

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

In this chapter, several factors that influence in language learning are discussed. Thus, the theories discussed are those which are related to the concept of personality factors, motivation, attitude, language exposure and social situation factor.

#### **2.1 Speaking achievement**

The achievement of speaking is desired to get success along the learning process by students who learn English to speak English well. According to Richard (2008: 19), learners usually assess the success in language learning especially in speaking proficiency because it is shown how far they have learned English effectively. It means that speaking is an important skill, because speaking is considered as one of the achievements in learning foreign language. Whereas, according to Javad (2012) a more successful language learner is the one who is more willing to communicate in using the language. It means that the students will get success if they use the language to communicate or speak with others because the more they use the language, the more they are able to speak English efficiently.

There are several linguistic experts that have stated the issue of speaking in language learning. According to Willis as cited in Harmer (2007:53), learners should feel freely to study to speak although they make many errors. It means that the making of error during the process of language learning will happen naturally by students especially in productive skill like speaking. In addition, they have to make it comfortable and they enjoy to speak although they make the error. Moreover, "Learners engaged in a productive task can become very frustrated when they just do not have the words or the grammar they need to express themselves" (Ibid,278). It means that the students will feel disappointed in themselves if they cannot express or show out their ability in doing the activities such as speaking task in the classroom. The EFL

students have the difficulty because they are not accustomed in using the language that it gives the impact for them in lacking vocabularies to speak English or they have to arrange the words first before expressing their speech. Whereas, River (1968: 192) has given the three factors why learners like to keep silent in the speaking class. First, they have nothing to say. Second, the teacher may have chosen the topic, which is difficult to learners, about which they have nothing to express whether in nature language or foreign language. Lastly, they must be very conscious of their limitation in the foreign language and feel that by expressing themselves open to ridicule.

In conclusion, it can be concluded that speaking is considered as one of the skill the learners mostly want to achieve the goal in their language learning. In language learning process, most of students have faced the problem along the process of learning as all of linguist experts have stated above. The students think that English is difficult which make them express nothing in learning to speak English. The student cannot avoid making mistake because it is a natural for students who learn a new language. The students might feel embarrass and anxious to block them for improving in language learning.

## **2.2 Factors in speaking achievement**

Factor is an important thing to consider during the process of learning second or foreign language to contribute a student having inspiration to be successful student in the target language. Hussein El-Omari (2016) claims, “Learning English involves many factors that would affect the process of learning positively or negatively”. It means that along the process of learning English, the factors are included to give the impact to the students whether inside of negative or positive to them. Most of students have faced many problems along the learning process especially for English as Foreign Language (EFL) because the unnatural situation of speaking English especially in certain situation like in the classroom. Hence, it is crucial thing to overcome difficulties of students by identifying factors to encourage them to be successful student. These following are several factors that affect learner in language learning.

## **2.2.1 Personality Factors**

Personality factors are about interior of human affectivity to encourage people who study language learning to be efficiency and successful in their target language. Brown (2007:152) states, “Intrinsic side of affectivity: personality factors within a person that contribute in some ways to be success of language learning”. There are several personality factors in second language acquisition such as self-esteem, inhibition, risk taking, anxiety, empathy, extroversion and introversion.

### **2.2.1.1 Self-esteem**

Self-esteem refers to people self-worth or self-respect on themselves that it is a motivation to lead people to success in life. In other words, self-esteem is as how people appreciate, love or respect themselves. Coopersmith says, ( 1967:6-7),

“By self-esteem, we refer to the evaluation which individual make and customarily maintain with regard to themselves; it expresses an attitude of approval or disapproval, and indicates the extent to which individual believes themselves to be capable, significant, and successful and worthy”.

Based on the quotation above, it can be concluded that self-esteem has important role to make individual achieve in what they want because it relates on people’s believes in themselves to do something with their capability to be successful. If people have low self-esteem, it can give the impact on studying or working because of unbeliefness to be capable of successful. According to Reddick (1996) as cited in Larson (2009:12) that low self-esteem is considered as the poor development that it can make people self-fulfilling prophecy the expectation to be unsuccessful. It means that the students who have low self-esteem may feel incapable and unworthy because of their poor feelings about themselves.

### **2.2.1.2 Inhibition**

Inhibition is a feeling of worried or embarrassed to block own self to do something. In language learning, it is usual of students to feel worried and shy on what they do not master like speaking until they avoid saying or doing what they want. According to Brown (2007:157) that inhibition refers to the ego of people setting up to prevent themselves as defense. It means that the ego of someone can be provided the impact to individual to avoid for facing on what they have faced.

Hence, it can be concluded that inhibition is considered as a negative force to students in preventing themselves as resistance. In the learning language, the learner may feel worried in speaking English because they are not used to speaking it until they block themselves for improving their language skill.

### **2.2.1.3 Risk-taking**

Risk-taking is the act to do something that involves danger and the result can approve or disapprove to achieve the goal in learning language. Brown (2007: 160) claims, "Risk-taking is an important characteristic of successful learning of a second language. Learners have to be able to gamble a bit, to be willing to try out about the language and take the risk of being wrong." It means that risk-taking is a significant feature of successful learning. It drives students to be confident in taking risk in learning although sometimes it is not given the good result to them. The more student makes mistake, the more they receive experience of language learning. In addition, "Risk-taking variation seems to be a factor in a number issue in second language acquisition and pedagogy. The silent student in the classroom is one who is unwilling to appear foolish when mistakes are made." (Brown 2007: 150).

To sum up, the student cannot avoid feeling afraid and are not active in the classroom until it makes a student to keep silent while the learning process because they are not brave to try out in order to avoid the mistake to be a foolish people in sight

others. It is natural of learning language that it certainly happens the mistake along learning process.

#### **2.2.1.4 Anxiety**

Anxiety is defined as an affective disorder that if people are always getting fear in extent overtime, it can give the worse impact to them in daily activities. Scovel as cited in Brown (2007: 151) stated that uneasiness, frustration, self-doubt, apprehension, or worry was accustomed to anxiety. In addition, anxiety is internal factor to make learning getting success in low anxiety condition because it helps the student simply acquiring language and reduces the student's stress to get input for reaching the goal in acquiring second language. "Low anxiety appears to be conducive to second language acquisition, whether measured as personal or classroom anxiety" (Krashen, 1982: 31).

In conclusion, it can indicate that anxiety is an uncomfortable feeling when someone is in depression in doing unusual activities. It gives the effect to student if they have high anxiety until they get worse to achieve the goal in language learning. In spite when students have low anxiety, it encourages and reduces the feeling of fear or any feeling that contains negative thought.

#### **2.2.1.5 Empathy**

Empathy plays an important role on language learning because it is about how someone put his/her feeling on another person or the ability to understand other person's feeling or though. Brown (2007: 153) states, empathy is a process where people can understand others feeling. It means that empathy is as the way of reading and understanding other's feeling and putting his/her being in the heart of other person. While, Guairá as cited in Brown states, "Empathy is a process comprehending in which a temporary fusion of self-object boundaries permits an immediate emotional apprehending of the affective experience of another" (2007: 153).

Hence, empathy is a factor in language learning how a student can adapt and understand with a new culture, environment with other people until he or she can open himself or herself to be close with other in communication. It helps to avoid misunderstanding in communicating with each other.

#### **2.2.1.6 Extroversion**

It is defined as a person who is characterized by talkativeness, activeness, friendliness and sociability that when the learner whose extroversion tends to find social relationship with others. Brown (2007:155), “Extroversion is the extent to which a person has a deep-seated need to receive ego enhancement, self-esteem and a sense of wholeness from other people”. In addition, according to Erton (2010), an extrovert is a person who has a tendency to focus on the outer world of people and events. It means that the characteristic of extrovert tends to talk, socialize, and gather with others.

Hence, a person who is extrovert is often described as being full of life, energy, and positivity. In learning process, the learner who is extrovert may be confident and active in the class because their character is as the factor to be a part of success student.

#### **2.2.1.7 Introversion**

Introversion is opposite with extroversion that when people have in low level of extraversion may be described as an introvert. They are comfortable to be in small group or alone with the person who they are close with. Brown (2007:155), “Introversion is the extent to which a person derives a sense of wholeness and fulfillment apart from a reflection of this self from other people.” Moreover, according to Zhang (2009) that an introvert is a person who is more interested or focused in his or her own thoughts and feelings than in things outside himself. It means that the introverts do not like being center attention and prefer to be with their own thoughts or feelings.

Thus, introversion can conclude that a person who is introvert do not talk too much, shy and rarely associate with other but he/she will have strong relationship although having a few friends. In the learning process, the character of introvert person may give the effect on learning if they are shy and keep silent that it makes them unconfident to shine their ability.

### **2.2.2 Motivation**

There are many experts have argued about the understanding of motivation with different perspectives each of them but mostly the main of motivation is same as a driving force that converts energy in one's self into the form of real activity to achieve certain the goals. Based on Grass and Selinker (2008:520) says, motivation is the property that it gives the motive to learn the language. It means that motivation is known as the stimulus to force or push the student having the positive inspiration on learning the language. In addition, Ortega (2013:168) has given the deeper explanation on motivation as shown as below:

“Motivation is usually understood to refer to the desire to initiate L2 learning and the effort employed to sustain it, and in lay terms we all understand it to be a matter of quantity, as in the everyday observation that some learners are highly motivated and others have little or no motivation”.

Based on the quotation above, motivation drives student to have the effort in what they have expected early in the process of learning. High motivation can make student having more spirit to learn the target language. Moreover, motivation has played a significant role to make students to be successful if they have high motivation or high spirit to learn the target language. According to Krashen (1982: 31) states that someone who has high motivation in self can do better than someone who has low motivation. Hence, the having high motivation can give the spirit to student for not giving up easily to learn second language.

In this discussion about motivation, there are two types of motivation that has been stated by linguist which are extrinsic and intrinsic. “Motivation an accepted

distinction is made between extrinsic and intrinsic motivation, that is motivation which comes from 'outside' and from 'inside'", (Harmer, 2007:98). It means that both of them have the difference from the student's stimulus of the motivation in form outside or inside which are extrinsic or intrinsic to perform the behavior based on student's motivation in learning language. The extrinsic motivation occurs when we are motivated to perform a behavior or engage in an activity to earn a reward or avoid punishment. While, intrinsic motivation involves engaging in a behavior because it is personally rewarding; essentially, performing an activity for its own sake rather than the desire for some external reward. (Ibid:98) states,

“Extrinsic motivation is the result of any number of outside factors, for example the need to pass an exam, the hope of financial reward or the possibility of future travel. Intrinsic motivation, by contrast, comes from within the individual. Thus a person might be motivated by the enjoyment of the learning process itself or by a desire to make themselves feel better”.

Based on the quotation above, it can be known that extrinsic motivation is person's behavior motivated by external desire to engage the activity to get the reward or avoid the punishment such as passing the examination, getting a good job, learning English because of parents and etc. In contrast, intrinsic motivation is known as person's behavior motivating by internal desire without any forcing by anyone accept his or her personal sake such as learning English because of love the language. Both of them have clearly distinction that has been stated by Harmer.

In the other hand, the second linguist also cluster the motivation in two types which are instrumental and integrative motivation. All of students have their own objective to learn English to achieve what they have expected in English learning. Based on Brown (2007: 164), “The instrumental side of the dichotomy referred to acquiring a language as means for attaining instrumental goals: furthering a career, reading technical material, translation and so forth”. It means that the language is require by someone to fulfill the job such as translator, English teacher and so on.



Whereas, there are some people that want to involve themselves in social exchange in the group of people in what language they have acquired. “The integrative side described learners who wished to integrate themselves into the culture of the second language group and become involve in social interchange in the group” (Brown, 2007: 164).

In conclusion, motivation is a crucial factor in language learning of second language acquisition because it drives student to have the inspiration to achieve the goal. While the students who not motivated to study would not be possible to do learning activities or give up learning the language. All of the linguists above have stated the same way about motivation that it is stimulus to the student getting effort, inspiration to engage student to do or enjoy an activity along the learning process effectively. The successful or fail student is also related to motivation because it can push them not giving up easily. The objectives of student to learn language have motivated them as the force to achieve on what they have expected before.

### **2.2.3 Attitude**

Attitude is defined as how someone feels and believes to react on something such as people, place, thing and so on. Based on language learning, there are many experts have argued attitude with different perspective. According to Ortega (2013:174), that the attitude to language learning can contribute the learner required to learn second language and it will help to increase second language motivation. It means that the attitude gives the impact to people interested to want learning the language and it is also related to motivation because who have positive attitude can cause increasing the motivation to learn target language. Besides, the attitude has positive and negative attitude of student can affect them on their learning. Steinberg and Sciarini (2006:130) states, “A negative attitude towards the target language or its speakers, or the other members of the class, may also affect one’s determination and persistence to be involved in the classroom and its activities”. While, Brown (2007:193) says, the negative attitude may guide someone to decrease the motivation. It indicates that when

the students have negative attitude towards the language, it obviously gives the impact for them to participate the activity in the classroom such as they are not interested or bored to learn and they do not give the cooperation the classroom.

Based the experts' statement above, it can be concluded that the attitude is believe, thought, emotion toward something. It is an essential factor in language learning because it gives the impact of learner's achievement if they have positive or negative attitude toward language learning.

#### **2.2.4 Language exposure**

Language exposure is a key of successful learning. According to Harmer (2007:56) that learners have to consider in exposure in order to have more chance of any acquisition. It means that the exposure is a way of student to get the better in language acquisition for instance the more students read and listen English, the more they have chance in acquiring the language. The author also says, "The plentiful exposure to language in use and plenty of opportunities to use it are vitally important for a student's development of knowledge and skill" (Ibid :69). It means that the more student exposes the language, the more student has the opportunity to use the language well and it can give the good effect for them in language or skill improvement of target language. In the other hand, the author (Ibid: 118) says, "A vital ingredient in the learning of any language is exposure. The more comprehensible input, the students get the better". It is shown that the language exposure is essential in learning the language because it helps the student improving what language they have learned.

To sum up, the exceeding of language expose is given the more chance in using the language and it is commonly improving the new knowledge to student. Besides, comprehensible input is also encouraged the learners have more knowledge to be able using English efficiency.

### **2.2.5 Social situation factor**

There are many social situation of second language is learned by the student. The situation of student in learning language have different situation based on the context they have faced such as learning English as second or foreign language. According to Steinberg and Sciarini (2006:130) that the most crucial of social situation have three categories which are the natural, the classroom and the community context. In this social situation, D.Steinberg and V.Sciarini ( 2006: 130) have explained each of them below:

“The natural situation in which a second language is learned is one that is similar to that in which the first language is learned. It can involve social situations such as those involving family, play, or the workplace. The classroom situation involves the social situation of the school classroom. Each of these types of social situations has its own advantages and disadvantages. The community context allows students to have access to a natural situation outside of the class and thereby supplement their classroom learning”.

Based on the quotation above, it can be concluded that natural situation is a situation where students learn English in the native environment and it gives more rapidly progress to them in learning the language because they have language exposure with natural environment with native people. While the classroom situation is learning in the classroom that it has a plan by teacher to create the situation learning to students. This context mostly learns by the EFL students because they just use English in the classroom, whereas the community context is given students to have chance for accessing the language outside the class with community.

To sum up, the social situation is important to give impact to student in learning the language based on the context that they have learned. In this study, the writer focuses on the classroom situation as the main social factor because most of the participant uses English in the classroom as the main source for them to learn English as foreign language.

### **2.3 English as Foreign Language**

Foreign language is a language that is not commonly used by the people in the community, society or nation. It is also a language not spoken in the native country of the person referred to. People have used English in different purpose, which are English as second or foreign language because English is widely known as International language that all people want to possess this language. “When individuals learn a foreign language, their first foreign language, second, third or more, we generally refer to this process as second language acquisition” Rast (2008:32).

In conclusion, foreign language is known as language learning and it is mostly learned in the formal classroom context. It is also referred to the process of second language acquisition, which is a process the learning of a nonnative language after the learning of the native language.

### **2.4 Review of Previous Study**

In the process of doing this study, the writer has found several researches that relate to factor affecting in speaking skill. The first previous study is written by Youssouf Haidara (2016). The title of this study is “Psychological Factor Affecting English Speaking Performance for the English Learners in Indonesia”. He uses the theory of psychological factors as the main theory in this study research. This study focuses on describing psychological factor that affects negatively the English speaking performance for English learners in Indonesia. He uses qualitative descriptive as the method to conduct of his study. He obtains the data by observing and making interview. The result of his study has found that the psychological factor truly affects negatively for students’ speaking performance. He has revealed the most problem of student along the learning process such as afraid of making mistake, feeling shy, feeling hesitated and lacking confidence while speaking English. By the way, the similarity of his study and writer is the theory in conducting the research study because his study uses psychological factors and the writer applied the theory of personality factors as a one theory from other factors which is also related to learners’ psychological and affective

to be influence them to speak English. Whereas, his study is aims to find out the factors effects on speaking performance while they are in the classroom but the writer wants to seek out the background factors has tended on speaking achievement by observing the speaking result of participant. The writer uses speaking result as a proof how factor has influenced participant's achievement in speaking. Lastly, the subject of his study is Indonesia student as the main source to get the data but the subject of writer's study is Thai students who are studying in Indonesia.

The second previous study is written by Nguyen Hoang Tuan (2015) under the title "Factors Affecting Students' Speaking Performance at Le than Hie High School". This study aims to investigate the speaking problems of the students at Le Thanh Hien High School and the factors affecting their speaking performance. She uses the mixed method to conduct her study which is the quantitative data derived from the questionnaires were analyzed using Excel program that the descriptive statistics of frequencies and percentages were used. The qualitative data were derived from the class observation that what happened in every class observed were described in detail. The questionnaire has given to students and teachers at Le Than Hie High School and she has used class observation to see how the teachers carried out speaking lessons, how the students performed and what problems the students really faced in speaking lessons. The result of her study has found many of problems such as they spoke very little or not at all, they used Vietnamese instead of English when they discuss in groups or in pairs, , they did not have motivation to express themselves, they were fearful losing face and so on. Students' speaking performance can be affected by the factors that come from performance conditions (time pressure, planning, standard of performance and amount of support), affective factors (such as motivation, confidence and anxiety), listening ability and feedback during speaking activities. By the way, there is the similarity with the writer's study which is to find out the factors has influenced in term of student's speaking. Also, her study's method to use mixed method to analyze the data the same as the writer to do the analyzing of speaking result from questionnaire to find the frequency and percentage. While the interview data of the

writer is derived as qualitative data. In contrast, the differences is the subjects of her study is conducted both of students and teachers on the level of high school, while the subject of the writer is International students which are Thai students who are studying on the level of university.

Lastly, this previous study is written by Muhammad Javad Riasati (2012) under the title “EFL Learners’ Perception of Factors Influencing Willingness to Speak English in Language Classroom: A Qualitative Study”. His study is emphasized on to find out Iranian EFL learners’ perception of factors that influence their willing to speak English in language classroom. He collects the data by interviewing seven Iranian EFL learners and he uses the theory of Willingness to Communicate (WTC) as the model to conduct of his study. The result of this study has shown several factors to contribute learners to willingness in speaking English which are task-type, topic of discussion, interlocutor, teacher, class atmosphere, personality and self-perceived speaking ability. There is similarity between his study and writer’s study. It is the concept to carry out the factors influenced in term of speaking that he uses his data to explain in analyzing the same as the writer in using qualitative method as research study. In contrast, there is difference theory between his study and writer’s study, the writer uses some factors theories such as personality, motivation, attitude, language exposure and social situation factors as the main factors to find out how these factors has been influencing participants’ speaking achievement. While his study has used the theory of Willingness to Communicate (WTC) to find out learners’ perception of factors has influenced participants to be willing speaking English.

In conclusion, all previous study gives new knowledge and input to the writer who is going to analyze the same thing. All of authors have given the contribution and inspiration to seek out the background factors of the participants that some of them are getting successful but some are not along three and four years learning English in Indonesia. Besides, the writer can proceed this study and more understand about the factors influence in speaking English as language learning. The writer realizes that this

research is worth to study under the new aspect of factors in speaking by international students who are studying English in Indonesia in non-native language environment.