

Chapter Two

Theoretical Review

This chapter contains some theoretical description related with the research topic, comprising of: 1) definition of adjustment; 2) definition of adjustment to college; 3) dimension of student's college adjustment; 4) speaking ability; 5) factors contributing the student's speaking success; and 6) the correlation between adjustment and speaking ability; and the last, theoretical framework.

Definition of Adjustment

Adjustment, in Oxford dictionary (2005), means a process to make comfy a personal or group by varying or altering its pattern of behavior provided by cultural environment. Ganay (2013) described adjustment, in psychology term, as behavioral process that humans sustain stability among their needs and the obstacles in their environment. The humans do adjustment in sequence to feel end it with satisfaction. For example, a hungry one is provoked to seek food by his physiological state. After eating, he will feel better and reduce stimulating condition that provokes him to do an activity. In essential, a hungry one will adjust himself toward this need so he will not being starving.

In general, the adjustment process involves four parts: (1) a need or motive in the form of a strong persistence stimulus, (2) the thwarting or no fulfillment of this need, (3) varied activity, or exploratory behavior accompanied by problem

solving, and (4) some response that removes or at least reduces the initiating stimulus and completes the adjustment (Ganay, 2013).

Pearlman and Barney (2000) defined adjustment as personal ability to carry out indistinctness, confront with improbability and anxiety, and try working beyond the tradition and geographic margin. Adjustment also establishes the students' identities in the classroom to fit in with uncommon environment. Therefore, adjustment of the students requires their personal response and society.

Based on the three definitions above, adjustment means humans' behavior to feel comfortable by meeting their needs and overcoming the obstacle so that they can establish their identities without indistinctness. Humans justify among various needs and obstacles that are encouraged by their personal response and society. Adjustment is condition where humans build variation in behavior to achieve satisfaction with an aim to maintain stability between individual and the environment.

Adjustment to College

Many students have to encounter difficult transition when they adjust their life after school. Students make decision to go to college because of some reasons, such as earning a degree, increasing knowledge or personal growth, build a new friendship and needs to be recognized in the new environment. The students have a chance to learn new thing, meet new people, and deal with new challenges and experiences that help them in their personal development. As Barber and Olsen (2004) and Fenzel (2000) stated that academic or college is a loadings of larger

study as well as less encouragement to do higher study standards but poorer school marks.

According to Arkoff (in Sharma, 2012), students' adjustment to college reveals on portion of students achievement through maintaining stability their personal and college environment and its effect on their personal growth. How the students getting grades and achieving degree depends on the students adjust the learning environment. Al-khatib, Awamleh, and Samawi (2012) also defined college's adjustment as higher students' ability to conceive the material successfully and creating sociable relation with colleagues and teachers as well as his ability to overcome psychological and social problem. Astin (in Sharma, 2012) in her theory of involvement proposed that students have a highly involved to assign considerable energy to study, spend much time on college, participate actively in students organization, and interact frequently with other students and faculty members.

When students face their adjustment in new learning environment, they struggle to establish themselves and the college environment to satisfy their critical psychological, social and academic needs. However, students realize they encounter adjustment difficulties, which arise from the differences between expectation and reality. Jacson, Pancer, Pratt, and Hunsberger (in Sharma, 2012) examined in a longitudinal investigation concern with the students' expectation about college and their relation with adjustment in the college. Their study revealed that students with fearful expectation tends to be more stress, depressed and lack of college adjustment rather than student with positive expectation.

Baker and Siryk (1984) formulated the adjustment to college as a manifestation in quality of academic performance. That means a reflection of the students' involvement in the life of the college based on their intrapersonal and interpersonal skill, attitude and also the needs and commitment to the college experience. Four aspects that Baker and Siryk proposed, namely academic adjustment, social adjustment, personal-emotional adjustment, and students' commitment to the college experience, are a principle of how the students are successful to encounter their obstacle and meet the needs in the college environment.

It can conclude that adjustment to college demands the students to be brave in dealing with their fearful in order to balance the needs and environment. For new students is again important to adjust themselves with the social surroundings of the college. Students have to increase personal freedom to make their own decision and take the responsibility to maintain balance between the needs. More the students are satisfied with their new environment then higher they are being sensitive, then more successful their adjustment in the new environment, particularly in term of learning environment.

Dimension of the Students' College Adjustment

Baker and Siryk (1989) as cited in Shilkret (2002) stated that the process of adjustment is based on four dimensions, as follows:

Academic Adjustment. It refers to various aspect of the educational demands characteristic of the university experience. This factor is designed to

measure student success in coping with educational demand close with college's experience. The aspects of academic adjustment are academic performance, seriousness of academic purpose, career plan certainty, class attendance, study habits and attitude towards faculty.

Social Adjustment. It refers to the scope to which an individual can fit in different aspect of the new culture. The students deal with interpersonal, social demands and the cultural values (social activities, relationship with other). This factor is measured by the amount of difficulties or concerns experienced in the performance of daily task. The social adjustment has some aspects, such as: participation in extracurricular, frequency of leaving campus to visit home, a number of contact with family and friends at home, number a close friends, length of friendship, involvement in romantic relationship and interpersonal/occupational competence.

Personal-Emotional Adjustment. It states a determination of how the students feel both psychologically and physically in new environment. There are some aspects to measure this dimension: psychological services agencies, number of appointment with college physician, strain or stress having trouble in adjusting to college, depression, anxiety, dissociation symptom, and class absence due to illness.

Commitment to achieve goals. The students should have attachment to the college attended. Intention of the attachment is determined from the first time the students apply to college. It can be the first choice that determine whether the students will be satisfied of dissatisfied with the college experience. The

commitment to achieve goals grounded on satisfaction with being in college in general; and satisfaction with being at the institution in which enrolled.

Speaking Ability

Some expert in language learning have proposed many definition of speaking. Speaking is included into two productive skills in a language teaching. Productive skills, according to Harmer (2002), are the students' abilities to utter a communication with other people in forms of oral and verbal. Then, speaking ability is defined as students' ability to build and sharing meaning through oral form (Channey, 1998). Nunan (2003) also defined that speaking is producing process in systematically to convey the meaning in form of verbal utterances.

Brown (2001) mentioned that when students can utter a language in spoken means to an ability to carry on conversation practically. He also stated the target of successful acquisition of language is the demonstration of an ability to achieve pragmatic goals in the way of an interactive discourse with other language speakers. From the theories above, it can conclude that speaking ability is producing process systematically to achieve pragmatic goals to communicate with other people in form of verbal utterances.

Speaking is more complex rather than listening (Brumfit in Gadau, 2013). In listening, a person only knowing the sound and receive it as information, while speaking is a process to sharing information soundly. As stated also by Nunan (2003), two reasons why speaking skill is harder than other skills are first, the

speaking is conducted in real time, here and now. Second, the person we are talking to is coming up us to speak right then.

Effective oral communication always requires the ability to speak appropriately in social interaction. Richards and Renandya (2002) said it engages not only verbal communication but also paralinguistic elements of speech such as pitch, stress, and intonation, along with nonlinguistic elements such as gestures, body language and expression to convey message directly without supplementary speech. Harmer (2001) also supported that speaking is as “an activity or an assignment which asks students to have ability to communicate, express thought, ideas or feeling orally.

Based on the statement above, in social interaction, the students demand to express the ideas to communicate with others by emphasize the paralinguistic and nonlinguistic elements in order to deliver the message explicitly and directly. It can infer that speaking is very important is mastering foreign language. Thus, speaking capability can measured whether a foreign language learner is successful learning or not. This is not merely seen from the performance of the students in spoken, but also seen from their competence in using the language to social interaction.

According to Hornby (1975), to measure the students’ speaking ability, there are five competences as follows:

Pronunciation. It is the way in a language is spoken in which a word is pronounced in its aspects such ass accent, stress and intonation.

Grammar. There is a close relationship between grammar and pronunciation. Besides the students are taught the sound system, they must be recognized structure system of language. The students must mastery word order, inflection and derivation into meaningful features of the English language. If the students have been mastered both competences pronunciation and grammar, they are being able to speak fluently.

Vocabulary. Vocabulary is a variety or word choices that is usually used by a person in various field and profession. Students who have many vocabularies in their memory will express the idea easier and real time.

Fluency. Fluency is defined as the excellence of speaking smoothly and easily. Students can speak without any difficulties and hesitation though he makes errors in pronunciation and grammar.

Self-confidence. This is an important factor to encourage students speaking bravely in the English learning process. Students with good grammatical and vocabulary master exactly have a great confidence to express thought, suggestion and answer the question.

Factors Contributing Students' Speaking Success

According to Nunan (2003), speaking is conducted either instantly and spontaneously or intentionally and thoughtfully. The more immediately oral language is occurred, the more risk is taken, which means the students involve confidence and enthusiasm more in conveying the message by oral spoken. There

are many factors that contributing students' speaking success that are showed by several previous researches, as following:

The use of interactive technique for teaching-learning process. Bashir, Azeem, & Dogar (2011) revealed that the interactive technique involve teacher and students in two-ways communication that they promote questioning and answering in English. If the teacher do not use interactive technique, the students might speak very little or not all even they could not think of anything to say (Tuan & Mai, 2005). In addition, Abdullah, Bakar & Mahbob (2012) states that the proper strategy and technique might create a responsive classroom because the classroom are the richest when all voices are heard. Whether the students are active or passive, the instruction is relevant with their activeness involvement in the classroom,

The use of English frequently. English is considered as better medium of instruction rather than using mother language when they had group or pair discussion session (Tuan & Mai, 2015). Students who tend to translate information into mother tongue before they speak and have low or uneven participation might have lack ability in speaking English.

The influence of classmates of peers. Fassinger (Abdullah, et.al, 2012) defines peers has two types as a class trait, firstly interaction norm (pressure from peers not to speak, the pressure to remain comments brief, peer's warning of controversial opinions, peers' attention, and peers' lack of respect), and secondly, emotional circumstances (friendship, peers' supports to each other, and cooperation). By two type of peers, those make the students experience different

involvement in the classroom to speak up actively, in particular English speaking as a medium to convey their opinion. If the students face both types of peer challenges hardly, they are demotivated to express themselves and being afraid of disapproval of losing face (Tuan & Mai, 2015).

The influence of instructor in classroom. A skilled instructor might successfully bring the classroom into interactive situation. The students will have high motivation, not bored during in the classroom (Abdullah, et.al, 2012). Tuan & May (2015) also suggested that teacher's feedback during speaking activities would help students contribute more to success their ability in speaking.

Adjustment challenges. Adjustment challenges influence the students' speaking success. Speaking skill success is included into one of students' academic achievement. Those challenges mainly occur on several variables such as language proficiency, study habits, educational background and personal characteristics (Andrade, 2006). Besides, Stoyhoff (Andrade, 2006) also found that motivation, self-testing and test taking strategies are related to the students' achievement.

Learning environment. Djanurombang (2015) investigated the feelings of SMK Sanjaya Pakem students about speaking in English. The research accomplished mostly students still felt uncomfortable and less self-confidence to speak in English. As cited in Tuan and May (2015) students' motivation and confidence have great role to encourage them to speak well. The feeling comes due to some factors inducing such as culture and society around the students, the environment (friends, teacher, media and the application of learning processes in

the classroom and the outside. Learning environment sometime also forces the students to perform well in given time for preparation.

In the previous researches, speaking is assumed as one skill that students must deal hardly in order to get better performance, even though they have many difficulties to deal with it. Students' motivation and self-confident influence the performance of the students' speaking. The student with lack of both factors perform speaking difficultly even the speech is not clear and fluent. Both the previous researches above showed that social adjustment and personal-emotional adjustment is very important to help students achieve good performance in learning process.

The Correlation between Student's Adjustment and Students' Achievement, Language Ability and Speaking Skill

The correlation between student's adjustment and speaking ability has been not adequately examined. A few researches who studied related had been extracted here to support the theory about correlation between student's adjustment and speaking ability.

Al-khatib, Awamleh and Samawi (2012) studied the degree of student's adjustment to university life at Technical University, Albalqa, Jordan by using Scale of Adjustment to College that was formulated by Baker & Siryk in 1984. This research used random sample which consists of 334 students and 3-way ANOVA and 3- way MANOVA were used to analyze the data. The study revealed that the degree of student's adjustment to college life was moderate and there is no

statistically significant differences ($\alpha = 0,05$) on the scale of adjustment to college attribute to college, gender, study level, and the interactions between them. The four aspects of adjustment that was measured by the researchers showed various kinds of rationale whether the students adjust the college successfully or not. In academic aspect, students feel dissatisfied towards their academic performance. It is because of differences in the study at the university and at schools as the university. In personal-emotional domain, averagely students feel frustrated to the environmental surroundings that prevents the students meet their needs and demotivates their learning engagement. The last is commitment to goals domain, because of the variance of the component such as teachers, colleagues, social activities influence students' goal in achieving their academic performance. Therefore, students need to commit to this goal.

Loekmono and Joltuwu (2011), in their study about "The relationship between self-adjustment and Grade Point Average (GPA) of the students in faculty of philosophy UKIM Ambon". This research investigated 222 students by random sampling method to know the correlation between both variables. Result of *Pearsons' Product Moment* analysis showed that $r_{xy} = 0,228$ $p = 0,001 < 0,005$. This research revealed there is significant relationship between student's self-adjustment and their GPA. It meant then if the scores of self-adjustment increase, then the scores of GPA also increase. Furthermore, if the self-adjustment score decrease then the score of GPA also decrease because it has positive relationship. Grade Point Average (GPA) is an indicator of student's performance in the college. The student's ability in building self-confidence and manage self-ability

in facing college's challenge, adjusting themselves to the class situation, building good communication with lecturers and colleagues, and their ability in adjusting to college system. Empirically, students who able to encounter those abilities will achieve high GPA. Therefore, the higher of self-adjustment ability in the academic environment will influence the increasing of their GPA.

Xue (2013) conducted qualitative research towards 14 Chinese international graduate students about their experience in group work and the effect on their English communicative competence. This was a qualitative approach that conducted toward 14 Chinese students of public university in the Southeast of the United States. By using interview to get the data, the researcher found out that the students' attitudes towards group work had transition from lack of initial adjustment or dislike until adjustment or acceptance with adjustment ranged from half a year to one year. Group work was proven can improve student's English communicative competence. According to Hymes, communicative competence is a language user's grammatical and social knowledge that used to utter the message appropriately (as cited in Xue, 2013). Whereas, group work is a way of cooperative learning which is useful to students in improving their team spirit and social communication skill. This research indicated that limited English proficiency in speaking and listening as well as pedagogical difference constructed the students' lack of initial adjustment. Students who have language barriers will make them speak little or participate passively in activities such as group discussion, presentation and other project tasks.

Ismail, Mohamed, Ali and Xuan (2015) investigated the relationship between social adjustment and practice of second language among non-native speakers of Arabic at some universities in Jordan. Random sampling was used to select sample of 386 Malaysian students at the Universities. Analysis of *chi square test* showed the result that most of Malaysian students did not have high level of social adjustment and achieve medium level of practice in Arabic language. This research implied there is a positive correlation between the social adjustment and practice of Arabic language. This research tried to explain that degree of practice of second language depends on how the students are success in their social adjustment. When the students reinforce them to get around by themselves and succeed in practice language, they begin to open a way into a new environment. Theory of learning by trial and error by Thorndike is applied in the research, where if the students try to avoid mistake and be shame of talking they were going to fail to learn the second language. This situation will influence their ability in interacting and participating in an academic situation, moreover the students need to build a relationship with peers, lecturers, neighbors to practice language and talk to them in second language.

Gadau (2013) studied about the correlation between self-esteem and English Speaking Ability of the tenth grade students of SMK N 2 Yogyakarta. This research used two kinds of variables, namely students' self-esteem and their English speaking ability. Simple random sampling method was used to find out 71 students of sample. Both variables were analyzed by using Pearson's Product-moment to find out whether any correlation or not. Gadau highlighted that there

was a significant correlation between self-esteem and English speaking ability of tenth grade students of SMK Negeri 5 Yogyakarta. By the result, it could be stated that if the self-esteem was high, then the English speaking ability would be high. Students are main actors in teaching and learning process. Whether success or not the students in the learning process, it depends on their personalities. The recognition of students personalities itself called as self-esteem, which is influenced by interaction factor a person has with college surrounding such as peers, lecturers and college staffs. Students who believe themselves may have a good self-esteem and could behave confidently in speaking English. Students will not feel afraid or embarrassed when they speak in front of the class and even make a failure in speaking.

Djanurombang (2015) investigated the feelings of SMK Sanjaya Pakem students about speaking in English. This was a mixed-method research with 45 students as sample of quantitative method and five students of qualitative method. This research used descriptive analysis which accomplished mostly students still felt uncomfortable and less self-confident to speak in English. The feeling comes due to some factors inducing such as culture and society around the students, the environment (friends, teacher, media and the application of learning processes in the classroom and the outside. In the previous researches, speaking is assumed as one skill that students must deal hardly in order to get better performance, even though they have many difficulties to deal with it. Student's motivation and self-confident influence the performance of the student speaking. The student with lack of both factors perform speaking difficultly even the speech is not clear and

fluent. Both the previous researches above showed that social adjustment and personal-emotional adjustment is very important to help student achieve good performance in learning process.

Fauzan (2016) argued that debate and peer assessment can improve the speaking ability of the English department students of IAIN Samarinda. This research used classroom action research (CAR) design) in two cycles, and got the result that the students could express their thought and opinions in this activity. The teacher conducted some adjustment in the classroom in order the students got familiar with this activity. The result of speaking test presented that the students had made some progress, the average scores raised from 60 in pre-test, 69 in cycle 1 and 75 in cycle 2. These scores indicated an increasing ability from being 'fair' to being 'good'. More students practice speaking in the classroom, more they improve their fluency as well as their confident. This research show us that classroom activity helps students adjust themselves in practicing English, especially in speaking, by using strategic method such as debate and peer-assessment. The teacher facilitated the students' adjustment by doing motion of implementation of the techniques in order to gain a higher achievement of speaking score.

Yildirim (2014) conducted literature study among the international students in the USA that faced many problems particularly language ability that was related to their adjustment towards college, social and performance. In this research, two perspective were presented, namely current and historical perspectives of research on international students' adjustment problems. He

revealed that adjustment issues experienced by the students might be related close with their English language ability. Moreover, the students did not use English in academic purpose only, but they used it in daily purpose. This problem might have significant effect on their overall adjustment to their new social and learning environment. He suggested to another researcher to investigate between English language and adjustment problems that focus on specific language skills, such as writing or speaking.

Following up the suggestion by the researcher, it will beneficial to investigate the relationship between student's adjustment and academic achievement in specific language skill. English proficiency is not only for academic achievement but also can lift up students' personal and social ability in the new environment. Therefore, knowing adjustment ability of the student in the college is very important to measure the student's ability in the Language proficiency, particularly in speaking ability, because speaking is considered as the hardest part that students learn during study in college and might become a gate to enter their new environment.

Theoretical Framework

From the theoretical review above, there are some definitions of two variables; those are students' adjustment and speaking ability. Students' adjustment refers to behavioral process by a student to meet their needs when they enter new environment, especially new educational environment. First year students must adjust to an unfamiliar environment, adjust to different living

arrangements, and develop new relationship. Students usually face challenges of adjusting to classmates, lecturers or class environment who may have a very different boundaries and individual needs than family and friends from home. Students need to be comfortable in their surroundings and to have their psychological needs. So that, they can achieve their good performance in the classroom, social interaction ability with other people and good inter-personal skill. Thus, adjustment ability plays important role in the development of an individual.

Speaking is a students' ability to carry on conversation practically by oral spoken. In social interaction, students need to express their idea by oral explicitly and directly. Speaking is considered as important skill in mastering foreign language. Some students might have difficulties in speaking English, even though they have to get better performance in the speaking classroom. Students' motivation and self-confident influence the performance of the students' speaking. The student with lack of both factors perform speaking difficultly even the speech is not clear and fluent.

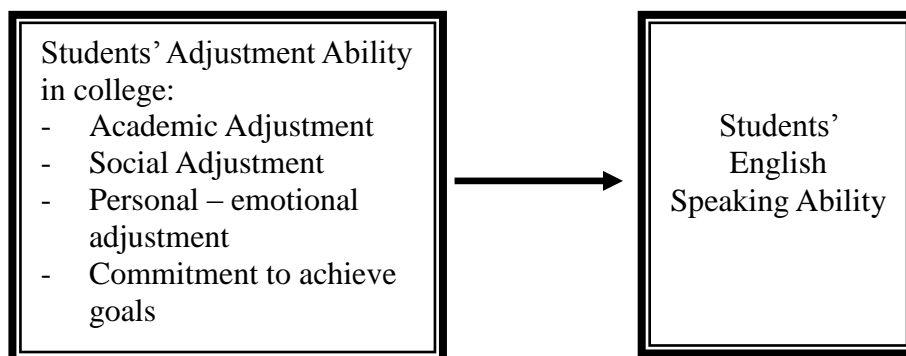
Related to speaking ability, adjustment is demanded by the students because they have to speak in English here and now in the classroom. If the students do not familiar with the environment, students might have lack of self-confident and motivation to learn English speaking. Whereas, the students need to practice speaking frequently in order to speak fluently. When the students have lack of self-confident, they will not feel comfortable in the classroom. It brings them into difficulty to communicate with other people by using English speaking.

If the students practice English speaking less frequently, it will influence their fluency in speaking and cause bad score of English performance.

Related to English learning as a main subject for the students of EED UMY have, adjustment has become very fundamental. Adjustment can influence students' performance in learning English especially in English speaking. Students who have good adjustment ability probably will speak fluently and confidently, because they are success in facing the challenge to meet their needs. In contrast, students who have lack of ability in adjusting probably might speak English less fluently and do not have confidence in speaking English. That is why adjustment ability has a correlation with the ability of students in English speaking.

According to the explanation above, below is the figure of the correlation of students' adjustment and English speaking ability.

Figure 2.1 Theoretical Framework of the Research



Hypothesis

According to the theoretical framework above, the research formulated two hypothesis, namely:

H0 : There is no correlation between students' adjustment to the learning environment and their English speaking ability at EED of UMY.

H1 : There is correlation between students' adjustment to the learning environment and their English speaking ability at EED of UMY