

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter provides some interpretation on some theories that correlate to the research. The define and analyze sociolinguistics, sociocultural factors, and speaking skills.

2.1 Sociolinguistics

Sociolinguistics is a sub-discipline of linguistics that interacts with many other disciplines, including foreign language education and international relations. Sociocultural itself can be defined as a branch of science that analyzes the relationship between language and society based on its use in various social contexts (Bayyurt, 2013). In simple terms, sociolinguistics is the study of language and social relations. According to Herk (2012) in his book, sociolinguists learn how the language practice of one community differs from another, the relationships within a given community between language use, social categories such as class, status, gender, sexuality, and ethnicity. More specifically, sociolinguistics also studies the relationship between social forces and language change, as well as how language can express social relations, such as how each of us, as social beings, adapts our language to situations and audiences (Herk, 2012).

Currently, the term sociolinguistics has developed and is widely used in discussions or research on matters related to language and language. One of them is Lucas' statement in his book, linguistic description of a language is followed or accompanied by sociolinguistic study of a language, but his study does not precede his description. That

means, if we do not have a basic understanding of the structure of language, it will be difficult to describe what sociolinguistic variation in a language looks like (Lucas, 2002). Besides that, sociolinguistic activity has the meaning as a policy and planning of language in any situation, and it should include an examination of attitudes towards language, the function of language in society, and is not limited to the description of language forms (Coupland & Jaworski, 1997).

2.2 Sociocultural factors

Sociocultural is a part of sociolinguistics which is learning how is the relation between language, social, and culture. According to socio-cultural theorist, Vygotsky (1962) in Ozfidan, Machtmes, & Demir (2014), social activity and culture gave rise to language and only then was reconstructed as an individual, psychological phenomenon. Lori & Al-Ansari (2001) disclosed that students' language competence and language learning are affected by sociocultural factors. In addition, in a study conducted to determine the contribution of socio-cultural level factors to language acquisition, Norman, Parisse & Cohen (2008) revealed that children from high socio-cultural families have better language acquisition skills than children from low socio-cultural status families. Socio-cultural factors have an significance on aspects of speaking skills. However, obstacles in developing learning English skills, especially speaking skills, may be faced by students if they get motivation from social and cultural capital members such as families, schools, teachers, etc (Avendaño et al., 2019). Here are some sociocultural factors:

2.2.1 Socioeconomic Status

When we discuss linguistic and sociocultural factors, we need to look at socioeconomic variables because they are related to students' language performance. Several studies study the relationship between socioeconomic status (SES) variables and students' language performance. Usually, in determining socioeconomic factors, it is done through a combined measurement that takes into account the level of education, occupation, and income of the students' parents (Akram & Ghani, 2013). According to Duke (2000), Students from low socioeconomic status have relatively low academic achievement because those with low socioeconomic status have limited access to learning resources. In motivating students to study there is a role for family socioeconomic status because parents with low incomes tend to be busy fulfilling the basic needs of life so they do not have time to monitor the cognitive development of their children. In addition, students from families with low socioeconomic status may have no hope in their educational and career achievements (Yuet, 2008).

2.2.2 Home environment

According to Awan & Maria (2019), student's academic performance is also influenced by the home environment. Parents are expected to be able to create a positive and good home environment for the advancement of the quality of student learning, therefore school teachers can provide guidance and counseling to parents of students (Marzano, 2003). Akhtar (2010) argues that parents are responsible for managing and building conditions at home, so that the home environment focuses

directly on parents. Several recent studies in various scientific fields have shown that the success of language learning depends on a complex combination of home and school variables that may differ from one child to another. As language and literacy learning is embedded in the social structure of schools and homes, therefore it is essential to explore the learning environment of minority students outside of school (Li, 2007).

2.2.3 Internet's influence

Nowadays the internet has become one of the necessities of human daily life, and it's included the learning activity. To learn English, the internet provides a strong original learning resource from various media, from written media to media which can be used to practice speaking. According to Warschauuer (2001) in Lekawael (2017), Following the principle of meaningful interaction in communicative language teaching, it can be said that the internet plays a role in improving English learning. This is shown by activating communicative skills, the internet has an essential influence on learning English. Actually, the internet is used to facilitate communication between individuals or groups, but it also means the process of language learning through language exchange around the world occurs. Hedderich (1997) in Gonglewski (1999), reveals that while it may replace the experience of traveling abroad, online is a promising alternative for students to connect with native speakers of the target language. Technology makes the "real world" experience of communicating in a language accessible to anyone as the internet cuts the time and cost of traveling abroad.

2.2.4 Private Speech

Private speech is one of the socio-cultural factors. According to Vygotsky (1981) in Ozfidan, Machtmes & Demir (2014), private speech is an activity of communicating or talking to oneself, it can be done in two ways, they are spoken in the heart or spoken loudly which can be heard by others and it is intended as a social function to greet others. On the other hand private speech is a primary way we use language to regulate our mental functions, we adapt the patterns and meanings of these speeches when communicating socially, and use them mentally to mediate our mental activities (Lantolf & Thorne, 2000). From the research that has been done, Ozfidan (2014) states that the participants feel that private speech helps them organize themselves before pronouncing linguistic structures. In addition, it also makes them more confident to speak because they use repetition and monologue to check the accuracy of their thinking before they say a word when facing difficulties with pronunciation and grammatical structure of sentences.

2.2.5 Self Efficacy

In learning a second language, self-efficacy has a huge effect. According to Clément, Dörnyei, and Noels (1994) in Ozfidan et al (2014) declare that self-efficacy is a person's belief in his or her ability to do something successfully in a certain situation. Students' belief in their abilities is very important because it can affect their performance. Students who may have low ability, but with high self-efficacy engage in doing the task will achieve higher scores than high-ability students with low self-efficacy (Raofi et al., 2012). So it can be concluded that

self-efficacy is a motivational variable in learning and despite the role of learners' self-efficacy beliefs, it appears almost impossible to test some aspects of human functioning such as academic performance, motivation, and learning. In addition, student self-efficacy was assessed in a non-traditional way and to reflect this was done through ratings of performance expectations, language use anxiety, and language class anxiety (Hsieh & Schallert, 2008). The findings of Rahimi and Abedini (2009) in Kuluşaklı & Aydın (2016) present that students' language achievement can be negatively or positively influenced by their confidence in their language skills depending on the strength of their efficacy beliefs. Their study has shown that participants' perceptions of self-efficacy have been restructured and enhanced through a process of positive experience. Some researchers also agree with this and are supported by the statement of Tanaka & Ellis (2003) that in foreign language learning, students' self-efficacy has a strong positive correlation with their EFL achievement.

2.3 Speaking Skills

The most substantial skills in language learning to master is speaking, because by mastering it people can interact, have conversations, and exchange information or ideas with other people. In measuring language success, we consider the ability to carry out conversations in an interactive process by constructing meaning that involves receiving, processing, and producing information (Rubiati, 2010). Furthermore, according to Brown and Yule (1983) in Bahadorfar & Omidvar (2014) preparing students optimally to be able to speak in the real world (outside the classroom) in English is the

responsibility of the teacher. The most important thing in speaking is the acquisition of knowledge, according to Krashen (1988) in Leong & Ahmadi (2017) when students speak, they provide evidence of mastery of the language they get from the way they speak, such as they can use words and phrases fluently without much conscious thought. This makes some teachers have to rethink to improve students' speaking skills by focusing on teaching reading and writing. Moreover, several things that need to be considered in teaching speaking, one of them is the element of speaking skills which will help students speak English easily and effectively. Harris (1969) emphasizes that there are five elements of speaking skills, they are vocabulary, pronunciation, grammar, fluency, and comprehension. The following are some elements of speaking skills:

2.3.1 Vocabulary

The first element of speaking skills is vocabulary. For EFL learners vocabulary is very essential because it is illustrated as the bricks used to construct a building (Avendaño et al., 2019). Most of the problems for English learners are the limited vocabulary that they have and use to communicate with others. According to Hughes (2002), the variety and suitability of the words used can be used as key indicators to assess a person's vocabulary level. In addition, vocabulary is a lexical item that functions effectively in three other skills, besides speaking (Harris, 1969).

2.3.2 Pronunciation

Pronunciation is considered to be the sound that we produce when we speak, other people can recognize who we are, and what

we as humans look like by seeing how we pronounce words, phrases, and sentences (Nunan, 2003). According to Goh (2007), in intelligence, pronunciation plays an important role. Hughes (2002) argues that the social and cultural aspects of teaching pronunciation are very sensitive to changes in attitude. Achieving a perfect imitation of the original accent is not the goal of improving pronunciation, but of making the learner's pronunciation sufficiently accurate and easily understood by others (Hughes, 2002).

2.3.3 Grammar

In general, grammar is a set of rules at the sentence level to determine the correct order or arrangement of words (Nunan, 2003). According to Avendaño, Calderón & Meléndez (2019) in studying the structure of English, grammar has a major role in it. However, learning to use accurate grammar and using it correctly in speech are two different things. Transferring correct grammar to speech is a rather difficult thing for EFL learners. However, Darwis (2018) stated in her research that speakers can produce the information or words which is they want to convey correctly by having good grammar.

2.3.4 Fluency

Fluency is defined by language learners as an ability to communicate by speaking clearly and can be understood by others (Nazara, 2011). According to Levelt (1989) in Avendaño et al (2019), fluency in speaking can be masked by the ability to remember words from one's mind. Speech rate and speech

continuity are the key indicators of fluency (Hughes, 2002). In addition, a person's level of proficiency in communication includes expression skills, procedural skills, social interactions, lexical phrases, topics, and discourses that are required to be described by fluency (Avendaño et al., 2019).

2.3.5 Comprehension

Avendaño, Calderón & Meléndez (2019) assert that comprehension of language in communication requires a person's ability to understand and process the meaning of references in the previous sentence and the next sentence. For new language learners, understanding what is said in a foreign language is a more difficult task than understanding L1 (Hughes, 2002). According to Harris (1969) in speaking, we also need to pay attention to the ability to hear the other person, so in foreign language testing, a hearing comprehension test needs to be carried out to measure the accuracy of speech in the target language.

2.4 Previous Study

Previous of this research related to the involvement of socio-cultural background factors on Thailand students' English speaking skills from various studies that have been carried out. Researcher examine several types of research related to this research. There are four previous studies as follows:

The first previous study was written by Kiran Maria and Prof. Dr. Abdul Ghafoor Awan (2019), entitled *Impact of Sociocultural Factors on Academic Performance of Students in District Multan, Pakistan*.

This research used a mixed-method research design, a collaboration between quantitative and qualitative methods. The researchers explain the result of the study using data that was conducted by measuring the subject. The subjects of this research are 400 students and 64 lecturers taken randomly in the district of Multan, Pakistan. This study aims to examine the influence of socio-cultural factors on students' academic achievement. The results shown from this study are that several factors affect students' academic achievement, especially in learning English, such as parental education, social status, use of social media, and others. In addition, there is also a positive impact of home tuition and parental assistance in student learning at home on their academic performance.

The second previous study was written by To Thi Le and Lại Hoài Châu (2019), entitled Identifying The Effect Of Socio-Cultural Factors On Pre-Intermediate Students' Reticence In Speaking English. This research used the quantitative method as the research method. The subjects of this research are 9 English lecturers and 320 first-year college students at HCM City University of Natural Resources and Environment. To collect the data, the researcher gives questionnaires to students and interviews some lecturers. This research showed the various factors that provide to reticence, such as passive learning style, fear of public speaking, or differences between English and native language. From this research, several difficulties and solutions were found that can be used in the teaching process of speaking skills. The research findings help students and lecturers to realize the influential factors that can motivate good speaking performance and learning achievement of EFL students..

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The third previous study was written by Ferney Cruz Arcila (2013) with the title *Sociocultural Factors Involved In The Teaching Of English As Foreign Language In Rural Areas Of Colombia: An Analysis Of The Impact On Teachers' Professional Development*. The method used in this research is the qualitative method. The researcher obtained six rural language teachers with diverse profiles as participants in this study. Five of the six participants were professional language teachers. One holds an MA, and the other four are completing their master's programs. From this research, it can be seen that the development of teachers in rural areas is very different from that in urban areas because the appropriate situations and conditions for learning a second language are not provided in rural languages. Therefore, rural teachers face different professional challenges and

needs that must be addressed. In addition, the professional development needs of teachers and their workforce are framed by sociocultural issues in the language classroom.

The last previous study, a research conducted by Nurulhuda (2018) entitled *Background Factors of Thai Students' Speaking Achievement in English Learning*. This research used a mixed method design to analyze and describe how the factors have influenced these Thai students to speak English as their foreign language. The subjects of this study were five Thai students in the English Department at the Muhammadiyah University of Surabaya who were in semesters 6, 8 and alumni who had just graduated. The researcher conducted interviews and questionnaires with the participants to collect the data. This research examines the background factors of the speaking performance of Thai students and the background factors that make the difference between students with high and low speaking performance scores. This study found that being a successful student in speaking must be driven by many factors, and failure to speak English is a natural learning process that can contribute to students having the power to achieve speaking proficiency. Therefore, the speaking achievement of each student is different in many aspects and depends on the students' efforts to achieve their goals.