CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher discusses and elaborates some theories which related to this study. The theories are about speaking, factors affecting the students' reluctance to speak English, and classroom interaction. This chapter also discusses about the previous studies conducted by the previous researchers related to the topic of the study about factors affecting the students' reluctance to speak English in classroom interaction.

A. Speaking

1. Definition of Speaking

Speaking is oral communication used by people to communicate the language to express the idea or to tell the information. Oral communication becomes the important aspect in daily lives of people in telling information such as in TV news, oral announcement, meeting, and etc. Besides, speaking also can express every idea of people such as in class discussion, debate, and in informal situation.

Based on Brown and Yule (1983 : 21) there are three functions of speaking, they are : a) talk as interaction, it is focus on primary social function such as meet people, do small talk, etc.; b) talk as transaction, it is focus on what is said or done such as conversation in the restaurant,

shop, etc.; c) talk as performance, it is focus on transmit the information before an audience such as in presentation, speech, etc.

2. **Components of Speaking**

In speaking skill, the component is used to complete the skill. There are five components of language influence speaking ability (Hadfield, 2009 : 15) :

a. Pronunciation

Understanding of the features of pronunciation helps learners understand when they listen to the language. It also helps them to produce the language more accurately, though learners do not necessarily need to pronounce English perfectly, just well enough for other people to understand them. It means, it will create misunderstanding toward listener invited to speak and the messeges will be conveyed, will lose and difficult to be comprehended.

User of the language must know how to say a word that is how to pronounce it. It means that the user of the language has to know how to pronounce some words well (Harmer, 2001 : 248). This knowledge is made up of three areas; sounds, stress, and intonation.

b. Grammar

Grammar is needed for students to arrange a correct sentence in conversation. According to (Hadfield, 2008 : 18) grammar is a description of the language system – it shows us how we order words in sentences, how we combine them and how we change the

form of words to change their meaning. The unity of grammar also learns the correct way to gain expertise in a language in oral oral and written form. Someone who mastering grammar will know how to arrange word in sentences, the correct tenses, will be used, etc. So that, grammar is one components to create a good sentences.

c. Vocabulary

Vocabulary can be presented in dialogues and reading passages where the new words appear in context and in combination with other words. Mastering vocabulary will help us to be a good speakers and listeners because we can arrange the sentences when we have a lot of vocabularies.

Based on the explanation above, vocabulary is so important for the speaker and listener. The speaker can say fluently when she/he has a lot of vocabularies. In addition, the listener can comprehend the speaker's said when the speaker has much vocabularies to make the listener understand. The listener appreciate the speaker too if the speaker can develop the speaker's vocabulary.

d. Fluency

Fluency may be defined as the ability to speak accurately. (Hadfield, 2009 : 27) states that fluency is communicating a message. Even though, we have to speak fluency because listeners are able to response about the speaker's said. In other word, we have to consider that speech and fluency are rather strongly erected by

language problem. It means the listeners will understand the speaker's speaking if the pattern grammar of language is correct. So, we have to consider both grammar pattern and fluency in speaking.

e. Comprehension

In teaching and learning process, the teacher has to speak clearly to comprehend the students. (Brown, 2001 : 22) states that the teacher needs as good an understanding as we currently have of the nature of comprehension and the process of comprehension. Comprehension is the component of speaking which we needed to avoid misunderstanding between the speakers and listeners.

3. **Classroom Speaking Activities**

In the classroom activities, Harmer (2001 : 348) states that some kinds of speaking activities are :

a. Information-gap activities

An information-gap is where two speakers have different bits of information, and they can only complete the whole picture by sharing that information, there is a gap between them. Finally, by having the discussion they will get the information that is appropriate with the pictures. The students are absolutely asked to use English when discussing the pictures.

b. Story Telling

We spend a lot of our time telling other people stories and anecdotes about what happen to us and other people. Students must

be able to tell story in the target language, in this case is English. Teacher can encourage the students to retell stories which they have read in their books or found in newspaper or in internet. The best stories of course are those which the students tell about themselves and their family or friends.

c. Favorite Objects

It is an activity in which the students are asked to talk about their favorite objects. It can be done in pairs or in groups. In addition, the teacher also can use this activity for individual task. Each student is asked to tell about the characteristics of their favorite thing, while other students or the audiences try to guess what the favorite thing is.

d. Meeting and Greeting

Student role-plays a formal or business social occasion where they meet a number of people and introduce themselves. It is usually taught in 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.

e. Describing things or person

Students are asked to describe something or someone with detail characteristics to other students. They can describe it in front of the class or in pairs with two students. It is almost same with 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 person, and then students will describe those kinds of things and person.

f. Students presentation

Individual students give talk on 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 interview that interview is for honing organizational and planning skills.

g. Debate

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

h. Describing pictures

Each group has a picture that each member can see the picture. They have a 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.

i. Picture differences

The students are in pairs. Each member of the pair has to find out the differences of the pictures that are given. The pictures are almost same. The teachers must find the pictures by themselves before applying this kind of activities. In the last section, the teacher will give more description about the differences of the pictures provided for the students.

j. Things in common

Students sit in pairs. They talk one another in order 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.

k. Solving a problem

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

l. Discussion

The students are arranged in some groups. Then, the teacher gives a certain topic for each group. The students are given times to discuss about the topic provided. The last, there will be a student who represent each group to tell about the result of the discussion in

front of the class. the teacher will give some correction about the students speaking.

Based on the suggested activities of teaching strategies above, may the lecturer can use the appropriate activities in speaking classroom which can help the students to improve their speaking ability.

4. **Speaking 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. According to Jenkins (2007 : 15), reluctance means reticence to speak up or come forward silence and reserve. According to Harmer (2001 : 345), 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 informations or opinions. The theory explains that reluctance is reticence to speak up. Therefore, the students to be silence and not active in learning English, especially in speaking activities.

B. **Factors Affecting the Students' Reluctance to Speak English**

1. **Psychological Factor**

Psychological factors make students reluctant to speak English is a key constraining factor is the anxiety of losing face in front of classmates

and teachers (Farmer and Sweeney, 1997 : 295). Students are concerned about their lack of proficiency and are fearful of making mistakes. This leads to a lack of confidence in their ability and discourages them from interacting orally; students who feel inadequate in their language abilities tend to protect their self- image by not participating in class communication.

It has been mentioned earlier that there are some psychological factors that hinder students from practicing their speaking in EFL class. Each of them is explained below :

a. Lack of Motivation

With regards to the issue of motivation in learning, (Nunan : 1999 : 201) stresses that motivation is important to notice. It can affect students' reluctance to speak in English. In this sense, motivation is a key consideration in determining the preparedness of learners to communicate. (Zua : 2008) adds that motivation ia 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 showing that building students motivation to learn is urgent for every teacher.

- **Causes of lack of motivation**

Dealing with this issue, 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. These four, very often become sources of students' motivation. For example, uninspired teaching affects students' motivation to learn. In this context, a monotonous teaching, in many cases, reduces the students' motivation due to their feeling of boredom. This shows that paying attention to those four factors is vital.

In response to the issue of motivation, Babu (2010) argues that lack of motivation in learning causes students' hesitation to speak English in the classroom. He says that the background of the situation is that students are not motivated by the teachers towards the communication in English. In line with what Babu says , Aftat (2008) believes that motivation is a product of good teaching. In his further explanation, Aftat emphasizes that to motivate students to learn well and actively communicate in English, teachers should have passion, creativity, and interest in their students. In other words, students' motivation is really influenced by the teachers'

teaching performance. Therefore, it is important that teachers also show enthusiasm in their teaching performance.

b. Shyness

Shyness is an emotional thing that many students suffer from at some time when they are required to speak in English class. 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 (Gebhard : 2000 : 107). In line with this, (Baldwin : 2011) further explains that 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.

- **Causes of Shyness**

  With regard to the cause of shyness, Robby (2010) argues that some shy learners are caused by their nature that they are very quiet. In this case, 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. In addition, most of English students feel shy when they speak the language because they think they will make mistakes when they talk. They are also afraid of being laughed at by their peers.

c. **Anxiety**

Anxiety is a feeling of tension, apprehension, and nervousness associated with the situation of learning a foreign language (Horwitz, Michael, Cope, 1986 : 125). 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.

The fact that anxiety plays an important role in students' learning is also shared by other researchers like (Horwitz, Michael, Cope,1986 : 127). He believes that anxiety about speaking a certain language can affect students' performance. It can influence the quality of oral language production and make individuals appear less fluent than they really are. This explanation suggests that teachers should make an attempt to create a learning atmosphere which gives students more comfortable situations in their learning activity.

- **Causes of anxiety**

Regarding the causes of anxiety, Horwitz, Michael, and Cope (1986 : 131) based on the findings of their study, found out three main causes of students' anxiety i.e. 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 (Liu, 2007 : 130). All these show that understanding students better and being skillful in managing classroom should be part of teachers' concern. To reduce this anxiety feeling, teachers need to pay attention to each students' strengths and weaknesses so that they can create a learning method which accommodates all students in the classroom.

d. Lack of confidence

It is commonly understood that students' lack of confidence usually occurs when students realize that their conversation partners have not understood them or when they do not understand other speakers. In this situation, they would rather keep silent while others do talking showing that the students are lack of confidence to communicate. In response to this, (Nunan, 1999 : 203) says that students who lack of confidence about themselves and their English necessarily suffer from communication apprehension. This shows that building students' confidence is an important part of teacher's focus of attention.

- **Causes of lack of confidence**

The main cause of students' confidence is their low ability in speaking English. In this case, many students think that their English is bad and feel that they cannot speak English well. the other cause of students' lack of confidence also deals with the lack of encouragement from the teacher (Brown, 2001 : 15). In this context, many teachers do not think that convincing students that they are able to speak English is important. As a result, as Brown adds, students find the learning demotivating rather than motivating. This suggests that encouragement becomes a vital thing in order to build the students' confidence. Therefore, giving students encouragement and showing that they will be able to communicate well in English plays a role in students' success of learning.

e. **Fear of Mistake**

As argued by many theorists, fear of mistake becomes one of the main factors of students' reluctance to speak in English in the classroom (Nunan : 1999 : 203). With respect to the fear of making mistake issue, (Aftat : 2008) adds that this fear is linked to the issue of correction and negative evaluation. In addition, this 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). Therefore, it is

important for teachers to convince their students that making mistakes is not a wrong or bad thing because students can learn from their mistakes.

- **Causes of fear of mistake**

     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. In addition, the students feel afraid of the idea of making mistakes as they are worried that their friends will laugh at them and receive negative evaluations from their peers if they make mistake in speaking English. Students' fear of making mistakes in speaking English has been a common issue especially in an EFL context like in Indonesia. Most EFL students are afraid to try and to speak in a foreign language they learn. In this context, as he adds, students do not want to look foolish in front of the class. in some other cases, they also worry about how they will sound, and are scared of sounding silly and so on.

2. **Linguistic Factor**

     Linguistic factors causing reluctance to speak L2. Cover learners' difficulties with the transfer of information from the mother tongue to the target language, with the native-speaker teachers' pronunciation, and a lack of knowledge of grammatical patterns in English as well as cultural

and social knowledge (Caletcova in Nunan, 1999 : 231). The linguistic factors afffecting the students' reluctance to speak English are :

a. **Lack of Vocabulary**

Vocabulary has been increasingly recognized as necessary to language use. Lack of vocabulary knowledge could lead to students' difficulties in language reception and production and becomes an obstacle for them to express their ideas in English. Vocabulary is the basic for speaking or conversational skill. In this case, the more words students know, the more they can say and understand things presented, both oral and written, in English.

The importance of vocabularies for students has also been argued by some theorists like Huyen and Nga (2003 : 2). They say that in order to communicate well in a foreign language like English, students should acquire an adequate number of words and should also know how to use them accurately. This means that teaching vocabulary to the students should also be accompanied by an explanation of each use of the vocabularies given. Knowledge of vocabulary is founded to be a causal aspect in oral communication. All these show that mastering more and more vocabularies is important for students in order to speak more frequently in the English class.

- **Causes of Lack of Vocabulary**

Students consider that the teacher's explanation is simply for meaning or definition, pronunciation, spelling and grammatical functions. The students in this context consider that those things mentioned are nothing to do in vocabulary learning. Related to this matter, an online book published by Texas Education Agency (2002 : 6) reveals the obstacles faced by students to develop their vocabulary ability as follows :

➢ The size of the task. The number of words that students need to learn is exceedingly large.

➢ The differences between spoken English and written or "literate" English. The vocabulary of written English, particularly the "literate" English that students encounter in textbooks and other school materials, differs greatly from that of spoken, especially conversational English. Students – both English language learners and those for whom English is the first language – may have limited exposure to literate English outside of school.

➢ The limitations of sources of information about words.The sources of information about words that are readily available to students – dictionaries, word parts, and context – pose their own problems. Each can be difficult to use, uninformative, or even misleading.

> ➢ The complexity of word knowledge. Knowing a word involves much more than knowing its dictionary definition, and simply memorizing a dictionary definition does not guarantee the ability to use a word in reading or writing. Adding to the complexity is the fact that different kinds of words place different demands on learners.

The obstacles to master vocabularies caused by factors above call for teachers' intensive guidance in building students' knowledge of English vocabularies. In other words, it is wise that teachers learn to find out good ways to help the students increase their stock of English vocabularies. Through this, students could find it easier to speak in English class due to their better knowledge of the vocabularies.

b. Lack of Understanding of Grammatical Pattern

It is argued so far that learning grammar cannot be separated from learning a foreign language. In fact, learning foreign language becomes difficult since the target language has different system from the native language. When someone learns a foreign language, he often faces interference where he/she applies his/her mother tongue or first language structure to structure of the foreign language which is different from his/her native language. In line with this, Nunan (2003 : 27) says that it has been assumed that the learners' first

language would have a strong influence on the order in which grammatical items were required.

Due to the different grammar between the mother tongue and foreign language, it is very often that students find this as an obstacle in their learning to speak English. As it is known, efficient communication cannot take place without correct grammar (Savage, 2010 : 26). Grammar provides students with the structure they need in order to organize and put their messages and ideas across. In this sense, they will not be able to convey their ideas to their full extension without a good command of the underlying grammar patterns and structures of the language. Therefore, teaching grammar explicitly is also helpful for students to speak English better.

- **Causes of Lack of Understanding of Grammatical Pattern**

    In terms of the cause of lack of understanding of grammatical pattern, Erikson (2009 : 7) states that the teaching of grammar is static and less communicative. This situation causes boring and cumbersome situations of learning for students. This way of teaching, in many cases, discourages students to study grammar. In addition, Murrow (2004 : 4) argues that students' inability to use grammar correctly is also caused by the so far teaching of grammar conducted. He states that teachers, very often, teach grammar in isolation. As a result, students do not have opportunity to apply the grammar

knowledge in actual discourse or conversation. This condition suggests that teacher's way of teaching grammar becomes necessary to be noticed since it will influence students' achievement in grammar competence (Harmer, 2001 : 210).

c. **Incorrect Pronunciation**

It is stated that correct and clear pronunciations are important in language learning because good pronunciation makes the communication easier to understand. Being unable to pronounce well can cause the students to be poorly perceived and understood by others. This indicates that paying attention to this linguistic aspect is also important because students' low ability in pronunciation can also become obstacle for the students to speak (Varasarin, 2007 : 16).

In many cases, especially in EFL class, most students do not have self-confidence to speak because they do not know how to pronounce a certain word well. They are also afraid of being an object of their peers' evaluation. This condition becomes an obstacle for them to speak in English class (Gilbert, 2009 : 3). Further, Gilbert states that it is common for students to feel uneasy when they hear themselves speak with the rhythm of a second language. They find that they "sound foreign" to themselves, and this is troubling for them. Although the uneasiness is usually unconscious, it can be a major barrier to improve clearness in the second language. All these

show that allowing students to practice pronouncing words more in the class is also worth considering.

- **Causes of Incorrect Pronunciation**

    The incorrect pronunciation is often caused by the lack of sound similarity between English and the students' native language. In this situation, students wish that they could speak English fluently but most of them think that English is too challenging for them to master (Varasarin, 2007 : 16).

    Regarding this, some experts view incorrect pronunciation has been caused by instructional goal and the teacher himself and the teaching and learning in this area which is still inappropriate (Varasarin, 2007 : 17). In her further note, Varasarin says that pronunciation is an area that some teachers avoid or are reluctant to teach because the teachers find it difficult to teach due to their low ability in pronunciation area. This means that a good command in English pronunciation should also be the focus of the teachers' professional development so that they can become a good model for their students (Harmer, 2007 : 205).

    The fact that pronunciation has not been the teachers' concern has been proven by studies conducted by Varasarin (2007 : 17). In this case, they find that many teachers tend to avoid dealing with pronunciation because they lack of

confidence, skills and knowledge. All these show that focus on improving both teachers and students' pronunciation is urgent to be conducted.

3. Sociocultural Factor

Cultural factors that might cause learners' reluctance to communicate in a language classroom related to learners' prior learning experiences and expectations (Nunan, 1999 : 25). Environment have important role to motivate the students to speak English. In environment, the people may think that the students just want to show off when they speak English for daily conversation. Thus, environment and previous learning that could influence the students' speaking ability.

a. Attitudes towards the teacher

Teacher is the important factor in improving students' ability in speaking English. 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. Horwitz (1986 : 132) states that foreign language anxiety probably be alleviated, at least to an extent, by supportive teacher who will acknowledge students' feeling of isolation helplessness and over concrete suggestions for attaining foreign language confident. It means that the teacher is very important in giving motivation for the students and helps the students in making them confident for speaking the target language (English). Teacher is important factor to motivate the

students in improving students' confidence to talk in foreign language (English).

b. Classroom condition

Situation in the class is very important to make the students convenient to learn. Wei (2011) states that students who fail in the English subject do not mean that they are weaker than other students in class. But, this is because they do not engage in classroom activities sufficiently. Therefore, in teaching and learning process especially in studying language student needs classroom environment which gives pleasure situation, for example, the classroom is not hot, far from crowded and clean.

Besides, instructional media also is very important in supporting students in study language. For example textbook as the handbook for students, easy book material, English laboratory and electronic media. (Baker : 2003 : 22) states that the textbook should be suitable to the students' condition and environment. It means that the materials which are used by the teachers to teach the students are familiar with their lives.

C. Classroom Interaction

Classroom interation is very essential in education system because classroom interaction is related to how the teacher and the students communicate with other. The teacher and the students will communicae whether they are talking about the lesson during teaching learning process.

According to Dagarin (2002 : 128), classroom interaction as a two way process between the participants in the learning process. The teacher influences the learners and vice versa. Means, classroom interaction is a process of interaction that will guide the learners to communicate with their peers easily and will give them to participate in lerning process.

D. Previous Study

Previous studies are needed to be provided. The functions of the previous study are to avoid the plagiarism. It means, by delivering previous study helps the researcher to prove that his / her research has the differences with the previous one and convince the reader that the study is not the result of plagiarism. Then, another function is that the researcher can minimize the gaps between the previous studies and his / her study. Sometimes, the results of the previous studies which have the similar topics will be similar with the result of the researcher's study. The last function is that the researcher can learn many things from the previous studies, such as the research methods, data collection method, data analysis, and etc. In this study, the researcher has two relevant studies which related to this research as follow :

The first is the case study entitled *Factors Affecting EFL Students' Reluctance in Using Oral Communication.* The study was conducted by I Dewa Gede Mantra (2013). The study explored the factors affecting students of English Education Department reluctance in using English in their interaction in the class or outside the class. The data collection method used observation and interview. The study was conducted in English Education

Department of Letters and Culture Faculty, Gorontalo State University and the participants are the students of English Eucation Department in semester six and it is taken two classes. Then, there were ten participants participated in interview consisted of four males and six females. It was found that students' reluctance to speak English because of some factors such as anxiety, teacher who teaches in the class and classroom condition. Students feel afraid of making mistakes when they tried to speak English to their friends and sometimes the students got negative responses from their friends / interlocutors when they used English in conversation. Besides, the students would speak English in the class when the lecturer asked them to speak English. If the lecturer did not ask them to speak English, automatically they would use Indonesia. The classroom that did not convenient to the students made them was not motivated to study in the class. Therefore, they would keep silent in the class, in teaching and learning process.

The second previous study is a descriptive study conducted by Fitri Ayu Wandika (2014) entitled *Students' Reluctance to Speak in English Classroom Interaction at Senior High School (A Study at SMA Pertiwi 2 Padang)*. The study aims to know the factors affecting and the dominant factors affecting the students' reluctance to speak in English in the English class. There are 103 students of the twelfth grade as the subjects of the study who were chosen by using purposive sampling technique taken from 5 classes. The data collection method used observation and distributing questionnaires. There are 58 items of question in the questionnaire based on the indicators of the factors

affecting the students' reluctance to speak in English in the English class. the researcher observed the 5 classes started on Wednesday, 27th August 2014 until Tuesday, 02nd September 2014. Then, the questionnaires were distributed on Saturday, 30th August 2014 until Tuesday, 02nd September 2014 Based on the result of the study, the researcher found that the factors affecting the students' reluctance to speak English are psychological factor (47,1%), linguistic factor (15,0%), and sociocultural factor (37,9%). Thus, it can be concluded that the dominant factor affecting the students' reluctance to speak English is Psychological factor.