

## CHAPTER II

### REVIEW of RELATED LITERATURE

#### A. Theoretical Framework

##### 1. Perception

Perception is closely related to attitudes. In other words, a person interprets the stimuli into something meaningful to him or her, based on prior experiences. However, what an individual interprets or perceives may be substantially different from reality<sup>16</sup>. Therefore, their perceptions are needed in order to find out what factors affect their speaking. Perception which comes from a person self is called self perception. And the way in which people see themselves is called self-perception. Self-perception comes from your own experiences<sup>17</sup>. According to Pickens, the perception process follows four stages: stimulation, registration, organization, and interpretation.<sup>18</sup> Stimulation means to touch, to smell, to hear, to taste and to see. Registration means selected stimuli, when a person limits the stimuli and choose stimuli as the basic knowledge for their perceptions. Organization means organizing information based on the prior experience, belief, and etc. While interpretation means, to

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<sup>16</sup> Pickens, Jeffrey. 1998. Attitudes and Perceptions. 47688\_CH03\_043\_076.qxd 3/9/05 Page 43.

<sup>17</sup> Hybels. 2003. Self, Perception and Communication. Available: mhhe.com/hybels

<sup>18</sup> Ibid <sup>14</sup>

analyze and to understand information based on the prior experience, belief, and etc.

## 2. The Importance of Speaking

Although English has 4 skills, speaking may be the most important skills of English. Mai (cited in Pattison) confirms that when people know or learn a language, they mean being able to speak the language<sup>19</sup>. It means that when someone is acquiring a language, the proof that people want to confirm is when that person can speak the language well, it also happens for English. Besides, Ur stated that of all the four skills (listening, speaking, reading and writing), speaking seems intuitively the most important.<sup>20</sup> It may be true because speaking involve a lot of ability within, such as pronunciation, vocabulary, grammar and even accent. In-order to become a well rounded communicator one needs to be proficient in each of the four language skills; listening, speaking, reading and writing, but the ability to speak skillfully, provides the speaker with several distinct advantages.

The capacity to express one's thoughts, opinions and feelings, in the form of words put together in a meaningful way, provides the speaker

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<sup>19</sup> Mai, Lê Thị. (2011). An investigation into factors that hinder the participation of univeristy students in English speaking lessons. University of Languages and International Studies: Vietnam.

<sup>20</sup> Ur, P. (1996). A Course in Language Teaching. Cambridge University Press.

with these advantages.<sup>21</sup> Therefore, any gap in communication results in misunderstandings and problems with the person to communicate with because that person does not understand the message uttered by the speaker.

### **3. Factors of Rarely Speak English**

There are 3 types of factors which hinder the students from speaking English more.

#### **a. Psychological Factors**

The type means factors that come from the individual self or what the students feel when they are speaking English. According to Juhana, there are 5 kinds of psychological factors<sup>22</sup>, they are:

##### 1) Fear of Mistake

Students often feel afraid of making mistakes when they are speaking English. In addition, this is also much influenced by the students' fear of being laughed at by other students or being criticized by the teacher. Kurtus confirms that the primary reason of fear of mistake is that students are afraid of looking foolish in front of other people and they are

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<sup>21</sup> Mai, Lê Thị. (2011). An investigation into factors that hinder the participation of university students in English speaking lessons. University of Languages and International Studies: Vietnam.

<sup>22</sup> Juhana. (2012). Psychological Factors That Hinder Students from Speaking in English Class Journal of Education and Practice. ISSN 2222-1735 (Paper) ISSN 2222-288X Vol 3, No 12, 2012. [www.iiste.org](http://www.iiste.org)

concerned about how other will see them<sup>23</sup>. In some other cases, they also worry about how they will sound, and are scared of sounding silly and so on.

## 2) Shyness

Here, shyness is identified as an emotional thing that many students suffer from at some time when they are required to speak English. This indicates that shyness could be a source of problem in students' activities, especially in speaking English. In line with this, Baldwin 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<sup>24</sup>. With regard to the cause of shyness, cited in Bowen and Robby argue that some shy learners are caused by their nature that they are very quiet. They think that they are being closely observed by other people and they would like to give a good impression. At the same time they may fear

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<sup>23</sup> Kurtus, R, (2001), Overcome the Fear of Speaking to Group. Available: <http://www.school-for-champions.com/speaking/fear.htm>

<sup>24</sup> Baldwin, Caroline, (2011). How to Overcome Shyness during an Oral Presentation. Available: [http://www.ehow.com/how\\_7852354\\_overcome-shyness-during-oral-presentation.html](http://www.ehow.com/how_7852354_overcome-shyness-during-oral-presentation.html)

that they are not as good as other people and can't 'come up to the mark'.<sup>25</sup>

### 3) Anxiety

Anxiety is a feeling of tension, apprehension and nervousness associated with the situation of learning a foreign language (cited in Nascente). Further Nascente writes that, 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. Also, their low ability in this aspect, in many cases, causes anxious feeling among many students. Occhipinti also stated that speaking in the foreign language, both in social and academic contexts, entails risk taking and seems to be a challenging activity, in which learners who are not fluent in the target language experience that they cannot fully express their personality, or their intelligence.<sup>26</sup> Gardner and MacIntyre (1993: 5) define language anxiety as “the apprehension experienced when a situation requires the use of a second language with which

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<sup>25</sup> Heron. 2005. Shyness & Social Anxiety. Newcastle, North Tyneside and Northumberland Mental Health NHS Trust. Produced by Norfolk NHS. Available: [www.heron.nhs.uk](http://www.heron.nhs.uk)

<sup>26</sup> Occhipinti, Alessia. 2009. Foreign Language Anxiety in in-Class Speaking Activities. The Department of Literature, Area Studies and European Languages: The University of Oslo.

the individual is not fully proficient". Some of the symptoms include nervousness, tension, apprehension, and introversion.<sup>27</sup>

#### 4) Lack of Confidence

It is commonly understood that students' lack of confidence usually occurs when students realize that their conversation partners do not understand them or when they do not understand other speakers. In addition, He and Chen state the main cause of students' confidence is their low ability in speaking English.<sup>28</sup> In this case, as they add, many students think that their English is bad and feel that they can not speak English well. The other cause of students' lack of confidence also deals with the lack of encouragement.

#### 5) Lack of Motivation

Motivation is defined as the reason to do something, and this reason is often very strong. And with a strong motivation, success can be achieved. But students can have lack of motivation in learning, especially speaking English. Nunan (cited in Gardner) adds that the causes of the

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<sup>27</sup> Gardner, R., & MacIntyre, P. (1993). A student's contribution to second language learning. Part II: affect variables. *Language Teaching* 26, 1-11.

<sup>28</sup> He, Summer X & Chen, Amanda J.Y, (2010), How to Improve Spoken English. Available: <http://sites.google.com/site/languagejournal/Home/how-to-improve-spoken-English>

students' lack of motivation e.g. uninspired teaching, boredom, lack of perceived relevance of materials and lack of knowledge about the goals of the instructional program.<sup>29</sup>

### **b. Linguistic Factors**

It means factors which the students have regarding to their speaking skill. These factors come up when the students have problems on their speaking skills. Juhana stated that there are 3 kinds of linguistic factors<sup>30</sup>, they are:

#### 1) Lack of Vocabulary

Vocabulary has been increasingly recognized as necessary to language use. Huyen confirms 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.<sup>31</sup> Cited in Smith, lack of vocabulary knowledge could lead to students' difficulties in language reception and production and

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<sup>29</sup> Nunan, D. (1999). *Second Language Teaching & Learning*. USA. Heinle&Heinle Publisher. Noon-ura, Sripatham. (2008). Teaching Listening Speaking Skills to Thai Students with Low English Proficiency. *Asian EFL Journal*. Volume 10. Issue 4 Article 9. pp.120-125.

<sup>30</sup> Juhana. (2012). Linguistic Factors that Become Students' Obstacles to Speak in English Class. *Journal of Education and Practice*. ISSN 2222-1735 (Paper) ISSN 2222-288X Vol 3, No 12, 2012. [www.iiste.org](http://www.iiste.org)

<sup>31</sup> Huyen, Nguyen Thi Thanh. (2003). Learning Vocabulary through Games; The Effectiveness of Learning Vocabulary Through Games. *EFL Asian Journal*. pp. 7- 10. Retrieved on September 27, 10 at [http://asian-efl journal.com/dec\\_03\\_sub.Vn.php](http://asian-efl journal.com/dec_03_sub.Vn.php).

becomes an obstacle for them to express their ideas in English.

## 2) Understanding The Grammatical Pattern

Learning grammar cannot be separated in learning a language, especially English. Therefore, it is obviously important to understand grammar. Further Haryanto adds that 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.<sup>32</sup> 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. Therefore, without a good understanding of grammar, the message or the idea will not be sent effectively and clearly.

## 3) Incorrect Pronunciation

Pronunciation is also important in speaking English because a good and correct pronunciation makes the message in a conversation easy to understand. In many

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<sup>32</sup> Haryanto, Tony. (2007). Grammatical Error Analysis in Students' Recount Texts. The Case of the Twelfth Year Students of SMA N 1 Slawi, Tegal in the Academic Year of 2006/2007). English Department Faculty of Languages and Arts. Semarang State University. September 27, 2010 at <http://digilib.unnes.ac.id/gsd/collect/skripsi/index/assoc/HASH0151/37dd5eee.dir/doc.pdf>



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. In addition, learners with good pronunciation in English are more likely to be understood even if they make errors in other areas, whereas learners whose pronunciation is difficult to understand will not be understood, even if their grammar is perfect.<sup>33</sup> Therefore, incorrect pronunciation can cause the students to be poorly perceived and understood by others. Also, the incorrect pronunciation is often caused by the lack of sound similarity between English and the students' native language.

### c. Contextual Factors

This factor means the environmental factors which can affect speaking performance. According to Walqui, there are 3 kinds of contextual factors<sup>34</sup>, as follows:

#### 1) Language

This kind of factors involves the things about language.

The first is the knowledge about the language itself, in this case English. If the students do not have enough knowledge

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<sup>33</sup> AMEP Research Center. 2002. Pronunciation 1. Available: <http://www.nceltr.mq.edu.au/pdamep>

<sup>34</sup> Walqui, Aída. 2000. Contextual Factors in Second Language Acquisition. Eric Clearinghouse on Languages And Linguistics, Center For Applied Linguistics 4646 40th St Nw Washington Dc.

about English, they will get difficulties in expressing their ideas through speaking.

The next is about dialect difference. The students' mother tongue dialect may be different from the target language. For example, Javanese students must have a big difference dialect with English dialect, and they may not have much confidence to speak English. That is why dialect may be a factor which hinders them to speak English.

## 2) Learner

It includes peer pressure and home support. Peer pressure means a pressure which is given to the students when they are having a peer group with the same mother tongue. It will be a pressure when they have to speak English but not all of them have higher speaking skills.

The next is home support. Some people may say that it is important for the parents to support their children to speak English at home, not only at campus. However, far more important than speaking English is that parents value both the native language and English, communicate with their children in whichever language is most comfortable, and show support for and interest in their children's progress.

So, the students may improve their target language and also not forgetting their mother tongue or native language.

### 3) Learning Process

It involves learning styles, motivation and classroom interaction. The teacher may not really concern about having a different teaching styles is important for the students' progress, especially speaking skills. Because every student has their own learning styles, one can have visual, the other is audio, and another is kinesthetic. The next is about motivation. Motivation here is delivered by the teacher and also the activities which are motivating to learn. The last is about the classroom interaction which should be equal for each student, therefore they will have the same opportunities to speak and improve their speaking skills.

## **B. Review Of Previous Studies**

There are some researches regarding to the topic of this research. There are some researches about factors and speaking. The first thesis is written by Huang entitled "Exploring Factors Affecting the Use of Oral Communication Strategies". The findings imply that overall; the students'

linguistic competence was insufficient, leading them to seek alternative ways to convey meaning.<sup>35</sup>

The second is a research written by Soureshjani and Riahipour entitled “Demotivating Factors on English Speaking Skill: A Study of EFL Language Learners and Teachers’ Attitudes”. The result revealed that the teacher and equipment were considered as the most demotivating classes of factors by the students.<sup>36</sup>

The third thesis is written by Lê Thị Mai entitled “An Investigation into Factors That Hinder the Participation of University Students in English Speaking Lessons”. There are various factors which hinder students’ participation in speaking activities coming from students themselves such as students’ learning styles, anxiety, and language level, coming from teachers such as teachers’ characteristics, teachers’ roles and coming from learning and teaching conditions like classroom atmosphere.<sup>37</sup>

The fourth thesis written by Hemerka entitled “Low Speaking Performance of Learners in English”. The results bring some of the most

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<sup>35</sup> Huang, Chiu-Ping. 2006. Exploring Factors Affecting the Use of Oral Communication Strategies. Department of Applied Foreign Languages Lunghwa University of Science and Technology: Taiwan.

<sup>36</sup> Soureshjani, Kamal Heidari and Riahipour, Parisa. 2012. Demotivating Factors on English Speaking Skill: A Study of EFL Language Learners and Teachers’ Attitudes. *World Applied Sciences Journal* 17 (3): 327-339, 2012, ISSN 1818-4952. © IDOSI Publications

<sup>37</sup> Mai, Lê Thị. (2011). An investigation into factors that hinder the participation of university students in English speaking lessons. University of Languages and International Studies: Vietnam.

common problems and difficulties the students struggle with, as well as some valuable feedback and suggestions for possible improvements.<sup>38</sup>

The fifth thesis written by Akram and Nosheen entitled “A Study to Analyze the Problems of Post Graduate Students in Speaking English Language at The Islamia University of Bahawalpur, Pakistan”. Majority of the respondents agreed that speaking of English language must be compulsory at post graduate level, students feel problem in speaking English because of inadequate vocabulary and grammar illiteracy.<sup>39</sup>

The sixth research written by Occhipinti entitled “Foreign Language Anxiety in In-Class Speaking Activities”. The findings of the present research are likely to support other studies, by asserting that foreign language anxiety is a common debilitating feeling which affects students in a variety of ways.<sup>40</sup>

The seventh research written by Kroeker entitled “The Reality of English Conversation Classes: A Study in A South Korean University”. This study originated from the observation that the researcher’s English

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<sup>38</sup> Hemerka, Václav. (2009). *Low Speaking Performance in Learners of English*. Masaryk University Brno, Faculty of Education Department of English Language and Literature.

<sup>39</sup> Akram, Muzamila., & Nosheen, Syeda Sidra. 2013. *A Study To Analyze The Problems of Post Graduate Students in Speaking English Language at The Islamia University of Bahawalpur, Pakistan*. Global Summit on Education 2013 (e-ISBN 978-967-11768-0-1) 11-12 March 2013, Kuala Lumpur. Organized by WorldConferences.net.

<sup>40</sup> Occhipinti, Alessia. 2009. *Foreign Language Anxiety in in-Class Speaking Activities*. The Department of Literature, Area Studies and European Languages: The University of Oslo.

conversation classes in a Korean university were not generating conversational learning but rather general English learning.<sup>41</sup>

The eighth research written by Al-Jamal<sup>1</sup> and Al-Jamal<sup>2</sup> entitled “An Investigation of the Difficulties Faced by EFL Undergraduates in Speaking Skills”. The outcomes of the study show that the 566 undergraduate students in the sample possess low self-efficacy perspectives, which means they have low self-confidence in their ability to communicate in English.<sup>42</sup>

And there are some researches about perceptions about speaking or oral communication. The first thesis written by Al-Saadi, Tonawanik, and Al Harthy entitled “Perspective Speaking Difficulties Faced by Omani Students: Empirical Data on Self-Perception”. The findings of the present study support the study hypothesis that there are no markedly significant differences between students in their perception of the speaking skill difficulty according to gender or school type. The findings also provide systematic analysis of the skills and sub-skills needed to improve speaking skills in English by identifying the most difficult sub-skills according to student perception of needs.<sup>43</sup>

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<sup>41</sup> Kroeker, Rachel H. (2009). *The Reality Of English Conversation Classes: A Study In A South Korean University*. University of Birmingham: United Kingdom

<sup>42</sup> Al-Jamal1, Dina A. & Al-Jamal2, Ghadeer A. 2013. *An Investigation of the Difficulties Faced by EFL Undergraduates in Speaking Skills*. *English Language Teaching*; Vol. 7, No. 1; 2014 ISSN 1916-4742 E-ISSN 1916-4750 Published by Canadian Center of Science and Education. URL: <http://dx.doi.org/10.5539/elt.v7n1p19>

<sup>43</sup> Al-Saadi, Said., Tonawanik, Phuangphet., Al Harthy, Said. 2013. *Perspective Speaking Difficulties Faced by Omani Students: Empirical Data on Self-Perception*. *AWEJ* Volume.4 Number.3, 2013, Pp.77-88.

The second thesis written by Riasati entitled “EFL Learners’ Perception of Factors Influencing Willingness to Speak English in Language Classrooms: A Qualitative Study”. Findings of the study showed that willingness to speak is affected by a range of factors. Since the current study focused on foreign language classroom setting, the classroom environmental factors identified as influencing willingness to speak are classroom-specific, such as task type, topic, teacher, classroom atmosphere and grading and correctness of speech.<sup>44</sup>

The third thesis written by Kayaoğlu and Sağlamel entitled “Students’ Perceptions of Language Anxiety in Speaking Classes”. It was found that linguistic difficulties (vocabulary, grammar and pronunciation), cognitive challenges (fear of failure in front of others, fear of exams, fear of failure in communication, lack of self-esteem, fear of making mistakes), the role of the teachers, competitiveness and lack of information were considered to be correlates of language anxiety.<sup>45</sup>

The fourth thesis written by Ramírez entitled “Students’ Perceptions about the Development of Their Oral Skills in An English as A Foreign Language Teacher Training Program”. The findings of this research show that

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<sup>44</sup> Riasati, Mohammad Javad. 2012. EFL Learners’ Perception of Factors Influencing Willingness to Speak English in Language Classrooms: A Qualitative Study. *World Applied Sciences Journal* 17 (10): 1287-1297, 2012, ISSN 1818-4952 © IDOSI Publications, 2012.

<sup>45</sup> Kayaoğlu, Mustafa Naci, Sağlamel, Hasan. 2013. Students’ Perceptions of Language Anxiety in Speaking Classes. *Journal of History Culture and Art Research* Vol. 2, No. 2, June 2013. Art Copyright © Karabuk University. Available: <http://kutaksam.karabuk.edu.tr/index.php>

students perceived improvement of their oral skills after attending and participating the Oral Skills course. The findings also revealed that although students are aware of the importance of participating in class activities they leave the responsibility of interaction to the teacher whose presence is necessary to maintain the use of the target language in the activities.<sup>46</sup>

The fifth thesis written by Nazara entitled “Students’ Perception on EFL Speaking Skill Development”. The findings indicated that the frequency of using English to communicate with lecturers was far higher than the frequency with classmates, revealed the possibility that the respondents should be forced to practice English.<sup>47</sup>

While the other researches above focused on various things, such as development of speaking skill, the willingness to speak English, language anxiety in speaking, speaking difficulties and etc., this research is focused on factors which may cause the students rarely speaking English based on their own perspectives. Because their frequency of how often they speak English seems to be low based on the pilot research conducted by the research on May 13<sup>th</sup>, this will be described in the next chapter.

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<sup>46</sup> Ramírez, Víctor A. C. 2010. Students’ Perceptions about the Development of Their Oral Skills in An English as A Foreign Language Teacher Training Program. Universidad Tecnológica De Pereira Facultad de Bellas Artes y Humanidades Programa de Enseñanza de la Lengua Inglesa Pereira: Colombia.

<sup>47</sup> Nazara, Situjuh. 2011. Students’ Perception on EFL Speaking Skill Development. Journal of English Teaching ISSN 2080 9628, Volume 1, Number 1, February 2011.