

AN ANALYSIS OF STUDENTS' FACTORS AND PROBLEMS EFFECTING IN SPEAKING SKILLS

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Abstract

This study tries to analyze and find out students' factors and problems that affect students' ability in speaking skills. The aims of this study are to answer two research questions: (1) what factors and problems affect the students' speaking skills and (2) what factors and problems are most dominant experienced by students which affect their speaking skills. This research uses descriptive qualitative analysis techniques to obtain data. The object of this study was 5th semester students in the English department, Tidar university. In obtaining data, this study uses a questionnaire used by Marriam (2015) regarding related research. The intention of this study is to find out the students' factors and problems in speaking skills.

Keywords: Factors, Problems, Speaking Skills

Introduction

Language is a sign, symbol, or tool used to exchange the information through spoken or written. Language has a close connection to a daily conversation. Conversation can be easily recognized if they use a language that they understand. According to Crystal (2010), he stated that language could be called a system that people used to communicate with each other and also sharing information. The classification of language includes speaking, writing, and making gestures, or body movement. The simple part of language is sound, and every language has its grammar as well. It means that different language has different rules. These rules in grammar are used to controlling the function of language to share the information or to build and gives the sentences meaning.

As a human being, human learn to speak at least one language. The first language as our mother tongue, the language as we hear as we grow up, and another language as our second language. These second language can be acquired from our environment, or the new situation around us. When someone learning to speak in the second language (SL), and also foreign language (FL) is not as easy as possible. It also needs many efforts in understanding, applying the foreign language, commitment in learning, and developing the cognizance as each language has its own systems and grammatically (Santos, Alarcon, & Pablo, 2016, p. 1). It is not wrong when learning something new about language, especially in learning a foreign language, it will take encourage and a strong confident to use the foreign language in a context where the target of language does not use the foreign language outside the classroom. According to Holmes (2013) and Chaika (2008), people are expected to improve their skills and knowledge not only linguistics abilities but also the appropriate communicative competence as well in communicating any foreign language. However, having the ability to understanding how to speak in a foreign language does not benchmark the realization to be able to speak a foreign language.

Another point that should be achieved in the success to be able to use a foreign language in communication is to pronounce words correctly, use the correct grammatical.

Individuals who learn their second language will follow and be affected by the system and structure of their first language. In the process, they will also reach the same stage as what they acquired in their first language. This raises some errors that occur when the individual tries to use the second language such as, grammatical markers, picks up chunks in their first language without knowing their meaning, and uses input from the language around them, to modify their second language to be understood by other individuals or practically comprehend. Interlanguage helps a person who is learning a second language to find out how the language works in accordance with the wishes of the speaker in the conversation. In learning a language, there are stages that help learners learn new languages. According to Brown (2004) there are four stages in learning language.

Stage I: Pre-production

In these stages it is called the silent period. The beginner learner often listens when the speaker is talking, but rarely uses or responds in the language they are learning. The learner already has some vocabulary but has not been able to use it in speaking. They have not been able to produce language and follow a conversation because basically they can only mimic what is conveyed by the other speakers. In this stage, the learner really has not been able to use their second language at all. They can only comprehend overall what is happening in a conversation, but do not understand what is said or the contents of the conversation.

Stage II: Early production

In this stage, the learners try to use some of the words they have memorized. The learner uses some of the words they know, even though they may not use the language correctly. Students have also been able to try to understand the essence of a sentence, not just the whole or the topic of the conversation. They began to be able to say a few words with a little fluency. The vocabulary they have has also been more developed and improved than before.

Stage III: Speech emergence

The learner more major to use the foreign language. They are capable to use simple phrases to deliver the information in a communication. They can submit simple questions to other people or convey information to others. The learner trying to understand a lot of content and vocabulary, it is possible to develop more skills for top-down treating of "new" information from nonlinguistic content. The result of passing the third stage is that students can understand language related to various topics, situations and contexts, and easily process many social nuances. In the third stage, the learner increases facilities to produce connected narrative discourse.

Stage IV: Final stage or stabilization

In this final stage, the learner has been able to use language in accordance with grammatical, able to understand the other person, and able to know some of the errors that exist when using a second language. In the fourth stage, the learner has been able to correct and know that he made a mistake or what is commonly called self-correct.

Speaking problems

Some problems in speaking skills that arise from the learners themselves or from the outside environment. The problem can be in the form of self-confidence, an environment that does not support the use of a second language, people around who still use their mother tongue, or even the teacher who have not been able to provide a learning model that encourages students to use their second language or the language they are learn (Tuan & Mai, 2015). Obstacles and problems are often happening from the outside environment which then impacts on the learner's self. For example, when they want to speak the language they are learning, they often get criticized when making mistakes. This has an effect on the learner who then makes him afraid and worried about criticism when they want to speak the language they learned. Class conditions and atmosphere can also create apprehension and inhibitions to the learner (Littlewood, 2007).

Another problem that comes from the learner himself is that brands often have difficulty remembering vocabulary or grammar and they also do not have the motivation to precise themselves using the foreign language. This is supported by Rivers (1968) who state that the learners often cannot say anything because the teacher has given a topic or information that is not in accordance with the learners. The learners do not have enough information or adequate vocabulary to speak in the context or topic. This opinion is also supported by Baker and Westrup (2003) who said that, it is very difficult for the learners to say something that is not in accordance with their knowledge in a foreign language. Problems that often arise are, lack of information about the topic given, lack of vocabulary, lack of confidence, too afraid of making mistakes, and too thinking about the right grammar. The problem that also often occurs and disturbs students' speaking skills is the use of mother tongue. In a school environment or in the classroom, most students come from the same area, this makes them have the same mother tongue. They will prefer to use their mother tongue because it is considered easier to understand because they have mastered it (Tuan & Mai, 2015). Harmer (1991) says there are several reasons why the learners prefer to use their mother tongue. The first reason is that when the teacher gives the topic that they don't have enough vocabulary or enough information; they will use their mother tongue to convey it. The second reason is that the use of mother tongue is a natural and natural thing for the learner. This is also supported by the teacher who lets the learner use their mother tongue instead of forcing and encouraging them to try to convey it in their foreign language. The last thing that is the reason why students prefer to use their mother tongue is that they feel more comfortable and more understanding when they want to say something. They are more able to develop a word to convey information.

Factors affecting speaking skills

For a teacher who wants to know or identify the factors that affect students' speaking skills, they must pay attention to the students' speaking performance. Students' speaking performance can be influenced by several factors such as, listening skill, performance conditions, affective factors, and feedback (Tuan & Mai, 2015). According to Nation & Newton (2009), the factors that influence speaking skills performance are performance conditions. Each learner has different conditions when speaking in their foreign language which also affects speaking performance. Factors such as planning, time pressure, amount of support, and the quality of performance are influential on speaking skills performance. The second factor is students' affective. According to Oxford (1990), the most important and most influential factor is the students' affective. This is supported by Krashen (1982) that affective influence on students' motivation and confidence in learning second language. The third factor is related to students' listening ability. Doff (1998) says that students' speaking abilities cannot develop properly if they do not have good listening skills. The learner necessity be able to understand what is said to them so that they can respond to what they have heard. According to Shumin (1997) states that when other students speak, other students also listen and try to understand what the student is saying. From this it can be concluded that students cannot speak if they do not understand what they are listening to. Therefore, the speaking ability must also be balanced by the listening ability. From the discussion and several theories that have been presented above, the researcher tries to analyze the students' factors and problems which affect their speaking skills. Therefore, the researcher tries to answer two research questions; (1) What factors and problems affect the students' speaking skills and (2) What factors and problems are most dominant experienced by students that affect their speaking skills.

Method

This study tries to analyze and find out the factors and problems in students that affect their speaking skills. The study using descriptive qualitative research in collecting and analyzing data. According to kothari (2004), descriptive research is the researches that focus on defining the distinguishing of a particular individual or group. The object of this study was students of the English department in semester 5, Tidar university. The researcher chose class 1 as the object of this study which consisted of 28 students. To begin this research, the researchers take three steps to answer questions in this research study. 1. Creating the questionnaire and then distribute it. The questionnaire that the researcher use in this study is based on the questionnaire by Mariam (2015) who accomplished a similar research 2. Evaluating the responses from the respondents. 3. Find out the answer about the factors and the problems that affect the students' speaking skills. After collecting the respondents' answers, the data were analyzed to answer the research questions.

In order to collect the data needed, the researcher makes questions of questionnaire based on Mariam (2015) as can be seen below:

Table 1. students' questionnaire

No	QUESTION	ANSWER	
		YES	NO
1	Does your teacher use English as medium of instruction in English class?		
2	Do you think English is better medium of instruction than Bahasa or mother tongue?		
3	Does your teacher speak Bahasa or mother tongue while teaching in the class?		
4	Do you respond in English?		
5	Does your teacher use interactive techniques in teaching English?		
6	Does your teacher participatory techniques of teaching in English?		
7	Does your teacher use mother-tongue while teaching English?		
8	Does your school have English medium environment?		
9	Do you speak English with fellow students?		
10	Do your peers in class use another language when talking to you?		

Finding and Discussion

The students' data is analyzed and results are tabulated as under. Frequencies and percentages are calculated for analyses.

Table 2. students' data

No	Statement	Response	Total
			Percent
1.	Does your teacher use English as medium of instruction in English class?	YES	82%
		NO	14%
2.	Do you think English is better medium of instruction than Bahasa or mother tongue?	YES	53%
		NO	47%
3.	Does your teacher speak Bahasa or mother tongue while teaching in the class?	YES	21%
		NO	79%
4.	Do you respond in English?	YES	22%
		NO	78%
5.	Does your teacher use interactive techniques in teaching English?	YES	46%
		NO	54%
6.	Does your teacher use participatory techniques of teaching in English?	YES	39%

		NO	61%
7.	Does your teacher use mother-tongue while teaching English?	YES	14%
		NO	86%
8.	Does your school have English medium environment?	YES	39%
		NO	61%
9.	Do you speak English with fellow students?	YES	15%
		NO	85%
10.	Do your peers in class use another language when talking to you?	YES	72%
		NO	28%

More than 80 percent of respondents answered that they agreed if their teacher used English as a medium of instruction of English class. They also said that their teacher had used English as a medium of instruction of English class. This can help students try to understand what the teacher is saying, and try to understand what they hear. Such situations are helpful for students in developing speaking skills in their foreign languages, because indirectly, they are forced to understand conversations or instructions in English.

Around 53 percent of respondents said that English was better used as a medium of instruction in English class than *Bahasa* or their mother tongue. This can help students to use their foreign language as the language of medium instruction they must master. However, more than 40 percent of respondents said that using *Bahasa* or mother tongue is better than using English as a medium of instruction in English class. This shows that many students still find it difficult to understand information in a foreign language which then makes them prefer to use the *Bahasa* or their mother tongue to communicate. This is one of the factors faced by students who make their speaking skills in English or their foreign language not developing

79 percent of respondents said that their teacher did not use *Bahasa* or their mother tongue while teaching in the class. This is a good thing to do to get their students to try to speak a foreign language as well. However, 21 percent of them said that their teacher still uses *Bahasa* or their mother tongue while teaching in the class. This allows students not to try harder in understanding the information provided because they use the language they have mastered. However, if this continues to happen, they will not be able to master their foreign language faster than those who use English as a medium of instruction while teaching in the class. Only 22 percent of respondents respond to their teacher with English or their foreign language while the teacher uses English when they are having a conversation. This shows that their ability to speak in English or their foreign language is still very low. This can be seen from the remaining 78 percent who answered that they did not use English or their foreign language when responding to the teacher.

Many say that their teacher uses interactive techniques in teaching English. Around 46 percent of respondents said that their teacher uses interactive teaching techniques in learning English. This is a good thing to do because interactive technique can help students to play an active role in learning. But the rest replied that their teacher did not use interactive techniques when teaching English, which is about 54 percent of them. This shows that students are often not used as centers of learning but only as teacher learning centers. They only listen to instructions and interpreters from their teacher without being included in a learning activity. Around 61 percent of respondents said that their teacher did not use participatory techniques of teaching in English which meant that students had not been made the center of learning or students had not been directly involved in learning

The teacher has used English as a medium of instruction in teaching English in class. This can be seen from the high percentage of respondents who say that the teacher has used English during the teaching and learning process, which is about 86 percent agree. Only 14 percent of them said that the teacher still did not use English in the teaching and learning process. This can be a factor experienced by students who come from outside themselves, which will impact their speaking skills. One of the unsuccessful students speaking skills is environmental factors that have not given a good exposure in learning English. This can be concluded from the 61 percent of respondents saying that in their school environment, they do not yet have an English medium environment. They still use *Bahasa* or their mother tongue when communicating with their friends outside the classroom.

In addition, peers who have not used English when communicating are one of the most frequent factors and the highest percentage. This can disturb and affect students' speaking skills. They will be more understanding and comfortable in communicating with peers using *Bahasa* or their mother tongue which makes their speaking skills in English never trained and never develops. About 85 percent of respondents stated that they did not use English when communicating with their peers, and only 15 percent of respondents spoke English when communicating with their friends. This peer factor is also supported by a very high percentage of using another language besides English when communicating in class. brands use *Bahasa* or their mother tongue which is Javanese when communicating in class or having discussions with their friends. about 72 percent said *yes* that they use another language besides English while in class and only 28 percent already speak English in class.

Conclusion

From the findings and discussion of the data obtained, it can be concluded that, there are two factors influencing students' speaking skills. the first is internal factors related to student motivation and scholarship and students in using English as their foreign language. the second factor is external factors related to the environment around them as well as conditions and situations. External factors are the most influential and dominant factors felt by students in dealing with problems

that affect their speaking skills. These external factors include: peers, students' daily environment, teachers, learning materials, and techniques used in learning English. This answers both of the research problems in this study, which are the factors and problems that affect students' speaking skills and the most dominant factors and problems perceived by students that affect students' speaking skills.

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