

CHAPTER II

LITERATURE REVIEW

This chapter presents brief discussion about literature review that relate to the research.

2.1 Speaking

2.1.1 Definition of Speaking

Fundamentally, speaking serves the purpose of communication. Beyond functioning simply as a tool for social interaction, communication also acts as a means through which people work through the problems they encounter. Among the four major language skills, speaking is widely regarded as the most challenging to master. Speaking is no doubt the hardest skill to understand. For example, many adult Japanese speakers cannot hear the distinction between /r/ and /l/ sounds in English despite years of school education or immigration to an English speaking country (Takagi, in Alonso, 2011: 2). As a cumulative skill, the ability to speak develops gradually and depends heavily on consistent exposure to the language, supportive scaffolding from instructors, repeated practice, and an interactive, encouraging classroom atmosphere (Lightbown & Spada, 2011). Among the language skills English learners must develop, speaking holds a particularly significant place. It represents an individual's capacity to express thoughts orally to another person, with the underlying communicative purpose of eliciting a response. Training students to speak involves more than simply producing

correct sentences; it also touches on more complex elements such as readiness to learn, cognitive readiness, vocabulary choices, motivation, and guidance from instructors. In essence, speaking is an act of transmitting ideas through verbal exchange. According to Venkateswara and John (2021), several elements need attention if students want their speech to be clearly understood, namely pronunciation (how sounds are produced while speaking), grammar (the correct arrangement of sentences orally and in writing), vocabulary (knowledge of word meanings), fluency (the capacity to speak confidently, accurately, and communicatively), and comprehension (the ability to process and interpret the meaning of spoken discourse). As an interactive process of meaning-making, speaking involves the production, reception, and delivery of information among interlocutors. Several factors tend to hinder students' speaking performance, among them weak reading habits, uneven opportunities to participate, insufficient practice using English both within and beyond the classroom, and difficulty applying grammatical rules correctly (Sayuri, 2016). Interaction among students remains a key factor in this context, as classroom engagement provides opportunities for learners to refine their speaking abilities.

Saeed, Khaksari, Eng, and Ghani (2016) further argue that close attention to how students interact is essential when working to build their speaking ability. Practicing short sentences first can ease students into speaking (Kitagaki, 2013), since learning typically begins with simpler tasks before progressing to more complex ones. Additionally, making speaking practice

enjoyable—such as through game-like activities—tends to increase students' motivation, interest, and self-confidence. For this reason, communicative games are recommended as a method for teaching speaking. Dewi, Kultsum, and Armadi (2016) likewise suggest extending this kind of approach to other language skills as well. Incorporating audio-visual elements into learning has also proven beneficial for English skill development. For example, Moreno and Vermeulen (2015) introduced a mobile application called VISP (Videos for Speaking), which applies audio description techniques to enhance the accuracy and fluency of students' spoken English. In a separate study, English teachers expressed favorable views toward using YouTube as a tool to support students' speaking development, noting that video content helps learners infer the meaning of unfamiliar words while simultaneously improving their speaking skills (Albahlal & Albahlal, 2019).

2.1.2 Speaking Learning Strategies

Various strategies are available for students seeking to enhance their speaking skills. This study adopts the speaking-learning strategy framework developed by Oxford (1990), as presented in her work 'Language Learning Styles and Strategies: What Every Teacher Should Know.

- ✓ **Memory Strategies:** Memory strategy refers to techniques learners use to enhance their ability to recall and apply information in future language use. By memorizing key points from their lessons, students are better able to retain important material and retrieve it whenever needed. This strategy typically involves forming mental associations, using imagery and sound

cues, reviewing material systematically, and engaging in physical or active responses.

- ✓ **Cognitive Strategies:** Cognitive strategy involves the mental processes students use to work directly with the target language, interlocutors, and learning tasks, including reasoning, analyzing information, and reaching conclusions (Kummin et al., 2020). It covers activities such as practicing language use, processing incoming and outgoing messages, conducting analysis, and producing both input and output—for instance, consulting a dictionary whenever an unfamiliar word is encountered.
- ✓ **Metacognitive Strategies:** Metacognitive strategy enables students to manage their own learning by focusing attention, organizing tasks, planning ahead, and evaluating their progress. This gives learners control over their learning process and the flexibility to adjust their approach whenever a particular strategy proves ineffective—for example, by reviewing familiar material in advance or determining what aspects deserve focused attention
- ✓ **Compensation Strategy:** Compensation strategy is employed when students lack sufficient vocabulary to express themselves fully in the target language. It supports both comprehension and production by allowing learners to communicate despite gaps in their vocabulary knowledge—for instance, by inferring meaning from contextual clues or substituting unfamiliar words with approximate alternatives.

- ✓ **Affective Strategies:** Affective strategy refers to methods students use to manage their emotions, attitudes, motivation, and personal values during the learning process. Because emotional regulation significantly affects English learning outcomes, students often rely on techniques such as relaxation, self-encouragement, or simply allowing themselves to express sadness as an emotional outlet.
- ✓ **Social Strategy:** Social strategy involves the steps students take to create or seek out opportunities to practice the language within their environment. Since language learning inherently involves interacting with others, this strategy reflects a social dimension of learning—for example, asking others for clarification or collaborating with peers and native speakers to strengthen language proficiency

Alfian's (2021) study demonstrated that applying the six language learning strategies — memory, metacognitive, compensation, cognitive, affective, and social — helps students expand their vocabulary, achieve clearer pronunciation, and speak more fluently

From this, it can be inferred that achieving strong speaking ability requires not only frequent practice but also the application of suitable learning strategies, whether inside or outside the classroom setting.

2.2 Online Learning

What is commonly referred to as electronic or online learning can be described as the application of information technology within an educational context. According to Amer (2018), online learning has become one of the

most significant and contemporary trends in education today, gaining importance partly because teachers play a supportive role in helping students overcome the obstacles they encounter. Practically speaking, this system typically takes the form of a website accessible at any time and from any location. “Most of the terms (online learning, open learning, web-based learning, computer-mediated learning, blended learning, m-learning, for ex.) have in common the ability to use a computer connected to a network, that offers the possibility to learn from anywhere, anytime, in any rhythm, with any means” (Cojocariu et al., 2014). The learning environment using the internet has changed the way people learn, as well as students. Learn, discuss, and sharing that usually occurs in face-to-face learning is treated differently in online learning.

To communicate virtually during the learning outcomes, teachers and students use online platforms (Jena, 2019).

Online learning can be regarded as a direct outcome of progress in information and communication technology, providing the infrastructure needed for remote education. Previously studied by Yaniafari in *Investigating Students' Language Learning Strategies During Online Learning: How They Deal With Speaking Ability* (2021) found that learning to speak with online learning, students' anxiety level decreased and had more confidence to speak English than face-to-face learning. Recent development in teaching and learning have demonstrated that many college student have experienced online learning either delivered completely online or through hybrid models that combine face

to face learning with an online component (Bradford & Wyatt, 2010). In the implementation of online learning, the existence of online learning supporting applications is one of the things that is very necessary. Online applications are media that help lecturers in the process of learning English so that the learning process can continue to take place more easily.

Throughout the Covid-19 pandemic, teaching and learning activities had to shift to online or e-learning formats, since government policy discouraged schools and universities from holding face-to-face classes. Consequently, both students and lecturers were required to make use of a variety of online applications to support English speaking instruction, ensuring that the intended learning outcomes could still be achieved effectively. Currently, there are many applications that can be accessed for free to support a good learning process aimed at learning such as zoom, google meet, and so on. websites designed for online learning such as Teacher's Room, Quipper, or even websites from universities designed specifically for online learning such as Kelaskito. While social media that are often used for learning purposes include telegram, whatsapp, instagram, youtube and so on.

2.3 Strategies of Online Learning

Several studies indicate that the appropriate and effective application of online language learning strategies (OLLS) contributes to better academic outcomes (Shih, 2005; Solak & Cakir, 2015). OLLS can be defined as the approaches learners use to manage and take control of their own learning process, drawing on a combination of cognitive, metacognitive, resource-

management, and affective strategies in order to accomplish their online learning objectives (Hu & Gramling, 2009; Tsai, 2009; Zarisky & Styles, 2000)

- **Cognitive Strategy** : Cognitive strategy concerns the behaviors students engage in while acquiring a language, encompassing how information is selected, gathered, constructed, and integrated. Five sub-categories fall under this strategy. First is rehearsal strategy, where learners identify key elements within the material and encode information through methods such as copying, rereading, memorizing, listing concepts, highlighting, and note-taking. Second is elaboration strategy, in which students connect new information with prior knowledge to construct more meaningful understanding—achieved by revising notes, comparing readings with lecture content, summarizing, paraphrasing, and finding real-life examples. Third is organizational strategy, where learners restructure material by regrouping ideas, linking related concepts, and building concept maps. Fourth is critical thinking strategy, which involves applying existing knowledge to solve new problems, make decisions, and evaluate information against certain standards. Fifth is internet-related skills, covering competencies such as online searching and digital communication.
- **Metacognitive Strategy** : Metacognitive strategy refers to learners' ability to oversee their own cognitive processes, including preparing, planning, regulating, and evaluating their learning. This strategy can be broken down

into seven components. The first is self-regulation, where learners consciously set goals and manage their own performance toward achieving them. The second is time management, requiring learners to plan and organize their study schedules effectively. The third is goal-setting, reflecting students' commitment to reaching specific learning targets. The fourth is self-monitoring, in which students track their progress by observing their own behavior, thought processes, and motivation. The fifth is self-evaluation, used to assess one's own learning achievements. The sixth is concentration strategy, helping learners avoid distractions while studying. The seventh is self-awareness, relating to learners' understanding of themselves as online learners and their familiarity with e-learning, which allows them to adjust their strategies according to the learning context..

- **Resource Management Strategies :** According to Pintrich and De Groot (1990), resource management strategy describes how learners handle the various resources available to support their study, such as their physical environment, allocated study time, and support received from peers or instructors. This strategy includes three components. The first, environmental management, involves arranging a quiet, distraction-free study space, organizing materials, and coordinating collaborative efforts with others. The second, help-seeking, refers to reaching out to others for assistance and obtaining the tools needed to handle academic challenges. The third, resourcing, involves making use of available aids, such as online dictionaries, grammar checkers, and spell-checking tools, to facilitate learning.

- **Affective Strategy**

Tsai (2009) explains that affective strategy in the context of online learning is tied to students' own perceptions of the benefits they gain from learning online. This strategy generally involves three elements: maintaining a positive attitude toward using the internet for learning purposes, sustaining motivation aligned with personal learning goals, and reducing anxiety related to using internet-based tools and engaging with the online learning environment

In individual learning strategies, students take responsibility for managing their own learning process. The pace of learning, the materials used, and the methods of studying are all designed around self-directed study. As such, the success of learning largely depends on the individual student's own capability. This approach requires students to study independently without relying on collaboration with others, ultimately fostering self-confidence and autonomy while reducing dependence on external assistance

Since the onset of the pandemic, Indonesia's education system has undergone substantial change, with teaching shifting toward remote, digital-based instruction. This abrupt transition has raised questions about whether online learning will persist long-term and how it will continue to shape the broader education landscape. Within this context, students are pushed to be more proactive and resourceful in identifying strategies to strengthen their speaking skills. Shi (2017) notes that such strategies contribute not only to skill development but also to increased confidence and motivation. Ultimately,

the goal of these learning strategies is to encourage students to take a more active and creative role in developing their speaking ability Shi (2017) conclude that the strategies enable learners to enhance learning aspects such as skills, confidence, even motivation. Learning strategy focuses on making students more active and creative in learning because they know how to learn and how to apply what they have learned to be successful. Several strategies must be implemented to increase student success.

The shift to online learning has introduced new challenges for both students and lecturers in determining effective strategies to develop speaking skills. Numerous studies have explored the difficulties commonly faced by EFL learners (Gass & Selinker, 2008; Dulay & Burt, 1974; Abu Ghararah, 1990; Mudsh & Laskar, 2021). Within online learning environments, students are expected to participate more actively in spoken communication, yet they frequently struggle with limited vocabulary and inaccurate grammar or pronunciation (Heriansyah, 2012). Zhang (2009) identifies several contributing factors to these speaking difficulties, including low self-awareness, anxiety, weak motivation, minimal participation, insufficient exposure to spoken English, and interference from learners' first language, often resulting from direct translation or overgeneralization. The reduced level of supervision inherent in online learning tends to exacerbate grammatical errors, as students may rely heavily on direct translation (Flora et al., 2020). Mellat and Lavasani (2011) further argue that students' choice and use of learning strategies are influenced by factors such as their learning

environment, educational background, and broader context. This underscores the central role speaking skills play in effective communication.

2.4 Previous Studies

Several earlier studies addressing students' individual strategies for developing speaking skills in online learning contexts are summarized in Table 2.2 below.

Table 2.1 Previous studies about students strategies in speaking skill

No	Researcher Name (year)	Title	Result
1	Junaidi Mistar, Atik Umamah (2014)	Strategies of learning speaking skill by Indonesian learners of English and their contribution to speaking proficiency	These results suggest that instruction explicitly incorporating the four most influential strategies should be embedded into classroom speaking activities, particularly to help male students overcome the difficulties they experience in developing speaking skills.
2	Eka Wahyu Saputra and Nanang Bagus Subekti (2017)	A study of the speaking learning strategies used by English education department students	This significant correlation indicates that students' use of speaking-learning strategies is likely to have a measurable impact on the assessment of their overall speaking quality

In summary, both previous studies attempted to identify the speaking strategies employed by second-semester students at Muhammadiyah University of Bengkulu. While these studies confirmed that speaking strategies generally contribute to improved speaking ability, neither provided a detailed account of which specific strategies students rely on within the context of online learning. Online learning presents obstacles that students may not previously have encountered in conventional face-to-face settings. Learning English in this context demands stronger cognitive and metacognitive skills, particularly when navigating interactive lessons, online exercises, and various digital materials such as audio, video, and text files. These challenges ultimately drive students to adopt learning strategies that allow them to study more efficiently and effectively, which is the central focus this paper aims to examine