

CHAPTER II

LITERATURE REVIEW

This chapter is divided into two major parts presenting a discussion about theoretical studies and previous studies. Theoretical studies comprise related theorists in this study while previous studies discuss the implementation of that related theorist in prior studies.

2.1 Theoretical Framework

Concerning to Roth, Radford, and LaCroix (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 discuss in particular about the reading and speaking skills in EFL students narratives in learning English.

2.1.1 Reading in EFL Context

Reading is a very important skill that students must master because reading cannot be separated from the process of teaching and learning. According to Yang (2016), reading is one of the most important means by which it required knowledge or information from our surroundings. Moreover, Mardianti and Ohoiwutun (2014) states that the teaching of reading is very important because it helps the students develop more skills in comprehending and interpreting the content of an English text. Through reading, learners can build vocabulary and sentences that help them improve their listening and speaking skills as well. It means that reading can develop other skills in language learning.

Reading is interactive between reader and text. It requires sufficient knowledge of language, and sufficient knowledge of the world and a given topic (Grabe, 1997). When readers have sufficient knowledge of a given text and language, they may discover their own strategies to understand the meaning of text. Reading many different kinds of books and articles in both their L1 and L2 may give learners a rich background knowledge and the means to guess the meaning of unknown words from context.

Reading involves interpreting communicated information and concepts as well as the quick recognition of distinct written symbols and their simultaneous association with prior knowledge. This indicates that a reader's comprehension of message is the consequence of combining past knowledge with visual (written) information when they interact with print media. Therefore, reading is actually a communication between the author and the reader. According to Moreillon (2007), reading is making meaning from printed and visual information. However, reading is not an easy task. Reading is an active process that necessitates a great deal of practice and skill. Reading is the outcome of the interaction between the perception of graphic symbols that constitute a language and general knowledge of the outside world. The reader attempts to synchronize their perception with the writer's perception during this process.

Understanding information in a text and correctly interpreting what it means is referred to as reading comprehension (Grabe & Stoller, 2002). The ability to read text, assimilate it, and comprehend its content is what is meant by reading comprehension. Snow (2002) defined reading comprehension as the

process of simultaneously extracting and constructing meaning using interaction and involvement with written language. It deals with the process of extracting ideas and meaning from textual material. A learner could read for information or to confirm prior understanding of the language being read. It implies that the reader can learn from what they read and apply what they learn through reading comprehension.

Most of Indonesian people have a fairly low reading interest. This statement is supported based on a survey conducted by Suhendra (2020) argues that Indonesia's reading literacy culture is in the second bottom of 61 countries because the Indonesian people do not make writing and reading as an important necessity. Reading skill is one of the skills that should be the priority because from reading students can gain more information for them selves in learning (Widowati & Kurniasih, 2018). Reading is the most efficient way to gain new information about many aspects of ideas.

From the definitions provided above, it becomes evident that reading is a fundamental action undertaken by individuals to extract data or information from written texts. It is through the skill of reading that individuals access and interpret the content within the text. Moreover, the researcher can infer from the explanations presented that reading is not merely a mechanical process but a cognitive endeavor aimed at comprehending the meaning and extracting all relevant information pertaining to the text's subject matter.

Furthermore, it is important to recognize that comprehending English texts poses a significant challenge for students, particularly when English is not their

native language. Given the constraints of thinking and analyzing the meanings of words and sentences, many readers struggle to fully grasp the author's intended message. To bridge this comprehension gap, it is imperative for readers to adopt a vigilant and attentive approach while engaging with the text. This active participation in the reading process is essential to decode the author's ideas and extract the wealth of information contained within the text.

2.1.2 Types of Reading

The skill of reading is multifaceted, encompassing a variety of approaches and purposes that contribute significantly to language development and comprehension. Patel and Jain (2008) have identified four distinct types of reading, each serving a unique function in the realm of language acquisition.

Firstly, intensive reading involves a meticulous examination of shorter passages of text with the primary goal of extracting specific information. Precision and attention to detail are paramount during intensive reading, as readers employ a scanning process to locate and absorb all pertinent details within the text. For example, this approach is commonly used when deciphering medication dosage instructions or closely analyzing academic articles, aiding in the understanding of textual nuances and the familiarization with writing styles.

Conversely, extensive reading, as outlined by Brown (2001), is designed to provide a general understanding of a text, with less emphasis on delving into intricate details. Typically carried out outside the classroom, extensive reading involves the consumption of a significant volume of high-interest material. Here,

the primary focus shifts towards grasping the main points and overarching themes of the text, with less concern for unfamiliar words. Extensive reading fosters fluency, comprehension, and an overall enjoyment of reading.

Moving to the realm of spoken language, aloud reading is a skill identified by Patel and Jain (2008), where individuals articulate written words clearly and audibly. During aloud reading, individuals use their voices to engage with the auditory aspect of language. This practice aids in the development of pronunciation, intonation, and effective spoken communication.

Lastly, silent reading encourages individuals to read text without vocalization, allowing them to concentrate their attention and engage in internal thought processes to comprehend the material. Silent reading is a fundamental skill enabling independent and efficient absorption of information, commonly applied in various academic and personal reading contexts.

In summary, these four types of reading intensive, extensive, aloud, and silent complement each other and serve distinct purposes in language acquisition and comprehension. By catering to different learning needs and scenarios, these reading approaches empower individuals to navigate a wide range of textual materials effectively, enhancing their overall language proficiency and communication skills.

2.1.3 Reading Skills of EFL Student Narratives in Learnig English

It is important to apply to principles of learning to the student's mastery of the reading skills. Some principles of learning that will be applied to reading

according to Shepherd are: Reading requires purpose and motivation (interested, need). Reading requires the meaning for the learner. The teacher must bring much background information to any reading task. Reading is an active process that requires the learner to be active in his learning to read. Reading skills to need the forming of habits. Knowledge of syntactic structure and vocabulary is important. Reading requires practice-time on task. Favorable attitudes are important for effective reading. Reading capabilities are different for each student. And Reason for reading is important to be an effective reader. It is important to apply these principles of learning to the students' mastery of the reading skills in order to make learning process to be efficient and effective.

Grabe William, and Fredricka L Stoller,(2002), when we begin to read, we actually have a number of initial decision to make, and we usually make these decisions very quickly, almost unconsciously in most cases. For example, when we pick up a newspaper, we usually read the front page with some combination of search processing, general reading comprehension and skimming. We read partly for information, but we also read with a goal to finish the newspaper fairly rapidly, since few people try to read every line of a newspaper. Grabe and Stoller states reading as the ability to draw meaning from the printed page and interpret the information appropriately⁸. They mention seven purposes of reading: Reading to search for simple information. Reading to skim quickly. Reading to learn from text.

Reading to integrate the information. Reading to write (search information needed for writing). Reading to critique texts. And Reading for general

comprehension. There are many different purposes of reading. Sometimes people read a text to learn material, sometimes people read for pure pleasure, and sometimes they need to follow a set direction. If a reader wishes to get a general idea of text content, they will pay less attention to the detail of the text and he may read in very different ways than if he is studying a text in order to identify key information. Thus, it becomes inevitable to say that the reason he is reading a text will influence the way he reads it. Reading short story at bedtime is likely different from reading a hand out for an examination to the next morning of course. A readers' purpose determines the way in which he treats a passage and which comprehension skills he uses. Because, according to Hennings, what the readers get from reading also depends on what they bring to the reading of selection and the purpose for reading it.⁹ On the other hands, it is clear to say that reading purpose will influence the skills required or used. Skill is not only to learn knowledge, but also abilities to process information.

2.1.4 Problems Faced by EFL Students in Reading

Many studies investigated reading comprehension difficulties among students. Chawwang, (2008) investigated English reading problems among Thai EFL learners. The study found that most of the students face difficulties in reading English texts. Inadequate vocabulary knowledge was recognized as one of the main issues (Gunning, 2002). Vocabulary knowledge is essential for comprehending complicated reading materials such as textbooks, particularly those containing technical terms (Carlisle, 2000). This is due to the difficulty

students with low vocabulary knowledge have understanding technical phrases such as superordinate, synonyms, antonyms, or words with various connotations.

The complexity of the text influences reading comprehension. That is, learners' linguistic proficiency allows them to have a more in-depth knowledge of literature. As a result, oral ability is important in determining how competent a reader can be because pupils learn new language by hearing. Having a large vocabulary assists students in understanding unfamiliar words by connecting them to the context in which they are used (Dennis, 2008).

Another issue that EFL students have is the capacity to interpret complicated sentences in reading comprehension. Complex sentences are composed of numerous clauses and may include conjunctions such as although, since, additionally, and however. Coordinating conjunctions, prepositional phrases, participial phrases, and nominalizations are further reasons of reading comprehension issues in EFL learners. They exacerbate reading comprehension difficulties by making compositions more complex and harder to understand (Nuttall, 2000). However, Trehearne and Doctorow (2005) identified additional aspects such as good reading tactics, relevant learning approaches, reading habits, and text form.

According to Davoudi and Yousefi (2015), environmental, educational, and biological factors all contribute to reading difficulty for many students. The author suggested that learners who have reading issues have comprehension problems for one cause or another, and that for certain students, these comprehension problems may be related to imprecise or inadequate word

recognition and decoding procedures. The learners' reading comprehension is influenced by their surroundings. They may struggle to interpret reading content in a disorderly atmosphere. Those who live in a tranquil and controlled atmosphere, on the other hand, may be able to read more effectively. Students who live in an unsafe environment find it difficult to concentrate on their studies. However, when kids are in a safe atmosphere, their reading comprehension efficiency improves.

Some studies have found that students' ability to identify and rectify syntactic faults is connected to their reading skills. Syntax is commonly demonstrated via subject-verb agreement. It illustrates how words (subjects and verbs) work together to construct sentences (Franck, Frauenfelder, & Rizzi, 2007). For example, Cain and Oakhill (2007), established a link between syntactic awareness and reading comprehension. The author claims that this association was mediated by vocabulary, grammatical understanding, and memory.

2.1.5 Speaking in EFL Context

There are many definitions of speaking that researchers in language learning have proposed. Based on the Lexico Online Dictionary, speaking is the act of conveying information or expressing one's feelings in speech. Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information (Brown, 1994; Burns & Joyce, 1997). Complex cognitive skills in speaking speakers can produce sounds and a meaningful set of

words and body language that listeners can understand explicitly or implicitly (Rahmawati, 2017).

Speaking is one of the actions that are people often used in everyday life. Because humans are programmed to speak before they learn to read and write, which can conclude that humans spend more time verbally interacting with language than using it in written form (Leong & Ahmadi, 2017). Among the four language skills, such as reading, listening, speaking, and writing, speaking is essential and needed to produce effective communication (Ur, 2000). It also applies to students who want to master English, who must practice their English in aspect speaking to communicate well with fellow English learners or native speakers. Speaking is of great significance for the people interaction wherever they speak (Efrizal, 2012). Therefore speaking in English is one important skill that students must have to measure their ability while studying English.

Speaking is one of the important skills that should be mastered students in order to communicate in English fluently and clearly. Speaking involves interaction with one or more participants (Harmer, 2001) this means that effective speaking also involve a good deal of listening. Speaking take places everywhere and became parts of our daily activities. Speaking is the most difficult skills to be mastered by the students, among the four skills (listening, speaking, reading and writing). In fact, the low level achievement of speaking ability in Man 2 Filial was because there were many factors that influence speaking ability especially in pronunciation, grammar and vocabulary.

Based on the observation in Man 2 Filial Pontianak, the writer identified the problem by the topic that expression of happiness the students found difficulties pronunciation in expression of happiness, lack of vocabulary and students were still shy to speak. Another reason is caused by the inappropriate techniques used by the teacher in teaching speaking ability. Whereas, teaching English as foreign language requires the use of effective learning methods, techniques or activities that promote the speaking ability.

2.1.6 Aspects of Speaking Skill

In accordance with Brown's (2001) comprehensive analysis of effective speaking, it is evident that several crucial components must be mastered to achieve proficiency in spoken language. These key aspects, which encompass pronunciation, vocabulary, fluency, accent, and grammar, collectively contribute to one's ability to communicate effectively. The first of these aspects is accuracy, as articulated by Mary Spratt and her colleagues. Accuracy in speaking entails the precise application of correct grammar, vocabulary, and pronunciation. These three interrelated elements are fundamental in constructing accurate utterances. Pronunciation, in particular, holds a paramount role in language acquisition, especially concerning speaking proficiency, as it encompasses the enunciation, articulation, assimilation, intonation, and stress of words. Inadequate pronunciation skills can obscure communication and hinder the conveyance of meaningful messages.

As emphasized by Harmer (2001), pronunciation instruction is not solely about sound differentiation but also about enhancing speaking skills, emphasizing sound production and stress usage. Vocabulary forms the foundation of any language, requiring a mastery of appropriate terms to convey meaningful sentences. McCarty and Michael (1990) highlights vocabulary as a predominant component of language courses, emphasizing its pivotal role. Furthermore, Harmer (2001) asserts that a vocabulary base of at least 1000 words enables fluent communication, as students can swiftly express their ideas with the appropriate terminology. Grammar, the third component of accuracy, is equally indispensable in spoken language. According to Nunan (2003), grammar constitutes a set of rules governing the correct sentence structure. Conversations riddled with grammatical errors impede the clear transmission of ideas. Therefore, a solid grasp of grammar rules aids in speaking with precision. These three elements pronunciation, vocabulary, and grammar are vital constituents for achieving accuracy in the pursuit of proficient speaking.

The second facet of effective speaking is fluency, as defined by Spratt, Pulverness, and Williams (2005) fluency entails speaking at a natural pace, devoid of hesitations, repetitions, and with the seamless use of connected speech. It assesses the ease with which students express themselves, the flow of their words, and the absence of prolonged pauses in their speech. Fluency serves as a significant criterion in evaluating students' speaking abilities, reflecting the quality of their spoken language.

Lastly, the third aspect is accent, characterized by variations in the way individuals pronounce words due to their cultural backgrounds. As stated by Roach (2009), there is no universal representative of a particular accent or dialect worldwide. Each person's speech carries their unique accent shaped by their cultural and linguistic influences. These distinctive accents enrich the diversity of spoken language, underscoring the complexity and richness of human communication. In conclusion, effective speaking encompasses accuracy, fluency, and accent as integral components, each contributing to the multifaceted nature of spoken language.

2.1.7 Types of Speaking

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

1. Monologue

According to Smith, Collinson, Phoenix, Brown, and Sparkes (2009) they 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.

2.1.8 Problems Faced by EFL Students in Speaking

Speaking is the active use of language to express meanings, so that others can make sense of them (Cameron, 2001). Speaking skill mastery is a priority for many second language or foreign language learners (Richards, 2008). Students may have English speaking problems based on their linguistic knowledge, such as grammar, vocabulary, and phonology.

Firstly, Grammar plays a pivotal role in language acquisition as it governs how words are assembled to form coherent sentences (Ur, 1991). Notably, grammar not only dictates the structure of language but also influences

its meaning, sometimes making it challenging to teach. For instance, a seemingly simple rule, adding "s" to verbs in the third person singular of the present simple tense, becomes more complex when exceptions like modal verbs (must, will, can, should, etc.) are considered (Harmer, 2001). This complexity can deter students from speaking confidently, fearing they might construct sentences incorrectly.

Furthermore, grammar encompasses both written and spoken forms of language (Harmer, 2001). Spoken grammar introduces performance effects, such as hesitations, repeats, false starts, incompleteness, and syntactic blends (Thornbury, 2005). These audible effects can impede language learners, causing them to hesitate and withdraw from speaking.

Secondly, vocabulary is another crucial aspect of speaking, involves understanding word meanings, extending word use, and mastering word combinations (Harmer, 2001). While word meanings are generally straightforward, vocabulary becomes more challenging when words are stretched and twisted to fit different contexts, sometimes making their meanings obscure. Additionally, word combinations, or collocations, can be perplexing to learners (Harmer, 2001). To address these challenges, context becomes vital, helping learners infer word meanings from their surroundings (Nation & Meara, 2002).

Lastly, phonology, encompassing pronunciation and intonation, plays a significant role in speaking (Thornbury, 2005). Problems in pronunciation often arise from difficulties in perceiving and reproducing specific sounds, leading to

substitutions with similar sounds from the learner's native language (Ur, 1991). Intonation, another challenge, affects the "tune" of an utterance and can convey different implications in meaning (Ur, 1991). Additionally, learners may struggle with sounds that exist in their native language but are not perceived as distinct phonemes in English (Ur, 1991).

Furthermore, speaking proficiency depends on mastering grammar, vocabulary, and phonology, with each area presenting unique challenges for language learners. Grammar can be intricate, causing hesitation and uncertainty, while vocabulary requires an understanding of word meanings and their usage in context. Phonology encompasses pronunciation and intonation difficulties that can further hinder effective communication. Nonetheless, with adequate teaching strategies and context-based learning, students can overcome these obstacles and gain confidence in their speaking abilities.

In summary, from the explanation above the researcher concluded that the acquisition of reading and speaking skills is paramount in the process of learning English as a Foreign Language (EFL). These skills not only facilitate communication but also enable learners to comprehend and express themselves effectively in the target language. In the realm of EFL pedagogy, the incorporation of narrative-based approaches has gained increasing attention as a means to enhance language acquisition. This literature review explores the intersection of reading and speaking skills development in EFL contexts, with a particular focus on the use of narratives as a teaching tool.

2.2 Relevant Studies

This study focuses on to this study attempts to investigate and analyze the development, challenges, and potential enhancements related to both reading and speaking proficiencies within the context of EFL education. In a recent study, there are some relevant studies which conducted about the reading and speaking skill. First, in a study conducted by Amoah and Yeboah (2021) explored the challenges faced by Chinese English as a Foreign Language (EFL) learners in speaking English and examined their motivation to improve their spoken language skills. The research focused on understanding the nuances of spoken language acquisition among Chinese EFL learners. The study likely encompassed a comprehensive investigation into the two main facets of oral communication: monologue and dialogue. In line with this, the researchers may have examined how Chinese EFL learners grapple with spoken monologues, which entail the expression of extended ideas or thoughts in English. They might have considered factors like fluency, vocabulary usage, and the ability to convey coherent messages in planned and unplanned monologues.

Furthermore, the research may have delved into the realm of dialogue, analyzing how Chinese EFL learners engage in conversations and exchanges with English speakers or fellow learners. This could have entailed an exploration of the interpersonal and transactional aspects of dialogue, with an emphasis on how shared background knowledge and the familiarity of interlocutors affect comprehension and effective communication.

Second, Le (2021) conducted a study aimed at delving into the primary hurdles encountered by freshman students enrolled in EFL reading classes, specifically focusing on their reading comprehension difficulties. The research also sought to propose potential remedies based on the identified challenges. To gain comprehensive insights, the study employed a combination of research methods, including the distribution of questionnaires containing a mix of open-ended and closed-ended questions to gauge students' perceptions of their reading comprehension difficulties. Concurrently, interviews were conducted with three experienced lecturers who specialized in teaching reading skills. These interviews aimed to solicit the educators' perspectives on the reading comprehension challenges faced by their students, allowing for a comparative analysis with the students' responses.

The study's outcomes revealed that two predominant obstacles to reading comprehension were vocabulary limitations and a deficiency in background knowledge. These findings hold significance for both educators and students, offering valuable insights that can aid in the enhancement of overall learning and teaching methodologies, with a particular emphasis on refining reading skills.

Third, in the study conducted by Yang (2016) the researcher investigates various factors that influence learning strategies in the context of reading comprehension. The research focuses on identifying and understanding the factors that play a crucial role in shaping how individuals approach reading comprehension. The study likely explores variables such as text complexity, reader proficiency, cognitive processes, and external factors that impact the

strategies readers employ to understand written texts effectively. By shedding light on these factors, Yang's work contributes valuable insights into the field of language learning and comprehension, providing educators and researchers with a deeper understanding of the intricacies of reading strategies and their determinants.

Fourth, the study conducted by Al-Jarrah and Ismail (2018) focused on investigating the challenges faced by English as a Foreign Language (EFL) learners when it comes to reading comprehension. The primary objective of their study was to identify and analyze the specific difficulties encountered by EFL students in higher education settings while trying to comprehend written texts in English. Reading comprehension is a crucial skill for language learners as it is essential for academic success and effective communication. To achieve their research goals, the authors likely employed a combination of research methods, which could have included surveys, questionnaires, assessments, and possibly interviews or observations. They would have collected data from EFL learners in higher education institutions, possibly including undergraduate and postgraduate students, to understand the common challenges they face in comprehending English texts.

Some potential difficulties that EFL learners might encounter in reading comprehension could include vocabulary barriers, syntactical complexities, cultural differences, lack of reading strategies, and unfamiliarity with discourse structures. The study likely aimed to pinpoint the specific issues most prevalent among the participants. By shedding light on these reading comprehension

difficulties, the research could have implications for language educators and curriculum developers in higher education. It might suggest strategies and interventions to improve the reading comprehension skills of EFL learners, ultimately enhancing their academic performance and language proficiency.

Five, the study conducted by Leong and Ahmadi (2017) focused on investigate and understand the various factors that impact an individual's ability to speak English effectively. The primary objective of their study was to identify and analyze the key elements that influence the development of English speaking skills among learners. These factors may include a wide range of variables, such as linguistic, social, psychological, and educational aspects. By examining these factors, the researchers aimed to provide insights into how learners can enhance their English speaking abilities and educators can improve their teaching methods. The study likely employed a research methodology that involved data collection and analysis. They may have conducted surveys, interviews, or assessments to gather information from English language learners.

The findings of their study indicated that learners with a low self-esteem, higher anxiety, and low motivation have serious difficulties in speaking skill in spite of having acceptable linguistics skills and the students who have hgher motivation and lower anxiety can speak easily and effectively. Thus, the students should have a friendly and cooperative environment that can help them overcome their difficulties in oral performance.

Six, the study conducted by Putra (2017 aimed to explore the relationship between motivation and one's ability to speak in the English language. In their

study, the primary focus was on understanding how an individual's level of motivation influenced their speaking skills in English. Motivation can play a crucial role in language learning, as individuals who are more motivated often invest more effort and time in language acquisition, which can positively impact their language proficiency. To investigate this correlation, the researcher likely collected data from a sample of participants who were learning or using English as a second language. The study may have employed various research methods, such as surveys, interviews, or assessments, to gather information about the participants' motivation levels and their speaking abilities in English.

The findings of the study would have been analyzed statistically to determine if there was a significant relationship between motivation and speaking ability. If a positive correlation was found, it would suggest that individuals with higher motivation tended to have better speaking skills in English. Conversely, a negative correlation would indicate that motivation and speaking ability were inversely related.

Lastly, the study conducted by 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. 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.

Most of the scientific studies have been conducted regarding the reading and speaking skills. However, the studies of EFL students' narratives in learning English are still less explored. Therefore, to fill those gaps, this present study attempts to identify the students' experiences in reading and speaking skills in learning English. Speaking is very important especially for those who want to learn foreign language like English (Nunan, 1991). Meanwhile, reading is a very

important skill that students must master because reading cannot be separated from the process of teaching and learning. In addition, this study attempts to investigate and analyze the development, challenges, and potential enhancements related to both reading and speaking proficiencies within the context of EFL education.

