CHAPTER I

INTRODUCTION

1.1 Background of the Study

Communication is a skill that involves a systematic and continuous process of speaking (Ahmad, 2016, p. 478). When people want to deliver or transmit information to others, they need communication. Speaking is one of the communication skills. It is a productive language skill that could be used by the speaker and listener to exchange and share information (Ayu, 2019, p. 2). It is a skill that is actively used to deliver the message through word of mouth to communicate in daily life. Speakers speak to share their ideas with the listeners to convey their message. As speakers speak by applying the language to their goals, speakers have a role to be speakers and listeners at the same time to have effective communication (Leong & Ahmadi, 2017, p. 34). Speaking is also an important skill for language learners. Nowadays, the well-known language for language learners is English.

In Indonesia, English is considered as a foreign language. As a foreign language, English is taught for junior high school and senior high school in Indonesian education (Alfarisy, 2021, p. 303). For senior high school students, the approach that is used to teach speaking English is

communicative approach, which focusing on interaction and effective communication (Manurung & Sambayu, 2017, p. 1080).

Students' speaking skill in Indonesian context, according to Pratiwi et al (2020, p. 54), is affected by two factors, affective and cognitive. Affective factor is the factor related to emotion or feeling (Minghe & Yuan, 2013, p. 57). For example, when the students are speaking in the class, they are observed by the teacher and the other students. The exposure of being observed in speaking English can cause fright to students (Normawati & Muna, 2015, p. 57), resulting inhibition for the students in speaking. Moreover, there are other factors that also inhibit students affectively, which are lack of motivation, shyness, self-confidence, classroom interaction, and fear of language evaluation (Humaera, 2015, pp. 35–40).

Besides that, the cognitive factors such as vocabulary building, pronunciation, and grammar also influence the students' ability to speak. Vocabulary knowledge can affect students' English speaking skills. According to al-Qahtani (2015, p. 22), vocabulary knowledge is a critical tool in language because a limited vocabulary can impede successful communication. For students who have limited vocabulary knowledge, the lack of vocabulary can cause reluctance to speak English. Not only vocabulary knowledge, but grammar could also be a reason for the students' reluctance in speaking. Lack of grammatical knowledge and ability to use it in practice cause uncomfortable feelings in the students (Kayaoğlu & Sağlamel, 2013, p. 149). Similar condition with vocabulary knowledge and

grammar, pronunciation can also influence the speaking skill of the students. Fitriani et al (2015, p. 6) claim that it is really helpful to be learned in developing their speaking skill. As said before, the study of Kayaoglu and Saglamel (2013, p. 150) reveals that pronunciation could disturb the students in speaking aside from grammar.

In conclusion, the factors such as lack of motivation, shyness, self-confidence, classroom interaction, fear of language evaluation, grammar, vocabulary, and pronunciation can cause inhibition to students in speaking English (Humaera, 2015, pp. 33–40). In this study, all the factors stated are divided into two factors, namely affective and cognitive factors. The factors categorized as affective are lack of motivation, shyness, self-confidence, classroom interaction, and fear of language evaluation. Meanwhile, the factors categorized as cognitive are grammar, vocabulary, and pronunciation. There are also some previous studies regarding the factors of students' inhibition. The studies will be elaborated on below.

Considering the students' inhibition in speaking English, several studies have been devoted. Humaera (2015, p. 32) reports that inhibition is one of the problems that is concerning in language learning. In dealing with the problem, the English teacher can support their students to reduce their inhibition effect in many ways, such as by creating good classroom management. Abedini and Chalak (2017, p. 94) claim that there are two inhibition problems encountered by students, they are anxiety and lack of motivation. The factors why the inhibition turns up among students can be

internal and external; the former deal with cognitive and psychological aspects and the latter are related to the teacher's role in speaking classroom, classroom atmosphere, and English as a foreign language (Afifah et al., 2020, p. 93). Risadi, Sumariadhi, and Wijayasa (2020, pp. 52–53) also report a similar problem, in which the inhibition factors that the students have are worry about making mistakes, fearful of criticism or losing face, and they are shy. Followed by Hosni (2014, p. 28) who reports that the main problems faced by students in speaking are linguistic difficulties, mother tongue use, and inhibition. From the previous studies above, it could be concluded that inhibition in English speaking skill is one of the crucial aspect that affect students' English speaking skill. Therefore, this study also tries to identify the same problem.

Among all of the previous studies stated, this study also explores the inhibition of speaking skills of the students. The difference is this study focuses on both cognitive and affective factors that cause the inhibition. In this study, the problem is about the students who have inhibiting factors in speaking English. From the researcher's pre-observation and experiences in teaching practice in MA Khulafaur Rasyidin, the Year-10 students mostly had the characteristic of being inhibited in speaking. For example, when the students were asked to speak in the class, even though only repeating the examples from the teacher, they were hesitant to do it. As the English speaking in this class is focused by repetition, when the teacher said the words first, and the students following the teacher, some students sometimes

produce very low voices when speaking. Some students were looked very nervous and shy to speak. Even some of them avoided to speak by asking permission to go the bathroom. The researcher then did a pre-interview the English about these actions from the students in speaking. From the result of the pre-interview, the English teacher confirmed that these actions were caused by students' self-confidence and shyness. The English teacher also stated that the students speaking performances were affected by things like; they were afraid to make mistakes, they were too shy to speak alone but not together with other students, they were worried that their speaking would be evaluated badly by the teacher, and they were not confident to show their speaking to their friends in the class. According to Marudin et al (Marudin et al., 2018, p. 108), actions of feeling worried, shy, and avoid to speak were characteristics of inhibition, and these actions from the students stated by the teacher similar to this statement. These answers from the teacher made the researcher having thought whether the speaking skill of the students was only affected by those factors stated by the teacher. The researcher then decided to explore more about students' inhibiting factors. The researcher focused on identifying the inhibiting factors that impeded students' speaking skill, both affective and cognitive factors, and the strategies used by the teacher to reduce students' inhibition. The researcher would collect the data using questionnaire, observation, and interview.

Observing the situation, the Year-10 students of the school were the focus of this study because the students are observed as inhibited

individuals. It means that the students still have inhibition in speaking. It is expected that the result of this study could help the teacher to identify the students' inhibiting factors of speaking skills so the teacher could develop better strategies to overcome them. In conclusion, this study is important because it could help the teacher to identify the students' inhibition. Therefore, the teacher could design better strategies to solve the problem.

1.2 Research Question

The research questions of this study are provided below:

a. What are the inhibiting factors that affect the speaking skill of MA Khulafaur Rasyidin students?

b. What are the strategies that the English teacher uses to reduce the students' inhibition?

1.3 Research Purpose

The purposes of this study are;

a. To describe the inhibiting factors that affect the speaking skill of MA Khulafaur Rasyidin students

b. To identify the strategies that the English teacher uses to reduce the students' inhibition

1.4 Research Significance

The completion of this study hopefully will provide positive contributions as stated below:

a. It is expected that the result of this study could help the Year-10 students of MA Khulafaur Rasyidin solve the problem related to inhibition of speaking skills.

b. It is expected that this study could help the English teacher to identify the students' inhibition in English speaking skills so that the teachers could help the students solve the problem.

c. It is expected that this study could be a reference for other researchers related to the study of the students' inhibition in speaking skills.

1.5 Scope of the Research

This research was conducted to identify the inhibiting factors of affective and cognitive that affect the English-speaking skills of the Year-10 students of MA Khulafaur Rasyidin. In conducting the research, the researcher focused on the affective and cognitive factors that caused the inhibition of the students in English-speaking classes, especially for choral repetition speaking when the students say the words following the examples of the teacher. The strategies used by the teacher to reduce students' inhibition are also being focused on in this research. The result of this research was intended to identify the inhibiting factors in speaking and the strategies used by the teacher to reduce them.

1.6 Research Terminology

To avoid misunderstanding terms or definitions in this study, there are some terms used in specific. The terms are specifically defined below.

a. **Inhibition** refers to the conditions of students when they are losing face, worrying about making mistakes, and are afraid of the attention that their speech attraction. It is a state where the students feel afraid to speak (Risadi et al., 2020, p. 48).

b. **English speaking skill** in this study is focused on the technique of teaching speaking in which the teacher gives examples to say the words or phrases first and the students follow the examples. The teacher with students then says the words together. This technique of speaking is also called choral repetition speaking (Harmer, 2007, p. 86).

c. **An academic setting** in this study is the classroom where the students and the teacher do the English-speaking process. In the classroom, the teacher with the students do choral repetition speaking. In this academic setting, the students could have opportunities to learn English-speaking guided by the teacher.

d. **Inhibiting factors** are the factors that cause the inhibition. The inhibiting factors of the students in this study are derived from both affective and cognitive factors. The affective factor is the factor related to emotion or feeling (Minghe & Yuan, 2013, p. 57). Some

examples of inhibiting factors from the affective factor are lack of motivation, shyness, self-confidence, classroom interaction, and fear of language evaluation (Humaera, 2015, pp. 35–40). Meanwhile, a cognitive factor is a factor related to the processes of perceiving, attending, storing, and recalling (Brown, 2006, p. 82). Some examples of inhibiting factors from a cognitive factor are students' pronunciation, grammar, and lack of vocabulary (Humaera, 2015, pp. 33–35).