Chapter Two

Literature Review

In this chapter, the researcher reviews some literatures related to the topic of this research. There are six main subtopics to be reviewed like English for communication, native English speakers and non-English native speakers, inhibiting factors to communicate with native English speakers, strategies to cope with unconfident feeling, review of related studies, and conceptual framework.

English for Communication

In this globalization era, English language is a tool for communication among others countries. According to Okada et.al (2014), English was used in international and intercultural communication. Okada also added that English plays as the center role of the common language for linking people with different first language. This is in line with Khojastehrad and Sattarova (2015) who stated that English is primary lingua franca which is used to communicate with speakers in different native language through the world. McKay (2002) also asserted that English as an international language used for communication between countries. Besides, Crystal (2000) mentioned that English is a global language. It means that English language is used in the various countries for communication. Therefore, English language is the international language all at once become globalization language.

In fact, nowadays learning English was emphasized in many countries, especially in Indonesia. By learning English language, people will have a great insight. Therefore, learning and understanding English become an unavoidable

requirement. English is used for communication in many aspects. It is not only used in business area, but it is also used in pedagogical area. According Pishghadam and Zabihi (2012), English proficiency is the key for development and advances in the various areas, such as technology, science, and business. Moreover, Razmjoo, Ranjbar, and Hoomanfard (2013) mentioned that since emergence of globalization era, many people need to learn English as an international language, because it has been recognized as a vital and empowering tool for its users. Hence, it is the effort to face competition in the world wide with other people in the other country.

In conclusion, English for communication is important for people in EFL context. It is because English for communication is a language for communicating with other people in different countries who use different languages in many aspects, such as business, technology, or science. Therefore, by using English to communicate, people can compete in the globalization era.

Native English Speakers (NES) and Non-Native English Speakers (NNES)

English language is around the world. Nevertheless, not all people who speak English language is a native speaker of English language. There are some explanations related to native English speakers (NES) and non-native English speakers (NNES). The explanations are presented as follows:

Native English Speakers (NES). There are some definitions related to English native speakers based on previous studies. According to Kachru (1985), native English speakers come from inner circle. Kachru mentioned that there are some countries classified as inner circle, such as US, UK, Canada, Australia, and

New Zealand (as cited in Zacharias, 2003, p.16). In the inner circle countries,

English is the first language used in their daily activities. Furthermore, Mauko

(2014) also stated that English native speaker is someone who has been born in an

English-speaking country and grown up using English as their first language.

Besides, No and Park (2008) pointed out that English native speakers are people

who are reputed to speak standard, authentic, and perfect English. Moreover,

Medgyes (2001) asserted that a native English speaker is someone who speaks

English as her/his first language or mother tongue. The other definition is from

Lee (2005) who pointed out that a native English speaker is a perfect individual

who has perfect command of his/her language. Lee also added that native English

speakers are a monolingual speaker of a language. It means that native English

speakers just have English language in their communication.

To sum up, native English speakers (NES) are people who use English for

their first language, and they were born and grow in English-speaking countries.

They also have standard English and perfect English language. Furthermore, they

live in inner circle countries such as US, UK, Canada, Australia, and New

Zealand.

Non-native English Speakers (NNES). It is different from native English

speakers, non-native English speakers are people who speak English language, but

they are not categorized as a native English speaker, and they also were not born

and grow in the English-speaking countries. For instance, Indonesian people are

one of the non-native English speakers. In Indonesia, English language is used as

a foreign language which is not used in the daily conversation and it is not the first

language for Indonesian people. English language is used in the formal setting only, such as office, school, or international company. Qian and Jingxia (2016) stated that non-native English speakers do not need to conform to the norms of the native English speakers. The users can achieve their purposes of communication, such as information exchange or business transaction.

Hence, non-native English speakers are those who do not use English language as their first language. They have another language that they use in daily activities. They will learn English if they want to achieve their purpose of communication.

Inhibiting Factors in Communicating with Native English Speakers

There are some inhibiting factors which influence the students in EFL context to communicate with native English speakers.

Lack of linguistics competence. Lack of linguistics competence is related about the language itself. According to Wang, Ahn, kim, and Lin-Siegler (2017), lack of linguistics competence is the inhibiting factors in communicating with native English speakers. Lack of linguistics competence refers to the students' understanding related to grammar, pronunciation, and vocabulary. Furthermore, Sharma (2008) also found that lack of grammatical knowledge is one of the factors which hamper the students in communicating with native English speakers. Lack of grammatical knowledge of the language is related to the grammar rule, vocabulary, syllables, pronunciation, intonation, and stress. Sharma contend that without grammar knowledge, it will be difficult in expressing her/his

idea. It is because when communicating with native English speakers, students in EFL context should be able to recognize the language accurately and fluently.

Lack of cultural knowledge. Wang, Ahn, Kim, and Lin-Siegler mentioned that lack of cultural knowledge is one of the threaten factors which inhibit the students in communicating with native English speakers. Lack of cultural knowledge refers to the students' understanding related to the culture from the target language. Then, Sun (2015) also found that lack of deep understanding toward the culture behind the target language is the inhibiting factors in communicating with native English speakers. Sharma also added that in EFL context the teacher only focuses on the systematic teaching of the language like grammar, pronunciation, and vocabulary, whereas the culture from the target language is also important for the students. Because of that, many students do not have any idea of the culture and values of the English speaking countries. Therefore, there is no doubt if the students in EFL context do not understand while communicating with native English speakers. Furthermore, Sharma (2008) found that lack of social culture knowledge of the people who speak the target language is the inhibiting factors in communicating with native English. Therefore, it leads defect in communicating using English language and obstruct to the further interaction Social and culture knowledge is related to the understanding of the language by cultural, norms, and custom. This knowledge can make the students in EFL context able to interpret the message accurately and create suitable comments in various social contexts.

Lack of psychological state. There are two expert who found that lack of psychological state is the inhibiting factors when communicating with native English speakers. Wang, Ahn, Kim, and Lin-Siegler (2017), found that lack of psychological state is one of the inhibiting factors which can obstruct the students in communicating with native English speakers. Lack of psychological state refers to the students psychological such as feeling anxious, afraid, and nervous. Then, from other study, Liu and Jackson (2008) reported that factors which inhibit students in EFL context in communicating English language are low confidence in their spoken English, low willingness to communicate using English language, and fear of negative evaluation such as leaving faulty and being judged unfavorably by others.

Lack of English speaking environment. Lack of the English-speaking environment refers to the lack of opportunities to apply what they have learned for instance. Students in EFL context have been learned a lot of expressions form and idioms in English. Unfortunately, they just memorize all of them. Therefore, the students still do a lot of mistakes when they communicate with native English speakers. Sun (2015) found that lack of English speaking environment is one of the inhibiting factors which students face when communicating with native English speakers. English language is not simply subject in a school or college. It is also communication tool and a form of cultural expression. Therefore, English language not necessarily have to memorized all the grammar rules, vocabulary or idiom, but the important thing is used the language.

Lack of understanding the style of language. Based on Sun (2015), lack of understanding the style of language is one of the inhibiting factors for the students when they communicate with native English speakers. Lack of understanding the style of language refers to how the students apply the language in the real context. Most of the students in EFL context actually have been learned grammar rules by rote learning and blurting out sentences. It influences the students' performance in communicating with native English speakers. It will make the students stiff when they communicate with native English speakers. Therefore, the students cannot bring the conversation to the natural conversation.

Lack of English speaking skill. Speaking skill is one of the productive skills in which students do not only receive and process the input, but they also produce appropriate and comprehensive responses. If the students cannot give appropriate response it will make break the conversation with native speakers. Eventually, lack of speaking skill will bring up misunderstanding between non-native English speakers with native English speakers.

Based on the explanation above, it can be concluded that there six factors which inhibit the students in EFL context to communicate using English language. The factors are not only from the language, but they also from the other factors, such as social and culture knowledge, the psychological factors, such as feeling anxious, afraid and nervous or low confidence in their spoken English. In conclusion, these factors can provoke the students in EFL context unwilling to communicate using English language either with native English speakers or non-native English speakers.

Strategies to Cope with Inhibiting Factors

There are many strategies to cope with inhibiting factors among students in EFL context to communicate with native English speakers. The strategies can be done when they communicate with native English speakers directly or during the learning process. One of the common strategies is communication strategies. According to Jeharsae (2012), communication strategies are technique to maintain communication. This strategies include paraphrasing, circumlocution (indirect way of speaking), asking for repetition or emphasis, seeking clarification, and avoiding words, structure, or topics. Furthermore, Al Harbi (2015) gave some communicative activities. These activities come from the teacher who should handle the learning process. The teacher should be able to create an authentic situation, such as ordering meal in the restaurant, talking or getting conversation to nurse or doctor in hospital, watching YouTube in English language, or reading a piece of text. The purpose of these activities is for building the students' in self-confidence when they communicate using English language with native English speakers.

Moreover, there is a strategy that can be used to improve the students understanding toward the culture of the target language. Sun (2015) found that extracurricular activities can be applied during learning process to give students understanding toward the culture of the target language. The strategies is enrich culture teaching through extracuricular activities. This activity can be formed by the teachers in the classroom or outside the classroom. Extrtacuricular activities will play as a key role for awaking the students culture consciousness. These

activities will use the students' spare time and grasp the opportunities offered by the teacher's experience to intoduce something about the culture and convention aboard that students are eager to know. Eventually, the students will have exposure associated with the culture of the target language. Additionally, Buckhingam (2009) argued that using out of class atmosphere will give experience to the students in practicing the target language and building students' confidence and motivation. Rossiter, Derwing, Manintim, and Thomson (2010) also claimed that repetitive activities such as making the students for having survey in and outside the classroom can boost the students' fluency and confidence in communication skill.

In addition, Wang, Ahn, Kim, and Lin-Siegler (2017) mentioned other strategies. The first strategy is avoidance. This strategy can be used by the students to avoid eye contact in communicating with native English speakers to reduce their nervousness. The second strategy is interaction. This strategy can be used by the students to ask repetition when they communicate with native English speakers. Sometimes, native English speakers have different word to pronunce, intonation, or rapidity in speaking. The third strategy is improving English skills. This strategy can be done by listening to English music, watching western movie, and read English book or novel. These activities can help the students to understand more about grammar, improve the students in pronunciation, and enrich vocabulary.

To sum up, the strategies are devided into two ways. The first way is use the strategies directly when the students are communicating with native English

speakers, such as ask them to repeat what they said, avoidance, or paraphrasing. The second way is use the strategies during the learning process, such as improving English skill (related to the learning grammar, vocabulary, and pronunciation) or learning the culture of the target language. Every student has different factors which inhibit their communication with native English speakers. Therefore, the students can choose appropriate strategies related to the problem that they face.

Review of Related Studies

In conducting this research, the researcher reviewed some prior studies. There is previous study conducted by Wang, Ahn, Kim, and Lin-Sieger (2017) entitled "Why Do International Students Avoid Communicating with Americans?". The participants were 38 adult non native English speakers and 28 American students college in the United State. The research design used a descriptive qualitative and used open ended question. The findings of this research found some inhibiting factors which obstruct the students to communicate with native English speakers. Those factors were social-psychological related, cultural related, and language related. The other findings of the research was reveald that the more non native English speakers attribute their communication concern to America's bias, the more likely they would avoid interacting with Americans. This research is similar to the current research in part of the inhibiting factors. However, there is a difference between the previous and the current research in which the previous research investigated non-native English in English speaking countries. However, the current research aims to reveal the inhibiting factors

among students in communicating with native English speakers in non-native English speaking countries. Therefore, the result of previous study supports the current research about the inhabiting factors. Furthermore, the result of the current study gives some ideas about strategies that can be applied to reduce the inhibiting factors. Thus, this research is correlated to each other.

Another previous study discussing strategies to cope with lack of confidence in communicating performance. The research from Haidara (2016) entitled "Psychological Factor Affecting English Speaking Performance for the English Learners in Indonesia". The research participants were 20 students in Universitas Negeri Yogyakarta (UNY). The research used a descriptive qualitative design consisted of theoretical review, field notes, observation, and unstructured interview. The research focused on the psychological factor affecting students' performance in communication performance. The research revealed that the psychological factor brought negative effects to students' performance in English speaking, even they were good at grammar or pronunciation. Eventually, they felt insecure when they spoke or communicated using English language. The research did not only find that lack of confidence affects students in English communication performance, but it also found other factors such as fear of making mistakes, feeling shy, and feeling hesitated. In addition, the research provided some strategies to overcome the psychological factors like stop assuming that English language is too difficult to understand, stop worrying about the mistakes, stop underestimating themselves, and stop thinking much about mistakes. This previous research clearly mentioned that the lack of confidence is

one of the psychological factors obstructing the students in English communication performance, and it provided the effective strategies to overcome the inhibiting factors. The study done by Haidara (2016) supports this current research which is exploring students' strategies to cope with lack of self-confidence.

Conceptual Framework

English language is a tool for communication in order to link with people who have different first language. Therefore, English language is known as an international language. English language is also used in many aspects such as technology, business, and science. Thus, English language is important for people in EFL context to compete in the world wide. They should be able to use English language for communication to talk to other people from other country.

Unfortunately, learning foreign language for communication is difficult for students in EFL context. They have to do many things like learn grammar rules, learn pronunciation, or read an English book to enrich their vocabulary. Moreover, there is a learning technique which can make the students in EFL context have good communication in English language. The technique is by communicating with native English speakers. Communicating with native English speakers is essential, because they have authentic, standard, and perfect English. Therefore, the students can learn English directly from the native English speakers. Eventually, the students also need to communicate with native English speakers in many aspects such as business negotiation, study aboard, and travelling.

However, there are some factors inhibiting the students when they communicate with native English speakers. Wang, Ahn, Kim, and Lin-Siegler (2017) mentioned three factors inhibiting the students to communicate with native English speakers. The factors are lack of linguistics, lack of cultural knowledge, and lack of psychological state. Moreover, Sun (2015) added one factor inhibiting the students to communicate with native English speakers. It is about lack of English speaking environment. Sharma (2008) also added one factor inhibiting students to communicate with native English speakers. It is about lack of speaking skill.

Besides, the factors can be reduced by using some strategies. Those strategies devided into two ways. The first strategies can be applied directly when the students communicate with native English speakers. Wang, Ahn, Kim, and Lien-Siegler (2017) mentioned two ways which can be applied directly are avoidance and interaction. The second strategies can be applied during the learning process. According to Al Harbi (2015), communication activities can be applied where the teacher should create an authentic situation. This activity will improve students in English skill, such as grammar knowledge, pronunciation, and vocabulary. Additionally, Sun (2015) added about extracuricular activities. Extracuricular activities are able to enrich the culture of the target language to the students. Accordingly , this study aims to explore the factors which inhibit the students at higher education to communicate with native English speakers and to find out the strategies to deal with the inhibiting factors to communicate with

native English speakers. Finally, the conceptual framework of this research is
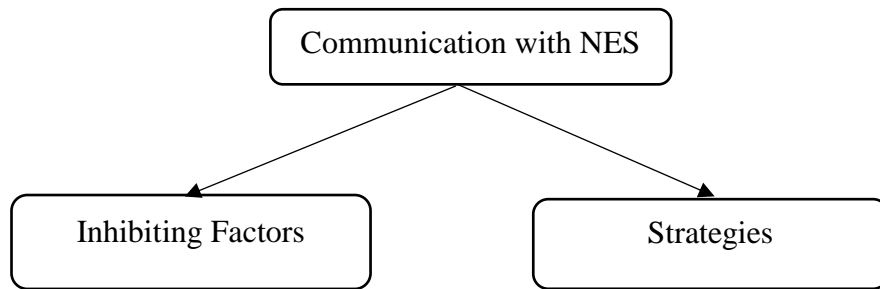
presented below:

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        │  Communication with NES │
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┌──────────────────┐      ┌──────────────┐
│ Inhibiting Factors │      │  Strategies  │
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Figure 1.0 Conceptual Framework