they would rather keep silent while others do talking. This shows that building students' confidence is an important part of teacher's focus of attention. This means that the teacher should also learn from both theories and practical experience on how to build the students' confidence.

e. Lack of Motivation

Motivation is a key consideration in determining the preparedness of learners to communicate. Zua (2012) adds that motivation is an inner

energy. She says that no matter what kinds of motivation the learners possess, it will enhance their study interest. It has been proven in many studies that students with a strong motivation to succeed can persist in learning and gain better scores than those who have weaker motivation of success. It means that building students' motivation to learn is urgent for every teacher.

Noprival (2022) also mentioned that inadequate vocabulary knowledge, grammar as a stumbling block, fear of negative response from others, low self esteem to speak in English, and feeling anxious to speak in English are the five main speaking problems. Moreover, Heriansyah (2012) found that the prevalent problem faced by the students was lack of vocabulary, while being afraid of making mistakes was the prime cause of problem which hindered them to speak.

2.1.6 The Important of Speaking Skill for EFL Student

At present, the need for speaking mastery in English has been dramatically increasing due to the strengthening position of English as a language for international communication (Nazara, 2011). Nodoubt, without language, there will be no communication. Language is needed to convey ideas, feelings, and thoughts. People share their problems by means of language. Language is the beauty of life. To fulfil the task of communication, speech is required. So, speech is imperative for communication. Owing to the importance of speaking skill, EFL learners struggle hard to get command over productive skill. Without language, there is no society and without speech, there is no human language. The language devoid of speech is just like a script. Without speech, language is like a drama without characters. Language is used in different situation to convey messages, shareideas, and

communicate with others. This productive skill is used by people while working, enjoying the moments of life and so on. Understanding develops among people due to effective communication. A gap of communication creates problems. Effective communication can be carried out through productive skill.

To run any system smoothly, it is necessary that the speakers are well equipped with the speaking skill. People are attracted if the speakers have mastery over productive and receptive skills in general and speaking skill in particular. It is well known proverb that a person is hidden under his tongue. The tongue is the interpreter of the intellect. The merit of a man is known from his speech. It can be maintained that speech awards the people with several benefits. With help of speaking skill, they develop good relations with other people. They feel pleasure by sharing their thoughts. They get better job opportunities due to speaking skill. Through interaction, they understand other people clearly. It is not exaggeration to say that clear thoughts are reflected through clear speech. The person with good speaking skill has ability to attract the attention of the people and engage them until the delivery of his/her message. Speaking skill ensures the lucrative careers. The activities of social life can be promoted due to this productive skill.

Furthermore, persons can get their desired aims, purposes, and targets usingappropriate language for communication (Rao, 2019). So,language needsthat communication should be carried out among people across the world. Since English has won the place of international language and allover the world its speakers are found, it assists people to communicate with the people belonging to diverse regions, states, countries, and continents of the world.In the process to gain the

understanding of foreign or second language, this active skill performs significant role.

Brown and Abeywickrama (2010) narrate that this productive skill is important from this point of view thatthe learners are judged upon the most in actual life situations. No special attention is given to teach this skill. EFL learners are being taught this skill just asto memorize thedialogues or repeat the drills. However,it is the demand of theadvanced world that learners should have better command over communication skill and this task can be achieved if EFL teacher teach them in a way that their learners will be able to develop and polish their capability of speaking skill. Due to improved speaking skill, they will be able to perform effectively in the actual life situations.

Bueno (2006) narrates that EFL students find speaking skill problematic. For them, speaking of English is an uphill task. Many factors are involved in this challengingsituation. Poor teaching method is one of them. Teachers do not focus on the speaking skill. They just stress on reading and writing. Lack of practice is also one factor. Students are not provided opportunities where they do practice of speaking skill. Shyness and lack of confidence is also its causes. Speaking isregarded as the important skill.EFL Learners learn English from primary level and majority of them is unable to speak English fluently after completing their higher degrees. Several Higher degree holders face problems when they are supposed to communicate in English.This challenging situation can be overpowered due to several reasons. EFL students should be aware of the significance of the speaking skill and they should endeavour to gain this skill. Because this skill is important for them to keep pace with the trends of the modern world.

Speaking skill is challenging task because EFL Learners have to make sentences withoutplanning. It is not easy for the students to make sentences without the knowledge of grammar and its structure. They need sufficient vocabulary to speak. Vocabulary also occupies an important place in language learning as Akhter, Tribhuwan and Qureshi (2020) argue that vocabulary is the heart of language. Akhter, Anwar, and Qureshi (2019) opine that vocabulary learning is one of the challenging tasks in a foreign language classroom. So, non-native speakers of English confront with various issues during the procedure of learning grammar and its structure.As speaking skill holds a prominent place during the process of communication, individuals attempt to acquire this skill to bein contactwith the wholepublic across the world.

2.1.7 Strategies to Overcome Students' Challenges

Strategy is a specific method of overcoming, carrying out an activity or task to achieve certain goals. According to Brown (2006), strategies are plans used by humans in a particular situation, those differwithin each person. In other words, strategy here refers to the steps used by students to help solve a particular problem or activity that will differ within each student based on the situation. There are many strategies to find the right way to be good English language students. According to Fulcher , there are some strategies to overcome speaking difficuties, those are:

1. Overgeneralization/ morphological creativity

Students will transfer knowledge of the language system to lexical items or expressions over which they do not have full control. For example, if a students knows that -ed / is the past tense marker and wants to use the verb 'read' in past tense form , he will say 'readed' instead of 'read'.

2. Paraphrase

If a student cannot remember vocabulary immediately, it is paraphrased using lexical items that are similar to synonyms for the required word. Alternatively, a student may sometimes use convoluted language trying to explain what is meant, or describe a concept whose words are unknown. For example, a student who cannot remember the word 'kettle' talks about the object in which you used to boil water.

3. Cooperative Strategies

The help from the listeners is needed to solving the problems In face-to-face communication. Getting help can be asking to someone if they understand, asking for help directly in saying something or unfamiliar word.

4. Non-Linguistic Strategies

Non-linguistic means a strategy that uses multiple expressions such as hand gestures, gimic or point to nearby objects to acquire language to make communication going well. It usefull because by using this strategy the student can express his ideas smoothly

5. Word Coinage

Creating new words to communicate is very usefull itf the students do not have a proper vocabulary. so, when the students can not look up the dictionary or if the dictionary fails, students sometimes create new words to understand the meaning. For example: the use of the term "tooth doctor" rather than dentist.

6. Using mime or gesture

The student use physical motion, such as mime or gesture, in place of expression during conversation to indicate the meaning. For example: if the students not able to say " i'm dizzy", the students mimes the emotion of it like hold their head.

There is also another category stated by Brown (2001) that strategies are specific method of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information. They are like "battle plans" that might vary from moment to moment, or day to day, or year to year. So, it other words strategies are the mental and communicative procedures students used in learning to gain particular purposes. Strategies vary intraindividually; each of us has a number of possible ways to solve a particular problem, and we choose one or several in sequence for a given challenges in speaking skill.

2.2. Previous Studies

There are some relevant studies which conducted about challenges in speaking. First, the study conducted by Al-Jamal and Al-Jamal (2013) aimed to investigate the challenges encountered by English as a Foreign Language (EFL) undergraduate students in developing their speaking skills. The researchers explored the specific difficulties that students faced and sought to shed light on potential factors contributing to these challenges. The study employed a mixed-methods approach, combining quantitative and qualitative data collection methods. The participants were EFL undergraduate students from a university in Jordan. The researchers used a questionnaire and interviews to gather data from

the students. The findings of the study indicated several difficulties faced by EFL undergraduates in their speaking skills. The quantitative analysis of the questionnaire responses revealed that students struggled with aspects such as fluency, pronunciation, vocabulary, grammar, and hesitation. These findings were consistent with the existing literature on language acquisition and speaking difficulties.

Based on their findings, the researchers proposed some possible explanations for the difficulties faced by EFL undergraduates in speaking skills. They suggested that these challenges could stem from various factors, including the traditional teacher-centered approach to language instruction, inadequate speaking practice in the classroom, limited exposure to authentic spoken English, and sociocultural factors that discourage students from using English outside the classroom.

Second, Aziz and Kashinathan (2021) this study focuses on the challenges faced by English as a Second Language (ESL) learners when it comes to speaking English within the context of Malaysian classrooms. The authors aim to explore the specific difficulties encountered by ESL learners in this setting.

To conduct their research, the authors likely employed a mixed-methods approach, combining qualitative and quantitative methods to gather data. They might have utilized techniques such as interviews, observations, surveys, or tests to collect information from ESL learners regarding their speaking skills and the obstacles they encountered.

The study's sample would have consisted of ESL learners in Malaysian classrooms, potentially including students from various age groups and

proficiency levels. The researchers may have gathered data from multiple schools or educational institutions to ensure a diverse representation.

The collected data would have been analyzed and interpreted to identify common challenges faced by ESL learners in speaking English. The authors might have examined factors such as pronunciation difficulties, lack of vocabulary, grammatical errors, fear of making mistakes, and cultural influences affecting language use.

The study's findings are likely presented in the form of descriptive statistics, quotes from participants, and thematic analysis. The authors may have also discussed the implications of their findings for English language teaching and learning in Malaysian classrooms.

Overall, this study aims to shed light on the specific challenges faced by ESL learners in speaking English in Malaysian classrooms, providing insights that can help inform language teaching approaches and support the development of effective strategies to enhance English language proficiency in this context.

Third, Paakki (2013) the study focused on investigating the difficulties faced by Finnish and Japanese adult learners of English in speaking the language, as well as their perceptions of accents. The study was conducted as a Master's thesis at Itä-Suomen yliopisto (University of Eastern Finland). The study is situated within the context of second language acquisition, specifically concerning English language learning by Finnish and Japanese adults. Learning a second language can be challenging, and individuals from different linguistic backgrounds may encounter specific difficulties based on their native language and cultural

influences. The study aims to explore these difficulties and understand how Finnish and Japanese learners perceive accents in English.

The author's choice to compare Finnish and Japanese learners is interesting because Finnish and Japanese are linguistically distinct languages, and their speakers may encounter unique challenges when learning English due to differences in phonetics, grammar, and cultural factors. By comparing the experiences of learners from these two language backgrounds, the study seeks to provide insights into the specific challenges they face in speaking English.

Fourth, Nakhalah (2016) the purpose of the study was to investigate the challenges faced by English language students at Al Quds Open University specifically related to their speaking skills.This study suggests that English language learners at Al Quds Open University encounter various difficulties when it comes to speaking in English. It is likely that the study was conducted in response to the need for a better understanding of the specific problems faced by students in order to improve the teaching and learning methods in the English language programs at the university.The context of the study is important to consider. Al Quds Open University is a Palestinian institution that offers open and distance learning programs, including English language courses. As English is widely recognized as a global language and plays a significant role in academic and professional contexts, it is crucial for the university to ensure that students develop strong speaking skills in English.

This study likely employed qualitative research methods to gather data from English language students at Al Quds Open University. This might have involved interviews, questionnaires, or observations to explore the students'

perspectives and experiences regarding the difficulties they faced in speaking English. The sample population might have included undergraduate or postgraduate students studying various disciplines at the university.

By conducting this research, the study aimed to identify the specific problems and challenges faced by the students, which could include factors such as anxiety, lack of vocabulary, pronunciation issues, grammar difficulties, and limited opportunities for practicing spoken English. The findings of the study would have provided valuable insights to educators and administrators at Al Quds Open University to develop targeted interventions and support mechanisms to enhance the speaking skills of English language learners.

Five, Alam and Ashrafuzzaman (2018) this study focuses on the challenges encountered by English as a Foreign Language (EFL) learners in developing their speaking skills through classroom interaction. The authors aimed to identify and understand the specific difficulties faced by EFL learners when it comes to engaging in oral communication within the classroom setting.

To address their research objectives, the authors likely conducted empirical research, such as classroom observations, interviews, or surveys, involving EFL learners. They may have employed various methods to collect data on the learners' experiences, perceptions, and challenges related to speaking skills development in the classroom.

The study's findings, likely presented in the article, shed light on the main challenges EFL learners face in developing their speaking skills through classroom interaction. These challenges could include factors such as limited

opportunities for practice, lack of confidence, anxiety, inadequate teacher support, and ineffective instructional strategies.

This study provides valuable insights into the specific challenges faced by EFL learners in developing their speaking skills through classroom interaction. The findings can be beneficial for educators, curriculum designers, and policymakers interested in enhancing EFL instruction and promoting effective classroom interactions to facilitate speaking skill development among learners.

Six, Chand (2021) this study focuses on identifying and understanding the challenges encountered by bachelor level students when speaking English. The author aimed to explore the specific difficulties that students at the undergraduate level face when communicating in English.

To conduct the research, the author likely employed various research methods, such as surveys, interviews, or observations. Data may have been collected from bachelor level students in order to gain insights into their experiences, perceptions, and the obstacles they face when speaking English.

The findings of the study are likely presented in the article, highlighting the main challenges faced by bachelor level students in speaking English. These challenges could include difficulties with pronunciation, vocabulary, grammar usage, fluency, confidence, anxiety, cultural factors, or specific linguistic needs related to their academic discipline.

The study's findings contribute to a deeper understanding of the challenges faced by bachelor level students when speaking English. The article may discuss the implications of these challenges for English language instruction at the

undergraduate level and offer recommendations for educators and curriculum developers to address these difficulties effectively.

While all the studies contribute to the understanding of challenges in speaking skills development, the differences in context, participants, and research methods offer insights into the specific difficulties faced by learners in different educational settings and cultural contexts. This research will focus on the writer's challenges in speaking as an EFL student narratives. And the researchers will use qualitative design to describe the analysis of the challenges of the author experience in speaking skills.