

CHAPTER I

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1.1. Background of the Study

Language is a means of communication. People, as a matter of fact, usually interpret the word "communication" as an interpersonal relationship or an interaction between one person or more to each other. In the term of a language, this interaction, then, usually applies spoken language, which is the main means of oral communication. In relation with the opinion above, Dance (1970:201-21) states that:

"Communication is the process of transmission of information, idea, emotion, skills etc., by the use of words, symbols etc in order to understand others and in turn endeavor to be understood by others"

So, it is true that by means of oral communication, that is spoken language, people are able to communicate to each other and to express their ideas, thoughts, feelings and even any other information orally.

However, there are problems that occur during the process of transmission. In this case, this condition happens to learners who start speaking English as a Foreign Language for the first time. They even do not know exactly what their speaking problems are. They often complain that they can not speak English words, phrases and sentences fluently and correctly. In fact, the problems of having poor grammar knowledge, lack of vocabulary for beginning English speakers are their simple analysis of getting a failure to speak English fluently and correctly. So that, it can not be denied that they usually build a solution to overcome their speaking problem without any further consideration and good investigations. Their simple and inaccurate solution is that they have to master grammar and enrich themselves with

a lot of vocabulary for the first time. That always happens time by time, but, still they can not speak English at last. In other words, it is an absolute matter for a learner who learns and speaks English as a foreign language for the first time to have a good grammar and rich vocabulary.

According to the writer, however, the learners' problem to speak English as a foreign language is not merely caused by having poor grammar and lack vocabulary. Indeed, in reality, he often finds in any cases that those who learn firstly English as a Foreign Language especially about grammar or vocabulary, also can not speak English fluently. For example, students of Senior High School, who study English grammar and vocabulary using any kind of techniques in their English class, or students who take English course temporarily, are often found that they are not able to speak English fluently. Trudis, who investigated the speaking performance of Senior High School students, confirms that:

"In fact, most of the Senior High School graduates still can not communicate in English well although they have learned it for six years; i.e. SMP & SMU. It is due to the fact that the teaching of speaking is not emphasized duly the teaching of grammar and reading one emphasized. As a result, students may have some knowledge of the code, but they do not know how to use it as a means of communication."

She admires that most of the students who have learned English for years still are not able to use it orally. They meet difficulty to speak fluently, and accurately. In a fact, the students are often governed by given instructions in any English books that entirely emphasize the grammatical linguistic competence. The English teachers are unconsciously instructed and focussed on how to cover the entire content of English- book. They are competing with the limited time so that they may miss the important thing to learn English, that is to be able to use it orally. As a result, the EFL students can have a good grammar, vocabulary etc., on the

other side, they cannot communicate English fluently and accurately as wished. Whereas, the final goal of learning English is that the EFL learner is to be able to speak English.

Moreover, Sayoto (1991:62) also supports that opinion above. He investigates that the goal of language learning is how to use it in a real communication. He states that:

“The characteristic of communicative competence. Classroom goals are focussed on all of the components of communicative competence and not restricted to grammatical of linguistic competence. Accuracy is secondary to conveying a message. Fluency may take on more importance than accuracy. The ultimate criterion for communicative success is the actual transmission and receiving of intended meaning.”

Considering the reality above, the writer is interested to investigate EFL beginning speakers and groups the constraints to speak English into two main important factors. They are external and internal factors, which can affect the performance of EFL learner to speak. Both also can be considered as a potential reason instead of the previous reason explained above. Indeed, many people agree with the previous reason that is the poor grammar and lack of vocabulary, yet, these internal and external factors are also essential elements which really can give influence to the EFL learner's speaking ability. Leontiev (1981:7) claims that

“The point is that the activity on which man brings his mind to bear is determined not only and not fully “from inside” by structure and functioning of his organism-but also from outside that is to say, by the characteristics and relationships of objective reality, of the material world grasped and used in that activity.”

From the statement above, it can be illustrated that one's activity, in this case EFL learner, is affected by “inside” or internal factors and also “outside” which is similarly categorized as external factors. The efforts to appear the speaking ability certainly exclude both internal and external factors, too. As explained on the next page, Leontiev (1981:21) adds:

"As far as psychology is concerned, speech is identical to any other activity, it has a definite aim and is impelled by a motive, or more often by a system of motives. These motives may be internal; for instance, they may grow out of some need (Would you pass me the bread, so that I may satisfy my hunger). But they can be also external, that is to say social, not only in their provenance but also in the way they are carried through."

Here, the writer states the first, that are the internal factors, as things that mentally emerge from oneself while the external factors are things that exist outside oneself. Both have a strong impact which psychologically manipulates a learner's behavior, attitude and the important thing is that the ability or performance of speaking. They can determine whether the efforts of EFL learners are successful or not.

Concerning to the writer's experiences during his teaching of English for Foreign Language students - mostly foreign language learners, who have ever learned English and eager to learn and speak English for the first time, both internal and external factors occurred. Most of his students claim that some of them who had already learned grammar and vocabularies still could not speak English. They felt that there was something blocked in their mind, something from inside which made them difficult to say words, expressing their ideas, opinions, feelings, thoughts and so on. In addition to, they also admired that they needed a kind of stimuli from outside in order that they could do have more practices to speak English.

From above situations, the writer is eager to discuss about the internal and external factors that influence the EFL beginning speakers' constraints and tries to identify them. As he confides before, the learners' constrains to speak are caused by two potential factors, which influence their speaking performance. The first is supposed to be lack motivation, no self-confidence, anxious, discouraged,

embarrassed and getting nervous easily. These internal factors, of course, often make the EFL beginning speakers get difficulties as they start to speak. They occur from speaker's self frequently and if this critical condition does not pay attention, then, it will become a serious matter. It can bring the speaker to meet failure to speak English and even finally get easily frustrated. So that, the goal of learning English is not fulfilled since they cannot speak English fluently as they wish. Whereas in order to be able to speak English fluently and correctly, learners should motivate themselves to practice as much as possible. As, Rivers (1983:124-125) claims that:

"Time spent talking out what one is predicted to need at some future times is just as much practice as is structural practice, situational practice, or practice in communicating. Motivated use where students talk about things they really want to talk about is not being tapped, as it must be if language is to be learned for actual communication, rather than as communication in the abstract."

From the explanation above, it can be figured that it seems that they are not sure with their performance. They are afraid to make mistakes so that they do not motivate themselves to speak English. Even, the worst one is that they often feel afraid that people will laugh at. That is why, those internal factors can be a constraint that will lead EFL beginning speakers fail to speak English. To promote this, Carnegie (1977:1) confirms, " When I and try to speak, I became no self conscious, frightened, not think clearly, can not concentrate what I had to say"

The next is external factor. This factor is often neglected as one of essential reason that also can potentially bring a failure to speak English. Whereas, the existence of external factors also takes an important role to the successful achievement in learning foreign language, especially speaking English. The writer defines the external factor as any supporting activities or media to facilitate the

speaking performance such as the lack of direct-practices of spoken language with native speakers, or EFL co-speakers, EFL-teachers and so on. The time limitation of practices media such as reading aloud the text book, the text of the songs and so on. Those external factors above will also be able to give obstacles that affect the beginning speaker's motivation.

That brief explanation above can prove that people usually ignore both internal and external factors. They will be constraints for EFL beginning speaker to speak and only intend to learn and develop the mastery of grammar and vocabularies competence.

Finally, the writer would like to discuss how far both factors above will affect the English speaker performance and try to give strategies to cope with these problems. The discussion of the internal and external factors as constraints will be hopefully considered for the English conversation teacher to motivate or encourage the students to speak English.

1.2. Statement of the Problem

Generally, the mastery of language components can influence someone's performance to speak English accurately and fluently. According to the writer, moreover, both internal and external factors, which can cause constraints in speaking performance, also give the biggest influence.

Since the influence of internal and external factors is very important to discuss, then, the problems of this study are as follows:

1. What are the internal and external factors, which affect the speaking performance of EFL beginning speakers?

2. How to cope with the constraints to speak English, which are caused by internal and external factors?

1.3. Objectives of the Study

Concerning the importance of speaking English fluently and accurately, the writer is eager to make an analysis on internal and external factors that influence the performance to speak. He tries to give valuable considerations to cope with these constraints.

In accordance with the statement of the problems, the objectives of this study are:

1. To find out the internal and external factors, which affect the speaking performance of EFL beginning speakers.
2. To find out the strategies to cope with the constraints to speak caused by the internal and external factors.

1.4. Significance of the Study

Hopefully, the results of this study will give inputs and solutions to the beginning English speaker in order to be motivated, and confident to improve and speak English. Besides, it also gives valuable inputs for English conversation teachers for not only intending to language components, but also focus on the internal and external factors that can be constraints to speak. It is necessary for them in order that they will help their students in the English conversation class being more confident and motivated to speak English.

1.5. Scope and Limitation

This study is limited to the analysis of Internal factors that consist of some aspects such motivation, anxiety, self-confidence, fear, embarrassment and nervousness while the external factors consist of non English speaking surrounding and limited time for practice, Therefore the discussion will be limited to the above mentioned factors. Furthermore, the solutions will not be discussed more specific as they are only strategies in general to cope with the constraints.

1.6. Definition of Key Terms

The result of this study proposed here is meant to be used as a reference for English beginning speakers. And it could be a consideration for English conversation teachers in their conversation class. Hence, the writer finds that it is important to define the following key terms so that the readers will be easily understand about the discussion of this thesis.

Communication activity or spoken language is a set of contact and mutual understanding, establishing the interaction with the other members of his social group, the impact on the knowledge, skills, system of social values or emotions of another individual or group. That is Leontiev's opinion (1981:23).

Jalaludin (1994:12) defines that:

Internal factor is the factor of individual's inner situation which is able to affect completely his attitude or performance to do a certain activity. (faktor dari dalam suasana batiniah individu yang secara menyeluruh mempengaruhi tingkah laku atau kemampuannya dalam melakukan suatu tindakan).

He (1994:12) also states:

External factor is the factor of individual's outer situation that is able to influence his attitude of performance to do something. (faktor diluar keadaan individu yang dapat mempengaruhi tingkah laku individu untuk melakukan suatu tindakan).

EFL beginning speakers are those who speak English as a Foreign language for the first time and have already learnt English components.

Speaking performance is the ability to communicate in a foreign language, in this case English, which consists of fluency, accuracy and also comprehension.

1.7. Methodology

This thesis is the result of a library research. Consequently, its content is not based on observation, which are carried out at formal schools. In his thesis, the writer has read and taken some distinguished opinions of some experts in speaking skill to his study.

1.8. Organization of the Study

This study which discusses internal and external factors as constraints of the English beginning speakers consist of five chapters with the following organization.

The first chapter is the introduction. It deals with the background of the study, the statement of the problem, the objectives, the significance, scope and limitation, definition of key term, theoretical framework and organization of the study.

The second chapter presents the review literature. It deals with theoretical background that related to this study and review of related studies.

The third chapter analyses internal and external factors that consist of a list of general mentally speaking problems with their impacts toward the beginner's attitude.

The fourth chapter talks about the strategies for either EFL beginning speakers and teachers to cope with the constraints caused by internal and external factors.

The last chapter, i.e.: chapter V, deals with the conclusion and suggestion of this study.