Chapter 2

Literature Review

This study covers some theories and studies that relates to factors which affect student’s reluctance in expressing their ideas, feelings, and thinks in English oral communication. There are some points will be discussed in depth in this chapter. The first is concepts of speaking; the second is the factors which influence the learners in delivery their ideas, feelings or thinks in English. The last is the review of related study will also be reviewed in this chapter.

2.1 Concepts 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 etc. Besides, speaking also can express every idea of people such as in class discussion, debate and in informal situation. Based on (Jones, 1996; Burns, 1998) (as cited in Richard, 2008) there are three function of speaking, they are:

2.1.1 Talk as Interaction

The function of speaking of talking as interaction normally means conversation and describes interaction that serves a primarily social function. For example when people meet, they exchange greeting, do small talk, etc. because they want to make comfortable situation with others. Talks as interaction is usually done by people in their daily lives in either school, office or market, which they want to make good communication.
2.1.2 Talk as Transaction

This function of speaking is focusing on what is said or done. For example, the conversation in buying something in the shop or ordering food from the menu. Burns (1998) distinguished two kinds of talk as transaction, the first transaction focus on giving and receiving information and it is primarily on what is said (as cited in Richard, 2008). Accuracy is not the priority, as long as the information is successfully communicated or understood. The second is focusing on obtaining goods or service like ordering food in the restaurant.

2.1.3 Talk as Performance

Talks as performance is focusing on public talk transmit the information before an audience. For example, classroom presentation, speeches and public announcement. In addition, Burns (1998) reported this function of speaking tend to be in form of monolog than dialog and it usually preceded by speech of welcome, such as conducting a class debate, giving a lecture, making a sales presentation, etc. (as cited in Richard, 2008).

2.2 Factor Affecting in Speaking English

Some experts have discussed about the problems which affect the students in learning English as a second language and English as a foreign language. Based on (Lightbown & Spada, 1999; Latha, 2012) motivation has significant influence to the learners in learning the language. The studied found if the students had more highly motivation they will success in learning language although there are some other aspects supported it. Besides, personality supports students’ success in learning the language; there are self-esteem, inhibition, anxiety, risk-taking (Lightbown & Spada, 1999; Brown, 2007).
Moreover, in learning language teachers have the important role in giving direction and supporting to the student in learning the language (Horwitz et al.). In addition, environment and media also have important influence in affecting student in studying language, such as classroom, schedule, text book (Lightbown & Spada, 1999; Wei, 2011). They will think how important the language for their lives is.

2.2.1 Motivation

Motivation is one of major aspects in motivating and pushing the student to step forward to learn the language. Brown (2007) stated that there are three perspectives to define the motivation; they are (a) behavioristic perspective. The meaning of this motivation is more emphasis on anticipation of reward, positive reinforcement and external and individual forces in control. (b) Cognitive perspective. This motivation is more emphasis in individual decision (exploration, manipulation), internal and individual forces control. (c) Constructivist perspective. This motivation is more emphasis in social context, community, social status, security of group and internal and interactive forces control. Based on the explanation above Motivation is important point for student or people. Motivation is willingness for doing something and getting the aims or the goal for example to study a language.

Furthermore, Harmer (1992) distinguished motivation into two kinds of motivation; they are (a) integrative motivation and (b) instrumental motivation. Integrative motivation means student who learn a language has a willingness to join to the culture or society on the target language. Besides, Instrument motivation means student who mastery the target language believe will support
them in getting better job, good position, good grade, etc. Based on the explanation above, Integrative and Instrument motivation have a power in helping people or student in learning language. Therefore, student who has higher motivation will be able to speaking English than student who has lower motivation.

2.2.2 Personality

One of the important factors in studying a language is personality. It relates to the behavior of people how they act when they face the problem. Actually, every people have a power to solve the problem especially when learn the language. Brown (2007) showed some affective factors in human behavior in learning language; they are self-esteem, inhibition, risk-taking and anxiety.

2.2.2.1 Self-esteem

Rubio (2007) defined that self-esteem as “psychological and social phenomenon in which an individual evaluates his/her competence and own self according to some values, which may result in different emotional states, and which becomes developmentally stable but is still open to variation depending on personal circumstances” (p. 5). Besides, Brown (2007) categorized self-esteem into three levels; they are (a) Global Self-Esteem, it is more stable and resistant the change; (b) Situational self-esteem, it refers to self-appraisals in certain life conditions for example social interaction, work, and education; and (c) Task self-esteem, it relates to particular tasks within specific situation. Therefore, self-esteem can be defined as how worthiness we are.
2.2.2.2 Inhibition

Latha (2012) reported that the most common problem faced by students in learning foreign language is inhibition. They worried to make mistake in speaking the language because they are afraid the speaker will criticize of them. Thus, in this condition they have high of inhibition and it causes they keep silent. Therefore, Inhibition must be reduced by thinking that everyone has to make mistake and the mistake is an experience for going to be better.

2.2.2.3 Risk-taking

Dehbozorgi (2012) showed that most intermediate students took the high risk-taking first than the moderate ones. It is like a gambling high risk-taking could succeed in learning language and could give negative effect to them selves. However, Beebe (1983) claimed that people who with higher motivation to achieve are in risk-taking moderate but not people who have high risk-taking (as cited in Brown, 2007).

2.2.2.4 Anxiety

A few researchers have conducted an analysis about student anxiety in learning foreign language to show how influence anxiety giving affects for their speaking in foreign language. A researcher investigated the relationship between anxiety and performance in speaking English and the result was anxiety disturbing in speaking performance of the students (Woodrow, 2006). It means the students who have an anxiety for speaking English will be stopping students’ willingness to speak English, either in class or outside the class especially when they talk with their friends.
Based on the explanation above, anxiety is clearly an issue in language learning and has a debilitating effect on speaking English for some students (Woodrow, 2006). Therefore, if the students have lower anxiety in speaking English, they will brave and more confident to speak English although they will make some mistakes in structure or grammar.

2.2.3 Attitudes towards English Teacher

Teacher is the important factor in improving student ability in speaking English. Teacher has capacity in mastery the language for teaching the student and teacher wishes to use the appropriate method in learning and teaching process. Horwitz (1986) stated that “foreign language anxiety probably be alleviated, at least to an extent, by supportive teacher who will acknowledge students’ feeling of isolation helplessness and offer concrete suggestions for attaining foreign language confident” (p.132). It means that the teacher is very important in giving motivation for the student and helps the student in making them confident for speaking the target language (English). Teacher is important factor to motivate the student in improving student confident to talk in foreign language (English).

2.2.4 Classroom Environment and Instructional Media

Situation in the class is very important to make the student convenient to learn the language (English). Wei (2011) stated 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 given comfortable for example the classroom is not
hot, far from crowded and clean. Besides, instructional media also is very important in supporting student in study language. For example text book as the handbook for student, easy book material, English laboratory and electronic media.

2.3 Review of Related Study

This point covers the previous studies that relate to problem which is facing by the students in expressing their ideas, feeling in oral communication. It means that the study describes some problems that affect the student to speak English. There are two relevant studies explain in this section, they are The Student’s Anxiety in Speaking English by Indri Wirahmi Bay and EFL Learners’ Perception of Factors Influencing Willingness to Speak English in Language Classrooms: A Qualitative Study by Mohammad Javad Riasati.

2.3.1 The Student’s Anxiety in Speaking English by Indri Wirahmi Bay, S.Pd, in 2005

This study used Descriptive method and the participants were 40 students in second grades (II-1) in SMA Negeri 3 Gorontalo. This study found that anxiety gave bad effect to study English as foreign language. However, sometimes anxiety gave the good effect for motivating the student for studying hard. Some of anxiety that effect the student in studying English were they anxious to make mistake, anxious of being laughed at, anxious not being clearly understood and anxious for choosing the appropriate words for using in conversation.

The different the previous study (The Student’s Anxiety in Speaking English) and this study is the previous study focused on one problem that faced by student in speaking English that was anxiety, however this study will focus on
more than one problem or factors that faced by the student in either motivation, personality, teacher, language or the classroom environment.

2.3.2 EFL Learners’ Perception of Factors Influencing Willingness to Speak English in Language Classrooms: A Qualitative Study by Mohammad Javad Riasati, in 2012

This study used Qualitative method and there were seven participants participated in this study and they were from different Department. Data collection in this study used interview. The study found that the willingness students to speak English in the class influenced by (a) task type, it means speak individual, pairs and group. The students were more confident to speak English group than individual or pairs; (b) topic discussion, topic discussion in the class influenced student interesting to active in the class. In this point, teacher had important role in determine the topic in discussion; (c) sex of interlocutor, students were willing to speak English in the same sex than opposite sex.

The relevant study above showed some problems faced by the student in speaking English. The different this study with the previous study (EFL Learners’ Perception of Factors Influencing Willingness to Speak English in Language Classrooms: A Qualitative Study), they are; (a) Methodology, in this study will use Qualitative Method by using case study. (b) Participant, the participant in this study will be only student in English Education Department however the participant on the previous study came from different department. (c) Data collection, in this study will use observation, interview and document, whereas the previous study only used interview. (d) Site of study, the previous study only
focused in the classroom whereas this study will focus in the class and outside the classroom (still in English Education Department area).