

INHIBITION: STUDENT'S PROBLEM IN SPEAKING CLASS

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ABSTRACT

This study aimed at figuring out the problems encountered by students in speaking class and the solutions for the problems found. Based on the library research, compiling many theories and it was found that students encounter many problems in speaking class, one of them is inhibition. Inhibition is a state where the students feel afraid of making mistake when performing a speaking task. This problem can be solved by giving the students positive feedback after performing, motivating students to speak before performing, creating a harmonious atmosphere that can reduce students' nervousness and giving communication training to improve students' self-confidence.

Keywords: Inhibition, Problem, Solution, Speaking

I. Introduction

In this era, English is a foreign language which provides students in connecting the world. It also opens the opportunities for getting a better job in the global economy. Kachru and Smith as cited in Hosni (2015) state that in the era of globalization and rapid diffusion of knowledge, all the nations are aware of the need to prepare their citizens to perform in ways that would ensure their prosperity and eminence in the world. In order to be competitive, they have to be able to function well in multinational industrial enterprises, international trade, diplomacy, and scientific technological areas of expertise. They have to be innovative and contribute to the knowledge-based of the world. In order to achieve these goals, they need to be able to utilize the most widely used medium, English. From those facts, we know how big the influence of English language is in current global situation. Indonesian government absolutely realizes this situation; they decide English as a compulsory subject to learn in formal school. It is not only a subject in a formal school, but also in an informal school. Recently, there are many informal institutions which include English as a main subject in training the employees of companies. It is supported by Nishanthi in Risadi, Astawa, Winia, and Laba (2020), who state that English is probably the most popular foreign language to be learned in Indonesia because of some reason. First, English is the international language to communicate in order to get in touch on an international level. Second, English is also necessary for the field of education. In many countries, children are

taught and encouraged to learn English as their second or foreign language for some countries as it is the dominant language in the sciences. Third, learning English is important as it gives access to over half the content on the internet. Having access to learning in more than one language also allows individuals to use different languages for different functions. For example, literacy in national and/or international languages often opens doors to the world of work and facilitates mutual intelligibility between the local context and the “outside world” politically and culturally (Risadi and Ardiasa, 2020). In Indonesia, there are at least four different reasons for learning English. First, the school curriculum has determined that English is one of the compulsory school subjects. Second, some people might even be learning English because they want to be accepted into an English-speaking society, Third, some people may realize that by learning English, they will have a chance for advancing their future and a better job with two languages rather than only having one language. The last reason, some people may want to continue their study in English speaking countries where English is used as the formal national language such as in Australia, England, and the USA (Laba, 2017).

Speaking seems to be the most important skills of all the four skills (listening, speaking, reading and writing) because people who know a language are usually referred to as speakers of that language. The major goal of all English language teaching should be to give learners the ability to use English effectively, accurately in communication. However, not all language learners after many years studying English can communicate fluently and accurately because they lack necessary knowledge. The learning of English speaking skill is a preference for a lot of English as a Foreign/Second Language (EFL/ESL) learners. Language learners sometimes evaluate their success in language learning based on how well they have improved in their spoken language ability. Teachers and textbooks use either direct approaches that concentrate on particular aspects of oral interaction such as turn-taking and topic management or indirect approaches which make situations for oral interaction by group work, task work, and other strategies (Tuan and Mai, 2015). Despite its importance, speaking has been overlooked in schools and universities due to different reasons like emphasis on grammar and unfavorable teacher-student proportions. Speaking has been absent from testing because of the problem in assessing it objectively and the time it takes to carry out speaking tests (Leong and Ahmadi, 2016). Speaking is a skill which is worthy of attention in both first and second language. Learning the speaking skill is the most important aspect of learning a second or foreign language and success is measured based on the ability to perform a conversation in the language (Shteiwi and Hamuda, 2016)

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be able to function well in multinational industrial enterprises, international trade, diplomacy, and scientific technological areas of expertise. They have to be innovative and contribute to the knowledge-based of the world. In order to achieve these goals, they need to be able to utilize the most widely used medium, English. From those facts, we know how big the influence of English language is in current global situation. Indonesian government absolutely realizes this situation; they decide English as a compulsory subject to learn in formal school. It is not only a subject in a formal school, but also in an informal school. Recently, there are many informal institutions which include English as a main subject in training the employees of companies.

From the statement above, it can be concluded that most language learners study English in order to develop proficiency in speaking. Besides, the success of a language learner can be measured by the fluency in speaking. The learners define fluency as the ability to converse with others. They regard speaking as the most important skill they can acquire, and they assess their progress in terms of their accomplishments in spoken communication. Speaking English for most Indonesian students is very challenging in terms of bravery to speak the language to their English teachers and to the English native speakers. Most of the students will be very proud when they are able to speak the language fluently. Unfortunately, most of them show anxieties (inhibition) when they use the target language to communicate with others. Those also appear when the teacher asks the students to present something in front of the class or to respond orally to some questions using English (Hosni, 2015).

II. Methods

In methodology, the researcher used library research to find out what kinds of speaking problem that are encountered by students' in classroom, library research is kind of research conducted by compiling many theories from many experts in order to find out a solution for phenomenon. Studies which were conducted by many researcher to deepen the theory and the solution of the problem given by many researcher and they have provided many evidences.

III. Findings and Discussion

Zhang in Hosni (2015) argued that speaking remains the most difficult skill to master for the majority of English learners, and they are still incompetent in communicating orally in English. According to Ur as cited in Hosni (2015), there are many factors that cause difficulty in speaking, and they are as follows:

1. Inhibition. Students are worried about making mistakes, fearful of criticism, or simply shy.
2. Nothing to say. Students have no motive to express themselves.
3. Low or uneven participation. Only one participant can talk at a time because of large classes and the tendency of some learners to dominate, while others speak very little or not at all.
4. Mother-tongue use. Learners who share the same mother tongue tend to use it because it is easier and because learners feel less exposed if they are speaking their mother tongue.

According to Fitriati and Jannah, (2016) the first problem that the students often encounter is “inhibition”. Unlike reading, writing, and listening, speaking skill needs a real-time exposure to the audience. When the students try to say things in a foreign language in the classroom, they are often inhibited. Such as, they are worried about making mistakes; they are fearful of criticism or losing face; and they are shy of the attention that their speech will attract. Fitriati and Jannah, (2016) asserts that “a foreign language classroom can create easily inhibitions and anxiety.”

Inhibition to speak in English stands as an obstacle for the development of personality among students. Based on the study conducted by Varghese, (2015) with setting in Kerala, India states that the speech form in English medium of instruction is often neglected and often the mother tongue Malayalam is used as a medium of instruction by the instructors. If it is analyzed from Francis Bacon’s point of view and if we neglect reading or conference (speaking) or writing, then a person cannot be perfect or complete. The main objective of the Collegiate Education Department, Govt. of Kerala is to impart best quality higher education to the eligible students of the State who complete their higher secondary level education. To master the spoken form of English Language, one must have exposure to the Language. As the old age says practice makes perfect, inhibition to speak in English can create a sense of fear and is one of the major factors that leads towards hatred in speaking English, without speaking English, we cannot master the spoken form. Exposure to English can reduce inhibition to speak English up to a certain extend.

In Kerala, usually students in colleges prefer to speak in native language Malayalam rather than in English. If their classmates speak in English, then there is a general tendency to mock at the person who speaks in English. The famous psychologist Sigmund Freud coined the term “Super Ego” (Freud in Varghese, (2015). Varghese, (2015) defines super ego as “a part of a person's mind that relates to attitudes about what is right and wrong and to feelings of guilt”. In colleges when classmates mock their friends when they speak in English, in the mind of the speaker a sense of barricade develops and he feels that he is going against the norms of his classmate, even though the medium of education is in English and even it can have a positive impact in his life, the fear of “others” (friends) develops a guilt in the mind of the speaker and super ego a moralizing agent develops an inhibition in the mind of the speaker (student) and it can prevent him in speaking English and later the inhibition can lead to fear in speaking and hatred towards spoken English.

According to Fitriati and Jannah, (2016) inhibition can be handled by giving feedback to students after performing a task. Most students want and expect their teachers to give them feedback on their performance. However, all speaking production should not be dealt with in the same way. Harmer in Fitriati and Jannah, (2016) asserts that, the decisions that the teachers make about how to react to students’ performance will depend upon the stages of the lesson, the activities, the types of mistake made, and the particular student who is making that mistake. If

the teachers correct whenever there is a problem, the conversational flow as well as the purpose of the speaking activity will be destroyed. If the students are corrected all the time, they can find this very demotivating and become afraid to speak. Fitriati and Jannah, (2016) also suggest that “the teachers should always correct the students” mistakes positively and with encouragement.” Here, the teachers should correct the students” mistakes and give them encouragement after they finish their speaking. In other words, the teacher must motivate the students in order to gain positive self-confidence. Regarding this, Dornyei as cited in Fitriati and Jannah, (2016) proposed some ways to overcome the students who have low motivation. It can be applied by the teachers in order to encourage the students” motivation. 1) The first stage is to create motivating condition for learning. It means creating a pleasant and supportive environment in the classroom. 2) The second stage is to introduce initial motivating techniques by creating materials that are relevant for the students. 3) The next stage is to take care to maintain and to protect students” motivation by offering stimulating activities and fostering self-esteem, self-confidence, and co-operation among students. 4) The last stage is to turn evaluation and feedback into positive experiences.

Other researcher, Zua in Nakhalah, (2016) gives several suggestions. First, she suggests that emotional bonds between students and teachers should be build. This way, the students are expected to feel comfort with their teacher and believe that the teacher will help them if they make mistake. Second, Zua in Nakhalah, (2016) further states that the teacher should improve the students' concentration when learning English. This can be done, as she suggests, by creating a supporting learning atmosphere. Finally, the last suggestion is that the teacher creates a harmonious atmosphere that can reduce students' nervousness. Varghese, (2015) adds that students felt that through communication training they can overcome the inhibition to speak in English. My opinion, students encounter many problems in speaking but as long as the teacher can give clear explanation and give time for students to think, the problem will be solved smoothly and give strong connection between the students and the learning itself.

IV. Conclusion

Speaking seems to be the most important skills of all the four skills (listening, speaking, reading and writing) because people who know a language are usually referred to as speakers of that language. The major goal of all English language teaching should be to give learners the ability to use English effectively, accurately in communication. However, not all language learners after many years studying English can communicate fluently and accurately because they lack necessary knowledge. There are many factors that cause difficulty in speaking, namely, Inhibition, Nothing to say, Low or uneven participation, and Mother-tongue use. The first problem that the students often encounter is “inhibition”. Unlike reading, writing, and listening, speaking skill needs a real-time exposure to the audience. When the students try to say things in a foreign language in the classroom, they are often inhibited. Such as, they are worried about

making mistakes; they are fearful of criticism or losing face; and they are shy of the attention that their speech will attract.

There are solutions for inhibition problems, namely, by giving feedback to students after performing a task, encouraging the students' motivation, emotional bonds between students and teachers should be built, improve the students' concentration when learning English. This can be done, as she suggests, by creating a supporting learning atmosphere. Finally, the last suggestion is that the teacher creates a harmonious atmosphere that can reduce students' nervousness. Last but not least, through communication training students can overcome the inhibition to speak in English.

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