

**FACTORS INFLUENCING DIFFICULTIES IN SPEAKING ENGLISH OF SIX  
SEMESTER STUDENTS OF THE ENGLISH DEPARTMENT  
MUHAMMADIYAH UNIVERSITY KOTABUMI  
ACADEMIC YEAR 2023/2024**

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**ABSTRACT:** In this study, researchers examined and discussed the issue of factors that influence the speaking ability of sixth semester students majoring in English at Muhammadiyah University Kotabumi for the 2023/2024 academic year. Researchers used descriptive qualitative research methods. The instruments used in this research were documents and interviews. In this research, the data collection technique used by researchers was an in-depth interview technique with 6 sixth semester students. The results of this study illustrate that there are 5 factors that influence speaking ability. The five influencing factors are performance conditions (time pressure, planning, quality of performance and amount of support), effective factors (confidence and anxiety), listening ability and topical knowledge. The results in the working conditions factor consist of time pressure, there are 4 students, in planning there are 6 students, in the quality of performance there are 5 students and in the amount of support there are 2 students in problems. In the effective factor consisting of the self-confidence aspect, there are 3 students and in the anxiety aspect there are 6 students in trouble. In the listening ability and topical knowledge factors, there were 5 students who were low in listening ability and topical knowledge in English.

**Keyword:** Students Ability, Speaking Difficulties.

**ABSTRAK:** Dalam penelitian ini, peneliti meneliti dan membahas masalah faktor-faktor yang mempengaruhi kemampuan berbicara mahasiswa semester enam jurusan Bahasa Inggris Universitas Muhammadiyah Kotabumi tahun akademik 2023/2024. Peneliti menggunakan metode penelitian kualitatif deskriptif. Instrumen yang digunakan dalam penelitian ini adalah dokumen dan wawancara. Dalam penelitian ini, teknik pengumpulan data yang digunakan peneliti adalah teknik wawancara mendalam dengan 6 mahasiswa semester enam. Hasil penelitian ini menggambarkan bahwa ada 5 faktor yang mempengaruhi kemampuan berbicara. Lima faktor yang mempengaruhi adalah kondisi kinerja (tekanan waktu, perencanaan, kualitas kinerja dan jumlah dukungan), faktor efektif (percaya diri dan kecemasan), kemampuan mendengarkan dan pengetahuan topikal. Hasil dalam faktor kondisi kerja terdiri dari tekanan waktu terdapat 4 mahasiswa, pada perencanaan terdapat 6 mahasiswa pada kualitas kinerja terdapat 5 mahasiswa dan jumlah dukungan terdapat 2 mahasiswa dalam masalah. Pada faktor efektif terdiri dari aspek percaya diri terdapat 3 mahasiswa dan pada aspek kecemasan terdapat 6 mahasiswa dalam masalah. Pada faktor kemampuan mendengarkan

*dan pengetahuan topikal terdapat 5 mahasiswa yang rendah akan kemampuan mendengarkan dan pengetahuan topikal dalam Bahasa Inggris.*

***Kata Kunci:*** Kemampuan Siswa, Kesulitan Berbicara.

## **I. INTRODUCTION**

English is one of the most important international languages in the world today. The ability to speak English is not only a valuable asset for individuals, but also has a significant impact on various aspects of life from career to social life. In an era of globalization and increasing connectivity, the ability to speak English is more important than ever.

The ability to speak English is not just mastery of grammar and vocabulary, but also involves the ability to convey ideas, thoughts and emotions clearly and effectively. In an increasingly globally connected world, individuals who are able to speak English have a competitive advantage in a variety of areas, from careers to study abroad opportunities. According to Diani & Wisma (2019) the ability to speak English allows individuals to interact with diverse cultures opening the door to rich cultural exchange and a deeper understanding of the world. In the digital and social media era, speaking English also opens up access to information, entertainment and extensive networking opportunities.

Speaking is an ability that every human being has, every human being can talk to each other because by speaking someone can communicate to convey information to each other. This is supported by Kartika (2023, p.1) who stated that speaking is an ability possessed by every human from birth, humans can and also need to talk to each other to convey information or opinions and ideas. Additionally, Ulfa (2017, p.12) says that speaking is an interactive process to involve, receive, produce, and process information.

Speaking skills are the ability to convey thoughts, ideas and feelings clearly and effectively to others. In the context of communication, speaking skills have an important role because they are the foundation of everyday human interaction. This process is not just about using words, but also involves managing your voice, intonation and body language to convey the message optimally.

Speaking skills also involve good listening skills. A good speaker not only focuses on conveying their message, but also pays attention to the listeners' responses and questions. Listening well allows the speaker to adapt his or her

message according to the listener's needs and level of understanding. Apart from that, speaking skills also require awareness of the audience. Each audience has different backgrounds, needs and expectations. Therefore, a skilled speaker needs to be able to adapt his communication style so that it is relevant and effective according to the characteristics of his audience.

Speaking skills are very important skills for learning a second or foreign language. Of the main language skills, speaking is the most important skill to master. According to Brown and Yuke (2021, p.26) speaking is the skill that students are assessed to use most in everyday life. In classroom learning, students and teachers will use speaking skills more to provide and receive information.

Speaking is very important for the human future, especially in a career. This is supported by Syafitri & Audi (2019) argues that speaking is important because individuals who have speaking skills can participate in international dialogue, negotiate in a global context, and bridge communication gaps between different cultures. In addition, the ability to speak English has a direct impact on career development. Many multinational companies expect their employees to have communication skills in English, especially in multicultural work environments. These

capabilities open opportunities for international assignments, promotions, and greater professional development.

Based on the explanation above, it can be concluded that speaking ability is very importance for human and especially for students learning a second or foreign language in school because in classroom learning, students and teachers will use speaking skills more to provide and receive information. And to have a good speaking ability in English has a direct impact on career development.

In order to help students to overcome their problems in learning speaking, it is necessary for the teachers to figure out factors that affect their speaking performance. According to Tuan and Mai (2015, p.142) that students' speaking performance can be affected by the factors that come from performance conditions (time pressure, planning, standard of performance and amount of support), listening ability, topical knowledge and feedback during speaking activities.

## **II. METHOD**

As for research and research approaches, this research used qualitative research. According to Sugiyono (2016) qualitative research methods are research methods used to examine the conditions of

natural objects, where the researcher is the research instrument. Meanwhile, according to Emzir (2014), in qualitative research researchers use descriptive qualitative research. In qualitative descriptive qualitative research, the data collected is in the form of words, images, and not numbers. This data comes from interview scripts, field notes, photos, videos, personal documents, notes or memos, and other official documents.

The type of qualitative research in this research is a case study, a research design that can be carried out in various fields where the researcher analyzes a case in depth, collects complete information using various data collection procedures based on a predetermined time. This case takes the form of an event, activity, process and program (Creswell, 2016).

This research, the researcher was conducted by researcher at Muhammadiyah Kotabumi University-Lampung. This research was at Hasan Kepala Ratu street number 1052 Sindang Sari, Kotabumi North Lampung. In more spesific, the research was investigate the six semester students of English Education Study Program at Muhammadiyah Kotabumi University with the total students of this class were 39 students.

To start the research, the researcher took 6 students from six semester of English Department Muhammadiyah

University Kotabumi as data sources to answer interview questions that has been given. The researcher selected 6 students based on the consideration of the score of speaking ability they have carried out. The researcher took samples by grouping them into the high score, medium score and low students score.

Researchers took primary data sources in this research from lecturers and six semester students majoring in English. This primary data includes notes on interview results, Field observation results and Data regarding information. According to Sugiyono (2016), secondary data sources are data sources that do not directly provide data to data collectors, for example through documents. For example, words and actions are written data. namely from library materials, literature, previous research, books, and so on. In accordance with the research objective, the data is to be known according to the table above, the data source used in this research is a series of words obtained from interviews with information and additional data in the form of interview and documentation.

Research instruments are tools that are needed or used to collect data. This mean, these tools are used to collect the data. There are many kinds of instrument that can be use in a research, such as test, questionnaire, interview guideline, checklist, and documentation. However,

purpose of this research is to find the factor influencing the speaking of student's and cause it, the instrument which used are interview and documentation.

Without knowing data collection techniques, researchers will not get data that meets the data standards applied. In this research, the aim is to obtain data about the factors that influence difficulties in speaking English of six semester students majoring in English, Muhammadiyah University, Kotabumi, academic year 2023. In accordance with the objectives of this research, of course, collecting data related to this research. . In the interview technique, researchers interviewed sixth semester students majoring in English. Through documentation techniques, a number of documents related to the objectives of this research can be collected. The documentation in this research is the factors that influence difficulties in speaking English of six semester students majoring in English, Muhammadiyah University, Kotabumi, academic year 2023.

In qualitative research, to obtain more ideal data, research data much be evaluated. In this case, one way to assess the validity of the data was to used expert judgment obtained from two lecturers. The name of the first lecturer was Elis Susanti, M.Pd. and the second was Dewi Sri Kuning, M.Pd In this study researchers need to test the validity of the instrument.

Sugiyono (2012, p.267) states that validity is the position of accuracy between the data that occurs in the research object with the data obtained by the researcher. Meanwhile, Sugioyono (2012, p.125) suggests that after the instruments has been prepared regarding aspects to be measured bases on theory, the expert judgment. So, validity test can be used to determine measurable instruments.

According to Miles and Huberman in Sugiyono (2016), activities in qualitative data analysis are carried out interactively and continue continuously until completion, so that the data is clear. Activities in qualitative data analysis are carried out interactively and continue continuously until completion. It has three main stages, namely data reduction, data presentation, and drawing conclusions. These three stages are interrelated before and after analyzing research data.

As is known, data reduction occurs continuously qualitatively. In data reduction, the data selected is related to the data needed by the researcher to be collected and separates the data that is needed or not. This display is done as well as possible. So that it can make it easier to draw conclusions. At the data display stage, the researcher presents the data that has been reduced in the form of a story or descriptive text, making it easier for the researcher to read and conclude.

The final step in qualitative research according to Miles and Huberman in Sugiyono (2016) is drawing conclusions and verification. The conclusion that can be concluded through qualitative research is that there are new discoveries that have never been made by someone before with unclear descriptions of objects. It can be concluded that the conclusions drawn are new findings that are descriptive, interactive relationships, hypotheses. At this stage the researcher can draw conclusions from the data obtained which has been reduced and presented. However, whether the conclusions made and obtained are appropriate or not are verified again to prove whether the conclusions made are correct or not.

### **III. RESEARCH RESULT AND DISCUSSION**

#### **Research Result**

In this study, to test the validity and reliability of the researcher used a method, namely the validity and reliability of the plan. Research data using expert judgment. Expert judgment is a technique to test validity and readability. Researcher used expert judgment in this study to test interview questions (an instrument for collecting research data). In this study, the researcher chose Mrs. Elis Susanti, S.Pd., M.Pd. and Mrs. Dewi Sri Kuning, S.Pd.,

M.Pd. as validators, the researcher chose both because according to the researcher both are experienced expert in exploring this research. The result of the expert assesment of the instruments used were declared valid by the validator. Researcher used a qualitative descriptive method in this study. This research was conducted for one day on March 25, 2024.

This research was conducted in six semester at students of the English Department Muhammadiyah University Kotabumi. In this study, to collect data, researcher used students' document of difficultie in speaking English and in-depth interviews and data sources were collected using purposive sampling technique with. According to Sugiyono (2016, p.85), purposive sampling is a sampling technique with certain considerations. This is done by considering taking 6 samples of the highest score, medium score and lowest score that represents speaking ability score. Their initials are NRPA, BW, RPH, IN, DF, and ANA.

In this research, there were five factors that influencing the speaking English namely performance conditions, affective factors, listening ability, topical knowledge and feedback during speaking activities. Performance conditions were factors that come from outside the students, where these factors can cause students' influencing the speaking ability,

furthermore, performance conditions has four types, there are time pressure, planning, quality of performance and the amount of support. The results of each this four types can be described as follow:

### **1. Time Pressure**

From the results of this study, the researcher concludes that there were 2 respondents namely BW and RPH who feel they did not have a time pressure in speaking ability, and 4 students, namely NRPA, IN, DF and ANA felt that they have problem time pressure in speaking ability, which makes them need time pressure in speaking, namely lack of ability regarding the vocabulary they have. This were what causes the students' speaking ability.

### **2. Planning**

From the results of this study, the researcher concludes that of all the respondent above, they all have a planning problem that hinders their process in speaking ability.

### **3. Quality of performance**

From the results of this study, the researcher concludes that there were one respondent who feel did not have problem with quality of performance in speaking ability namely IN, and five other respondent have problem with quality of performance in speaking ability, which

makes them have problem with quality of performance is their low ability in vocabualary. This is what causes the students' influencing in speaking ability.

### **4. The Amount of Support**

From the results of this studi, the researcher concludes that there were two respondents who feel they have problem with the amount of support in speaking ability namely DF and ANA, which makes them have problem with the amount of support is their environment is not used to speaking English. This is what causes the students' influencing in speaking ability.

Affective factor were factors that come from exist in students themselves, where these factors can cause students' influencing of speaking ability, furthermore affective factors has three types, there are motivation, self-confident and anxiety. The result of each this three can be described as follow:

#### **1. Motivation**

From the results of this study, the researcher concludes that of all the respondents above, they all do not have problem with motivation that hinders their process in speaking ability.

#### **2. Self-Confident**

From the results of this study, the researcher concludes that there were 3 respondent who feel they did not have

problem with self-confident in speaking ability, namely NRPA, BW and RPH, and 3 other respondents feel have problem with self-confident to speaking ability, which makes them have problem in speaking English is their low ability in vocabualary and feeling insecure when meeting new people. This is what causes the students' influencing of speaking ability.

### **3. Anxiety**

From the results of this study, the researcher concludes that of all the respondents above, they all have a problem with anxiety that their speak in English.

Listening ability cannot be developed unless we develop listening skill. These factors can also influencing the speaking ability. From the results of this study, the researcher concludes that 1 of 6 respondents did not have problem with listening ability, and other respondents namely BW, RPH, IN, DF and ANA their have a problem with listening ability in speaking English. Which makes them have problem with listening ability in speaking English because the accents are difficult to understand such as the British accent and the conversation is too fast so it is difficult for them ti understand the conversation. This is what causes the

students' influencing in speaking English.

Topical knowledge is defined as knowledge structure in long term memory. From the results of this study, the researcher concludes that 1 of 6 respondents did not have problem with topical knowledge, and other respondents have a problem with topical knowledge in speaking English, namely NRPA, RPH, IN, DF and ANA their have a problem with topical knowledge in speaking English. Which makes them have problem with topical knowledge in speaking English because low knowledge in vocabualary, so this can influence. This is what causes the influencing in speaking English.

Feedback during speaking activities that as a teacher to correct students mistakes positively and by providing motivation to students. From the results of this study, the researcher concludes that of all the respondents above, they all did not have a problem with feedback during speaking activities that their speak in English.

### **Discussion**

The purpose of this study was to describe the factors influencing the speaking English of six semester of English Department Muhammadiyah University Kotabumi through direct interview. Informants in this interview are students of

six semester. The main formulation in this research is what are the factors influence difficulties in speaking English of Six semester students of the English Department Muhammadiyah University Kotabumi Academic Year 2023/2024?.

The researcher found 8 factors that influencing the speaking ability. In detail, the researcher found in performance condition namely, 4 students with problem in time pressure, 6students with problem in planning, 5 students with problem in quality of performance and 2 students with problem in the amount of support. Besides that, the researcher found in affective factor namely, 3 students with problem in self-confident and 6 students with problem in anxiety.

The researcher also found factors influencing difficulties in speaking ability in listening ability there were 5students who experienced hearing problems when speaking in English. The last the researcher found factors influencing the speaking ability in topical knowledge, there were 5 students who topical knowledge in speaking English. Some of the problems with the factors found by this researcher are due to the fact that many students have low knowledge of vocabulary, wich hinders their speaking ability, especially in English.

Table 2 also show that the highest factors influencing difficulties in speaking English of six semester of English

Department Muhammadiyah University Kotabumi in their variable Performance condition exactly on planning and affective factors exactly on anxiety. There are 6 of trouble in this factor.

The second factors influencing difficulties in speaking English of six semester of English Department Muhammadiyah University Kotabumi wich is performance conditions axactly on quality of performance, listening ability and topical knowledge. There are 5 students of trouble in this factors which causes their low ability to speak English.

The third factors influencing difficulties in speaking English of six semester of English Department Muhammadiyah University Kotabumi which is performance conditions axactly on time pressure. There are 4 students of trouble in this factor because their are low knowledge of vocabulary.

The fourt factors influencing difficulties in speaking English of six semester of English Department Muhammadiyah University Kotabumi which is affective factors axactly on self-confident. There are 3 students of trouble in this factor because there is no self-readiness and low knowledge of vocabulary to speak English.

The lowest factors influencing difficulties in speaking English of six semester of English Department

Muhammadiyah University Kotabumi is performance condition exactly on the amount of support. There are 2 students of trouble in this factor because lack of support from the surrounding environment.

Based on the result of research and previous research conducted by Winly Azwir Nawi (2019) that the factors in performance condition (time pressure, planning, the amount of support and quality of performance), affective factors (motivation and anxiety), listening ability, topical knowledge and the feedback during speaking activities. Meanwhile, the researcher found that the factors influencing difficulties in speaking English in performance condition (Planning, quality of performance, time pressure and the amount of support), affective factors (self-confident and anxiety), listening ability and topical knowledge.

#### **IV. CONCLUSION**

This researcher is a descriptive qualitative research that aims to analyze

factors influencing difficulties in speaking ability. Factors influencing difficulties in speaking English is one of the interesting topics to be discussed. After analyze the data, researcher found some finding. The researcher divided the conclusion is most of the students of six semester of English Department Muhammadiyah University Kotabumi academic year 2023/2024 make students problem with factors influencing difficulties in speaking English.

Based on the results of the researcher that the researcher revealed and explained in the previous chapter, it can be concluded that there are five factors influencing the speaking ability namely, performance condition, affective factors, listening ability, topical knowledge and the feedback during speaking activities. Performance condition that become factors influencing the speaking ability are time pressure, planning, quality of performance and the amount of support. the affective factors that becomes factors influencing the speaking ability are self-confident and anxiety. In other factors is listening ability and topical knowledge.

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