

## CHAPTER II

### REVIEW OF RELATED LITERATURE

In this chapter, the researcher attempts to provide two sub-sections. The first is the review of related literature which describes the basic theories used in this research. The second is review of previous study; explains the differences of this study from others which are conducted by other researchers.

#### **A. The Nature of Bilingualism**

##### **1. The Definition of Bilingualism**

Bilinguals are often broadly defined as individual or groups of people who obtain the knowledge and use of more than one language. There are some definitions which were stated by experts. According to Wigglesworth, bilingualism can be loosely defined as the use of two languages or the native-like control of two languages. The first definition highlights the use of two languages as a key criterion, which may well include speakers who only have rudimentary formulaic expressions, e.g. greetings, in the second language. In stark contrast, the second definition imposes stringent requirements in term of language proficiency.<sup>1</sup>

Cummins and Swain in Putri say that the term ‘bilingualism’ has not been used in a consistent way among researchers and theoreticians. There are some definitions which are stated by some experts. Bilinguals are those who possess at least ones of the language skills (listening, speaking, reading and writing) even to a minimal degree in their second language.

Collin Baker proposes two kinds definition of bilingualism, minimal and maximal bilingualism. Maximalist refers to Bloomfield’s definition who stated bilingualism as native-like control of two or more languages. At the other hand is minimalist definition as explained by Diebold in Baker about incipient bilingualism. This term allows people with minimal competence in a second language to squeeze into the bilingual category.<sup>2</sup> This is in line with Haugen who

---

<sup>1</sup> Bee Chin Ng and Gillian Wigglesworth, *Bilingualism: An Advanced Resource Book* (Taylor & Francis, 2007), p. 3.

<sup>2</sup> Colin Baker, *Foundations of Bilingual Education and Bilingualism* (Multilingual Matters, 2006), p. 8.

defines bilinguals as individuals who are fluent in one language but who can produce complete meaningful utterances in the other language.<sup>3</sup> This definition allows even early-stages L2 learners to be classified as bilinguals.

From the definition above, it can be concluded that bilingualism begins when the speaker of one language can produce meaningful utterance in the other language even the speaker has minimal competence or low language proficiency.

## 2. Bilingual Education

Freeman states that bilingual education means using two languages for instructional purposes.<sup>4</sup> This term is actually used to refer to a wide range of programs that may have different ideological orientation toward linguistic and cultural diversity, different target populations, and different goals for those populations.

Bilingual education is a form of education in which information is presented to the students in two (or more) languages. Technically, any educational system that utilizes more than one language is bilingual. This means that many, if not most, school programs are bilingual, in at least a literal sense of the word. What differentiates various programs that are toted as 'bilingual' is the degree to which multiple languages are used.

Hornberger in Freeman distinguishes bilingual education model and bilingual education program types. Models are defined in terms of their language-planning goals and ideological orientation toward linguistic and cultural diversity of society, and program types are defined in terms of specific contextual and structural characteristics.<sup>5</sup>

According to Burnham-Massey and Pina bilingual education has done well, but it can do much better. The biggest problem, in this author's view, is the absence of books--in both the first and second languages—in the lives of students in these programs. Free voluntary reading can help all components of bilingual education: It can be a

---

<sup>3</sup> Tej K. Bhatia and William C. Ritchie, *The Handbook of Bilingualism* (John Wiley & Sons, 2006), p. 114.

<sup>4</sup> Rebecca Diane Freeman, *Bilingual Education and Social Change* (Multilingual Matters, 1998), p. 3.

<sup>5</sup> *Ibid.*

source of comprehensible input in English or a means for developing knowledge and literacy through the first language, and for continuing first language development.

Baca & Payon in Putri state that operationalizing bilingual education requires the creation of an instructional social system that involves active teaching of cognitive skills and includes the development of language skills while focusing on the acquisition of English. All instruction is prescribed in a manner that accommodates and remediates the student's exceptionality. Students must understand the directions and the nature of the tasks. Instruction must be provided within a relevant cultural context so that expectations can be understood by the student. Because language is the primary conveyor of instruction, the student's stronger language must be employed.

There are some goals of bilingual education stated by some experts, as follows:

- a) Assimilation. This goal can be reached by transitional programs, but the passage will be a painful one.
- b) To maintain diversity while developing skills in English, the curriculum, is geared toward maintaining the native language as English is developed. This is called a bilingual maintenance program. This approach contributes to cultural pride and also develops citizens who are fluent in two languages. It is the one most bilingual educator recommend.

The model teaching happened in International Standardized School is called as bilingual transitional education. It is called as bilingual transitional education because the students are not taught in English fully but gradually. The portion of using English in teaching is the longer the time the greater the amount, while the portion of using Indonesian is the longer the time the less the amount. This model assumes that the teacher's knowledge and English teaching skill has

reached advanced level in order to determine the proportion of using English and Indonesian in teaching.<sup>6</sup>

To do the concept of this model in bilingual teaching, there are some requirements that must be fulfilled, such as: (a) the content of the subject material must be suitable with cognitive development of the students and students English skills; (b) the school must create good environment that can encourage the use of good language in written or oral; and (c) the learning must emphasize problem solving training and the students are motivated to do teamwork in interesting and challenging theme.

In bilingual class, the material is presented in English language. Bilingual class is one of models teaching of content-based instruction (Dudley-Evans & St John, 1998: 34). In International Standardized School, teaching English as medium of instruction is one of ESP's programs. The other type of content-based instruction is immersion program. In immersion program, teaching learning process occurs in English fully.

### **3. Type of Bilingual Education**

Bilingual education programs are educational programs that utilize a students' native language as a medium of instruction, and at the same time, teach English as a second language. According to Caroline S. Clauss-Ehlers, there are three type of bilingual education programs. They include transitional bilingual education (early exit and late exit), maintenance bilingual education (also called developmental or enrichment), and dual language programs (also called two-way immersion, or two-way programs).<sup>7</sup>

#### **a. Transitional Bilingual Programs**

Transitional Bilingual Programs (TBE) use a student's native language as a medium of instruction for all or part of

---

<sup>6</sup> Vina Ardian Septyani Putri, "THE IMPLEMENTATION OF BILINGUALISM IN THE TEACHING LEARNING ACTIVITIES AT INTERNATIONAL STANDARDIZED SCHOOL" (Surakarta: Sebelas Maret University, 2010), p. 42.

<sup>7</sup> Caroline S. Clauss-Ehlers, *Encyclopedia of Cross-Cultural School Psychology* (Springer Science & Business Media, 2010), p. 146.

the school day for a temporary period. TBE programs used students' native languages as medium of instruction while simultaneously teaching English as a second language. The main purpose of transitional bilingual programs is to use students' native language as a bridge to English. Freeman supported Baker by stating that the aim of the transitional model is fluency in the majority language.<sup>8</sup> The main goal of TBE program is transition to and ultimate proficiency in English, not the development of bilingualism or biliteracy. TBE programs are further divided into two types, Early Exit TBE and Late Exit TBE. Early-exit TBE programs last for 2-3 years, while late-exit TBE programs last for 5-6 years. TBE programs begin by having the majority of the school day conducted in students' native language, with daily instruction in ESL. Overtime, less of the students' native language is used and the amount of English instruction increases.

b. Maintenance Bilingual Programs (Developmental or Enrichment)

Maintenance Bilingual Programs (MBE) share some components with TBE programs, however, they also differ in some significant ways. MBE programs also use students' native languages and English in school curricula beginning in the kindergarten. Edward in Baker stated that maintenance or enrichment bilingual education keeps two languages throughout all or most of schooling.<sup>9</sup> MBE programs place less emphasis on transitioning students to all English classrooms, or exiting students from programs. Students in MBE programs receive content area instruction in both languages for as many grades as the school system can provide.

In contrast to TBE programs, the goals for MBE programs are for students to become bilingual and biliterate and academically competent in two languages. Biculturalism is also a goal for these programs. The advantage of these

---

<sup>8</sup> Freeman, *Bilingual Education and Social Change*, p. 46.

<sup>9</sup> Colin Baker, *Key Issues in Bilingualism and Bilingual Education* (Multilingual Matters, 1988), pp. 46-47.

programs is that they view a language as a resource rather than a problem and view a language as legitimate in its own rights.

c. **Dual Language Programs (Two-Way Immersion, Two-Way Bilingual)**

Dual Language programs have the same goals as MBE programs. The advantage of dual language programs is that they encourage integration of language and ethnic groups rather than segregation. They encourage cross-cultural friendship among students and cross-cultural collaboration among parents. Persida and William Himmele adds that in dual immersion classes, both native English language speaker and native speaker of another language are provided with opportunity to continue experiencing cognitively intense concept development while they learn another language.<sup>10</sup> In this program, half of the students in the class are native English speakers and the other half of the class speaks the second language used in the program. The challenge for the teachers in this program is to become mediators of comprehension for students with different linguistic backgrounds in a way that provides all students with opportunities for meaningful access to academic language and content in English.

#### **4. The Advantages of Bilingual Education**

According to Holt in Putri, there are some advantages that the learners take in Bilingual education:<sup>11</sup>

a) **An Addition, Not a Detraction**

Knowing another language, and being encouraged to incorporate it, does not mean that the main language needs to suffer. If done in a way that allows for both languages to

---

<sup>10</sup> Persida Himmele and William Himmele, *The language-rich classroom: a research-based framework for English language learners* (Alexandria, Va: Association for Supervision and Curriculum Development, 2009), p. 6.

<sup>11</sup> Putri, "THE IMPLEMENTATION OF BILINGUALISM IN THE TEACHING LEARNING ACTIVITIES AT INTERNATIONAL STANDARDIZED SCHOOL", pp. 19–21.

coexist then the advantages of bilingual education can be acknowledged without the threat that it will take away from learning the dominant language.

b) Understanding Ideas and Concepts

Among the advantages of bilingual education are the benefits inherent in learning about ideas and concepts in the language one is used to, and then transferring that knowledge over to the culture's dominant language. Many believe that it is more useful to transfer ideas and concepts into another language once they are understood, rather than to learn them in a new language where the understanding of it is incomplete.

c) Access to More Opportunities

One advantage of bilingual education is that it enables the advancement of two languages. This can be very useful preparation for later careers where bilingual workers are needed. It also allows for opportunities that may be available in other countries where that language is spoken.

d) Cultural Awareness

Being aware of another culture is another of the advantages of bilingual education. Every language is rich in cultural information, from the way it is spoken to the objects that are represented. One example of this is that the Eskimos have many words for snow, whereas the English language only has the one word. In describing the different snow conditions that impact their lives, their language is necessary, since the English word for it is too vague and ambiguous.

e) Communications at Home

Bilingual education is a better way to support communications at home. If a student is learning both languages then the bonds within their family can be maintained with the language spoken at home. This can be

very valuable since any education is enhanced by family support and communication.

f) **Other Students Can Learn From Them**

Many parents today recognize the value of having their children learn another language. Bilingual students can be a useful resource in achieving this, if while they are learning the dominant language, other students are learning their language.

g) **The controversy over bilingual education will certainly continue, but despite the varying arguments there are many advantages of bilingual education that cannot be ignored.**

### **5. The Disadvantages of Bilingual Education**

Based on Iyer in Putri, there are some disadvantages that the school get in carrying bilingual education:<sup>12</sup>

a) **Unsuccessful attempt to Integration into society**

Bilingual education was deemed necessary since it was supposed to help integrate the children of immigrants and minorities into society. The system of bilingual education demanded separate teachers and classrooms and believed in gradual integration into society by allowing children to receive education in their native language for a period of 3 or more years.

Proponents of a single medium of instruction opposed bilingual education since they believed that separate teachers and classrooms would widen the already existing gap between citizens and immigrants. They further proposed that encouraging children to interact within their own community for a period of 3 years would delay the process of adjusting to the ways of life in a new country.

b) **School drop out rates**

---

<sup>12</sup> *Ibid.*, p. 21.



Over the years, the drop out rate in various schools across North America has reduced significantly. The medium of instruction in above mentioned schools is English. However, there has been no reduction in the drop out rates for schools offering bilingual education. Most people feel that a drop out rate of 35% doesn't justify the costs involved in providing bilingual education.

c) Unavailability of teachers

Bilingual education requires a number of trained teachers who are proficient in both English and their native language, assuming that English is one of the mediums of instruction. There is a wide gap between the demand and the supply for teachers who are both confident and capable of handling the intense pressure associated with managing a class of students requiring special attention.

d) Lack of Classrooms

There is a dearth of classrooms that can accommodate students who require instructions in both English and their native language. Students are expected to sit together in one class regardless of their age and the variations in the required level of education. This poses a great problem for teachers who, in addition to being well versed in two languages, have to exhibit a certain level of comfort in handling different levels of education simultaneously.

e) Lack of funds

The above issues bring us to the crux of the problem; lack of funds to promote bilingual education. The debate on bilingual education would be redundant had there been sufficient funds to promote its cause. Had the means to satisfy the wants of various sections of society been unlimited, we would be debating a moot point.

## 6. Teacher's Role in Bilingual Classroom

According to Gusti in Putri, bilingual teachers in International Standardized School are ESP's teachers who have three types role to do:<sup>13</sup>

- a. As apprentice  
As apprentice, teacher has duty to design and to control teaching learning process, to give explanation about language problems, and frequently to develop the students' English skill.
- b. As material designer  
Teacher has duty to make lesson plan, to choose material which is suitable with syllables, to modify material in order to be appropriate with level of students' skill, or to give new material when there is no material to be taught.
- c. As evaluator.  
In this case, teacher has duty to evaluate the effectiveness of teaching material and result of students' learning.

Those three roles can be done well if English in this case is the first language or second language and the teacher has no difficulty in using English because they are native speaker.

In teaching learning process, International Standardized School teacher must have two types of language knowledge, namely knowledge of technical vocabulary in certain subject and knowledge of grammar in English. Implementing technical vocabulary may not be difficult for teachers who have background in what they teach. What all the teachers must do is developing knowledge of grammar and skill in using English properly to be general requirement (non-pedagogies) or to teach subject material (skill-pedagogies). However, teaching certain subject in English cannot ignore the use of grammar although the way of teaching grammar in certain subject is not similar with teaching grammar in English for general purposes.

## **7. Students' Role in Bilingual Classroom**

---

<sup>13</sup> *Ibid.*, p. 42.

Mouly in Putri has proposed five roles of learner which are effective for the majority of the students:<sup>14</sup>

- a. Learners should make efficient use of study time. The students must make a habit of scheduling their study period and getting to work promptly.
- b. Learners should emphasize understanding. The practice of organizing, outlining, and synthesizing generally pays off in increased understanding, greater retention, and greater transfer. Effective learning class for a critical attitude and the ability to digest rather than merely to accumulate. The students should also strive to increase their vocabulary, comprehension, and reading speed.
- c. Learners should get acquainted with the library. Ability to skim several sources for additional information is an important contributor to scholarship.
- d. Learners should make periodic reviews of the material. Learners should learn to take functional notes in connection with class and library work as well as their basic texts.
- e. Learners should become ego-involved in the learning. Commitment to meaningful goals is an essential aspect of a functional education.

Students have the role to emphasize understanding in teaching-learning process. What they do during teaching-learning process should aim to support their understanding in learning.

## **8. Communication in Bilingual Classroom**

### **1. Communication in Teaching Learning Process**

Basically, teaching and learning process is an interaction between the students and the teacher, which is aimed to bring about behavior modification in learners. According to Sindhu, the interaction

---

<sup>14</sup> *Ibid.*, p. 44.

is characterized by a three-way communications.<sup>15</sup> In the initial communication, teacher communicates the relevant information to the learners. After receiving the information, learners process it and communicate their response to the teacher and this is regarded as the second communication. Then, after interpreting and evaluating students' response, once again the teacher communicates to the students, through this third communication, teacher conveys the feedback information.

The feedback information helps the students in assessing themselves.<sup>16</sup> If a student's response is not good as expected, teacher can motivate the student by giving a positive feedback or reinforcement like "your answer conveys some sense, for a person like you, it is easy to give answer, do not worry, try once more". In short, through this three-way communication, teacher can carry out the teaching activity confidently in the right direction and the students can easily make out their progress in learning.

Communication brings groups of individuals sufficiently together to establish cultures or societies. According to Brown, et al in Putri, communication means a wide variety of things to different people. For educator, Brooker in Brown, et al has defined communication rather generally as "*...anything that conveys meaning, that carries a message from one person to another*".<sup>17</sup>

In a model of communication a distinction is made between senders and receivers. A sender (or source) is the author of messages and the one responsible for the transmission of messages. The receiver (or recipient) is the individual who accepts and interprets messages. Communication can be defined as the way people convey meaning and interpret meaning verbally or non-verbally.

There are two elements of the communication that has defined by Cole and Cale as cited by Putri as follows:<sup>18</sup>

- a. Noise is any variable that degrades the quality of messages. More explicitly, noise is concerned with vents

---

<sup>15</sup> B. Sankaranarayanan and B. Sindhu, *Learning and teaching nursing* (New Delhi: Jaypee Brothers Medical Publishers, 2012), p. 95.

<sup>16</sup> *Ibid.*

<sup>17</sup> Putri, "THE IMPLEMENTATION OF BILINGUALISM IN THE TEACHING LEARNING ACTIVITIES AT INTERNATIONAL STANDARDIZED SCHOOL", p. 23.

<sup>18</sup> *Ibid.*, p. 24.

that distort the fidelity of messages. Noise is present to some degrees in almost all messages exchange in some more so than others (Cole and Chan, 1994: 31). If the message received and interpreted by the receiver are not the same as those initially formulated by the sender, then one can presume that noise has intervened to alter the subject matter or meaning of the messages. If at all possible, such sources of error must be eliminated. A teacher's task is to reduce unwanted noise to a minimum so that the comprehension of students is enhanced.

- b. Message exchange is an inherent part of all active communication system. Some of the message exchanges between the class and the community are of the benefit in the instructional context, but others disrupt teaching and learning. If a student provides information on a personal experience of class will probably benefit.

Communication in the classroom is where teachers send messages to students and receives messages back; likewise students send messages to teachers (and others in the class) and receive messages back as well. Brown says that teachers need to know and appreciate several things about communication: (1) everything that goes on in a classroom in some way could be regarded as some from of communication. Classrooms are set up for the purpose of communication, and learning is contingent upon its taking place. (2) communication skills always are a basic concern of the school. They can be taught and improved and they are especially important and necessary in today's divided world. (3) teachers should know the extent and quality of these contacts and their possible effects on students. (4) by knowing about such contacts, teachers are better able to relate them to in-school activities and to strengthen learning though such things as home-viewing assignment on television, the use of current history as reported in magazines and newspapers, or reading plays and books featured on film or televisions program.

It is clear that teachers should understand how the communication process works, how attention is gained, how meaning is transferred from one subjective field to another, how opinions and attitudes are created or modified, and how group memberships, role concepts, and social structure are related to the process.

## 2. Communication Used in Bilingual Classroom

In Bilingual Classroom, the language is the medium through which teachers teach, and students demonstrate what they have learned. By acquiring the language is the ultimate instructional goal of bilingual education. Understanding communication in bilingual classroom is not simply task. Cazden in Johnson describes classroom communication as *problematic medium*, since differences in how, when, where, to whom, things are communicated can not only create slight misunderstanding, but also seriously impair effective teaching and learning.<sup>19</sup> Moreover, if that class is filled with the students from a wide variety of linguistic and cultural backgrounds who possesses a range of second language proficiency levels, then teachers cannot assume that their second language students will learn, talk, and act, or interact in predictable ways. On the other hand, if teachers understand how the dynamic of classroom's communication influence second language students' perceptions of and participation in classroom activities, they may be better able to monitor and adjust the pattern of classroom communication in order to create an environment that is conducive to both classroom learning and second language acquisition.

In classrooms, the structure of communication is easily recognizable. Teachers tend to control the topic of discussion, what counts as relevant to the topic, and who may participate and when. Students tend to respond to teacher directed questions, direct their talk to teachers, and wait their turn before speaking. In second language/bilingual classrooms, how teachers perceive their students and how students perceive their teachers can shape both the meaning and structure of classroom communication.

Understanding the dynamics of classroom communication is essential since how students talk and act in classrooms greatly influences what they learn. Mehan in Putri suggests that “ students need

---

<sup>19</sup> Karen E. Johnson, *Understanding communication in second language classrooms* (Cambridge ; New York: Cambridge University Press, 1995), p. 3.

to know with whom, when, and where they can speak and act, they must have speech and behavior that are appropriate for classroom situations and they must be able to interpret implicit classroom rules.”<sup>20</sup>

For second language students/bilingual students, classroom communicative competence means not only successfully participating in classroom activities, but also becoming communicatively competent in the second language/bilingual. Johnson states that to understand the communicative demands placed on their second language students, teachers must recognize that the dynamics of classroom communication are shaped by the classroom context and the norms for participation in that context.<sup>21</sup>

Putri points out that there is term dealing with communication which constructs understanding communication in second language/bilingual classrooms. They are teachers’ control of the pattern of communication, students’ use of language for classroom learning and second language acquisition, students’ knowledge and use of language, and students’ perceptions of the pattern of communication.<sup>22</sup>

### **3. Teacher-Student Interaction in Bilingual Classroom**

According to Ornstein and Lasley, there are two teacher interaction patterns: verbal and nonverbal communication. Verbal communication focuses on language as the main instrument of communication in teaching. Four basic verbal behaviors, or moves were labeled:<sup>23</sup>

- a. Structuring moves serve the function of focusing attention on subject matter or classroom procedures and beginning interaction between students and teachers.
- b. Soliciting moves are designed to elicit a verbal or physical response.
- c. Responding moves occur in relation to and after the soliciting behaviors.

---

<sup>20</sup> Putri, “THE IMPLEMENTATION OF BILINGUALISM IN THE TEACHING LEARNING ACTIVITIES AT INTERNATIONAL STANDARDIZED SCHOOL”, p. 26.

<sup>21</sup> Johnson, *Understanding communication in second language classrooms*, p. 6.

<sup>22</sup> Putri, “THE IMPLEMENTATION OF BILINGUALISM IN THE TEACHING LEARNING ACTIVITIES AT INTERNATIONAL STANDARDIZED SCHOOL”, p. 27.

<sup>23</sup> Allan C. Ornstein and Thomas J. Lasley, *Strategies for effective teaching*, 4th ed edition (Boston: McGraw-Hill, 2004), p. 39.

- d. Reacting moves are sometimes occasioned by one or more of the above behaviors, but are not directly elicited by them.

According to Patterson in Ornstein and Lasley, nonverbal behavior in the classroom serves five teacher functions:<sup>24</sup> (1) providing information, or elaborating upon a verbal statement; (2) regulating interactions, such as by pointing to someone; (3) expressing intimacy or liking, such as by smiling or touching a student on the shoulder; (4) exercising social control, reinforcing a classroom rule, say, by creating proximity or distance; and (5) facilitating goals, as when demonstrating a skill that requires motor activity or gesturing. While, Stephens and Valentine in Ornstein and Lasley observed ten specific nonverbal behaviors:<sup>25</sup> (1) smiles or frowns; (2) eye contact; (3) head nods; (4) gestures; (5) dress; (6) interaction distance; (7) touch; (8) body movement; (9) posture; and (10) seating arrangements. Although the teaching learning process is ordinarily associated with verbal interaction, nonverbal communication operates as a silent language that influences the process. What makes the study of nonverbal communication so important and fascinating is that some researchers contend that it constitutes about 65 percent of the social meaning of the classroom communication system.<sup>26</sup>

Johnson suggests that it is important to remember that the ways in which teachers organize the patterns of communication often depend on the pedagogical purpose of the lesson.<sup>27</sup> It means that teacher may have decided to exert greater control over the pattern of communication during this portion of the lesson in order to ensure that the students understood what she perceived as necessary, e.g., vocabulary to carry out the follow-up writing activity. In the other hand Passe states teachers tend to avoid activities involving higher-level thinking so communication can be kept at a simple level.<sup>28</sup>

---

<sup>24</sup> *Ibid.*, p. 41.

<sup>25</sup> *Ibid.*, p. 42.

<sup>26</sup> *Ibid.*

<sup>27</sup> Johnson, *Understanding communication in second language classrooms*, p. 99.

<sup>28</sup> Putri, "THE IMPLEMENTATION OF BILINGUALISM IN THE TEACHING LEARNING ACTIVITIES AT INTERNATIONAL STANDARDIZED SCHOOL", p. 29.



As cited by Putri in Gilet, in teaching bilingual teachers always make verbal interaction with the student in one/two way. There are some language functions which must be mastered in teaching material or content knowledge, such as: explaining the concept, reporting certain event, giving definition, giving instruction, explaining the process, explaining classification, giving example, presenting table, picture, illustration or graphic, comparing two problems, making conclusion.<sup>29</sup> Yule in Putri called such language functions need transactional skill and interactional skill. Transactional skill is a skill to extend information in one way, while interactional skill is a skill to make interaction with the student in two way, such as discussion, answer question session, or giving feedback.<sup>30</sup>

In teaching learning process, Doughty and William mention there are two types of feedback. First, feedback for grammar mistakes and second one is feedback for misunderstanding meaning of language.<sup>31</sup> Both of them can happen in written if the assessment toward the result of students' learning is in written. It can also happen in dialogue, where the teacher during teaching learning process makes dialogue to make the students finish their task.

#### **4. Student-Student Interaction in Bilingual Classroom**

According to Johnson, Student-student interaction may actually be more important for educational success than teacher-student interaction. It means that constructive student-student interaction influences students' educational aspirations and achievement, develops social competencies, and encourages taking on the perspective of others. Much of attention has focused on understanding classroom communication by looking at the interaction that occurs between teacher and students.<sup>32</sup> However, by doing so, another important dimension of classroom interaction is ignored, that is the interaction between students themselves, and the impact that student-student interaction has on the

---

<sup>29</sup> *Ibid.*

<sup>30</sup> *Ibid.*

<sup>31</sup> Catherine Doughty and Jessica Williams (eds.), *Focus on form in classroom second language acquisition*, Nachdr. edition (Cambridge: Cambridge Univ. Press, 1998), p. 197.

<sup>32</sup> Johnson, *Understanding communication in second language classrooms*, p. 111.

pattern of communication, classroom learning, and opportunities for second language acquisition.

D.W Johnson in Johnson implies that real learning only occurs between teachers and students and that student-student interaction represents off-task behavior, discourages achievement, and leads to classroom disruptions. In contrast, Johnson argues that student-student interaction may actually be more important for educational success than teacher-student interaction.<sup>33</sup> He claims, constructive student-student interaction influence students' educational inspiration and achievement, develop social competencies, and encourage taking on the perspective of others.

Although Johnson emphasizes the educational and social value of student-student interaction, many experts warn that simply putting students in groups is not enough. Johnson & Johnson in Johnson say that if student-student interaction is to be a successful instructional strategy, teachers must control two important aspects, namely: how learning goals are structured and how conflicts among students are managed.<sup>34</sup>

Second language learners must be aware of the structural or grammatical features of the language, be able to relate those features to their functional usage, and have the ability to use both forms and functions appropriately within the context of meaningful communication with other. Student-student interaction in second language/bilingual classroom can create opportunities for students to participate in less structured and more spontaneous language use, negotiate meaning, self-select when to participate, control the topic of discussion, and, most important, draw on their own prior knowledge and interactional competencies to actively communicate with others. Obviously, student-student interaction has the potential to play an important role not only in shaping the patterns of communication in second language classrooms but in creating opportunities for students to use language for classroom learning and second language acquisition.

---

<sup>33</sup> *Ibid.*, pp. 111–112.

<sup>34</sup> *Ibid.*, p. 112.

Richard in Putri explores the ways in which student-student interaction creates opportunities for students to use language for classroom learning and second language acquisition, as follows:<sup>35</sup>

- a. Peer tutoring model of student-student interaction.
- b. Group investigation model of student-student interaction.
- c. Peer writing conference in student-student interaction.

Jack in Putri defines that the pattern of communication that occurs in student-student interaction may still be shared by teacher and students. Teachers can choose to control the structure and content of student-student interaction based on their instructional goals, the nature of their classroom events, and the type of student-student interaction they hope to promote.<sup>36</sup> The extent to which teachers choose to control student-student interaction will shape the roles that students assume, as well as the type of language they generate. Students also exert a certain amount of control over the structure and content of student-student interaction based on their differences.

Finally, student-student interaction generally creates opportunities for students to participate in meaning-focused communication, to perform a range of language functions, to participate in the negotiation of meaning, to engage in both planned and unplanned discourse, to attend to both language forms and functions, to assume differing roles in that interaction, and finally, to initiate, control the topic of discussion, and self-select to participate.

## **B. Definitions of Speaking**

It has long been recognized that speaking skill in learning a language is very crucial, because the success of using a language especially second and foreign language in real life situation can be measured through speaking. For example, someone can be told that he or she is capable of speaking English if he or she is able to show his or her English by practicing it through speaking. Sukrianto, as cited by Saidna Zulfikar claimed that speaking is a real language, which means that the capability to communicate in a language that can be shown through the

---

<sup>35</sup> Putri, "THE IMPLEMENTATION OF BILINGUALISM IN THE TEACHING LEARNING ACTIVITIES AT INTERNATIONAL STANDARDIZED SCHOOL", p. 31.

<sup>36</sup> *Ibid.*

skill of speaking. The skill of speaking refers to the students' ability to express mind or feeling orally.<sup>37</sup> One function of speaking is to communicate ideas in situation where the other person is listening to words and can be in front of the speaker, looking at the gesture and facial expression. In other words, we can say that speaking is the ability or skill to deliver messages directly.

Saidna Zulfiqar cites the statement of Clark and Clark in that speaking is fundamentally an instrument of act. Speakers talk to the listeners in order to have some effect or respond. They assert things to change their state of knowledge. They ask them questions to get them to provide information. They request thing to get them to do thing for them.<sup>38</sup>

Burn and Joyce add that speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purpose of speaking.<sup>39</sup>

Moreover, Widdowson, as cited by Saidna Zulfiqar states that an act of communication through speaking is performed commonly in face to face interaction and occurs as a part of dialogue or rather from verbal exchange.<sup>40</sup> When we attempt to consider speaking skill, we can make some distinctions between monologue and dialogue or pair work. The ability to perform an uninterrupted oral presentation is quite distinct from interacting with one or more other speakers for transactional and interaction purposes. While all native speakers can use language interaction, not all native speakers have the ability to improvise on the given subject to a group of listeners. This ability is generally has to be learned and practiced.

---

<sup>37</sup> Saidna Zulfiqar bin Tahir, *TEACHING SPEAKING (ENGLISH) THROUGH YAHOO MESSENGER: Theory and Practice* (Media Pustaka Qalam, 2013), p. 7.

<sup>38</sup> *Ibid.*

<sup>39</sup> Anne Burns and Helen Joyce, *Focus on Speaking* (National Centre for English Language Teaching and Research, 1997), p. 63.

<sup>40</sup> Tahir, *TEACHING SPEAKING (ENGLISH) THROUGH YAHOO MESSENGER*, pp. 7–8.

Some descriptions of speaking above made the writer concluded that speaking is the ability to use the language in ordinary way of speech. It is not only about delivering some messages to the listeners but also is communication which needs more than one person to communicate with.

### C. Components of Speaking Skills

Heaton classifies speaking skill into four component, they are:<sup>41</sup>

#### 1) Accuracy

Accuracy in speaking means when someone can produce correct sentences in pronunciation, grammar and word choice so the message can be understood. There are three components of accuracy. They are pronunciation, vocabulary, and grammar.<sup>42</sup>

From the explanations about accuracy above, in short, accuracy is the quality of being accurate, exactness, or correctness in pronunciation, vocabulary and grammar. In this research, accuracy that is produced by elementary school teachers is one of aspect to be measured to know the elementary school teachers speaking ability.

#### 2) Fluency

Speaking performance does not lie totally only on accuracy as mastering the language system but it also lays on the fluency as using the language system communicatively, and without too much hesitation. Stovall in asni defined fluency as the ability to converse with others much than the ability to read, write or comprehend oral language.<sup>43</sup> In simple way, fluency in

---

<sup>41</sup> *Improving speaking skill by jigsaw* / Abd Rahman - Academia.edu, [https://www.academia.edu/5611079/Improving\\_speaking\\_skill\\_by\\_jigsaw](https://www.academia.edu/5611079/Improving_speaking_skill_by_jigsaw), accessed 22 Aug 2016.

<sup>42</sup> Tahir, *TEACHING SPEAKING (ENGLISH) THROUGH YAHOO MESSENGER*, p. 8.

<sup>43</sup> *TEACHING SPEAKING EFFECTIVELY*, [https://www.academia.edu/8491040/TEACHING\\_SPEAKING\\_EFFECTIVELY](https://www.academia.edu/8491040/TEACHING_SPEAKING_EFFECTIVELY), accessed 22 Aug 2016.

a language means speaking easily, reasonably quickly and without having to stop and pause a lot.<sup>44</sup>

From a foreign language teaching point of view, can describe a level of proficiency in communication which includes: (1) the ability to produce written and / or spoken language with ease, (2) the ability to speak with a good but not necessarily perfect command of intonation, vocabulary, and grammar, (3) the ability to communicate ideas effectively, and (4) the ability to produce continuous speech without causing comprehension difficulties or a breakdown of communication.<sup>45</sup>

Richard and Rodgers stated that fluency is the ability to produce written or spoken language easily.<sup>46</sup> This indicates that spoken language is produced naturally with hiccups. They also added fluency is the ability to speak with a good but not necessarily perfect command of intonation, vocabulary and grammar. Meanwhile, Simon and Schuster in Amin defined fluency as: (1) the quality of flowing, smoothness, freedom from harshness, (2) the ability to write or to speak easily, smoothly, expressively, readiness or smoothness of speech.<sup>47</sup>

Based on the above description, the writer argues that fluency is the ability to produce communicative language even though it is not perfect utterances but in continuous speech and smooth. It asks speakers to perform it naturally as long as understandable and communicable. Fluency is the ability to speak in an easy smooth manner. Fluency is also as an aspect to be assessed by the researcher because of this aspects that can indicate the elementary school teachers speaking ability.

### 3) Comprehensibility

---

<sup>44</sup> "Fluency", *LearnEnglishTeens*, <http://learnenglishteens.britishcouncil.org/exams/speaking-exams/fluency>, accessed 22 Aug 2016.

<sup>45</sup> Marie-Noëlle Guillot, *Fluency and Its Teaching* (Multilingual Matters, 1999), p. 26.

<sup>46</sup> Tahir, *TEACHING SPEAKING (ENGLISH) THROUGH YAHOO MESSENGER*, p. 11.

<sup>47</sup> *Ibid.*

Comprehensibility is the process of understanding of the utterances sent by the speaker done by the listener. Also comprehensibility in speaking means that people can understand what we say and we can understand what they say. Harmer states that if two people want to make communication to each other, they have to speak because they have different information. If there is a 'gap' between them, it is not a good communication if the people still confuse with what they say.<sup>48</sup>

Clark and Clark stated that comprehensibility has two common senses. In its narrow sense it denotes the building of meaning and utilizes the speech act conveyed. For example, a question, listener extracts the importation then tries to search the answer for it.<sup>49</sup>

It can be concluded that comprehensibility is the process of understanding of the utterances sent by the speaker done by the listener. Comprehensibility is just the same with accuracy and fluency as an aspect to be assessed by the researcher because of this aspect also as one of aspects that can indicate the students speaking ability.

a) Content

Jacob, as cited by Saidna Zulfiqar explained that content should be clear to the listeners so that they can understand what the messages convey and gain information from it. Content refers to how suitable or substantives the explanation toward the object to be explained. To have a good content in speaking, the contents should be well unified and completed.

#### **D. Difficulties in Speaking English**

a. Difficulties on linguistics aspect

Linguistic aspect commonly refers to the elements of English as a language itself, which include the grammar, vocabulary, and sound systems.

1. Pronunciation.

As cited by Saidna Zulfiqar, Alexander et al defined pronunciation as the way in which a language or a particular

---

<sup>48</sup> *Ibid.*

<sup>49</sup> Herbert H. Clark and Eve V. Clark, *Psychology and Language: An Introduction to Psycholinguistics* (New York: Harcourt College Pub, 1977), pp. 43–44.

word is pronounced. Teaching pronunciation relates with recognition or understanding the flow of speech and production of words. Teaching pronunciation is intended students can produce speech which is intelligible in the areas where they use it.<sup>50</sup> When a teacher teaches English, he/she makes sure that the students' utterances can be understood. The students need to be able to say what they want to say. This means that students' pronunciation should be at least adequate for the purpose.

It is clear, sending message orally without acceptable and good pronunciation is impossible. Certainly, pronunciation cannot be separated from intonation and stress. Pronunciation, intonation and stress are largely learnt successfully by imitating and repetition. Therefore, the teacher should have good standard of pronunciation in order that the students can imitate the teacher in teaching and learning process.

According to Carter and Nunan, pronunciation plays a central role in both personal and social intercourse. Correct pronunciation is the pronunciation that almost same with the native speaker and correct based on the phonological. When the students have good pronunciation, it will be easy to make sense what they say.<sup>51</sup>

## 2. Vocabulary

When speaking the language, the speakers convey words based on their mind. Words are the means of communication. Literally, word has a meaning that is used in certain proper context. Word is known as vocabulary used in structural sentence.

Simon and Schuster in Amin defined vocabulary as (1) a list of words and sometimes phrases, usually arranged in alphabetical order and defines; a dictionary, glossary or lexicon, (2) all the words of language, and (3) all the words used by a particular person, class, profession, etc., sometimes

---

<sup>50</sup> Tahir, *TEACHING SPEAKING (ENGLISH) THROUGH YAHOO MESSENGER*, p. 8.

<sup>51</sup> Barbara Seidlhofer, "Pronunciation", in *The Cambridge Guide to Teaching English to Speakers of Other Languages* (Cambridge University Press, 2001), <http://dx.doi.org/10.1017/CBO9780511667206.009>.



all the words recognized and understood by a particular person, although not necessarily used by that person.<sup>52</sup>

Vocabulary is total number of words which (with rules for combining them) build up a language. It consists of words, noun, verb, adjective and function words such as preposition, conjunction, article and pronoun. Liu and Jackson claim that lack of vocabulary was regarded as a main obstacle for spoken communication.<sup>53</sup> Therefore, the more vocabulary speaker learn in the early age, the more empowered they will be to communicate.<sup>54</sup> It is because words are the building blocks in making meaning in any language.

### 3. Grammar

Grammar is one of the major language components. It pertains to sentence and word. It figures the categories such as noun, subject, imperative clause, and so on. One often presupposes that speaking communicatively does not have to use grammar. However, we do not realize that by ignoring grammar, we can misunderstanding which maybe it is not bad in relax conversation but it can really bring serious bad effect in formal conversation.

Simon and Schuster in Amin also defined grammar as the part of the study of language which deals with the forms and structured of words (morphology) and their customary arrangement in phrases and sentences (syntax), formerly used to denote all phrases of language study (except that of the detailed meaning of words), as centered on morphology and syntax, and now often distinguished from the study of pronunciation (phonology) and the word meanings (semantics).<sup>55</sup> It can be said that a grammar is the system of word structures and arrangements of a given language at a particular time.

---

<sup>52</sup> Tahir, *TEACHING SPEAKING (ENGLISH) THROUGH YAHOO MESSENGER*, p. 9.

<sup>53</sup> Zhengdong Gan, "Understanding L2 Speaking Problems: Implications for ESL Curriculum Development in a Teacher Training Institution in Hong Kong", *Australian Journal of Teacher Education*, vol. 37, no. 1 (2012), p. 49, <http://ro.ecu.edu.au/ajte/vol37/iss1/3>, accessed 5 Sep 2016.

<sup>54</sup> *Win with Words Facilitator's book* (Pearson South Africa, 1999), p. 9.

<sup>55</sup> Tahir, *TEACHING SPEAKING (ENGLISH) THROUGH YAHOO MESSENGER*, p. 9.

In addition, Littlewood in Amin stated grammar into three meanings, they are: (1) the basic way where a language is put together, (2) an explanation or description of the way is put together, and (3) some rules about talking and writing properly.<sup>56</sup> Therefore, they use grammar as the principles to put together the message that they convey.

Grammar has a role in speaking skill. Using the correct grammar in writing or speaking is important because it can help to avoid misunderstandings and to help the other person understand the speaker easily.<sup>57</sup> In addition, Sharon Hanson argues that English competency can be judged by correct use of English grammar.<sup>58</sup> If the speaker' speech is too full of mistakes, it can slow down communication and conversations, and it will make harder to express the ideas and thoughts clearly and concisely.

b. Difficulty on non-linguistics aspect

1) Lack of Motivation

The word "motivation" might sound simple and easy, but in fact it is very difficult to define. According to Gardner, motivation is concerned with the question, "Why does an organism behave as it does?" It is important because it determines the extent of the learner's active involvement and attitude toward learning.<sup>59</sup> Moreover, Gardner defines motivation as a combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes towards learning it.<sup>60</sup> Motivation consists of four components: attitudes toward learning the language, desire to learn the language, motivational intensity and goals.

---

<sup>56</sup> *Ibid.*, p. 10.

<sup>57</sup> *Speaking English – Why Correct Grammar is Important | English Speaking*, <http://www.englishspeakingonline.com/speaking-english-why-correct-grammar-is-important/>, accessed 5 Sep 2016.

<sup>58</sup> Sharon Hanson, *Learning Legal Skills and Reasoning* (Routledge, 2015), p. 508.

<sup>59</sup> Robert C. Gardner, *Social psychology and second language learning: the role of attitudes and motivation* (London ; Baltimore, Md., U.S.A: E. Arnold, 1985), p. 50.

<sup>60</sup> *Ibid.*, pp. 53–54.

One of the key for students learning success is motivation. Nunan, as cited by Mrs. Bencharef Sakina, stresses that motivation is important to notice in that it can affect students' reluctance to speak in English. In this sense, motivation is considered as an important factor to a successful communication.<sup>61</sup> It has been proven in many researches that students with a high motivation to succeed can persist in learning and gain better scores than those who have lower motivation of success showing that building students' motivation to learn is important for every teacher.

With respect to the causes of lack of motivation, Gardner in Nunan, as cited by Mustafa states the causes of the students' lack of motivation; e.g. uninspired teaching, boredom, lack of perceived relevance of materials and lack of knowledge about the goals of the instructional program. These four causes as he further says, very often become source of students' motivation. In this context, a monotonous teaching, in many cases, reduces the students' motivation due to their feeling of boredom.<sup>62</sup> This shows that paying attention to those four factors is vital.

Responding to the issue of motivation, Babu argues that lack of motivation in learning can make the students hesitate to speak English in the classroom. He says that the background of this situation is that students are not motivated by the teachers towards the communication in English.<sup>63</sup> In other words, students' motivation is really influenced by the teachers' teaching performance.

---

<sup>61</sup> Mrs Bencharef Sakina, "The Role of Motivation in Decreasing Students' Anxiety in Speaking English as a Foreign Language" (Biskra University, 2015), p. 3, <http://dspace.univ-biskra.dz:8080/jspui/handle/123456789/5850>, accessed 3 Sep 2016.

<sup>62</sup> Elhadi Nasr Elhadi Mustafa, "Psychological Factors Affecting Sudanese EFL Learners' Oral performance. A Case Study of Sudan University of Science and Technology" (Sudan University of Science and Technology College of Graduate Studies, 2015), p. 17.

<sup>63</sup> A. Ramesh Babu, "#60, Article: 'Teaching Spoken English for Non-native Students: Problems, Solutions and Techniques' by A. RAMESH BABU", *ELTWeekly* (21 Jun 2010), <http://eltweekly.com/2010/06/60-article-teaching-spoken-english-for-non-native-students-problems-solutions-and-techniques-by-a-ramesh-babu/>, accessed 4 Sep 2016.

Therefore, it is important that teachers should try to improve their teaching performance so as to give the students a motivation toward learning and speaking English in particular.

As cited by Mustafa, Dornyei stated that it is necessary to increase the attractiveness of the tasks in order to make learning stimulating and enjoyable for the learner. People usually enjoy a task if they play an essential part in it. This can be done through class discussions, which are usually seem to be interesting by those who have contributed to it and boring by those who have not. This means that another way of making learning stimulating and enjoyable is creating learning situations where learners are required to become active participants and the students ability increase toward the learning process.<sup>64</sup>

## 2) Anxiety

Anxiety is considered as one of the most psychological factors that affect students in learning a foreign language particularly when speaking. This statement indicates an important problem that the majority of learners face in learning and particularly speaking a second or foreign language. Many learners express their inability and sometimes even acknowledge their failure in learning to speak a second/foreign language. Horwitz adds these learners may be good at learning other skills, but when it comes to speak another language, they claim to have a “mental block” against it.<sup>65</sup>

Researchers differ widely about the definition of anxiety. Anxiety is a well-known phenomenon among learners in general and especially language learners. Several researchers realized that anxiety is experienced physically.

---

<sup>64</sup> Mustafa, “Psychological Factors Affecting Sudanese EFL Learners’ Oral performance. A Case Study of Sudan University of Science and Technology”, pp. 17–18.

<sup>65</sup> Elaine K. Horwitz, Michael B. Horwitz, and Joann Cope, “Foreign Language Classroom Anxiety”, *The Modern Language Journal*, vol. 70, no. 2 (1986), p. 125.

Horwitz cited in Nascente defines anxiety as a feeling of tension, apprehension and nervousness associated with the situation of learning a foreign language. Further, Nascente writes that among other affective variables, anxiety stands out as one of the main blocking factors for effective language learning. In other words, anxiety influences students negatively in learning language.<sup>66</sup> Therefore, paying attention to this factor of learning should also be taken into consideration.

### 3) Lack of Confidence

Dornyei cited in Mustafa explains “confidence” closely related to concepts like “self-esteem”, “self-efficacy” and “anxiety”. Self-confidence is like the foundation of a building: if they are not secure enough, even the best technology will be insufficient to build solid walls over them. You can employ your most creative motivational ideas, but if students have basic hesitations about themselves, they will be unable to “bloom” as learners.<sup>67</sup>

Several researchers state the main cause of students’ lack of confidence is their low ability in speaking English. In this case, as they add, many students think that their English is bad and feel that they cannot speak English well. According to Brown, the other cause of students’ lack of confidence also relates with the teachers’ lack of encouragement from the teacher.<sup>68</sup> In this context, many teachers do not think that convincing students that they are able to speak English is important. As a result, the students will feel the learning demotivating rather than motivating.<sup>69</sup> This suggests that encouragement becomes a vital thing in order to build the students’ confidence.

---

<sup>66</sup> Renata Maria Moschen Nascente, *Practical Ways to Help Anxious Learners* (2001), [http://www.seasite.niu.edu/tagalog/teachers\\_page/language\\_learning\\_articles/practical\\_ways\\_to\\_help\\_anxious\\_1.htm](http://www.seasite.niu.edu/tagalog/teachers_page/language_learning_articles/practical_ways_to_help_anxious_1.htm), accessed 4 Sep 2016.

<sup>67</sup> Mustafa, “Psychological Factors Affecting Sudanese EFL Learners’ Oral performance. A Case Study of Sudan University of Science and Technology”, p. 23.

<sup>68</sup> H. Douglas Brown, *Principles of language learning and teaching*, 5th ed edition (White Plains, NY: Pearson Longman, 2007), p. 173.

<sup>69</sup> *Ibid.*

Therefore, giving students encouragement and showing that they will be able to communicate well in English plays a role in students' success of learning.

#### 4) Shyness

Shyness is an emotional thing that many students suffer when they are required to speak in class. This indicates that shyness could be a source of problem in students' learning activities in the classroom especially in the class of speaking.<sup>70</sup> Therefore, in order to help the students do their best in their speaking performance in the classroom, paying attention on this aspect is also quite important. In line with this, furthermore, Baldwin explains that speaking in front of people is one of the more common phobias that students encounter and feeling of shyness makes their mind go blank or that they will forget what they are going to say. As they say, their inability in speaking is also influenced much by their feeling of shyness.<sup>71</sup> In other words, it can be said that shyness plays an important role in speaking performance done by the students.

In addition, as cited by Mustafa, Saurik argues that most of English students feel shy when they speak the language because they think they will make mistakes when they talk. They are also afraid of being laughed at by their peers. In this sense, they are afraid of being laughed at by their friends due to their low ability in speaking English.<sup>72</sup>

#### 5) Fear of Mistake

According to Ron Kurtus, the main reason of fear of mistake is that students are afraid of looking foolish in front of other people and they are concerned about how

---

<sup>70</sup> Mustafa, "Psychological Factors Affecting Sudanese EFL Learners' Oral performance. A Case Study of Sudan University of Science and Technology", p. 25.

<sup>71</sup> Caroline Baldwin and Caroline Baldwin, "How to Overcome Shyness During an Oral Presentation", *eHow*, [http://www.ehow.com/how\\_7852354\\_overcome-shyness-during-oral-presentation.html](http://www.ehow.com/how_7852354_overcome-shyness-during-oral-presentation.html), accessed 4 Sep 2016.

<sup>72</sup> Mustafa, "Psychological Factors Affecting Sudanese EFL Learners' Oral performance. A Case Study of Sudan University of Science and Technology", p. 25.

other will see them.<sup>73</sup> In addition, the students feel afraid of making mistakes as they are worried that their friends will laugh at them and receive negative responds from their peers if they make mistakes in speaking English.

Students' fear of making mistakes in Speaking English has been a common issue especially in an EFL context. As argued by Middleton in Mustafa, most EFL students are afraid to try and to speak in a foreign language which they learn. In this context, as he adds, students do not want to look foolish in front of the class. In some other cases, they also worry about how they will sound, and are scared of sounding silly and so on.<sup>74</sup>

## E. Strategies in Speaking English

Language researchers have been concerned about the process by which second language learners study and learn the target language and what coping strategies they used to successfully communicate using the second language. Ting-Yu Cheng explains that the strategies which used by second language learners to communicate with limited second language and vocabulary is called communication strategies (CS).<sup>75</sup> Tarone was the first to propose a classification system of the kind of communication strategies used by second language learners. Cited by Ting-Yu Cheng, Tarone classifies communication strategies into five areas which are avoidance, paraphrase, borrowing, appeal for assistance, and mime.<sup>76</sup>

### a. Avoidance

According to Tarone's classification, avoidance can either be topic avoidance or message abandonment. In topic avoidance, the second language learner veers away from topics that they

---

<sup>73</sup> Ron Kurtus, *Overcome the Fear of Speaking to Groups - Succeed in Public Speaking by Ron Kurtus: School for Champions*, <http://www.school-for-champions.com/speaking/fear.htm>, accessed 4 Sep 2016.

<sup>74</sup> Mustafa, "Psychological Factors Affecting Sudanese EFL Learners' Oral performance. A Case Study of Sudan University of Science and Technology", p. 26.

<sup>75</sup> Ting-Yu Cheng, *Taiwanese Students' Perceived English Oral Proficiency in Relation to Communication Strategies* (ProQuest, 2007), p. 60.

<sup>76</sup> *Ibid.*

are not familiar with while message abandonment says that a person may not complete a sentence because he/she has nothing to complete it.

b. Paraphrase

Paraphrasing is the ability to translate into one's personal awareness the sentence or idea when communicating with other people. Paraphrasing may take the form of approximation, word coinage and circumlocution. In approximation, the second language learners may use a similar word to the target word although it is not exactly the same in meaning. Word coinage means that a learner may develop a new word which becomes easily accepted by the person but which is really not a valid word. In circumlocution, the second language learner describes or explains a behavior or thought instead of identifying what is the object of the sentence.

c. Borrowing

According to Tarone's system of classification, borrowing divided into literal translation or language switch. Borrowing is to essentially borrow a word or phrase from the native language. In literal translation, the learner translates word for word from the native language. On the other hand, language switch is the straightforward insertion of words from the learner's native language.

d. Appeal for Assistance

This is the strategy whereby the learner or speaker consult a source of authority (a native speaker, a dictionary, etc.) to get the correct term.

e. Mime

When the learner lacks a target language word, she/he may use nonverbal strategies in place of a lexical term. Tarone in Jamila gives the example of clapping hands to indicate applause.<sup>77</sup>

Grace Hui Chin Lin recaps Tarone examples of each strategy above were as follows: (1) "Talk about a concept but is unable to continue and stops in mid-utterance." (avoidance), (2) "Not to talk about concepts for which the target language item or structure is not known." (topic avoidance), (3) "pipe for water pipe or worm

---

<sup>77</sup> Jamila Boulima, *Negotiated Interaction in Target Language Classroom Discourse* (John Benjamins Publishing, 1999), p. 42.



for silk worm” (approximation), (4) “airball for balloon” (word coinage), 5 “she is, uh, smoking something. I don’t know what’s its name. that’s uh, Persian, and we use Turkey, a lot of.” (circumlocution), (6) “he invites him to drink, for they toast one another.” (literal translation), (7) “tritol for caterpillar or balon for balloon” (language switch), (7) “what is this? What called? (Appeal for assistance).<sup>78</sup>

## F. Previous Study

Studies related to difficulty in speaking English had been conducted by other researchers. Here, the results of some researchers which were related to this research, as follows:

First, a research conducted in 2013 by Dina A. Al-Jamal & Ghadeer A. Al-Jamal in Yarmouk University, entitle *An Investigation of the Difficulties Faced by EFL Undergraduates in Speaking Skills*.<sup>79</sup> This research aims to pinpoint a variety some matters related to problems and difficulties in the learning of speaking skill in order to contribute to a fuller EFL education as held by the majority of EFL students in Jordan. Explicitly, two research questions guided this study are how do undergraduate students view EFL speaking skill at Jordanian universities’ EFL education? And do students’ perspectives vary according to the variable of “University” in considering speaking skills as critical in Jordanian universities EFL education?

This research aimed to describe difficulties that may be encountered at an EFL setting. The sample of this research was stratified random as drawn from six Jordanian public universities. Survey questionnaires as well as semi-structured interviews were constructed. 64 students were interviewed out of 566 students who responded to a survey questionnaire.

---

<sup>78</sup> Grace Hui Chin Lin, *A Case Study of Seven Taiwanese English as a Foreign Language Freshman Non-English Majors’ Perceptions about Learning Five Communication Strategies* (Universal-Publishers, 2007), p. 12.

<sup>79</sup> Dina A. Al-Jamal and Ghadeer A. Al-Jamal, “An Investigation of the Difficulties Faced by EFL Undergraduates in Speaking Skills”, *English Language Teaching*, vol. 7, no. 1 (2013), p. 19, <http://www.ccsenet.org/journal/index.php/elt/article/view/32575>, accessed 4 Sep 2016.

The findings of the study indicate that most of EFL students participating in the study were quiet unhappy with their language performance which emphasizes linguistic competence only rather than communicative competence. They felt that their universities do not offer courses for teaching speaking. A very important aspect of the problem that has been highlighted by this study is the need to evaluate the English departments' program and curricula to make sure that such curricula and program are adequate to cater for the students' communicate needs. The lack of adequate facilities at Jordanian Universities such as laboratories together with large classes seems to be major obstacles to the adequate delivery of the teaching of the speaking skill. Evidence suggests that the time allocated for teaching the speaking skill in classes was insufficient to provide students with communicative activities.

Another finding of this study revealed a number of criticisms of the teaching process of English language subject at the university level. These criticisms include the following: the lack of relevance of the content of textbook to student's daily communicative needs, the excessive focus on descriptive aspects of language while ignoring the real world applied aspects. To which should be added, the difficulty in understanding the content of the syllabus, failure to positive attitudes towards the subject, and giving inadequate importance to the memorization of rules and vocabulary items.

Second, the research conducted in Vietnam, conducted by Nguyen Hoang Tuan and Tran Ngoc Mai entitled *Factors Affecting Students' Speaking Performance at Le Thanh Hien High School*. The purpose of this study was to investigate the speaking problems of the students at Le Thanh Hien High School and the factors affecting their speaking performance. The subjects of the study were two hundred and three grade 11 students and ten teachers of English. The research instruments used in this study were questionnaires and class observation.

The results of the study indicate that the students faced many problems such as (1) they spoke very little or not at all, (2) they could not think of anything to say, (3) they used Vietnamese instead of English when they discuss in groups or in pairs, (4) their

participation was low or uneven, (5) they did not have motivation to express themselves, (6) they were fearful of criticism or losing face, (7) they had a habit of translate the information in the textbook into Vietnamese before they speak, (8) they looked at their textbook when they speak. The results also show that there were many factors affecting students speaking performance as follow: (1) topical knowledge, (2) listening ability, (3) motivation to speak, (4) teachers' feedback during speaking activities; (5) confidence; (6) pressure to perform well and (7) time for preparation.

Third, the study entitled *Difficulties in Speaking English and Perceptions of Accents A Comparative Study of Finnish and Japanese Adult Learners of English* by Henna Paakki from University of Eastern Finland.<sup>80</sup> The aim of this study was to discover if adult learners of English experience problems in speaking English, and if so, what types of problems and why. In addition, especially in Finland, the interest in English language media has become stronger, hence it was an additional aim to learn if this has created pressure for English studies and for what type of accent the learner should have.

The data of this study consists of interviews of Finnish and Japanese adult learners of English. A comparison of Finland and Japan was seen as useful because of their differences in education systems and contacts with the English language. The interviews were conducted with qualitative a methodology, and the questions touched upon previous and current English studies, problems experienced in speaking English, and attitudes towards English accents. In the analysis mainly qualitative methods were used, but quantitative methods were also used in the presentation of data.

The study found both the Finns and the Japanese saw speaking English as difficult. It seems that the challenge of teaching English to adults is that they still have the idea that it is a very negative matter if you make a mistake or an error, and that you will be

---

<sup>80</sup> *Difficulties in Speaking English and Perceptions of Accents A by Henna Paakki - PDF Drive*, <http://www.pdfdrive.net/difficulties-in-speaking-english-and-perceptions-of-accents-a-e7489731.html>, accessed 5 Sep 2016.

penalized. These views come from earlier education. The main factors that influenced the informants' speech were social, instruction & input and neurological factors. It also seemed that accent related issues created some type of pressure and difficulty in speaking English.

Seeing all from the study that has been conducted before, the researcher concludes that all the previous studies have the similarity and different areas of study. Those previous studies could be the foundation of conducting this research. However, this research is different from those three studies from the aim and the participants. The aim of this research is to find other difficulties in speaking English and attempt to uncover the strategies to solve the difficulties. In addition, The participants of this research is from elementary school teachers which is different from those previous studies because usually the participants are from people who are learning English (students) but now the participants are people who teach English but they are not from English Education Department.

