

INHIBITING FACTORS IN SPEAKING
ABILITY DEVELOPMENT
A Case Study At The English Department
Hasanuddin University



A THESIS

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By

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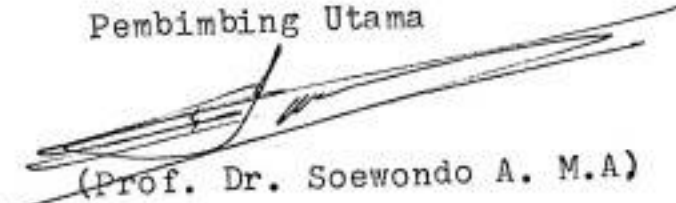
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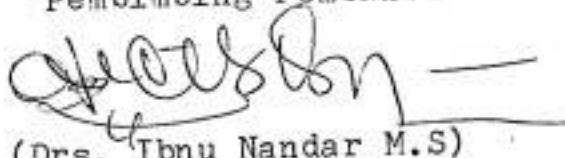
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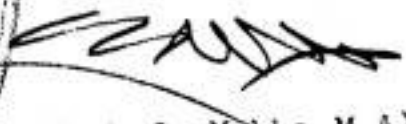
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A K H M A D

A B S T R A K

Bagi mahasiswa Sastra Inggris di kebanyakan perguruan tinggi di seluruh Indonesia pada umumnya, dan di Universitas Hasanuddin pada khususnya, kecakapan berbahasa Inggris tidak jarang menjadi bahan pembicaraan sebagai suatu keterampilan yang selayaknya dimiliki. Tetapi sayang, tidak sedikit dari mereka masih memiliki keterampilan berbahasa Inggris tersebut dengan tingkat yang kurang memadai. Kenyataan ini ditemui pula di kalangan mahasiswa Sastra Inggris Universitas Hasanuddin yang terdaftar pada tahun ajaran 1984/1985. Ini memang patut disayangkan, karena Jurusan Sastra Inggris Universitas Hasanuddin (UNHAS) dapat dikatakan sebagai suatu wadah yang memungkinkan mahasiswa dapat memperoleh keterampilan tersebut. Pernyataan ini bukanlah tidak berdasar. Penyajian materi-materi kuliah jurusan oleh dosen dengan menggunakan Bahasa Inggris seperti 'Seminar On English Linguistic' dan 'Seminar On English Literature', apalagi dengan adanya 'Blocking System' (Intracurriculair Intensive English Course), merupakan alasan yang prinsip.

Berdasarkan realita di atas, penulis lalu mencoba untuk menemukan faktor-faktor penghambat pengembangan keterampilan berbahasa mereka dengan menggunakan metode penyebaran angket kepada respondennya. Dan, dari hasil metode tersebut, penulis menemukan bahwa ternyata ada 3 macam fak-

tor penghambat dengan klasifikasi sebagai berikut:

- a). Faktor linguistik (faktor yang menyangkut aspek-aspek tertentu dari bahasa yang bersangkutan) yaitu, kurangnya penguasaan tata bahasa (grammar); minimnya jumlah kosa kata yang dimiliki; dan kekurangmampuan menggunakan diksi yang tepat.
- b). Faktor sosial yaitu, mereka tidak pernah mengikuti suatu Kursus Bahasa Inggris, atau, pada umumnya, sangat minimnya jumlah waktu yang mereka alokasikan untuk belajar pada suatu Kursus Bahasa Inggris sebelum atau sesudah masuk di Jurusan Sastra Inggris UNHAS; mereka tidak pernah atau, pada umumnya, jarang menghadiri suatu Kelompok Percakapan Bahasa Inggris sebelum atau sesudah masuk di Jurusan Sastra Inggris UNHAS; dan kurang mendukungnya respon yang diberikan oleh rekan-rekan mereka (tentu saja tidak semuanya) pada saat mereka berlatih bercakap-cakap.
- c). Faktor psikologis yakni, mereka malu untuk berlatih bercakap-cakap kepada orang lain; mereka takut berbuat kesalahan dalam hal tata bahasa dan diksi; sikap mereka yang kurang mendukung; dan rendahnya motivasi mereka.

CHAPTER I

INTRODUCTION

1.1 The Background of Problem

It has been a general concept that language functions as a tool of communication. Through language one can interact with another person or other people and her or his society. And by language she or he could convey her or his notions or ideas; express her or his thoughts, feelings and desires; respond other people; and might establish and maintain relationship with them. In short, language enables people to handle their business of life.

From the point of view of their users, languages are grouped into three classifications, i.e (1) mother language, spoken by certain community in an area or areas; (2) national language, used as a formal language by the whole people of a country to make contacts to one another; and (3) international language, language that serves as official medium of international communication (communication among nations). No one would dispute that English as an international language is to contribute beneficial things for countries all over the world. People of a country are able to know many aspects of life of people of other countries, including social, political, and cultural

aspects. Not only this, in a broader sense, developing nations can utilize it in bringing about great advances. This is absolutely made possible due to the language's function as a medium of science and technology transfer from developed countries that is badly needed by them (developing nations). Therefore, it becomes reasonable if the language is broadly studied. Even, it has been used as an official language in some countries, for example, in Singapore and the Philippines (Hassan Shaddily et al., "Ensiklopedi Indonesia", pp. 3191 and 1005)

In Indonesia, even though the English language is not treated as in the two countries, it is still regarded as an indispensable foreign language that must be studied. In reality, it is not merely students of Junior and Senior High Schools and universities who learn it, but also common persons do. For most of university students, learning for mastering it is a significant need because this may lead them to develop their discipline and to be knowledgeable. This is not gratuitous because a great number of references pertaining to their field of study are written in English. It can be imagined how lame they are since the competence of understanding the language is not with them. For those who are tempted to proceed their study abroad, the condition of lacking, especially, oral performance in the language will certainly come up as a very terrible barrier. Meanwhile, common people study the language for,

lish Morphology, English Semantics, English Syntax, English Poetry, and Seminar On English Linguistic and Literature.

It is a pity that in spite of having spent more than four years of studying, yet they look to have insufficient capability of speaking skill. In fact, the amount of time could be assumed more than enough compared to the duration pointed out by E. Sadtono (in his "Hasil Survey Kebutuhan Bahasa Inggris Di Kalangan Pegawai Negeri (2-Habis): Beberapa Saran Perbaikan dan Kenyataan (Jawa Pos, 1987). He clarifies that for adults, to be successfully learning a foreign language (English), they need a high concentration of time at least 12 months, full time, or two years of part time training and 6 months full time. All these vigorously prompt the writer to choose the title of his thesis.

1.3 The Scope of Problem

In composing this thesis, the writer would try to discuss factors that influence the acquisition of English as a foreign language and the process of first language acquisition as well. The factors are linguistic, i.e phonology, grammar, and vocabulary, and non-linguistic, viz. (1) social and (2) psychological : motivation, attitude, aptitude, personality, and age; also teachers/instructors. The decision of the writer not to cover all of the factors either of linguistic, social or psychological is principally due to his superficial knowledge and limited competence.

1.4 Methodology

There are two kinds of methods which are used by the writer in compiling this thesis. They are :

- a. Library research. Through this method, he reads books, journal magazines and newspapers that relate with the subject discussed.
- b. Questionnaire. This one is utilized to collect data in need (primary data). By this method, the writer makes a list that contains a number of questions which are then submitted to and answered by his respondents.

1.5 Sample

The sample taken by the writer are those who entered the English Department of UNHAS in the academic year of 1984/1985. And, in the matter of the impossibility of taking them all as the sample of this research, he only gets 40 students whose speaking ability is identified bad.

1.6 The Purposes of Writing

The purposes of this thesis writing are :

- a. To show up that there were negative factors which hampered the students' speaking skill development.
- b. And, the most important one is to fulfil one of the requirements of getting the sarjana degree at the English Department of Hasanuddin University.

1.7 The Sequence of Presentation

This thesis comprises four chapters with the following outline of each :

- a. Chapter one. This chapter consists of (1) the background of problem; (2) the reasons of choosing the title; (3) the scope of problem; (4) methodology; (5) sample; (6) the purposes of writing; and (7) the sequence of presentation.
- b. Chapter two. This chapter deals with language acquisition which is further subdivided into (1) first language acquisition and (2) second language acquisition in which the aforementioned factors are elucidated.
- c. Chapter three. This chapter presents the analysis on the data obtained from the questionnaire. Here, inhibiting factors in the speaking ability development of the students are identified and discussed.
- d. Chapter four. This chapter encompasses conclusions and suggestions.

CHAPTER II

LANGUAGE ACQUISITION

2.1 First Language Acquisition

For native speakers, speaking their first (mother) language does not generally appear to be a problem that invites a good deal of discussions. They can use it with one another without being blocked by significant hindrances. The easy contacts, by looking at it from the point of view of their capability of using it, does not exclusively happen to adults and old persons, but also to most children as well. According to George A. Miller (in "Psychology", 1983, edited by Andrew B. Crider et al.), "children acquire much of their native language in the five or six years of life" (p.257). If we see what happens during the years of children's life, it would get to be known that there are a couple of processes of language development which are passed by them and supporting factors that enable them to speak their mother tongue. In the matter of first language development itself, Kenneth Chastain (1976) states that it is generally agreed that the first language acquisition is to take place in a long process fraught with difficulties. Let us see the process.

K. Chastain asserts that children face 5 stages in their first language development, namely (1) producing ear-

liest sounds; (2) babbling; (3) lalling; (4) echolalia; and (5) producing true speech. The following are the brief description of them presented by Chastain.

2.1.1 Producing Earliest Sounds

Earliest sounds are made by babies. These sounds are related to discomfort (and comfort) sound and are the natural result of the babies' agitated body state and their struggle for relief. The sounds are shrill, nasalized vowel sounds which are produced in front of the mouth with a tense facial expression (cries) as a result of the babies' discomfort. By quoting Ainsworth (1950), Chastain writes that these early sounds (cries) are involuntary responses to hunger, pain, etc. The samples of the sounds are:

"wa ... wa ... wa ... wa
 la ... la ... la ... la
 nga ... nga ... nga ... nga
 ha ... ha ... ha ... ha"

(Lewis, 1975, p. 19 as quoted by Chastain (1976) p. 47).

2.1.2 Babbling

Babbling is generally referred to as the second stage of the first language development. Berry and Eisen-son (1942, p.3), as quoted by Chastain, state that babbling stage may be considered as a training and preparatory period for later articulate utterance. In other words, says Chastain, "it is during this stage that baby really begins to practice the variations of our sound system" (p. 47).

not have real comprehension of the significance of what they are saying.

2.1.5 True Speech

Finally, the children step to the last stage of their first language development, i.e to produce true speech when they are within the age of twelve months to eighteen months. Sounds produced are to become associated with meaning. And, at the age of three years old, they appear to be capable of making true speech. But, mistakes in pronunciation are still heard. Regarding this errors, Chastain reminds that two important ideas must be kept in mind : first, that the goal is distinct speaking, not perfect articulation; and second, that talking must be fun for children. So, parents do not need to be worried about. As a matter of fact, it is just natural. Chastain has the reason by referring to what is stated by Mange (1959, p.4):

"... most children have very little awareness of their own errors which are present during the speech development. As autocritical abilities develop, however, awareness and modification in the articulatory pattern follows rapidly until an essentially adult pattern is reached by eight years of age."

2.2 Second Language Acquisition

While the first language acquisition and development does not bring about special discussions among linguists, second (foreign) language acquisition and development on the other hand, comes up as a broadly and in-detailed

talked problem. Miscellaneous variables are justified by linguists to have determinant influences on the language acquisition, for example, those of in the learners (psychological), of social, of linguistic, and the way of learning as well as the role of instructors or teachers.

Failure in the language has been familiar with us. W.F Mackey (1965, p.107) reports that every year, millions of people start learning a second (English) language, but very few of them succeed to master it. How is actually the language acquired ?.

According to Wolfgang Klein (1986), the acquisition of it can be done by spontaneous and guided (usually by a tutor) way. The first term is used by him to denote the acquisition of the language through every day communication, in a natural fashion, free from systematic guidances. It is worth noting, however, that despite the learners have taken one of the ways or maybe both of them as once, they cannot be expected to be easily getting skillful right after a short or even a long period of learning as turning our palm down. The excuse is to lie on the variables mentioned above. The learners may just have an interest of talking but unfortunately do not have the competence for that. Or, they might actually possess the competence but are not prompted or are reluctant or embarrassed at doing the oral practice even if they are in a conversational situation, for instance in discussion classes. This must be

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exasperating, isn't it ?. Such the phenomena cover a lot of students of a foreign (english) language class; they cannot or will not speak it. In fact, a large percentage of them study the language because they want to learn to speak it (Chastain, 1976).

W.F Mackey says that there are mainly three kinds of factors which are at work at second (foreign) language learning, i.e (1) linguistic factors, (2) social factors, and (3) psychological factors.

2.2.1 Linguistic Factors

Linguistic factors as phonology (pronunciation), vocabulary, and grammar influence the way and the process of acquisition and development of learners' foreign language. Distinction in way of pronunciation that exists between the foreign language and the learners' first language can be a disturbing variable. For instance, many Indonesians learners of English seem to be in difficulty of uttering the consonant cluster -sts of English, for example in the word "economists". It is often pronounced with the absence of the final -s or the two latest consonants -s and -t. (These pronunciations were heard by the writer from, among others, his students studied at PAPI English Course in the first 6 months of 1989). The reason is surely that the sort of consonant cluster is nonexistent in Bahasa Indonesia. Or, a Thai girl who seemed unable of pronouncing the consonant "l" at the end of English words as in "girl" and "beauti-

ful". In stead of uttering / gal / and / byuwɪfʊl /, she pronounced / gən / and / byuwɪfʊn /. (These utterances were heard by the writer when he was involved in talks to a Thai girl in his visit to the Temple of Emerald Buddha in Bangkok, Thailand, November 1, 1988). Or, a number of Japanese persons who said / waŋ / not / wan / for the word "one". (This was caught by him during having contacts with a couple of Japanese boys and girls from October to November on board Nippon Maru, 1988).

Likewise, difference in grammar between the two languages, first and second (foreign) language can also create troubles. Say, Bahasa Indonesia's word order mostly applies to "DM" model, whereas English's is "MD". ("DM" is the abbreviation of "Diterangkan Menerangkan" (=Modified and Modifying). Modified words are placed before modifying ones, for example, "baju merah". On the other hand, "MD" stands for "Menerangkan Diterangkan" (=Modifying and Modified). Modifying words precede modified ones, for example, "red shirt"). Mistakes in structure of English in respect to interference of Bahasa Indonesia's "DM" law could be seen in the phrase "flower garden" when the speaker means garden flower and vice versa.

For learners of a second (foreign) language, vocabulary accumulation of the language is absolutely needed in order that the learners are capable of communicating. The success of accumulating vocabulary item is determined by

the level of inconvenience undertaken by the learners, however. In learning a foreign language, learners whose national language derives from the same family of the foreign language they are studying will have an advantage over those who have the dissimilar fact. So, the first learners would be more facilitated than the second ones. For instance, Frenchmen reading English can recognize a good percentage of familiar words imported by English from French words. It is on the contrary to Chinese or Japanese people who are learning English (W.F Mackey, 1965).

2.2.2 Social Factors

Since language is a social phenomenon, it always accompanies any activity of people, with a few exception as sleeping and dreaming. And, given favorable circumstance a language of person is destined to develop. The axiom goes for a learner's second language. The higher frequency of a second language use, whenever and wherever it is, the greater possibility of development can result.

W.F Mackey (1965, p.112) writes, "social influences are also responsible for the learning and maintenance of second language." And, these could be analyzed as a number of language contacts operated by a good deal of different factors. He further explains that language contacts can be done among others with the people with whom we live (the home group); the people near whom we live (the community); the people with whom we work; the people with whom we learn

(the school group). Meanwhile, the distinctive factors that he means, among others are (1) time which is spent by the learners; (2) number of persons who speak the language studied by the learners and with whom the learners come in contacts. The bigger of the number of these persons, the more opportunities got by the learners to practice and enhance their speaking ability; (3) use, what the language happens to be used for. The learners who use the language in events where acts of talking are to take place will get better result than those who operate the language in entertainment in their effort of increasing their oral performance; (4) pressure on:

(a) Economic. Not a few people are motivated to learn a foreign language for the reason of wishing to find a better job or to improve their economic standing. We cannot reject that English as a foreign language contributes a high economic benefit for people of a developing country. Persons who own a steady skill of oral performance in it will relatively be easier to win a competition on occupation offer from a company, particularly overseas company that very much needs a staff member or worker (or some staff members or workers) with the skill and provides a charmingly high salary.

(b) Administrative. In some countries, administrators and civil servants are requested to master a foreign language (English). In Indonesia itself, to be equipped with the

ances. Unfortunately, the potential piano player is not highly motivated and interested in the play. As a result, the activity which is not based on the person's interest and motivation will be a waste of time because the person does it with a feeling of aversion. Desirable result will not be at hand. Contrarywise, a strongly motivated and really interested person in organizing his or her activity will be in a great probability of yielding a nice end of work. Crider et al. (1983) point out a definite example, i.e. a young Canadian, Terry Fox, who ran a marathon across Canada to raise fund for cancer research even though he had lost a leg to the disease.

In studying a foreign language for speaking skill acquisition, psychological factors' contribution is indispensable. A number of persons may just belong to the same class where discussion subjects are presented, appear in an English meeting of an English Conversation Club surrounded by better speakers of the foreign language, but silence is very dominant among them. We do not need to be surprised; the causes are right in the learners themselves, i.e. unfavorable psychological factors.

In the following, five psychological factors as have previously been mentioned in chapter one, are going to be discussed. They are motivation, attitude, aptitude, personality, and age.

2.2.3.1 Motivation

Whenever one studying a foreign language, for instance English, is asked whether she or he has a motivation on learning the language, we might frequently hear the answer of 'Yes' instead of 'No'. In addition, she or he possibly replies that her or his motivation is high. Actually, the term motivation does not simply means a wish of doing something like learning a foreign language.

It is a matter of fact that a number of different definitions on the term 'motivation' are made. In his "Foundations of Educational Psychology" (1974, p.387), Sitaram Jayaswal tries to list and show the various definitions :

"... English and English, "motivation is the nonstimulus variables controlling behaviour; the general name for the fact that an organism's acts are partly determined in direction and strenght by its own nature (or enduring structure) and/or internal state."

"W.C Morse and G.Max Wingo state, "motivation is characterized as a complex integration of internal processes which arouse, sustain, and direct behaviour." (The three words are underlined by the writer in term of the impossibility of printing them in italic as they are in the source book).

"According to W.C Trow, "Motivation is general term for the will, the volitional or dynamic aspect of behaviour, presumably dependent variously on physiological, psychological and environmental factors; in education, usually related to learnings."

"Herbert Sorenson defines motivation as "a psychological and physical condition that causes one to expend effort to satisfy needs and wants."

"According to K. Lovell, "Motivation may be defined more formally as a psycho-physiological or intern-

al process, initiated by some need, which will satisfy that need."

Another definition is given by Crider et al. (1985, p.118) i.e "motivation can be defined as the desires, needs, and interests that arouse or activate an organism and direct it toward a specific goal." Anyway, in connection to a second (foreign) language learning, the definition proposed by R.C Gardner (1985, p. 10) seems to be much more concerned with us. He says, "motivation in the present context refers to the combination of effort plus favorable attitudes toward a specific goal." He adds that motivation to learn a second (foreign) language is seen as referring to the extent to which the individual works or strives to study the language because of a desire to do so and the satisfaction experienced in this activity. Efforts alone does not signify motivation. The motivated individual expends attempts towards the goal, but the individual expending effort does not guarantee that he or she is motivated since there are probable attributes that underlie the effort expenditure. For example, a desire to please parents or teachers, a motive to deal with a pressure of a demanding teacher, a preparation for having impending examinations, or because of a gift promise. These all do not necessarily justify motivation of learning the language.

It now becomes clear that the definition of motivation that Gardner includes these attributes

ing factor in determining students' achievement and success than the cognitive; and second is that the current stress in education is to educate the whole individual, not just the mind.

What is actually attitude ?

As to motivation, many definitions of attitude are proposed to describe its meaning. R.C Gardner (1985, p.8) points out the definition given by Allport (1954, p.45) i.e "an attitude is a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual response to all objects and situation with which it is related." Meanwhile, he himself defines it, from an operational point of view, as "an evaluative reaction to some referent or attitude objects, inferred on the basis of the individual's beliefs or opinions about the referent." Another is proposed by F.J McDonald (1959, p.214), "an attitude is predisposition to action, a readiness to act in a particular way." From the latest definition we can clearly see that an attitude is related to behavior. F.J McDonald confirms that attitudes are generalized states of individual that lead to or bring about a wide variety of particular ways of behaving. In performing the particular ways, individual might have different style to one another. For instance, in a classroom, a student is in a good mood when her or his biology teacher is coming to teach. When discussion is to take place, she or he is aggressively asking questions and focusing her

or his attention to the teacher explaining the material of the subject in front of the class. Another student is in the same mood. But, he seems to be not as aggressive as his fellow above. Yet, his eyes are staring at the black board and his attention is devoted to the lesson presentation, and all homeworks assigned to him are always completed. In spite of the dissimilar ways of behaving, the two students reveal and manifest good attitude to their teacher. Analogically, favorable attitude toward second language (foreign language) acquisition should be reflected through a pronounced way or method, not solely expressing the liking to the language. If the learners really have a positive attitude, inconveniences facing them must not cause their spirit down then off, because "when their attitudes towards the controversial materials are favorable, subjects are highly motivated to learn; they put forth more intense and concentrated effort,"(David P. Ausubel, 1968, p.389). To support the second (foreign) language acquisition, learner's attitude should also be favorable to the language speakers (Soewondo, 1984). Because, this can make motivation likely to benefit for two reasons. The first is that of which mainly concerns with the purpose of learning. Learner who is covered by a more favorable attitude will get a more intensive contact with the language speakers. And the second is that of which concerns with the nature of second language learning. "There is a close link between the way we speak

... perceive our identity and our world. When we try to adopt new speech patterns, we are to some extent giving up our own identity in order to adopt those of another cultural group" (W.Littlewood, 1984, p.55).

2.2.3.3 Aptitude

Before discussing how an aptitude is contributive to a second language acquisition, it would be better to see some definitions of it first. In his attempt of describing aptitude, Sitaram Jayaswal (1974. pp.322-323) quoted a couple of definitions as requoted by the writer in the following :

"According to English and English, aptitude may be regarded as "the capacity to acquire proficiency with a given amount of training"

"In the Dictionary of Education (the underlining is done by the writer due to the impossibility of printing them in italic as they are in the source book), aptitude is defined as a "pronounced innate capacity for or ability in a given line of endeavor... ."

"F.S Freeman has defined an aptitude as a "combination of characteristic indicative of an individual's capacity to acquire (with training) some specific knowledge"

Based on the three definitions above, Jayaswal is then interested in asking three questions, after preceding them with a statement that the most important factor in an aptitude is the capacity of acquiring proficiency. Two of the questions are (1) Are aptitudes constant or variable ?, and (2) Are aptitudes innate or acquired ?. He gets

a hint that, in spite of the existence of debate on them, the majority opinion is that they are innate. But, it is realized that environment in which a person lives influences aptitudes. For the first question, the answer is they are regarded constant. Variations take place within the framework of environmental factors.

About the role of aptitudes in a second language learning, Soewondo (1984), pointing out the result of the study carried out by Carrol (1962) and Pimsleur (1962), says "the correlation of measured aptitude and success in language learning is very low" (p.4). Another result of study ; a case study which was held by Richard Schmidt (in his "Interaction, Acculturation, And The Acquisition of Communicative Competence : A Case Study of An Adult" in "Sociolinguistics And Language Acquisition". of N. Wolfson and E. Judd (eds.), 1983) can also be taken as reference for the matter. It reveals that language aptitude is not relevant to second language acquisition.

2.2.3.4 Personality

As the previous three terms, personality is also miscellanously defined. Chastain (1976) sees that there are two groups of people who propose the definition of it. The first group is non-psychologists. These people tend to refer to the individual's skill in relation to others and in evoking a positive response in the people with whom he comes in contacts. The second group is psychologists. These

persons are accustomed to following a more specific, organized approach to the definition of personality. Some put "social interaction" and a predisposition to behave in a consistent pattern as stresses. Meanwhile, others are to focus on the integration of specific actions with their physical and social environment, and the "unique aspects of behavior" that characterize the learners' individuality (Chastain bases these on what Ausubel and Robinson (1969) set forth).

In respect to the various definitions of personality, Darley et al. in their "Psychology" (1983) clarify that there is no single accepted definition of personality. Each rests on different assumptions and stresses different aspects of human being. Then, they formulate their own definition, which on their mind is the key term, to unite other definitions' idea, "personality is the organized and distinctive pattern of behavior that characterizes an individual's adaptation to a situation and endures over time" (p.409).

Crider et al. (1983) write that according to Hans Eysenck (1953), there are two basic dimensions of personality. One of them is "introversion" versus "extroversion." In its connection to a second language learning process, William Littlewood (1984) reports, it is suggested that an extrovert person is especially well suited to second language learning. He further notes, "irrespective of act-

Littlewood, 1984. p.65).

However, it is not guaranteed that adults' acquisition ability of a second/foreign language is always worse than that of children. A real and convincing evidence that may be pointed is the outcome of the study of R.W Schmidt (1983) on a native speaker of Japanese named Wes. In his description, he said that Wes was 33 years old. During the years of his study at his school, Wes did not get a significant formal instruction in English. He claimed, as reported by Schmidt, that he was a poor English student; and he was not a complete beginner when he came to the United States of America. His visit to the country was initially based on a variety of motivations, "ranging from the attractions of the climate and the relaxed way of life in Hawaii to personal ties with Japanese friends." Then, the purpose of professional development, (Wes was a well-known artist with international reputations) overtook. Schmidt reported that after three years of his permanent stay in the new country of his, he was identified to have a steady speaking ability. At the end of his study, Schmidt concluded that the influence of Wes' age on his language acquisition was neutral. On the contrary, a couple of other factors were facilitative as his high and increasing communicative need, varied and increasing interaction in type and amount, adaptive social interaction pattern, low enclosure and cohesiveness, positive

attitude toward L2 group, low inhibition (appearing foolish), integrative motivation type, and his high motivation, drive for communication.

2.2.4 Teachers / Instructors

In the case of a second language acquisition process, teachers or instructors have a very strategic position. It has already been elucidated that many students are constrained to be quiet and become good listeners instead of trying to express themselves in the target language due to miscellaneous impeding factors like both psychological and linguistic factors. Dealing with these students is the task of the teachers or instructors. They have to be able to resolve their students' problems, for example, embarrassment, reluctance, fright of appearing foolish in front of their classmates, or inability of making grammatical sentences orally in spite of their adequate number of vocabularies. Otherwise, failure will come to the students. So, ideally, to aid them to achieve a satisfactory second / foreign language acquisition, teachers or instructors with a "take-it or leave-it" or devil may care attitude should not be welcome. (The former term is borrowed from K. Chastain).

It cannot be denied that to be a teacher or an instructor of a second / foreign language class is much more formidable compared to serving as a teacher or an instructor of other subjects as Geography and Economics. Because,

one who does the first profession, besides being required to be knowledgeable in linguistic competence and performance also expected to have a good knowledge of psychology (Soewondo, 1984).

C H A P T E R III

THE INHIBITING FACTORS IN THE STUDENTS' SPEAKING ABILITY DEVELOPMENT

Preceding the elucidation of the data resulted from the questionnaire, it would be better to present a short description on the sample of this scientific research and the questions in the questionnaire.

The sample taken, as mentioned in the previous chapter, is those who entered the English Department of Hasanuddin University in the academic year of 1984/1985. The number is to amount to 40 students. In fact, they graduated from three different departments of Senior High Schools i.e Natural Sciences, Social Sciences, and Language Department. They consist of male and female in sex with the amount of 12 and 28 of each. They spread out in the three departments with the number of 20, 11, and 9 to Natural Sciences, Social Sciences, and Language Department respectively.

Meanwhile, all the questions in the questionnaire are tried to be made to encompass the factors in variety that have previously been explored in chapter two namely those of linguistic, social, and psychological in that they (the questions) are further hoped to be the vehicle of the surfacement of the impeding factors of the students' speaking ability development and which are supposed to lie on

the three sorts of factors.

As a matter of fact, the outcome of the research based on the questionnaire shows that the factors really come up in the students.

It should be noted that in the attempt of exemplifying the existence of the factors in the students the writer would provide three groups of tables for the three groups of respondents, viz. those who graduated from Natural Sciences, Social Sciences, and Language Department. Hereby, the description is going to be presented separately.

3.1 Linguistic Inhibiting Factors

It should firstly be kept in mind that what the writer means by 'the linguistic Inhibiting Factors' is the inhibitions which involve certain aspects of the language.

To get to know what linguistic inhibiting factors that blocked the students' speaking capability development, the writer deliberately uses three kinds of places where English conversational situations can set up. The places are The Blocking System Classes (BSC), Common English Course Classes (CECC), and English Meeting (EM).

Based on the reports of the respondents given through their answers in the questionnaire, the writer is convinced that the linguistic factors that played roles in the impediment of their speaking skill improvement were a) non-mastery of the grammar, b) poor vocabulary, and c) inability of using proper diction. The item of pronun-
ciation

ion seems not to be involved. The following tables would give the descriptions on the reality.

Table 1a. The Linguistic Inhibiting Factors In The Development of The Respondents' Speaking Ability In The Blocking System Classes. (The Group of Respondents Graduated From Natural Sciences Department).

The order number of respondents	The sorts of Linguistic Inhibiting Factors		
	Non-mastery of the grammar	Poorness In vocabulary	Inability of using proper dict.
1	-	-	v
2	v	v	-
3	-	-	v
4	v	-	-
5	-	-	-
6	-	v	-
7	-	v	-
8	-	v	-
9	v	-	-
10	-	-	-
11	-	v	-
12	-	-	-
13	-	-	-
14	-	-	-
15	v	-	-
16	v	-	-
17	-	-	-
18	v	-	-
19	v	v	v
20	-	v	-
Total	7	7	3
%	35	35	15

From Table 1a, we can see that 7 respondents or 35 % were inhibited by their non-mastery of the grammar, and also 7 respondents or 35 % stated that to be poor in vocabulary made them impeded to improve their speaking ability. Whereas, those who were blocked by inability of using proper diction are 3 respondents or 15 %.

Table 1b. The Linguistic Inhibiting Factors In The Development of The Respondents' Speaking Ability In Common English Course Classes. (The Group of Respondents Graduated From Natural Sciences Department).

The order number of respondents	The sorts of Linguistic Inhibiting Factors		
	Non-mastery of the grammar	Poorness In vocabulary	Inability of using proper dict.
1	-	-	v
2	v	-	-
3	-	-	-
4	-	-	-
5	-	-	-
6	v	-	-
7	v	-	-
8	-	v	-
9	v	-	-
10	-	-	-
11	-	-	-
12	v	-	v
13	-	-	-
14	v	-	-

continued to p. 34

15	-	-	-
16	-	-	v
17	-	-	v
18	-	-	-
19	v	-	v
20	-	-	v
Total	7	1	6
%	35	5	30

Description that can be taken from the table above is that 7 respondents or 35 % were inhibited by their non-mastery of the grammar; 1 respondent or 5 % regarded his poor vocabulary as an inhibition; and 6 respondents or 30% considered their inability of using proper diction as an impediment in improving their speaking ability in Common English Course classes.

Table 1c. The Linguistic Inhibiting Factors In The Development of The Respondents' Speaking Ability In English Meeting. (The Group of Respondents Graduated From Natural Sciences Department).

The order number of respondents	The sorts of Linguistic Inhibiting Factors		
	Non-mastery of the grammar	Poorness In vocabulary	Inability of using proper dict.
1	-	-	v
2	v	-	-
3	-	v	-
4	-	-	-
5	-	-	-

continued to p. 35

6	-	-	-
7	-	v	-
8	-	v	-
9	v	-	-
10	-	-	-
11	-	-	-
12	-	-	-
13	v	v	v
14	-	v	-
15	v	-	-
16	v	-	-
17	-	-	-
18	v	v	v
19	v	v	v
20	-	v	-
Total	7	8	4
%	35	40	20

Based on the data from Table 1c, it is clear that 7 out of the 20 respondents or 35 % were impeded by their non-mastery of the grammar, 8 respondents or 40 % stated to be hampered by their poorness in vocabulary, and 4 respondents or 20 % were troubled by their inability of using proper diction in developing their oral performance in English Meeting.

When we analyze the whole data presented in the three tables, Table 1a, 1b, and 1c, we could infer that although some respondents, for example those with number (12), (13), (14), and (17) in Table 1a, did not exemplify their choice on any of the three linguistic factors, yet

they did in Table 1b or 1c; the respondent number (12) who is absent from her choice on them in Table 1a is present with it in Table 1b, respondent number (13) and (14) who disappear with their choice in Table 1a are to appear with it in Table 1b and 1c. The same case occurs to respondent number (17) who comes up with her choice in Table 1b. From Table 1b, it is seen that the respondents with number (3), (4), (11), and (18) did not give their choice, but did in Table 1a and 1c; (3) and (8) in Table 1a and 1c, and (4) and (11) in Table 1a. In the other scene, Table 1c shows that the respondents with number (4), (6), (11), (12), and (17) appear without their choice, but do in the preceding two tables; (4) and (11) in Table 1a, (6) in Table 1a and 1c, and (12) and (17) in Table 1b.

However, from the three tables, it is also found out that 2 out of the 20 respondents of the Natural Sciences Graduates Group did not feel any of the linguistic aspects as inhibitions of their speaking skill improvement. The two respondents are those with number (5) and (10).

For a much clearer description, let us have a look at the following Table 1d.

Table 1d. The Linguistic Inhibiting Factors (LIF) In The Respondents' Speaking Ability Development In BSC, CECC, and EM. (The Group of Respondents Graduated From Natural Sciences Department).

The order number of respondents	The Places of English Speaking								
	B S C			C E C C			E M		
	The sorts of L I F			The sorts of L I F			The sorts of L I F		
	*NMG	*PIV	*UUPD	NMG	PIV	UUPD	NMG	PIV	UUPD
1	-	-	v	-	-	v	-	-	v
2	v	v	-	v	-	-	v	-	-
3	-	-	-	-	-	-	-	v	-
4	v	-	-	-	-	-	-	-	-
5	-	-	-	-	-	-	-	-	-
6	-	v	-	v	-	-	-	-	-
7	-	v	-	v	-	-	-	v	-
8	-	v	-	-	v	-	-	v	-
9	v	-	-	v	-	-	v	-	-
10	-	-	-	-	-	-	-	-	-
11	-	v	-	-	-	-	-	-	-
12	-	-	-	v	-	-	-	-	-
13	-	-	-	-	-	v	v	v	v
14	-	-	-	v	-	-	-	-	-
15	v	-	-	-	-	-	v	-	-
16	-	-	-	-	-	v	v	-	-
17	-	-	-	-	-	v	-	-	-
18	v	-	v	-	-	-	v	v	v
19	v	v	v	v	-	v	v	v	v
20	-	v	-	-	-	v	-	v	-
%	30	35	15	35	5	30	35	40	20

*NMG= Non-mastery of the grammar

*PIV= Poorness In vocabulary

*UUPD= Inability of using proper diction

Table 2a shows that 3 out of the 11 respondents or $\approx 27.27\%$ were inhibited by their non-mastery of the grammar, 6 respondents or $\approx 54.54\%$ were blocked by their poorness in vocabulary and 1 respondent or $\approx 9.09\%$ stated that his inability of using proper diction had inhibited him to develop his speaking ability in the Blocking System classes.

Table 2b. The Linguistic Inhibiting Factors In The Development of The Respondents' Speaking Ability In Common English Course Classes. (The Group of Respondents Graduated From Social Sciences Department).

The order number of respondents	The sorts of Linguistic Inhibiting Factors		
	Non-mastery of the grammar	Poorness In vocabulary	Inability of using proper dict.
1	-	-	-
2	-	v	-
3	-	-	-
4	v	-	-
5	v	-	-
6	v	-	-
7	-	-	-
8	v	-	-
9	-	-	-
10	v	-	-
11	-	-	-
Total	5	1	0
%	≈ 45.45	≈ 9.09	0

It is visible from Table 2b that 5 out of the 11 respondents or $\approx 45.45\%$ were hampered by their non-mastery of the grammar, 1 respondent or $\approx 9.09\%$ was in trouble with his poor vocabulary. Anyway, 'inability of using proper diction' is out of the choice of any of the respondents.

Table 2c. The Linguistic Inhibiting Factors In The Development of The Respondents' Speaking Ability In English Meeting. (The Group of Respondents Graduated From Social Sciences Department).

The order number of respondents	The sorts of Linguistic Inhibiting Factors		
	Non-mastery of the grammar	Poorness In vocabulary	Inability of using proper dict.
1	-	v	-
2	-	v	-
3	-	v	-
4	-	-	-
5	v	-	-
6	-	v	-
7	v	v	-
8	v	-	-
9	-	-	-
10	-	-	-
11	-	v	-
Total	3	6	0
%	≈ 27.27	≈ 54.54	0

Table 2c points out that there are 3 respondents or $\approx 27.27\%$ who were inhibited by their non-mastery of the

grammar, 6 respondents or $\approx 54.54\%$ were impeded by their poorness in vocabulary. But, none of the respondents who felt to be disturbed by inability of using proper diction when conversing in English Meeting.

If we look carefully at the data presented in Table 2a, 2b, and 2c, we would find out that in Table 2a there are two respondents who did not admit to be inhibited by any of the linguistic factors. The respondents are those with number (9) and (10). In Table 2b, there are 5 respondents, and 3 respondents in Table 2c who did not either. They are the respondents with number (1), (3), (7), (9) and (11) in the former table, and (4), (9), and (10) in the latter table.

Even though each of the three tables indicates that there are some respondents who did not perceive to be hampered by the linguistic factors, when we accurately pay attention to the whole tables, however, we would see that except the respondent number (9), they are all basically impeded by the factors. We can see, the respondent number (10) who does not appear with his choice in Table 2a, is to appear with it in Table 2b; the respondents number (1), (3), and (11) in Table 2b who did not give their agreement on the factors as barriers were to give it in Table 2a and 2c; the respondents with number (4) and (10) who did not point any of the factors in Table 2c were to point them in Table 2a and 2c. The following Table 2d presents a clearer

description for the fact.

Table 2d. The Linguistic Inhibiting Factors (LIF) In The Development of The Respondents' Speaking Ability In BSC, CECC, and EM. (The Group of Respondents Graduated From Social Sciences Department).

The order number of respondents	The Places of English Speaking								
	B S C			C E C C			E M		
	The sorts of L I F			The sorts of L I F			The sorts of L I F		
	NMG	PIV	UUPD	NMG	PIV	UUPD	NMG	PIV	UUPD
1	—	v	—	—	—	—	—	v	—
2	—	v	—	—	v	—	—	v	—
3	—	v	—	—	—	—	—	v	—
4	v	—	—	v	—	—	—	—	—
5	—	v	—	v	—	—	v	—	—
6	—	v	—	v	—	—	—	v	—
7	v	v	—	—	—	—	v	v	—
8	v	—	—	v	—	—	v	—	—
9	—	—	—	—	—	—	—	—	—
10	—	—	—	v	—	—	—	—	—
11	—	—	v	—	—	—	—	v	—
%	27.27	54.54	9.09	45.45	9.09	0	27.27	54.54	0

The presence of the linguistic inhibiting factors in the respondents grouped in Natural Sciences and Social Sciences graduates has been exhibited. Finally, it is the presence of these inhibiting factors in the respondents grouped in Language Department graduates which is going to be shown through the next four tables.

Table 3a. The Linguistic Inhibiting Factors In The Development of The Respondents' Speaking Ability In The Blocking System Classes. (The Group of Respondents Graduated From Language Department).

The order number of respondents	The sorts of Linguistic Inhibiting Factors		
	Non-mastery of the grammar	Poorness In vocabulary	Inability of using proper dict.
1	v	-	-
2	-	v	-
3	-	v	-
4	-	-	-
5	v	-	-
6	-	v	-
7	v	-	-
8	-	-	-
9	-	v	-
Total	3	4	0
%	≈ 33.33	≈ 44.44	0

Description that can be resulted in from Table 3a above is that 3 out of the 9 respondents or ≈ 33.33 % admitted to be inhibited by their non-mastery of the grammar, 4 respondents or ≈ 44.44 % considered their poorness in vocabulary as an impeding variable. In the other view, none of the respondents regarded the inability of using proper diction as an inhibiting variable in their attempt of improving their speaking skill in the Blocking System classes.

Table 3b. The Linguistic Inhibiting Factors In The Development of The Respondents' Speaking Ability In Common English Course Classes. (The Group of Respondents Graduated From Language Department).

The order number of respondents	The sorts of Linguistic Inhibiting Factors		
	Non-mastery of the grammar	Poorness In vocabulary	Inability of using proper dict.
1	-	-	v
2	-	-	v
3	v	v	v
4	-	-	-
5	-	-	-
6	-	-	-
7	v	-	-
8	-	-	v
9	-	-	v
Total	2	1	5
%	≈ 22.22	≈ 11.11	≈ 55.55

It could be seen from Table 3b that 2 out of the 9 respondents or ≈ 22.22 % were inhibited by their non-mastery of the grammar, 1 respondent or ≈ 11.11 % was hampered by poorness in vocabulary, and 5 respondents or ≈ 55.55 % were in trouble with their inability of using proper diction in their effort of developing their speaking capability in Common English Course classes.

Table 3c. The Linguistic Inhibiting Factors In The Development of The Respondents' Speaking Ability In English Meeting. (The Group of Respondents Graduated From Language Department).

The order number of respondents	The sorts of Linguistic Inhibiting Factors		
	Non-mastery of the grammar	Poorness In vocabulary	Inability of using proper dict.
1	-	v	-
2	-	v	v
3	-	v	v
4	-	-	-
5	v	-	-
6	-	-	-
7	-	v	-
8	-	-	v
9	-	v	-
Total	1	5	3
%	≈ 11.11	≈ 55.55	≈ 33.33

Table 3c indicates that there is 1 respondent or ≈ 11.11 % who stated to be inhibited by his non-mastery of grammar, 5 respondents or ≈ 55.55 % were impeded by their poorness in vocabulary, and 3 respondents or ≈ 33.33 % were disturbed by their inability of using proper diction in improving their speaking skill in English Meeting.

It is a matter of fact that in Table 3a, there are 2 respondents who come up without choice on any of the factors. They are the respondents number (4) and (8). The same

appearance applies to those with number (4), (5), and (6) in Table 3b, and to respondents number (4) and (6) in Table 3c. Nevertheless, since the whole data presented in the three tables, Table 3a, Table 3b, and Table 3c are rechecked, it is discovered that all of them with the respondent number (4) as an exception are coming up with their own choice on the linguistic inhibiting factors. The respondent number (8) is present with her choice in Table 3b and 3c; the respondents number (5) and (6) are present in Table 3a and 3c. Thus, it could be concluded that 8 out of the 9 respondents met the factors as inhibitions in striving to make their oral performance developed either in BSC or CECC or in EM. Let us have a look at the following Table 3d for a brighter description.

Table 3d. The Linguistic Inhibiting Factors (LIF) In The Development of The Respondents' Speaking Ability In BSC, CECC, and EM. (The Group of Respondents Graduated From Language Department).

The order number of respondents	The Places of English Speaking								
	B S C			C E C C			E M		
	The sorts of L I F			The sorts of L I F			The sorts of L I F		
	NMG	PIV	UUPD	NMG	PIV	UUPD	NMG	PIV	UUPD
1	v	-	-	-	-	v	-	v	-
2	-	v	-	-	-	v	-	v	v
3	-	v	-	v	v	v	-	v	v
4	-	-	-	-	-	-	-	-	-
5	v	-	-	-	-	-	v	-	-
6	-	v	-	-	-	-	-	-	-
7	v	-	-	-	-	-	v	-	-
8	-	-	-	-	-	-	-	-	v
9	-	v	-	-	-	-	-	v	-
%	≈33.33	≈44.44	0	≈11.11	≈11.11	≈33.33	≈22.22	≈44.44	≈33.33

3.2 Social Inhibiting Factors

In accordance with the data achieved from the questionnaire, it is uncovered that there had been a couple of social inhibiting factors which blocked the respondents' speaking ability of English. The factors were (a) the absence of taking an English course, or generally, the very short time of learning English in an English course before or after having entered the English Department of Hasanud-

din University; (b) the absence or, generally, the low frequency of attending an English meeting before or after having entered the English Department; and (c) the unsupporting responses displayed by the respondents' peers when they (the respondents) tried to speak to them.

For having the fact, the coming nine tables, Table 4a, 4b, 4c, 5a, 5b, 5c, 6a, 6b, and Table 6c, are of some help.

Table 4a . The absence of taking an English course or, generally, the very short time spent by the respondents in learning English at an English Course. (The Group of Respondents Graduated From Natural Sciences).

The order number of respondents	Before entering the English Department of UNHAS (and the length of time spent)		After having entered the English Department of UNHAS (and the length of time spent)	
	Y E S	N O	Y E S	N O
1	-	v	v (3-6 ms)	-
2	-	v	v (3-6 ms)	-
3	v (3-6 ms)	-	-	v
4	v (3-6 ms)	-	v (0.12 ms)	-
5	-	v	-	v
6	v (0-3 ms)	-	v (0.12 ms)	-
7	-	v	v (6-9 ms)	-
8	-	v	v (0-3 ms)	-
9	-	v	v (0.12 ms)	-
10	-	v	-	v
11	v (3-6 ms)	-	-	v
12	-	v	v (3-6 ms)	-
13	-	v	v (3-6 ms)	-
14	-	v	v (6-9 ms)	-
15	v (0-3 ms)	-	v (0.12 ms)	-
16	-	v	v (3-6 ms)	-
17	v (0.12 ms)	-	v (3-6 ms)	-
18	v (0.12 ms)	-	-	v
19	v (0.12 ms)	-	v (3-6 ms)	-
20	-	v	-	v
Total	8	12	14	6
%	40	60	70	30

We can see from Table 4a that there are 8 out of the 20 respondents or 40 % who had taken an English course before they entered the English Department of UNHAS, and the other 12 respondents or 60 %, on the other hand, had not. Whereas, the number of respondents who attended an English course during their studying time at the department is 14 or 70 % and those who did not do the same is 6 respondents or 30 %. If we notice the amount of time allocated for learning English by those who had attended an English course before they entered the department, we will find out that there are only 3 respondents who spent over 12 months, 5 respondents were to spend time that ranged from 0 - 6 months. Meanwhile, of the respondents who took an English course during studying at the department, 1 spent 0 - 3 months, 7 allocated 3 - 6 months, 2 were to allocate 6 - 9 months, and the others, 4 respondents, were to spend over 12 months. It is also got from the table that there are 3 respondents who never took an English course either before or after having entered the English Department. They are the respondents number (5), (10), and (20). By nature, the excuses given by the respondents who did not take an English course in the first or the second period are the absence of the course, financial problem, and the absence of interest in it.

Table 4b. The Respondents' frequency of attending English meeting. (The Group of Respondents Graduated From Natural Sciences Department).

The order number of respondents	Before entering the English Department of UNHAS				After having entered the English Department of UNHAS			
	The frequency				The frequency			
	often	rare	very rare	never	often	rare	very rare	never
1	v	-	-	-	-	v	-	-
2	-	-	-	v	v	-	-	-
3	-	-	-	v	-	v	-	-
4	-	-	-	v	-	-	v	-
5	v	-	-	-	v	-	-	-
6	-	-	v	-	-	-	-	v
7	-	v	-	-	-	v	-	-
8	-	-	-	v	-	-	v	-
9	-	-	-	v	-	v	-	-
10	-	-	-	v	-	-	-	v
11	-	-	-	v	-	v	-	-
12	-	-	-	v	-	v	-	-
13	-	-	v	-	-	v	-	-
14	-	-	-	v	-	-	v	-
15	-	-	-	v	-	v	-	-
16	-	v	-	-	-	-	v	-
17	-	v	-	-	v	-	-	-
18	-	-	-	v	-	-	v	-
19	-	v	-	-	-	v	-	-
20	-	-	-	v	-	v	-	-
Total	2	4	2	12	3	10	5	2
%	10	20	10	60	15	50	25	10

It is readable from Table 4b that in the period of pre-university (before entering the English Department), only 2 out of the 20 respondents or 10 % who had frequently attended English meeting. Four respondents or 20 % were rare, 2 others or 10 % were very rare, and the other 12 respondents or 60 % were never to join English meeting. Meanwhile, during the studying time at the department, 3 out of the 20 respondents or 15 % were often, 10 respondents or 50 % were rare, 5 respondents or 25 % were very rare, and the rests, 2 respondents or 10 % were never to participate in an English meeting.

Prior to presenting the following table, Table 4c, that deals with the exemplification of unsupporting responses, the writer should firstly inform that there had been 5 kinds of unfavorable responses displayed to the respondents by their peers, viz. a) giving too many corrections, b) speaking too fast, c) too dominant in speaking, d) to be indifferent, and e) to be cynical, which are then abbreviated with GTMC, STF, TDIS, TBI, and TBC respectively.

Table 4c. The unsupporting responses displayed by The Respondents' peers when talking. (The Group of Respondents Graduated From Natural Sciences Department).

The order number of respondents	The variety of unsupporting responses				
	G T M C	S T F	T D I S	T B I	T B C
1	-	-	-	-	v
2	-	-	v	-	v
3	-	-	-	v	-
4	-	-	-	-	-
5	-	-	v	-	-
6	-	v	-	v	-
7	-	-	-	-	v
8	-	-	-	v	v
9	-	v	-	-	v
10	-	v	-	v	-
11	-	v	-	v	-
12	v	-	-	v	-
13	-	v	-	-	-
14	-	-	-	-	-
15	-	v	-	-	-
16	-	v	-	v	-
17	-	v	-	-	v
18	v	v	v	-	v
19	-	v	-	-	-
20	-	v	-	-	-
Total	2	11	3	10	7
%	10	55	15	50	35

Table 4c shows that there are 2 out of the 20 respondents or 10 % who met their fellows to give too many corrections, 11 respondents or 55 % were to find their mates to speak too fast that they (the respondents) could not understand them. Three respondents or 15 % got their friends to be too dominant in speaking, 10 respondents or 50 % saw that their peers were indifferent, and 7 respondents or 35 % were to realize that their peers were cynical to them while conversing. The table also shows that there are 2 respondents who appear without their choice on any of the responses. They are the respondents number (4) and (14). The former confessed not to see her friends displaying the bad responses when she was talking to them; and the latter, unfortunately, admitted that she never tried to communicate with her peers in places out of Blocking System classes, Common English Course classes, and English Meeting.

Table 5a. The absence of taking an English course or, generally, the very short time spent by the respondents in learning English at an English course. (The Group of Respondents Graduated From Social Sciences Department).

The order number of respondents	Before entering the English Department of UNHAS (and the length of time spent)		After having entered the English Department of UNHAS (and the length of time spent)	
	Y E S	N O	Y E S	N O
1	v (0-3 ms)	-	-	v
2	v (0-3 ms)	-	-	v
3	-	v	v (0-3 ms)	-
4	-	v	v (0.12 ms)	-
5	v (0-3 ms)	-	v (0-3 ms)	-
6	-	v	v (0-3 ms)	-
7	v (0-3 ms)	-	-	v
8	v (0-3 ms)	-	v (0-3 ms)	-
9	v (3-6 ms)	-	v (3-6 ms)	-
10	v (0-3 ms)	-	v (0-3 ms)	-
11	-	v	v (0-3 ms)	-
Total	7	4	8	3
%	≈ 63.63	≈ 36.36	≈ 72.72	≈ 27.27

From Table 5a above, we can infer that 7 out of the 11 respondents or ≈ 63.63 % had taken an English course before they entered the English Department of UNHAS, and 4 respondents or ≈ 36.36 % had not. Whereas, in the period of 'while studying at the department', 8 out of the 11 res-

9	-	-	-	-	-	-	-	-
10	-	v	-	-	-	-	v	-
11	-	-	v	-	-	v	-	-
Total	1	4	2	4	1	4	4	2
%	≈9.09	≈36.36	≈18.18	≈36.36	≈9.09	≈36.36	≈36.36	≈18.18

It is observable in Table 5b that in the period of 'before entering the English Department of UNHAS', only 1 respondent out of the 11 or $\approx 9.09\%$ who frequently attended an English meeting, 4 respondents or $\approx 36.36\%$ were rare, 2 respondents or $\approx 18.18\%$ were very rare, and the other 4 ones or $\approx 36.36\%$ were never to come to an English meeting. And, in the period of 'during studying at the department', 1 out of the 11 respondents or $\approx 9.09\%$ was frequently joining an English meeting, 4 respondents or $\approx 36.36\%$ were rare, 4 respondents or $\approx 36.36\%$ were very rare, and 2 ones or $\approx 18.18\%$ were never to participate in it.

Table 5c. The unsupporting responses displayed by the respondents' peers when talking. (The Group of Respondents Graduated From Social Sciences Department).

The order number of respondents	The variety of unsupporting responses				
	G T M C	S T F	T D I S	T B I	T B C
1	v	-	-	-	-
2	v	v	-	v	-
3	-	v	-	v	-
4	-	v	-	-	-
5	v	-	-	v	-
6	-	-	v	-	v
7	-	v	-	v	-
8	-	v	-	v	-
9	-	v	v	-	-
10	-	v	-	v	-
11	-	v	-	-	-
Total	3	8	2	6	1
%	≈ 27.27	≈ 72.72	≈ 18.18	≈ 54.54	≈ 9.09

Based on the data in Table 5c, we could conclude that 3 out of the 11 respondents or ≈ 27.27 % were to find their friends to give too many corrections, 8 respondents or ≈ 72.72 % were to have the fact that their peers were to speak too fast that they (the respondents) could not understand them. Two respondents or ≈ 18.18 % met their fellows to dominate the speaking acts, 6 respondents or

$\approx 54.54\%$ uncovered their friends to be indifferent, and 1 respondent or $\approx 9.09\%$ realized that his mates were cynical to him when conversing. It looks all the respondents grouped in Social Sciences graduates got unfavorable responses from the persons they talked to.

Table 6a. The absence of taking an English course or, generally, the very short time spent by the respondents in learning English at an English course. (The Group of Respondents Graduated From Language Department).

The order number of respondents	Before entering the English Department of UNHAS (and the length of time spent)		After having entered the English Department of UNHAS (and the length of time spent)	
	Y E S	N O	Y E S	N O
1	-	v	v (6-9 ms)	-
2	v (3-6 ms)	-	v (9-12 ms)	-
3	v (3-6 ms)	-	-	v
4	v (0-3 ms)	-	-	v
5	v (6-9 ms)	-	v (9-12 ms)	-
6	-	v	-	v
7	v (0.12 ms)	-	v (6-9 ms)	-
8	v (3-6 ms)	-	v (3-6 ms)	-
9	-	v	-	v
Total	6	3	5	4
%	≈ 66.66	≈ 33.33	≈ 55.55	≈ 44.44

It could be seen in Table 6a that there are 6 respondents out of the 9, or $\approx 66.66\%$ who had taken an English course before they entered the English Department of UNHAS and the other 3 respondents or $\approx 33.33\%$ had not. In another view, we see that in the period of 'after having entered the English Department of UNHAS', 5 out of the 9 respondents or $\approx 55.55\%$ ever took an English course, and the other 4 respondents or $\approx 44.44\%$ did not ever. About the amount of time allocation, 1 out of the 6 respondents spent only 0-3 months, 3 others spent 3-6 months, and the other 2 ones were to spend 6-9 months and over 12 months. Next, of the 5 respondents, 1 allocated 3-6 months, 2 were to allocate 6-9 months, and the rested 2 respondents used 9-12 months.

We can also find out in the table that there are 2 respondents who never attended an English course either before or after having entered the English department. They are the respondents number (6) and (9). The reason given by the former is that she was not interested, and the latter's excuse is financial problem.

Table 6b. The Respondents' frequency of attending English meeting. (The Group of Respondents Graduated From Language Department).

The order number of respondents	Before entering the English Department of UNHAS				After having entered the English Department of UNHAS			
	The frequency				The frequency			
	often	rare	very rare	never	often	rare	very rare	never
1	-	-	v	-	v	-	-	-
2	-	-	v	-	-	-	v	-
3	-	-	v	-	-	v	-	-
4	-	v	-	-	-	-	v	-
5	v	-	-	-	v	-	-	-
6	-	-	v	-	-	-	-	v
7	v	-	-	-	-	v	-	-
8	v	-	-	-	v	-	-	-
9	-	v	-	-	-	v	-	-
Total	3	2	4	0	3	3	2	1
%	≈33. 33	≈22. 22	≈44. 44	0	≈33. 33	≈33. 33	≈22. 22	≈11. 11

Table 6b indicates that in the period of 'before entering the English Department of UNHAS', 3 out of the 9 respondents or $\approx 33.33\%$ were often to attend an English meeting, 2 respondents or $\approx 22.22\%$ were rare, and 4 respondents or $\approx 44.44\%$ were very rare to participate in it. None of the 9 respondents who was never to join it. On the other hand, in the period of 'while studying at the English

Department of UNHAS', 3 out of the 9 respondents or $\approx 33.33\%$ were frequently attending an English meeting. The similar number and percentage are prevailing to the respondents who were rare joining the meeting, 2 others or $\approx 22.22\%$ were very rare, and 1 or $\approx 11.11\%$ were never to take part in it.

Table 6c. The unsupporting responses displayed by the respondents' peers when talking. (The Group of Respondents Graduated From Language Department).

The order number of respondents	The variety of unsupporting responses				
	G T M C	S T F	T D I S	T B I	T B C
1	v	-	-	-	v
2	-	-	-	-	v
3	-	v	v	-	v
4	-	v	-	-	-
5	-	v	-	-	-
6	-	v	-	v	-
7	-	v	-	v	v
8	-	v	-	-	-
9	-	v	-	-	-
Total	1	7	1	2	4
%	≈ 11.11	≈ 77.77	≈ 11.11	≈ 22.22	≈ 44.44

It is visible from Table 6c above that 1 out of the 9 respondents or $\approx 11.11\%$ was to find his peers to give too many corrections, 7 respondents or $\approx 77.77\%$ were to get the reality that their peers spoke too fast, 2 respond-

ents or $\approx 22.22\%$ knew that their mates were indifferent, and 4 respondents or $\approx 44.44\%$ realized that their friends were cynical to them when trying to practice conversing in English.

As a whole, the social inhibiting factors undertaken by the respondents have already been identified and discussed.

3.3 Psychological Inhibiting Factors

In accordance with the data obtained from the questionnaire, the writer is sure that there had actually been four kinds of psychological variables that impeded the oral performance development of the respondents, namely a) embarrassment of speaking at other persons, b) lathophobia of making mistakes in grammar and diction while conversing, c) unfavorable attitudes, and d) low motivations.

Let us see the presentation of the data on the factors in Table 7a, 7b, and 7c.

Table 7a. The Psychological Inhibiting Factors In The Development of The Respondents' Speaking Ability (The Group of Respondents Graduated From Natural Sciences Department).

The order number of respondents	The kinds of psychological inhibiting factor								
	To be embarrassed at other persons in			To be lathophobic aphasia of making mistakes in					
				Grammar in			Diction in		
	B S C	CECC	E M	BSC	CECC	E M	BSC	CECC	EM
1	-	-	-	-	-	-	v	v	v
2	v	v	v	v	v	v	v	-	-
3	-	-	-	-	-	-	-	-	-
4	-	v	-	v	-	-	-	-	-
5	-	v	-	-	-	-	-	-	-
6	-	-	-	-	-	v	-	-	-
7	-	v	-	-	-	-	-	-	-
8	-	-	-	-	-	-	-	-	-
9	-	-	-	v	v	v	-	-	-
10	v	-	-	-	-	-	-	-	-
11	-	v	-	-	-	v	-	-	-
12	-	v	-	-	v	-	-	v	v
13	-	-	-	-	-	v	-	-	-
14	-	v	-	-	v	-	-	-	v
15	-	-	-	v	v	-	-	-	-
16	-	-	-	-	-	-	-	-	-
17	-	v	-	-	-	-	-	-	-

continued to p. 65

18	-	v	-	v	v	-	v	v	-
19	-	-	-	v	v	v	v	v	-
20	-	-	-	-	-	-	-	-	v
Total	2	9	1	7	7	6	4	4	5
%	10	45	5	35	35	30	20	20	25

It is observable from Table 7a that the number of respondents who were inhibited by the psychological factor 'shyness' in their attempt of improving their speaking ability in the Blocking System classes is 2 out of the 20 respondents or 10 %, in Common English Course classes is 9 or 45 %, and in English Meeting is 1 or 5 %. In the other view, the 'afraidness' of making mistakes in grammar in the Blocking System classes was to come up in 7 out of the 20 respondents or 35 %; in Common English Course classes, covered 7 respondents or 35 %; and in English Meeting, covered 6 respondents or 30 %. The fear of making errors in diction was to appear in 4 respondents or 20 % in the Blocking System classes, in 4 respondents or 20 % in Common English Course classes, and in 5 respondents or 25 % in English Meeting.

Table 7b. The Psychological Inhibiting Factors In The Development of The Respondents' Speaking Ability. (The Group of Respondents Graduated From Social Department).

The order number of respondents	The kinds of psychological inhibiting factor									
	To be embarrassed at other persons in			To be lathophobic aphasia of making mistakes in						
				Grammar in			Diction in			
	B S C	CECC	E M	BSC	CECC	EM	BSC	CECC	EM	
1	-	-	-	-	-	-	-	-	-	-
2	-	-	-	-	-	-	-	-	-	-
3	-	-	-	-	-	-	-	-	-	-
4	-	-	-	v	v	-	-	-	-	-
5	-	-	-	-	v	v	-	-	-	-
6	-	-	-	-	v	-	-	-	-	-
7	-	-	-	v	-	v	-	-	-	-
8	-	-	-	v	v	v	-	-	-	-
9	v	v	v	-	-	-	-	-	-	-
10	-	-	v	-	v	-	v	-	-	-
11	-	-	-	-	-	-	-	-	-	-
Total	1	1	2	3	5	3	1	0	0	0
%	≈9.09	≈9.09	≈18.18	≈27.27	≈45.45	≈27.27	≈9.09	0	0	0

The data in Table 7b tell us that embarrassment inhibited 1 out of the 11 respondents or ≈9.09% in the Blocking System classes, 1 respondent or ≈9.09% in Common English Course classes, and 2 respondents or ≈18.18%

in English Meeting. Meanwhile, the number of respondents who were lathophobic aphasia of making errors in grammar in the Blocking System classes is 3 out of the 11 respondents or $\approx 27.27\%$, in Common English Course classes is 5 or $\approx 45.45\%$, in English Meeting is 3 or $\approx 27.27\%$. And, the amount of respondent who was lathophobic aphasia of producing mistakes in diction in the Blocking System classes is 1 respondent or $\approx 9.09\%$. Anyhow, this latter kind of fear did not cover any of the respondents in Common English Course classes and English Meeting.

Table 7b also shows us that there are 3 respondents out of the 11 who did not perceive to be impeded by any of the two sorts of psychological factor.

Table 7c. The psychological inhibiting factors in the development of the respondents' speaking ability. (The Group of Respondents Graduated From Language Department).

The order number of respondents	The kinds of psychological inhibiting factor								
	To be embarrassed at other persons in			To be lathophobic aphasia of making mistakes in					
				Grammar in			Diction in		
	B S C	CECC	E M	BSC	CECC	E M	BSC	CECC	E M
1	-	-	-	v	-	-	v	v	-
2	-	-	-	-	-	-	-	v	v
3	-	-	v	-	v	-	-	v	v
4	v	-	v	-	-	-	-	-	-
5	-	v	-	v	-	v	-	-	-
6	-	-	-	-	-	-	-	-	-
7	-	-	-	v	-	-	-	v	v
8	-	-	-	-	-	-	-	-	-
9	-	-	-	-	-	-	-	-	-
Total	1	1	2	3	1	1	1	4	3
%	≈ 11.11	≈ 11.11	≈ 22.22	≈ 33.33	≈ 11.11	≈ 11.11	≈ 11.11	≈ 44.44	≈ 33.33

If we stare at Table 7c above we would get to know that embarrassment was to appear in 1 out of the 9 respondents or ≈ 11.11 % in the Blocking System classes, also in 1 respondent or ≈ 11.11 % in Common English Course classes, and in 2 respondents or ≈ 22.22 % in English Meeting. Whereas, the feeling of 'lathophobic aphasia' (fearful) of

making mistakes in grammar covered 3 respondents out of the 9, or $\approx 33.33\%$ in the Blocking System classes, 1 respondent or $\approx 11.11\%$ in Common English Course classes, and also 1 respondent or $\approx 11.11\%$ in English Meeting. On the other hand, the shyness of producing mistakes in diction was to exist in 1 out of the 9 respondents or $\approx 11.11\%$ in the Blocking System classes, in 4 respondents or $\approx 44.44\%$ in Common English Course classes, and in 3 respondents or $\approx 33.33\%$ in English Meeting.

However, it was also to be seen in the table that 2 out of the 3 respondents that were considered any of the factors as impeding themselves in developing their speaking ability existed in the Blocking System classes or in Common English Course classes or in English Meeting.

To get the idea how the respondents' attitudes and motivation are, let us back analyzing the data in the last three tables, Table 7a, 7b, and 7c. In them, it is discovered that 33 out of the 41 respondents were fearful of making errors in grammar or diction, and were ashamed to talk at other persons. Even, 10 out of the 33 students were covered by the two kinds of feeling as once. In fact, 27 out of the 33 students stated to agree with the statement that students of English department should be able to speak English fluently and well and 'for being capable of speaking English well, a high frequency of drill is needed.' And, the rest 6 of the 33 students, conversely, refused

the first statement. They contended that there should not be an obligation for the students to be capable of speaking English well.

It is very sorry to have the fact that, of the 33 students, only 2 out of them who expressed to have tried to set the bad feelings aside, and the other 31 did not.

Meanwhile, the rested 7 of the 40 respondents were were poor in vocabulary. Five out of them clarified to have striven to solve their problem by learning more new vocabularies by heart, but the other 2 ones did not cite the effort.

Twenty seven out of the 40 respondents came into line with the idea that the students of English department should be able to speak English well, but, unfortunately, they did not do an attempt of finding the way out of their problem on the oral skill acquisition. Six others denied the obligation on the students of English department to equip themselves with a good speaking skill. And, 2 more did the same with the 27 respondents; they did not attempt to resolve their problem of poor vocabulary.

Now, we can have the impression that generally the respondents had unfavorable attitudes which, in turn, reflect their low motivation for the initiatives of developing their English speaking ability.

CHAPTER IV

CONCLUSIONS AND SUGGESTIONS

4.1 Conclusions

Based on what has been presented, some conclusions can now be drawn.

As a matter of fact, there were three kinds of inhibiting factors that hampered the students' oral performance of English, viz. linguistic factors (those which are concerned with certain aspects of the language), social factors, and psychological factors. The first ones were to vary into three kinds, i.e non-mastery of the grammar, poor-ness in vocabulary, and inability of using proper diction; the second ones were also to vary into three kinds, namely the absence of taking an English course and, generally, the very short time allocated for learning at an English course before and after having entered the English Department of UNHAS, the absence or, generally, the low frequency of attending an English meeting before or after having entered the department, and the unsupporting responses displayed to the students by their peers as 'giving too many corrections', 'speaking too fast', 'too dominant in speaking', 'to be indifferent', and 'to be cynical'. And, the latest inhibiting factors, psychological, varied into two sorts, i.e 'to be embarrassed to talk at other persons' and 'to be lathophobic aphasia of making mistakes in grammar or

- a. The classes of Blocking System enable the students of English department to have a high frequency of practicing their speaking skill because they are all presented by the instructors by using the target language. This condition really promotes a true communication in the language.
- b. The policy of inviting a couple of foreign instructors, moreover those who act as native speakers of the language, to teach there is indeed very valuable. They can also be utilized by the students to drill their speaking ability with them.
- c. The good impression on studying at the Blocking System which was expressed by all the respondents through their answer in the questionnaire can be a reasonable consideration.

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