CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses some topics related to the theory of the research. These are about the definition of the non-linguistic problem in speaking, kinds of non-linguistic problems that are related to speaking ability.

2.1 Non-Linguistic Difficulties in speaking

Speaking is the process of communication between two individuals or more to express their opinion and idea orally. According to Fulcher (2003, p.23) “Speaking is the verbal use of language to communicate with other people”. The non-linguistic element in speaking is related to body language such as, movements of hands, facial expression, gesture and signs. While a speaker is talking, she/he often uses hand movements and facial expressions to deliver his or her message. Besides, the non-linguistic difficulties are problem which are related to the students, the teacher, media, method, material, facilities in the school, motivation, parent roles, and etc.

2.1.1 Students Factor

Basically, the students are the crucial parts in teaching and learning process. They come to the class with the different ability, knowledge, backgrounds, styles, attitudes, etc. Long and Richard (2003) claim that the learners have different characteristic and they have their own profile of characteristic that distinguishes them from the other learners. Furthermore, students also have their own background knowledge and their own ability to express their ideas. From the previous research, Syabani (2013) explains that
background knowledge has an important impact on the student’s speaking ability.

Gebhard (2000) points out that background knowledge can be related to our real-world experiences and expectations that we have. This knowledge is very important when we consider the language process problems of the students. According to Brown (2000), one of the major problems that are faced by the learners in learning language especially in speaking is the anxiety. For example, that has been one study conducted by Demir (2017) investigates that Turkish’ EFL learner’s communication obstacles in English language classroom, and it is reported that the two of the biggest problems for EFL learners which are unwillingness and anxiety when it comes to English speaking process. On the other hand, from the previous research Ahmadi (2016) concludes that students who have lower anxiety and higher motivation can speak easily and effectively. Thus, students should have a friends and environment that support them and decrease their problems in speaking.

Heriyansyah (2012) mentions that some students often have no ideas to say, and they tend to keep silent. Besides they are also shy and uncomfortable if they make mistakes. The students are afraid of making mistakes in class and they are afraid if their friends will be laughing at them. Moreover, the other research finding by Taiqin (1995) finds about non-linguistic factors. He has showed that 95% of students said that they had difficulty speaking because they were afraid of making mistakes in class and they had no idea what they want to say. Furthermore, they were not confident if they made mistakes, and
sometimes they were not interested with the topics that are given by the 
lecturers.

2.1.2 Teachers Factor

A teacher is like a gardener because he/she plants the seeds and watches 
them grow (Harmer, 2007). It means that the seeds as the knowledge that are 
planted by educators and the students are the field. The teacher is the important 
part in the teaching-learning process. He/she can play different roles, such as 
corrector, a motivator, and controller. Besides, the teacher’s feedback is an 
important thing for the students speaking ability. It means that how the teacher 
helps the students to correct their own errors especially in speaking. The 
teacher can give feedback such as comment, advice and suggestion to the 
students during the learning process.

The teacher usually establishes the students to perform a speaking 
activity and giving feedback or correct their mistakes, The teacher as students’ 
facilitator in teaching and learning process should be a good mentor for the 
students to facilitate them to increase their speaking skills. Furthermore, the 
teacher has to make the students understand about the topic. However, the 
teacher has to know the students speaking ability, and giving a material which 
is suitable for them and relates to their daily life. Thus, the students can 
understand the material. Revisiting the previous research, Kheider (2016) 
explains that teacher’s feedback may impact in a negative or positive way in 
the learning process. It can lead to good or bad results in their speaking ability. 
Therefore, it is suggested that the student’s responses to the teacher’s feedback
are in the form of words, facial expressions, or gestures, during speaking activities. Moreover, the urgency of teacher’s feedback is to encouraging learner’s to develop their speaking ability. The teacher should give the students more opportunities to practice speaking English during the learning process. For instance, the teacher gives the students some speaking tasks that help them to speak.

Let alone, from the previous research by Selcuk (2015), it describes that another important function of the teacher is providing opportunities for learners by encouraging them to speak English not only in the learning process but also in their daily life with their friends. The teacher should motivate students to speak English about an interesting topic with an alive atmosphere that makes the students are not afraid to speak English with other people. Moreover, the teacher who dominates the speaking class also influences the students speaking ability. They just keep silent and listen to the teacher's talking. Kabir (2003) underlines that the teacher should improve their teaching skills and makes the learning process effective and fun. Furthermore, the teacher should understand their students’ interest and feelings, improve the student’s self-confidence, and choose the best teaching method in order to make the students increase their speaking activity.

2.1.3 Delivery Factor

Method tends to be primarily concerned to the teachers and student’s role and behaviors. The appropriate methods can affect the students’ ability in speaking. Moreover, the methods can influence the students speaking ability.
For instance, the teacher asked the students to do a conversation with their friends during a learning process. It might help the students to be brave to speak in front of the class. Students can practice speaking fluently. Mostly, the teacher still uses the traditional version of teaching method while learning process is going on.

The traditional teaching methods are considered as ineffective to encourage the students to be active in the speaking class. In this type of teaching method, the teacher takes too many portions to talk and explain than the students. It makes the students just keep silent, listen and watch. Departing from the previous research, Morozova (2013) states that new technologies are supplementing the traditional English teaching method. Students can learn speaking easier because of the use of advanced technology in schools. It depends on our ability to be creative and to use a modern method such as role-play, debates storytelling, and the others.

2.1.4 Motivation Factor

Motivation is someone’s desire to makes choices about their goals and their efforts that students devote to that pursuit (Brown 2001). Furthermore, some people also have lack motivation to speak English. The students must have a high motivation to learn in order to achieve the goals. For example, the development of communicative skills only can take place if the learners have motivation and opportunity to express their identity and relate with other people around them (Littlewood 1981). Motivation seems to be very important to increase the speaking skills.
Besides, motivation is the main factor to determine someone ability in speaking. For instance, one who has high speaking motivation will practice more and take big effort to train himself to practice speaking English fluently in order to be a better speaker. Moreover, one who has low motivation in speaking will rarely practice speaking.

Besides, Dornyei (1998) emphasizes that motivation is one of the determining factors in developing a second language. Nurjannah (2004) affirms that motivation has significant effect towards the students speaking ability. The students who have high motivation might have better ability in speaking which compared with the students who has low motivation. It means that the students who have high motivation will be brave to speak English in front of the class. In other hands, commitment in students’ friendship can help each other to practice speaking English. It can be more practice to speak English with their friends in order to make them feel comfortable and confident to speak English.

2.1.5 Facilities

Facilities are important factor in learning a foreign language in the classroom. Facilities can support the learning process for example, library, language laboratory, classroom, LCD projector and computer. Roblyer (2010) explicates that media such as slides, videos and films can deliver the information in a more effective ways than lectures and books. Besides, facilities are considered as the main factor that contributes to academic achievement in the school (Hallak 1990). They are including the school building, libraries, classrooms, laboratories, and others.
Students can practice in speaking using some media such as video, movie, and music. For instance, the teacher gives the students a film then tries to understand and explain what the film is about. Teaching media can help the students to improve their speaking skills. On other hand, the number of students in the class also have an effect on an effective learning activity. The number of students should not be to overload. The crowded or large class is not effective for the students in speaking English.

2.1.6 Parents roles

Parent roles are one of the important parts of students’ speaking ability. Students can practice speaking fluently if their parent use the English language also in daily conversation. Furthermore, one of the difficulties faced by students can occur because of support from their environment and their family. Students can speak English not only in the learning process. Parents also have an important role to make the students speak English fluently. The educational background of their parents also influences the student’s speaking ability. The parents’ support can influence the students’ ability to increase their speaking skills and to help them to overcome their speaking problems. The students cannot practice speaking English with their parents at home because their parents do not master in speaking English. For instance, from the previous research, Green (2007) interprets that parents’ motivations to involve in children’s educations who feels more knowledgeable in math than in English may be more willing to assist with math homework. Departing from the nations of Garcia and Weiss (2002) conduct that parents whose work is relatively
demanding and inflexible tend to be less involved than the parents whose jobs are more flexible.