CHAPTER II
THEORETICAL FRAMEWORK

This chapter provides a review of related literature. It covers the definition of speaking, reluctance in EFL class, factors causing the students reluctance to speak English, strategies used to minimize students' reluctance, and previous studies.

A. Definition of Teaching

Literally, teaching can be defined as a movement and comprehensive activity to lead some learning process. According to Brown (2007: 8) teaching can be defined as showing or helping someone to learn how to do something, giving someone instructions, guiding someone study or something, providing someone with knowledge, and causing someone to know or understand. Especially in the context of teaching language consists of some component of skills as the focus learning. Those are listening, reading, speaking and writing.

Moreover, Karo cited in Zuhriyah (2019: 12) tended out that teaching is a process of transferring knowledge. One person's material to another person so that they can absorb, master, and then develop includes skills, knowledge, or scientific materials, such as storytelling and performance how

students do things, praise and reward students when they do well, scold or punish them when they do fault.

B. Definition of Speaking

Speaking is defined as the way people to create interaction with others and to express the idea through the utterances. According to Nugroho (2017: 9) speaking is oral communication used by people to communicate the language to express the idea or to tell the information. In addition, Faizah (2017) adds that speaking is a systematic process of constructing meanings, ideas and thoughts to other people based on the context orally and effectively. Meanwhile, speaking is an interactive process of constructing meaning that involves producing and receiving until processing any information (Burns and Joyce: 1997). It can be sum that speaking in general is expressing idea or thoughts and information done by two or more people as speaker and receiver.

In English as foreign language, speaking is important to be mastered by the students because it is used to transfer one or more information and reducing misunderstanding toward the statements. Ur (1991:120) believes that of all the four skills (listening, speaking, reading and writing), speaking seems intuitively the most important one, because it is an oral communication used to transfer information. Meanwhile, in the deeper concept, Cameron (2001:41) reveals that speaking is also important to organize the discourse so that the interlocutor understand what the speaker says. Speaking is important for language learners because speaking is the first form of communication. They are expected to be able to speak English accurately, fluently, and acceptably in

the daily life. Consequently, through speaking, we can express our ideas to others and reduce any misunderstanding statements.

C. Reluctance to speak English in Classroom interaction

Literally, reluctance has the meaning to avoid to speak, the speaker refers to be silent than trying to speak. According to Jenkins (2007: 15) reluctance means reticence to speak up or come forward silence and reserve. Furthermore reluctance in EFL class interaction is defined that students shy to express their own opinion toward teacher's instruction or questions. It is in line with Harmer (2001: 345) that students are often reluctant to speak because they are shy and predisposed to expressing themselves in front of other people, especially when they are being asked to give personal information or opinions.

Moreover, reluctant is also unwilling to speak because of certain factor. Hafsah (2017: 4) reveals that reluctance is the students' condition or feeling of unwillingness to speak English due to psychological constructed, other factors in individuals in the classroom and the quality of being reluctant or inactiveness of the student. By understanding the above description, it can be said that "reluctance" is a feeling of fear to speak up and the speaker prefers to be silent to express his or her idea. So, reluctance can be seen when the learners are mostly silence, no pay attention, response by using Indonesian, and low voice to speak English while classroom interaction. Therefore, it needs the study toward the factor causing students reluctance to

speak up in interactional English class and teacher's strategies to reduce students' reluctance to speak English.

D. Factors Causing the Students Reluctance to Speak English

In EFL class particularly speaking activities, reluctance to speak is usually experienced by the students. However, not all of English teacher understand about the factors causing them to become reluctant learners or passive learners in English classroom interaction. According to Nugroho (2017) there are three factors causing students' reluctance to speak English, they are psychological factor (lack of motivation, shyness, anxiety, lack of confidence, and fear if making mistake), linguistic factor (lack of vocabulary, lack of grammatical pattern knowledge, and incorrect pronunciation), the last is sociocultural factor (attitudes toward lecturer and classroom condition). The details can be seen as below:

1. Psychological Factor

Psychological factor refers to internal feeling that students usually encountered. The feeling refers to negative feeling such as anxiety, fear, or even not confident although they know what they are going to deliver. According to Farmer and Sweeney (1997: 295) psychological factors make students reluctant to speak English and it is a key constraining factor like anxiety of losing face in front of classmates and teachers or simply avoiding the situation by turning the face. Moreover, there are some symptoms that students are reluctant to speak English due to psychological

factor. They are lack of motivation, shyness, anxiety, lack of confidence, and fear of making mistakes.

1. Lack of Motivation

Motivation in learning is important particularly to enhance student interest in participating the class process. According to Zua (2008), motivation is defined as an inner energy that no matter it will enhance students 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 showing that building students' motivation to learn is urgent for every teacher. Beside, Ihsan (2016) reveals that motivation is a form of concept that doesn't need physical reality even it cannot be seen but people can see it from other's behavior. Moreover, motivated individual or student can be seen when they learn a target language deals with speaking to the target language.

A motivated students are they who willing in doing some works from teacher. Harmer (2003:10) supports that some characteristics of good classroom learners with motivation, they have a willingness to listen, a willingness to experiment, a willingness to ask questions, a willingness to think about how to learn and a willingness to accept correction. Meanwhile, the form of motivated student can be observed from their preparedness in learning particularly learning English speaking. Nunan (1999: 201)

supports that motivation is a key consideration in determining the preparedness of learners to communicate.

In contrary, if the students have low motivation in learning, automatically they become so passive in a class even they prefer to be reluctant to deliver any opinion. According to Nugroho (2017: 44) the form of lack in motivation deals when the students prefer to lecturer's explanation than the activities of themselves or shortly they will be more prepared only if they have presentation in class if not they mostly are bored to train their English speaking. Moreover, Nugroho adds that the students are reluctant to speak because they are not really interest in learning English (Nugroho, 2017: 45).

Gardner in Nunan (1999 : 202) elaborates the causes of the students' lack of motivation, such as: uninspired teaching, boredom, lack of perceived relevance of materials and lack of knowledge about the goals of the instructional program. So, the indicators of lack motivation can be seen when the students are not willing to listen what teacher's or friends' saying, they do not want to give response to others' presentation, rejecting any comments, boredom, uninspired teaching activity and so on. Those can make them feel reluctant in any condition they face.

2. Shyness

Shyness mostly appears when the students are discomfort in learning. According to Arifin (2017: 36) "shyness" is a psychological state that causes a person to feel discomfort in social situations in ways that interfere with enjoyment or that cause avoidance of social contacts altogether. In other hand, Baldwin (2011) reveals the effect of being shyness when speaking in front of people is one of the more common phobias that students encounter and feeling of shyness makes their mind go blank or that they will forget what to say.

Furthermore, quite or silent is the form of shyness that can be seen physically. Robby (2010) argues that some shy learners are caused by their nature that they are very quiet. In addition, Nugroho (2017: 21) adds that the students are not very confident and tend to be shy because most of them find it very intimidating when speaking English in front of their friends and teacher. They are also afraid of being laughed at by their peers. Moreover, some of students are even shy to speak in the classroom like to make frequent pauses while speaking (Erlina, 2019: 3).

By understanding the above description, the indicators of being shy can be seen when the students look forget to say something, so quite in delivering their statements, and doing

hesitation when speaking because they are shy when their friends laugh at them.

3. Anxiety

Anxiety is a negative feeling encountered by the students in various physical forms. According to Kralova (2016) the anxious learners present several verbal behavior signs, such as; staggering voice, either too fast or too slow speed of speech, rubbing the palms, squirming, fidgeting, playing with hair or clothes, touching objects, stuttering or stammering, poor performance, fewer interpretations, and less eye contact because of reading from the paper or screen while giving presentations.

In addition, feeling of anxiety has various forms and students' performance can be influenced become low in oral production. The forms are such as feeling of tension, apprehension, nervousness associated with the situation of learning a foreign language (Horwitz Michael, Cope 1986: 125). Nugroho (2017: 22) adds that the existence of anxiety felt by the students can influence their quality of oral language production and make individuals appear less fluent than they really are. Horwitz, Michael, and Cope (1986: 131) based on the findings of their study, found out three main causes of students' anxiety as the indicators of anxious students such as communication apprehension, test anxiety and fear of negative evaluation. The communication apprehension

refers to the students' ability to communicate in the target language. Their low ability in this aspect causes anxious feeling among many students. The second cause which is test anxiety deals with students' fear of being tested. The last cause has to do with other students' evaluation. In this case, other students' evaluation causes anxiety among students themselves. In addition, fear of being evaluated by their teachers is also another affecting students' anxiety

4. Lack of Confidence

Having lack of confidence can reduce students' motivation in learning which motivation brings them to be active in speaking up. According to Brown (2001: 15) the cause of students' lack confidence deals with the lack of encouragement from the teacher or shortly the students prefer to obtain demotivating rather than motivation.

The indicators of this factor mostly silent and ignore what happens around. Nugroho (2017: 23) supports that the students with lack of confidence would rather keep silent while others do talking showing that the students are lack of confidence to communicate. Furthermore, the effect of having no confidence is very quick to conclude that English is hard until the students giving up in learning process. Vogely quoted in Pan (2016) reveals students are low in confidence due to they are fast to give up and

accept that English is a hard major to learn hence they feel anxious. The students with no confidence also try to avoid speaking by answering the questions from their lecturers with just *yes* or *no* answer only (Erlina, 2019: 3).

5. Fear of Making Mistakes

In learning process, one of part that students feel fear is when they try to give the opinion but they are fear with making an error in their answer from both teacher and their classmates. Aftat (2008) reveals that feeling fear is linked to the issue of correction and negative evaluation. This fear is also much influenced by the students' fear of being laughed by other students or being criticized by the teacher, as a result, students commonly stop participating in the speaking activity (Hieu: 2011).

On the other hand, the indicators of this factor is like foolish ahead of the audiences. Nugroho (2017: 25) states that the primary reason of fear of mistake is that students are afraid of looking foolish in front of other people and they are concerned about how other will see them. Nugroho also adds that in some other cases, they also worry about how the students will sound low, and are scared of sounding silly and so on.

2. Linguistic Factor

In linguistic factor, the students are reluctant to speak English due to they are lack in mastering language features. The students encounter

some difficulties to speak in the classroom interaction by using English because they are confuse to transfer any information from the mother tongue to the target language (English). Moreover, the students must be well in pronunciation, grammatical rules and social knowledge (Caletcova in Nunan, 1999: 231) so that the delivering information is not contained misunderstanding intention. The linguistic factors causing the students' reluctance to speak English such as: lack of vocabulary, lack of understanding grammatical patterns, and incorrect pronunciation. According to Afshar and Asakereh (2016) students tend to make errors in the accuracy sub skill in speaking because they mostly use the wrong grammar when expressing something, then followed with the diction they chose, and the way they pronounce the words.

    a. Lack of vocabulary

Vocabulary or diction has already been known as important and very needed to apply in language learning, particularly English. So, if the students have very less vocabulary, it means that they easily encounter difficulty while participating in learning English. According to Huyen and Nga (2003: 2) in order to communicate well in a foreign language like English, students should obtain adequate number of words and should also understand the use of those words accurately. In addition, Nugroho (2017: 26) adds that having lack vocabulary could lead the students to the difficulties in language reception and production also

becomes the obstacle for them to express their ideas by spoken English. Consequently, Lado (1977) concludes that someone cannot conduct communication effectively or express their ideas both oral and written form if they do not have sufficient vocabulary.

b. Lack of grammatical patterns

Basically, Grammar is needed by the students to arrange their sentences correctly while doing conversation in order to minimize misunderstanding of the context. According to Hadfield (2008: 18) grammar is defined as a description of the language system, which shows the speaker to order the words in sentences, combine them and change the form of the words to change their meaning too.

In term of lack grammatical patterns, Nunan (2003) reveals that the learners' first language would have a strong influence on the order in which grammatical items were required. Moreover, Savage (2010: 26) adds that an efficient communication cannot take place without correct grammar. However, mastery in grammar is not as easy. Therefore, students are sometimes too much thinking about the grammar in their utterances before speaking up. This can make the students prefer to be more silent than trying to speak up.

c. Incorrect pronunciation

Pronunciation is dealt as the important sub-skill in speaking English, however it is not much taught by the teachers to their students. Gilakjani (2016: 197) supports that pronunciation is very important for oral communication although the role of English pronunciation is so significant in English language, a lot of teachers do not pay enough attention to this important sub-skill. On the other hand, Lado (1977) adds that pronunciation is the way for students to produce clearer language when they speak.

As a result, if the students have low ability to speak clearly, it can emerge misunderstanding toward the sentences they deliver to. Hence, to be more safe, they do not try to speak than making any misunderstanding on what they say. In line with the above statement, Varasarin (2007: 16) reveals that students' low ability in pronunciation can become obstacle for them to speak. Gilbert (2009: 3) adds most of students do not have self-confidence to speak because they do not know how to pronounce a certain word well, which that condition becomes an obstacle for them to speak in English class.

3. Sociocultural Factor

This factor refers to class environment which it has important role to stimulate students' motivation to learn English particularly comfortable learning environment will contribute students' desire to learn and speak English in class interaction. If the environment is not supported and it

makes students uncomfortable automatically they are reluctant to join the class even to speak actively in the classroom. Cultural factors that might cause learners' reluctance to communicate in a language classroom related to learners' prior learning experiences and expectation (Nunan, 1999: 25). There are two points that indicating students' reluctance to speak based on sociocultural factors. They are attitudes towards teacher and classroom condition.

    a. Attitudes towards teacher

        Teacher has a prior role in teaching and learning process. Therefore his or her existence (behavior and traits) can bring two things for students, they are either good or bad influences. According to Nugroho (2017: 32) teacher has capacity in mastery the language for teaching the students and the teacher wishes to use the appropriate method in learning and teaching process. In fact, not all teachers have good attitudes toward their students. Hang (2006) supports that when the students are often asked with some questions from the teacher and they give wrong answer, the teacher directly respond with a loud voice, and blames the students.

        Consequently, they are anxious because of their teacher traits is too serious. Pan (2016) states that teacher's personality can be a factor that emerges students' anxiety too particularly serious characteristic may give the students some pressures in listening class. In line with Pan, Wandika (2014: 3) adds that numerous

students who reluctant to speak English and did not like to participate in classroom interaction encourage them to be quiet rather than to engage in classroom orally. Wandika believes that many students are fear because of teacher traits and uncomfortable situations, which as a result they feel afraid and panicked.

b. Classroom condition

In order to achieve comfortable learning, the students need a pleasure environment in the class. It is needed because when the classroom atmosphere is suitable, the students are comfortable participating learning process. Pan (2016) believes that some effects of environmental distractions such as too hot or too cold room, too noisy, lacks oxygen or is small and cramped can suddenly make students' concentration gone. Therefore, Nugroho (2017: 33) suggests that in teaching and learning process especially in studying language, students need classroom environment, which it gives pleasure situation, such as the classroom is not hot, far, crowed, and clean.

E. Teaching to Reduce Reluctance

In the classroom, the teacher helps the students to develop their ideas. The students are hoped to be active in the classroom. But, in fact, many students are reluctant to speak English in the classroom. Reluctance is unwilling to speak in English classroom interaction. Reluctance to speak is one of the reasons why the students shy to speaking English (Nugroho, 2017:

18). However, teachers have a significant role in teaching speaking class in the classroom. They do not only prepare the activities of speaking applied in the classroom, but they also sometimes involved in the students activity (Rianingsih, 2015 :17). Hence, to enhance students' activeness and to reduce their reluctance to speak English, the teacher prepare any strategy or teaching techniques that involve the students into it.

There are seven principles for designing speaking techniques (Brown, 2001: 275); (1) Use techniques that cover the spectrum of learners need, from language- based focus on accuracy to message-based focus on interaction, meaning, and fluency; (2) Provide intrinsically motivating techniques; (3) Encourage the use of authentic language in meaningful context; (4) Provide appropriate feedback and correction; (5) Capitalize on the natural link between speaking and listening; (6) Give students opportunities to initiate oral communication; (7) Encourage the development of speaking strategies.

F. Teaching Strategies to Reduce Speaking Reluctance

A good English teacher must be mastered any class obstacles particularly in enhancing students' motivation to speak English by certain strategies. This must be happened because speaking process needs a context to be practiced. Al-Zoubi and Al-Khasawneh (2017: 182) supports that speaking for communication usually occurs in contexts where speaking performance is conducted for an audience in different circumstances. The strategy that is used by English teacher must be fun and appropriate with students level. Moreover, each learning process, teacher must always involve students' performance to

practice speaking even they become the actor of learning process or shortly called as students' center.

By understanding the above statements, it is clear that to stimulate confidence of students' speaking, teacher must provide strategies in each meeting of English classroom interaction. One of the strategies is done by playing English music. According to Harmer (2000: 242) Music is a powerful stimulus precisely for students' engagement because it speaks directly to our emotions while still allowing us to use our brains to analyze it and its affects if we so wish. In addition, the use of songs in the teaching-learning process has some benefit for the students which they not only learn about how the words pronounced but also Master English vocabularies (Farhati, 2011:64).

Beside according to, Harmer (2001: 348) declares some kinds of speaking practices that can be implied in speaking class, they are:

a. Story Telling

Story telling is defined as employing a lot of time telling other people stories and anecdotes about what happened. In learning case, the students must be able to tell a story in the target of language, in this case, is English. A teacher can encourage the students to retell stories that they have read in their books or found in a newspaper or on the internet. The best stories of course are those which the students tell about themselves and their family or friends.

b. Favorite Objects

It is an activity in which the students are asked to talk about their chosen objects. It can be done in pairs or groups. Besides, the teacher also can

use this activity for an individual task. Each student is asked to tell about the characteristics of their favorite thing that they like, while other students or the audiences try to guess what the favorite thing is. It seems with guessing game with clue.

c.   Meeting and Greeting

It is a strategy that emphasizes students to have a certain role-plays with a context. The context is like a formal or business social happening where the students meet several people and introduce themselves. It is usually taught at the beginner level of language learners. The students try to use meeting and greeting expression in front of the class with two or more students. Moreover, Saraswati and Prasetyarini (2017) add that The teacher, opened the learning by giving them a greeting such as "Good morning," "How are you today?," "Who is missing today?," and "What are the topics we have discussed last meeting?." Same as Harmer (2001) say that the context is like a formal or business social happening where the students meet several people and introduce themselves. Moreover, Kayi (2012) adds that offer students opportunities to actively practice their speaking skill in teaching and learning process can be done by simple dialogue between teacher and students.

d.   Describing things or person

Students are asked to describe something or someone with detailed characteristics to other students. They can describe it in front of the class or pairs with two students. It is almost the same as describing favorite objects, but the other students or the audiences do not need to guess what the object is.

Sometimes, the teachers may provide certain things or people, and then students will describe those kinds of things and people.

e. Students presentation

Individual students give a talk on a given topic or person. The students present some topics in front of the class while other students listen to the presentation and give feedback about the presentation. Some like interviews that the interview is for sharpening organizational and planning skills. King (2002) agrees that presentation is a strategy that have been presented to encourage students to become active and autonomous learners. Meanwhile, Girard, Pinar and Trapp (2011) support that using oral presentations in the language classroom lead to greater class interaction and participation, an increased interest in learning, and noticeable improvements in their students' communication and presentation skills. In detail, Brooks and Wilson (2014) state that the lack opportunities to practice oral presentation in their language classes means that most high school students and many university students do not get to experience the positive impact that this strategy can have on their language ability

f. Debate

Students are arranged in some groups. Then they are given an interest topic and prepare it. The students have a debate after that at a certain time. This activity needs much time to prepare. Moreover, it should be applied for the advanced level for language learners such as senior high school level upper.

g. Describing pictures

Each group has a picture that each member can see the picture. They have certain minutes to say as many as they can that describe it. The sentences must be appropriate to the picture. It can be a kind of single pictures or even strip picture, so the students will describe the story according to the strip pictures. In line with that, Solahudin (2009) states that describing picture is one of activity in teaching speaking English which students must describe pictures in front of class because in this case the students are trained to imagine and retell the story in English speaking. Kayi (2012) supports that by doing picture describing, the students activity and imagination will be established as well as their confidence in public skill (speaking). In addition, Harmer (2001: 348) adds that the form of object description can be a kind of single pictures or even strip picture, so the students will describe the story according to the strip pictures.

h. Things in common

Students sit in pairs. They talk to one another to find out as many things as they can that they have in common. These must be things that can be discovered through talking. For example, it is about animals' characteristics, school and education, and human characteristics.

i. Solving a problem

The students are told that they are an educational advisory committee, which has to advise the principal of a school on the problem with the students. They should discuss the recommendation together with the principal.

j. Discussion

The students are arranged in some groups. Then, the teacher gives a certain topic for each group. The students are given time to discuss about the topic that is provided by the teacher. In the end of learning, a student represents the result of the discussion in front of the class. The teacher will give some corrections about the students' speaking later.

G. Previous Studies

First, Wijaya (2015) studied about the causes of students' reluctant to speak English and to participate English classroom. This study was done in the level of Junior high school at Stella Matutina Salatiga. The result showed that the students' participation in English class activities was low. It can be proved from the result of the research that the students seemed to have own trouble in learning English like experiencing anxiety and no motivation. The research data was found by distributing closed ended questionnaire.

Second, Al Nakhalah (2016) investigated about the cause of speaking difficulties. This study was done in the level of University, namely Al Quds Open University in Branch of Gaza. The subject was English Department students. The findings are found that although the students were considered as English Department students, however they were still reluctant to speak English in front of the class. The factor of students' reluctance can be categorized as psychological factors that consisted of fear of making mistakes, shyness, anxiety, lack of confidence, and lack of motivation. In this study, the

research answer the research problem through the analytical descriptive method.

Third, Hafsah (2017) revealed the investigation of students' reluctance in speaking English. The study was done in the level of University, namely Tanjungpura University particularly toward English department students. The result presented that the students mostly experienced reluctance to speak English due to linguistic factor and psychological factor. The linguistic factors were such as lack in grammar or tenses and lack of vocabulary. While psychological factor refers to feeling of shyness, fear to make some mistake, panic, and no motivation to speak English. This study was done through doing observation, distributing questionnaire, and conducting interview.

Dealing with those three previous studies, there are similarity and differences between them and the present research. The similarity is that present research also investigates causing of students' reluctance to speak English. However, the differences are (1) the present research investigates what are strategies employed by the English teacher to reduce students' reluctance to speak English; (2) the students' level is senior high school particularly in private institution while previous studies were done in junior high school and universities level (3) the research design used in the present research is Descriptive Qualitative.