

CHAPTER II

LITERATURE REVIEW

To provide a better understanding of the study, the researcher employs several terms and reviews related to this study; Speaking, the components of speaking, and inhibition in speaking skills.

2.1 Speaking

There are many perspectives or ideas in defining speaking of everyone who has experienced the practice. The ideas are stated by Juhana (2012), Normawati and Muna (2015), and Pathan (2013). The ideas are elaborated on below.

Juhana (2012, pp. 100–110) discusses the psychological factors that hinder students from speaking English. Psychological factors such as fear of mistakes, anxiety, shyness, and the like hinder the students to practice speaking English in class (Juhana, 2012, pp. 101–103). Among all the factors, fear of mistakes is the most frequent factor that affect the students is speaking (Juhana, 2012, p. 104).

Similar to Juhana (2012), Normawati and Muna (2015, pp. 51–68) also study psychological factors in speaking. The difference is that Normawati and Muna focus on the correlation between speaking and psychological factors. Normawati and Muna (2015, p. 52) state that “speaking is the activity which gives someone a degree of self-satisfaction”.

It does not only involve the knowledge of speaking, but also psychological factors such as lack of motivation and self-confidence. It means that speaking does not only require the speakers' knowledge of how to speak, such as vocabulary, grammar, and pronunciation but also requires speakers' psychological factors. According to Normawati and Muna (2015, pp. 59–61), five factors hamper the students in speaking English, which are; psychological factors, condition of learning factors, teaching factors, the problem with speaking activities, and the main point of speaking assessment and marking system.

Meanwhile, Pathan (2013, pp. 402–403) finds that pronunciation, intonation, vocabulary, and grammar are the factors that affect students' English-speaking skills. All the factors stated are considered cognitive factors. The factors mentioned curtailing the effectiveness of speaking English by the students.

2.2 The Components of Speaking

The components of speaking are the important aspects that influence how good people could speak English. There are five components of speaking, which are comprehension, grammar, vocabulary, pronunciation, and fluency (Rizqiningsih & Hadi, 2019, pp. 129–130). Each component will be described briefly as follows:

- a. Comprehension refers to the ability of the students to understand the nature of a research project, even when the procedures are complicated and have risks (Cohen et al., 2007, p. 53). In other words, it is the ability

of the students to understand the topic being discussed. The ability of the students to understand the topic will help them to speak English.

- b. Grammar refers to how the sentence is structured and formatted. As stated by Pratiwi et al. (2020, p. 49), grammar is needed to be learned by the students to support their speaking competency. In addition, according to Fitriani et al (2015, p. 5) if the students do not know the grammar rules, it will be hard for them to speak English effectively.
- c. Vocabulary could be defined as the basic language aspect to be learned before mastering English skills. According to Harmer (2007, p. 61) vocabulary is the knowledge of the words' meaning. Vocabulary is considered one of the cognitive factors that affect the speaking skill of students.
- d. Pronunciation refers to how the words are pronounced. Pronunciation is also one of the important aspects among any other aspects of speaking. Students' difficulty to pronounce words will affect their speaking performance (Humaera, 2015, p. 35). Therefore, it is necessary for the students to possess pronunciation skills to support their English speaking skills.
- e. Fluency refers to how well the learners talk using English. Crowther (2015, p. 15) states the learners could still speak the sentences fluently even though they made grammatical errors. Fluency is needed to be achieved by the foreign language learners' grammar, phonology, and also the grammar uses speaking (Afifah et al., 2020, p. 92).

2.3 Inhibition in Speaking Skills

According to Tuan and Mai (2015, p. 10), inhibition is the most crucial aspect which affects the students' English-speaking skills. It refers to a temperamental tendency to display wariness, fearfulness, or restrain in response to unfamiliar people, objects, and situations (Humaera, 2015, p. 49). This is a situation where the students are losing face, worry to make mistakes, and feel afraid of their speech attraction. Inhibition could negate the students' speaking performances, causing them to feel hesitated in using English to speak. Inhibition is caused by two factors, which will be elaborated below.

It has been stated that the students face inhibition while speaking. The factors that cause the inhibition are divided into two main factors. According to Humaera (2015, p. 33), the two factors that cause inhibition are cognitive and affective factors. Both of the factors are explained below.

2.3.1 Affective Factor

The affective factor is the factor related to emotion or feeling (Minghe & Yuan, 2013, p. 57). In foreign language teaching and learning, it relates to the students' individual feelings, such as anxiety, motivation, or self-esteem, and students' interaction with the other students and the teacher, such as classroom interaction, learning environment, etc. (Minghe & Yuan, 2013, p. 57). The inhibiting factors considered an affective factor are lack of motivation, shyness, self-confidence, classroom interaction,

and fear of language evaluation (Humaera, 2015, pp. 35–40). Each factor will be explained below.

2.3.1.1 Lack of motivation

According to Humaera (2015, p. 36), lack of motivation is one of affective factors that affects students' speaking skill. Nunan, as cited in Juhana (2012, p. 103) states four factors cause the lack of motivation among the students, which are uninspired teaching, boredom, lack of perceived relevance of materials, and lack of knowledge about the goals of the instructional program. Students' lack of motivation is one of the inhibiting factors in speaking because the lack of motivation makes the students have no passion to speak English.

2.3.1.2 Shyness

Shyness is an emotional thing that students feel when they are asked to speak English in class (Humaera, 2015, p. 36). Shyness is one of inhibiting factors that the students mostly got influenced by while they are speaking English (Pratiwi et al., 2020, p. 54). It can cause inhibition in the students because the feeling makes the students' minds go blank, making them forget what they are going to say while speaking English.

2.3.1.3 Self Confidence

Self-confidence is one of the problems that students mostly have while speaking English (Normawati & Muna, 2015, p. 52). Nunan, as cited in Humaera (2015, p. 37) states that students who lack confidence

suffered the fear to communicate. One of the examples that could affect students' self confidences is low English speaking ability. Their low ability to speak English will affect their self-confidence, so they do not want to speak English.

2.3.1.4 Classroom Interaction

The English teacher should create good classroom interaction to make a good teaching environment. The interaction between the students and the teacher such as asking and answering questions, guiding the students, and solving the problem together are some examples of classroom interaction (Humaera, 2015, p. 43). Classroom interaction could cause inhibition to the students if it is not well developed. The students will feel uncomfortable asking and answering questions from the teacher, making them reluctant to speak English in class.

2.3.1.5 Fear of Language Evaluation

As speaking in class performed by students speaking in an academic setting, the students speaking performance will be evaluated by the teacher. Some students mostly feel afraid not to be negatively evaluated by the teacher in the evaluation, but some of the students also perceive that the evaluation or the assessment could improve them. According to Abedini and Chalak (2017, p. 93), feeling not being negatively evaluated by the teacher is one of the most influential factors that cause students' inhibition. The language evaluation could cause

inhibition to the students because it can make them avoid speaking English so that they are not being evaluated by the teacher.

2.3.2 Cognitive Factor

The cognitive factor is the factor related to the processes of perceiving, attending, storing, and recalling (Brown, 2006, p. 82). Different from an affective factor which discusses the inhibiting factors that affect students' feelings, the cognitive factor discusses the inhibiting factors that affect the students' knowledge of English (Pratiwi et al., 2020, p. 52). The inhibiting factors considered a cognitive factors are grammar, vocabulary, and pronunciation (Humaera, 2015, pp. 33–35).

2.3.2.1 Grammar

Grammar is the rule which could present the pattern of language. Thornbury, as cited in Humaera (2015, p. 33) claims that grammar is important to be learned in speaking English, but it is suggested not to involve grammar if the learners are still at the starting point of learning a language. Grammar is one of the inhibiting factors is because the students usually worried to make mistakes in using grammar while speaking, which makes them reluctant to speak.

2.3.2.2 Vocabulary

Vocabulary is the knowledge of word meaning Harmer (2007, p.61). As vocabulary is needed to build sentences in speaking, the students need to learn it. Even so, vocabulary can cause inhibition in the

students. The problem of vocabulary occurs when someone who is lack vocabulary needs to talk but they do not know how to combine the vocabulary into a sentence (Fitriani et al., 2015, p. 5). Therefore, for students that do not have much vocabulary, it will make them fearful to speak because they could not build sentences.

2.3.2.3 Pronunciation

Pronunciation in a language is about how the words are pronounced. Having good pronunciation in speaking will be helpful for the students to develop their speaking skills (Fitriani et al., 2015, p. 6). It is because the different pronunciations of words will produce different meanings. Pronunciation also is one of the aspects which could affect the students' speaking performance because they feel afraid to not make any mistakes in pronouncing the words.

2.4 Teaching Strategies in Speaking

The teaching strategies in speaking in this section are focused on the strategies used by the teacher to reduce inhibition. The strategies were adopted from several previous studies relevant to this study. For example, the strategies of doing role play speaking, using group work and discussion activities, and playing guessing and communicative games were adopted from Brown (2007, p. 146). The strategies of creating an anxiety-free and friendly environment, allowing students to select their learning process, and giving students the appropriate feedback were adopted from Abedini and Chalak (2017, p. 95). Speaking slowly and giving more opportunities for the

students to speak were the strategies derived from the study of Afifah et al (2020, p. 96). Last was the strategy of encouraging the students, which was adopted by Juhana (2012, p. 108).

To identify the strategies used by the teacher in observation, there are specific indicators that indicate each strategy. The indicators could be used as the basis to decide what strategies are applied by the teacher. The indicators for each strategy are provided below.

2.4.1 The Teacher Creates Anxiety-free and a Friendly Environment

According to Bucholz and Sheffler (2009, p. 10), some indicators indicate a positive classroom environment. Giving appreciation and compliments, listening to the students when they are speaking, and creating special traditions in the class to start or finish the class, for example, using memorable words or quotes are several indicators that refer to this strategy (Bucholz & Sheffler, 2009, pp. 3–4). These examples are the indication of this strategy.

2.4.2 The Teacher Allows the Students to Select Their Learning Process

According to Abedini and Chalak (2017, p. 94), one of the findings from the study's teacher strategies is the teacher allowing students to choose their learning process. The indicator is that students in English speaking are permitted to select issues, post their ideas on a wall chart, and then review them. This technique is referenced by this indication.

2.4.3 The Teacher Speaks Slowly

Sutherland (2014, p. 6) identifies a variety of roles or strategies for stimulating class interest. As an example, one of the methods is to speak clearly and slowly. This study's findings also demonstrate that speaking slowly allows the listener to grasp more clearly. As a result, the teacher speaks slowly to ensure that the students comprehend and can repeat the teacher's words or phrases.

2.4.4 The Teacher Gives Appropriate Feedback to the Students

Feedback is a tool to enhance performance and practice in various educational settings (Yusoff, 2013, p. 6). It is considered a result of previous practice and performance (Hattie & Timperley, 2007, p. 81). According to Skipper and Douglas (2012, p. 18), there are several ways to give positive feedback. For example, praising the students by saying “You are clever” or “You are correct” are the ways to give positive feedbacks that could motivate students (Skipper & Douglas, 2012, p. 18).

2.4.5 The Teacher Uses Interesting Teaching Media in Teaching Speaking

Using a teaching media such as projector in teaching English is very common nowadays (Amin et al., 2018, p. 62). By using the projector, the teacher could explain the material with supporting images, presentation slides, or videos displayed from it. According to Fatimah (2017, p. 446), most teachers utilize presentation tool technology (such as Powerpoint, Prezi, and others) to explain material in the classroom. The tool's use should stimulate students' active engagement in class and increase student curiosity

about the slide supplied (Fatimah, 2017, p. 448). According to the statement, the intriguing media are regarded interesting if the students show more active engagement and are intrigued about the material offered in the media.

2.4.6 The Teacher Uses Group Work and Discussion Activities

Brown (2007, p. 146) suggests various strategies for reducing students' inhibition. Some of them are engaging group projects and discussions activities. It might be done by making the students laugh or by having them confess their anxieties in small groups (Brown, 2007, p. 146).

2.4.7 The Teacher Encourages the Students to Speak

According to Nguyen (2010, pp. 1–2), there are numerous strategies to motivate foreign language learners. They guide students, reduce students' fear in the classroom (for example, by teaching them how to use self-talk or relaxation techniques), and encourage peer support to help them speak together (Nguyen, 2010, p. 1). As a consequence, the signs of this method are that the teacher guides the students, reduces students' nervousness by encouraging them to relax before speaking, and solicits peer support to pronounce the words together so that students are not afraid to speak.

2.4.8 The Teacher Improves the Students' Concentration

Nuraini and Rusmiyati (2022, p. 46) propose a method for increasing students' concentration. One of the most effective techniques to boost students' attentiveness in learning English is via singing. As a result, the teacher's use of the song in teaching speaking is an evidence of this method.

2.4.9 The Teacher Apply Role Play Speaking

Role-play speaking is the activity where the students are given particular roles and they have to speak and act like the role given (Harmer, 2007, p. 274). This is the strategy to see whether students could speak like the role they have or not.

2.4.10 The Teacher Reminds the Students not to Worry about Make Mistakes in Speaking

Worrying and being afraid to make mistakes are the feelings that hamper students from speaking English (Deswani, 2014, p. 34). As this is one of the inhibiting factors of affective, the method of urging students not to be afraid of making errors might be implemented. This method might be used by the teacher to help students overcome their fear of speaking.

2.4.11 The Teacher Gives More Opportunities for the Students to Speak

Low-proficiency students would feel anxious when they are asked to speak without any preparation (Musa & Ismail, 2021, p. 4). Therefore, the teacher has to give the example first before the students. The teacher then asks the students to speak the words after giving the examples to give more opportunities for the students to speak.

2.4.12 The Teacher Uses Guessing Games and Communicative Games to Teach Speaking

Guessing games are variation games of filling the gap in information (Klimova, 2015, p. 1158). Meanwhile, the communicative game is a set of

well-design activities which stimulates students' interaction in the classroom (Dewi et al., 2017, p. 64). Some examples of communicative games are information gap games, guessing games, and matching games (Tuan & Doan, 2010, p. 68).