

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter provides some basic studies of this study, those are: Inhibiting in communication skill and inhibiting in online class.

2.1 Inhibiting In Communication Skill

A varied level of skill exists amongst individuals while speaking with one another. This level is influenced by many factors, both from internal and external factors. Internal factors might take the shape of a person's habits or conduct when he or she does not like or is not interested in learning anything, while external factors can be in the form of facilities around him that are less capable of learning.

Based on the explanation of Wang (2014), that there are several factors that affect a person's ability to communicate, including :

2.1.1 Cognitive factors

The speaking processes include conceptualization, formulation, and articulation.

1) Conceptualization

Conceptualization refers to the information that can be used to convey the meaning. Conceptualization demands an idea in this scenario. Students need a lot of ideas to communicate their knowledge, thus vocabulary is required to provide appropriate words and compose the sentence. According to Hawthorne (2004), in order to communicate well in a second language, students must master a large number of terminology and understand how to use them appropriately. Braze et al. (2007) offer still another viewpoint. Language expertise, they claim, is a causal aspect in regular discourse. All of these theorists contended that in order for children to speak well, they needed learn a vast quantity of words.

2) Formulation

Formulation is the skill of correctly applying linguistic structure. Due to the impact of mother tongue structure on second language grammar, learning a second language becomes challenging. Additionally, it affects the sentence structure. According to Ting et al. (2010), a second language would have a significant influence on grammatical structure.

3) Articulation

According to Levelt (1989), articulation requires the speaker to pronounce the articulatory organ. In order to develop good communication abilities, articulation and pronunciation are intricately related. Pronunciation, sound, and thinking are the three essential components in establishing self-confidence to speak in public, according to Hayati (2010). Students that have good pronunciation find it simpler to express themselves and converse freely. Furthermore, precise pronunciation is important in communication skills, according to Szynalski (2014). As a result, students will struggle to enhance their communication abilities without accurate pronunciation, sound, and ideas. To recap, EFL learners must master three components of speaking ability based on cognitive factors: conceptualization, formulation, and articulation.

2.1.2 Linguistic factors

According to Bygate (2005), it is difficult for EFL students to employ correct pronunciation, grammar, and vocabulary. Furthermore, according to Liu (2005), a thorough comprehension of grammar will help students to be flexible when speaking. It is essential to use proper grammar when communicating in order to minimize misunderstandings and make the other person easier to comprehend. These categories should be avoided by students, especially in grammatical structure, vocabulary, and pronunciation. EFL students must have grammatical mastery of words and phrases in order to transmit listening. They must comprehend how words are split into distinct sounds and how sentences are emphasized in various ways. Thus, linguistic characteristics help speakers to use and interpret words precisely and without hesitation, contributing to their fluency.

- 1) Pronunciation is crucial because if the speaker mispronounces the words, the listener will also be confused. Learners frequently make mistakes with their sounds, emphasis, and intonation.
- 2) Grammar plays an important function in learning English structure. It is challenging for students to generate correct grammatical structure when speaking. According to Souriyavongsa et al. (2013), many students struggle to express themselves verbally due to a lack of grammatical understanding. Thus, grammar was discovered in early research to be one of the most critical aspects that EFL students find challenging in learning another language. Abidin (2007)

discovered that most students agree with the statement "When I want to speak, I am not sure which tense to use" in his study.

3) Vocabulary is extremely crucial to pupils since it is the foundation of speech. According to Soriyavongsa et al. (2013), one of the negative problems that pupils experience is a lack of vocabulary. Because of their limited vocabulary, they have a difficult time communicating, which is why pupils choose to remain mute in English class..

2.1.3 Affective factors

Affective variables influence speaking ability. Anxiety and self-restraint both have a significant impact on speaking skills. To begin, anxiety is the fear of being incorrect, dumb, or unintelligible. Furthermore, pupils that are anxious tend to lose their words when speaking. Anxiety is classified into three types, according to MacIntyre and Gardner (1991): trait anxiety, state anxiety, and situation-specific anxiety.

- 1) Trait anxiety is a persistent and consistent anxious feeling.
- 2) State anxiety is defined as an unpleasant emotion felt at a specific point in time in response to a specific situation, such as before an examination.
- 3) Situational anxiety focuses on the situation in which anxiety occurs.

Second, according to Wang (2014), self-restraint is the belief that they would lose face if they talk incorrectly. This is common in Asian cultures, particularly in Indonesia. Most students are frightened to speak in public because they believe that "silence is gold." Furthermore, they would rather remain silent than talk. They were hesitant to talk in order not to embarrass their pal. In many cases, students laugh and mock their friends when they talk hesitantly, such as with incorrect tone, vocabulary, or pronunciation. It is common in Indonesia, and it is quite tough to modify.

On average, the inhibiting factors described above are factors that originate within the individual, where the factors described above are related to motivation and the individual's willingness to learn new things in order to broaden their horizons, one of which is the ability to communicate. The capacity to communicate is a fundamental talent that everyone should have since it is extremely important when engaging with others, especially when communicating in a foreign language such as English. Because English is an international language that many nations use and many people understand, studying

it is critical so that if we ever have the opportunity to travel another country or meet someone from another country, we can communicate with them. Furthermore, the importance of learning English is that we are now entering a technological era in which the current technological system mostly uses English in its explanations, so if we want to become advanced individuals or nations, we must also be able to understand and adapt to existing advances in a timely manner.

2.2 Inhibiting In Online Class

Online classes is a modern learning technique in which students and professors do not need to meet in person. Teachers and students in the online learning system employ renewable technology to facilitate learning, such as Zoom, Googlemeet, WhatsApp, and numerous more programs.

The use of online classrooms is quite common in this day and age, especially during a pandemic where we cannot conduct direct or face-to-face learning, therefore online classes are a great means for continuing to conduct learning without losing the substance of learning in class. However, the process of establishing online classrooms is not as simple as thought; both lecturer and students face several challenges. Among the difficulties encountered include adaptation to existing technology, restricted facilities, and many more. This is a problem that must be addressed right away since it might impede the learning process and eventually affect students capacity to retain the lecturer's instructions..

There are limiting elements in online learning that have a significant impact on the learning process in the classroom. These inhibiting variables are divided into two categories: those from within and those from without.

2.2.1 Inhibiting Factor from Within

1. Different students' abilities

Essentially, the capacity of one student differs from that of another; this will be shown when the instructor conducts the final evaluation and it is discovered that the results acquired by students differ. In this scenario, a suitable strategy is required so that learning may be generalized.

2. Lack of student motivation

Motivation begins with oneself, thus strong support from both instructors and parents is required so that pupils have a strong spirit to learn.

2.2.2 Inhibiting Factor from Outside

1. Inadequate facilities

Many students face limitations in the online learning process due to limited facilities or technology. As a result, students are unable to keep up with the continuous learning.

2. An explanation from the teacher who is lacking

Inhibiting factors from outside can also be due to a lack of teacher ability in conducting online classes. Because this online class is a new method that not everyone is familiar with.

Furthermore, the implementation of this online learning system policy is carried out so that students retain their rights to gain information. Online learning incorporates more technology. Because of the availability of technological devices and internet connections in online learning, teachers and students who are not in the same location may engage with each other. Even if pupils are geographically separated, interaction with multiple learning tools may be generated. Pictures, movies, audios, and papers that the instructor has prepared to be as appealing as possible so that students may utilize them as learning aids to help them grasp the topic. The learning information is presented in an appealing manner in order for the learning objectives to be met. This is consistent with Dewantara and Nurgiansah's (2021) presentation of learning resources that are as appealing as possible to reduce boredom in the learning process. Teachers and students can communicate during the online learning process by using tools such as Zoom, Googleclassroom, and WhatsApp groups. Online learning that incorporates technology permits student learning materials to come not just from teachers, but also from the internet. Creating the fact that the enabling components for online learning in instructors include cellphones, an acceptable teacher quota, and network connection stability. While cellphones, which are not possessed by all students and busy parents at work, are a barrier to online learning. This is corroborated by Batubara et al. (2022), who argue that the preparedness of smartphones, computers, network connections, internet quotas, and textbooks can enhance the online learning process. While the teacher's difficulties in conveying content, the lack of student interest and passion, and the students' economic situation all pose challenges to online learning. Aside from that, supporting aspects for online learning include adequate infrastructure and communication between teachers

and parents. Online learning is further hampered by difficult-to-implement exchanges between professors and students.

Given these issues, it is vital to devise a suitable solution. So that learning may continue while retaining the core of classroom learning. In addition to external barriers, there are elements from inside individuals during online learning, such as pupils becoming more lethargic because studying is not under the control of the teacher and may be done while performing other things. Because they are not attentive while the content is presented, this can also hamper their absorption and understanding of the subject. It must also discover a suitable solution or reach an agreement between the teacher and the student.

