FACTORS AFFECTING STUDENTS SPEAKING SKILL AT THE THIRD SEMESTER IN UNIVERSITAS MUHAMMADIYAH KOTABUMI ACADEMIC YEAR 2019/2020

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Abstract: Speaking skill is one of human ability to process and deliver information directly to other people by orally in daily life and social interaction. However student still had problem in speaking activities causes several factors. The research problem of this research is formulated as follows: what are the factors affecting students’ speaking skill at third semester in Universitas Muhammadiyah Kotabumi. This research used descriptive qualitative method that has purpose to find out and describe factors affecting students’ speaking skill at third semester in Universitas Muhammadiyah Kotabumi. The data collecting in this research was Interview as main data and observation as supporting data. The data taken from third semester student consist 10 students’ from A and B class. The result showed that there found six factors affecting
students’ speaking skill there are affective factors, performance condition, listening ability, study habit at home, topical knowledge and feedback during speaking activities. Students major factor is nervous, they can forget everything and be “blank” a phenomenon when student can not say any other words, then anxiety about vocabulary, grammar construction, pronunciation, less listening ability to understand speaker because their accent and speak too fast, Useless study habit listening music and watching movie and less do study habit practice English in front mirror and chat with friend using English, lack of knowledge especialy in random speaking topic from lecture, and misunderstanding meaning from lecture coment. But in other side clever students’ has high progress in speaking skill make awsome habits at home like make a monologue and chat with friend in other countries, there also have ways to handle their nervous like hold something while perform, to handle listening ability using take point and understanding topic, prepare small note not paper script, memorize and mastery topic, and give good reaction when lecture give comment positive or negative.

**Keywords**: Speaking Skill, factor affecting, Speaking

### I. Introduction

Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. Speaking is important in building a communication to give suggestion, opinion, ideas or information into each other. Beside that, speaking can also share students idea and feelings to others. Therefore, people always give positive judgment to a person who has good speaking skill.

To mastery the language and be good speaker student need skill. Then according Merriam (2013, p.1114) that skill is ability to so something that comes from training, experience, or practice. Skill is the ability to uses one of language effectively and readily in execution or performance. In addition Hornby (2009:403) skill is ability to do something well.

In Universitas Muhammadiyah Kotabumi there are 4 speaking subjects in English Department they are English speaking basic, English Fluency, Advance Speaking and Public Speaking. Researcher take Advance speaking subject for the research. Basicaly student learn speaking from easy to hard step to step. Lecture give the topic and material and guide them until them mastery English speaking skill and be good speaker. At the end in Advance
speaking, students can speak English fluently consist correct grammar, vocabulary mastery, comprehension in every conversation, fluency, and off course pronunciation too. Speaking skill automatically increase be high progress. That’s is ideal condition.

In real condition absolutely different. Based on result observation during december until january, in 2 classes. In advance speaking class found out sign factor affecting student speaking skill. Firstly in performance B class more better than A class. Only 3 students in A class can perform in front of class without script and the rest do not speak but read scripts. B class students is good on perform after all while half of student bring script in performing but they improvised to cover their shortcomings by mix with Indonesia language. Secondly in affective factor A and B class has good motivation in learning English but they usually axiency while perform and problem with self convidence, low respond and keep silent while lecture explain material cause low listening ability, low of vocabulary. Lastly for preparing speaking script before perform all of student is really good. All the thing based from student values result from English speaking basic in First semester and English Fluency in Second Semester. From all of student From A and B class total 51 students there are 26 student got A value range in 80-84 and half of students got B value range 73-78. No C value because lecture create remedial to fixes students value to more better. From this can be conclude there is three three level speaking skill students based from value in two speaking subject there is high, normal, and low level.

Related research about factor affecting speaking skill has been conducted by some researcher. First from Hamad (2013) in their study Factor Negatively After speaking skills at sausi colleges for girls in the South, This study aims at investigating the factors that negatively affect English language speaking skills in Saudi colleges for girls in terms of: instructors, students, curriculum and textbook, English Language teaching methods and exercises, and teaching and learning environment to come out with recommendations for ameliorating the gab of speaking skills, by investigating English students and instructors. Research methodology using questionnaire and interview. The main conclusion of this study domains’ results that affect speaking skills at Saudi Colleges for girls in the South are: (1) Students background of English is weak. (2) Instructors let the students to use Arabic (3) The students fear speaking English language in public (4) Curriculum of listening and speaking does not contain enough exercises for speaking skills (5)
Instructors don’t use strategies that help the students develop speaking. More time (out of three hours a week) is devoted to practice listening skills rather than speaking skills. Instructors don’t teach listening and speaking course in the lab. Students rarely listen to a CD as a model for speaking practice as strategy for learning. Students’ number in the class hinders speaking skills.

Second research by Nguyen Hoang & Tras Ngoc Mai (2015) in their study Factor affecting student’s speaking performance at Le Thanh Hien high school showed that finding students at Le Thanh Hien high school are not good at English, They can pass exams easily but they find it difficult to use English to communicate. To help the students improve their speaking skills, it is necessary to find ways to help them overcome their problems. Moreover, the teachers need to know the factors that affect their students’ speaking performance so that they can deal with these factors to help the students improve their speaking performance. The results of the study indicate that the students faced many problems such as (1) they spoke very little or not at all; (2) they could not think of anything to say; (3) they used Vietnamese instead of English when they discuss in groups or in pairs; (4) their participation was low or uneven; (5) they did not have motivation to express themselves. The results also show that there were many factors affecting students speaking performance as follow: (1) topical knowledge; (2) listening ability; (3) motivation to speak; (4) teachers’ feedback during speaking activities; (5) confidence; (6) pressure to perform well and (7) time for preparation.

Therefore, this article attempts to describe about the factor affecting student speaking skill at third semester in Universitas Muhammadiyah Kotabumi especially for English department. To answer majority student speaking in third semester lack and difficult to upgrade.

Based from explanation above, the essential of problems that would be described in this research can be expressed by following questions:

1. What are the factors affecting students speaking skills at third semester in Universitas Muhammadiyah Kotabumi Academic year 2019/2020?

II. Literature Review

Concept of Speaking Skill

According to (Brown, 2004) Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. Furthermore, Fakhar Naveed (2012, p.01). It means that by using
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Speaking, a language skill can be produced, received, and processed the information, the information that gave from situation can be developed by the each person. Based on theories can be conclusion speaking is oral communication or interactive process of constructing meaning that involves producing, receiving, processing information and social interaction as situation-based activity which happen in people daily lives.

Meanwhile, human can mastery English speaking skill, they must upgrade their skill first. According Collins (2009, p.1125) that skill is the ability, coming from one’s knowledge, practice, aptitude, etc, to do something well. It is supported by Harper (2010, p.1175) that is something, especially a trade technique, requiring special training or manual proficiency. Based from explanation above, skill is ability or technique get from training, and practice and to do something well. Then Speaking skill is one of human ability to process and delivered information directly to other people by oral in daily life and social interaction.

Aspects of Speaking Skill

Brown (2001) states that there are some aspects of speaking such as pronunciation, vocabulary, fluency, accent, and grammar, that should be mastered in order to be able to speak well. As a complex activity, speaking has three main aspects as follows:

1) Accuracy
   Concision Pronunciation, Vocabulary and Grammar
2) Fluency
3) Accent

From the explanation there are important aspect in speaking as accuracy include pronunciation, grammar and vocabulary. Fluency and at last is accent.

To learn speaking skill we need to know five basic types of speaking. There are five types of speaking (Yenny 2014, p.201) as explained in the following:

a. Imitative
   This type of speaking requires the test takers to copy a word, phrase, or a sentence.

b. Intensive
   Unlike imitative, intensive speaking does not emphasize on pronunciation or phonological aspect.

c. Responsive
   Authenticity in a conversation is important. Therefore, the speaker is stimulated to speak promptly

d. Interactive
   The load and complexity of the sentences is the major different between responsive and interactive speaking

e. Extensive
Extensive speaking involves a wide range of speech production also the speaker will need to interact with the counter speakers, which could be answering question, making discussion.

Based from explanation there are 5 type of speaking is Imitative like copy a word, phrase, or a sentence. Intensive like reading aloud, sentence and dialogue completion. Responsive like do a short conversation. Interactive and also Extensive like answering question, making discussion.

**Problem in Speaking**

Speaking is not as easy as it may seem. In fact, it is a complex skill which involves both intrinsic and extrinsic aspects. Speaking shows how the speaker uses the vocabulary in the right way bravely.

Brown (2001) suggested some causes that make speaking difficult as follows:

1. Clustering
2. Redundancy
3. Reduced Forms
4. Performance Variables
5. Colloquial Language
6. Rate of Delivery
7. Stress, Rhythm, and Intonation
8. Interaction

**Factors Affecting Speaking Skill**

In order to help students overcome problems in learning speaking, it is necessary for the teachers to figure out factors that affect their speaking performance. Tuan and Mai (2015, p,9) 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), affective factors (such as motivation, confidence and anxiety), listening ability, Topical Knowledge and feedback during speaking activities.

**III. METHOD**

Based on the research problems and the objectives of the research, the research method is categorized as qualitative research. According to Creswell (2014, p.32) who state that qualitative research is handle for exploring and understanding the meaning individual or groups for a social or human problem. This research qualitative is categorized as descriptive qualitative research. This research used descriptive method in the describing the data which has been collected. In this research, the data would contain of the description the factor affecting student speaking skills.

This research take place in Universitas Muhammadiyah Kotabumi this
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Collage is located at Hasan Kepala Ratu street number 1052 Sindang Sari, Kotabumi North Lampung. This research will be conducted in English speaking class on Advance speaking subject.

Data resource data taken from students English department of third semester in Universitas Muhammadiyah Kotabumi. Third semester advance speaking class devide into A and B class. The researcher get the the data from 2 classes in four meeting with observation sheet, sound and video recorder as supporting data. This research focus on factor affecting speaking skill. To focus on topic, researcher create interview with student from 2 classes, A class 2 student and B class 8 student. The researcher choose B class more student than A class because there found skilled student in speaking. Reseracher make interview to get data with 10 student with level high, normal, and low speaking skill based from student values result from English speaking basic in First semester and English Fluency in Second Semester.

Research instrument is a tool to collect the data in order to the make the works be easier and get good result (Arikunto, 2010, p.203). Many kinds of instrument which can be used in a research, such as test, questionnaires, interview, observation, and documentation. Researcher used Observation sheet and interview to collect the data from student about factor affecting student speaking skill.

In this case, to make sure the data in this research valid and reliable the researcher uses triangulation. According to Sugiyono (2012, p.241) triangulation interpreted as technic collecting data that are combining from various collecting data and source of the data that there has been. Here, the researcher would those triangulation techniques that is combining some technique from different technique to get data from same source. In collecting data, the researcher used observation sheet and interview. When do observation, the researcher would observe third semester English department A and B class in four meeting, researcher watch lecture explanation before speaking perform, then watch and learn every student perform in front of class, fill the observation sheet and note some another data found in observing. At last researcher make interviews with chosen students selected from observation based from value in speaking class include high, normal, and low and forgot specific data from students. At the end researcher combine and selection the data from observation and interview as plan of testing validity and reliability of the data of this research. The researcher used expert judgments and credibility to check the validity of the data. After that, the
researcher used Miles and Huberman model to analysis the data. Activities in this model are consist of three stages, as follows; data reduction, data display, and conclusion of drawing/verification.

**IV RESEARCH RESULT**

First move is taking observation in advance speaking class four times and take 3 month total from 23 December 2019 until 06 January 2020 and the last in October 2020. This step using observation sheet to collect the data. The real purpose in this observation to observe and selected the student to be subject in this research from A and B class, and the result find total 10 students from A and B class after selection using the criteria speaking skill.

So after finish the steps researcher finally found 6 factor affecting students speaking skill from 10 selected students the factor that was performance condition, affective factors, listening ability, Topical knowledge (student ability to explore speaking topic), feedback during speaking activities (Lecture comment after perform), and the last is study habits at home. Resercher using nicknames in this research based from theory Chevalier (2004) that nicknames have been the subject of extensive investigation in a wide variety of languages, including English, Icelandic, Spanish, Russian, Chinese, and Arabic.

Nicknames tend to related to users physical characteristic, such as their weight, height, or hair colour or to the users personal habits and traits, often aptitude or lack thereof. The 10 students are Angel, Alya, ayu, dewi, dhariel, eka, fahmi, irjun, nurul, wulan.

**Factors Affecting Students’ Speaking Skill**

Based from research result, Factor affecting students speaking skills in third semester Universitas Muhammadiyah Kotabumi devided into six factors, based from analysis in previous section major affecting that is nervous and self confidence first from affective factors and second from performance condition, two factors this has related because come from student mental and psychology. Students become feel nervous when perform speaking in front of class because all attention focus on them, when try speak they think afraid make mistake and guide them to be nervous and make them not confidence with their performance. The phenomenon “blank” nervous take over student and make student forget everything about speaking topic and make them cant say any other words. However less self confidence come chen students first time speaking English in front of people, less of preparation, Forget the speaking topic and dont understand the
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topic and how to explain. That why less of confidence dominate students than so confidence. That come from thier mental. For performance condition students planning affecting student speaking perform become best until bad (boring) they planning is memorize, improvisation, small note, paper script. This perform result affected by affective factors. Another affective factors come from anxiety and students motivation, students become anxiety because they know that their less vocabulary, Pronunciation and grammar construction make students feel anxiety because if grammar and pronunciation isn't correct the point of speaking can't deliver to audience. Next is come from motivation too many students has high motivation in learning English support by their own belief and dream and also normal motivation because low ambition in learning speaking and they think speaking just part of English that must they expert as they can. All of this reason is affecting speaking skill it to increase or not in progress of learning English.

Next Third come from listening ability, students listening ability affect their speaking skill needed to understand audience and thierself. Students listening skill is normal until low. The Proof student listening skill is normal until low when lecture give the topic and explanation about rule in speaking include part topic must fill in speaking perform. Student just silent and listen carefully if lecture explain with full English but lecture mix with indonesian students begin to respon and undertand and also support from student answers in interview how they can handle speaker as listener. Student not fully understand they speaker their usually to understand the conversation with take point and keyword from conversation and answer using mix language English and Indonesian. All of this come from student listening ability problem, causes from affected two things first is difficult to understand pronunciation, grammar an vocabulary spelling from native speaker from audio and video in listening lesson. Students also meet unfamiliar accent like Arabic and Indian. And second is people talking so fast when people speaking faster they difficult to take the point and difficult to understand. The fourth come from study habit at home, result of student speaking can see from how many daily activity student do in home to improve their speaking skill, How times they do and practice it. Student study habit at home there are listening English music and watching English movie. In other They also practice speaking in front of mirror, chatting with friend and family using English, singing English song, reading English novel, watching English video from youtube, learning English from instagram, and do a monologue in activity.
The next fifth and sixth come from Topical knowledge and feedback during speaking activities. From previous discussion topical knowledge and performance condition is related especially in planning and preparation. Student preparation before perform there are making small note about point of topic speaking, mental preparation is needed to reduce their nervous like hold something while perform, understand every point in speaking topic and explaining with their knowledge, and there prepare reduce their nervous and the last is mastery the topic. And the last Lecture always giving feedback to every student after perform with comment and student reaction is happy, make them more better and a solution to increase their speaking skill. In word Student know thier mistake from lecture correct and can fix in next perform. So Lecture comment is helpful for students. And for another side reaction is more nervous when lecture comment about performance, flat expression (just fine) accept the comment based from student own decision.

All from six factors that all affecting student speaking skill in third semester English department Universtitas Muhammadiyah Kotabumi. There is affective factors, performance condition, listening ability, study habit at home, topical knowledge and feedback during speaking activities.

V. CONCLUSION

Speaking skill is one of human ability to process and delivered information directly to other people by oral in daily life and social interaction. From research result it can be conclude from 10 students from A and B class with nicknames B class is Angel, Nurul, Wulan, Eka, Alya, Dhariel, Irjun, Fahmi and from A class is Ayu, Dewi. They major factor is nervous, they can be forget everything and be “blank” a phenomenon when student can say any other words, then anxiety about vocabulary, grammar construction, pronunciation, less listening ability to understand speaker because their accent and speak too fast, Useless study habit listening music and watching movie and less do study habit practice English in front mirror and chat with friend using English, lack of knowledge especially in random speaking topic from lecture, and misunderstanding meaning from lecture coment. But in other side clever students in has high progress in speaking skill make awesome habits at home like make a monologue and chat with friend in other countries, there also have ways to handle their nervous like hold something while perform, to handle listening ability using take point and understanding topic, prepare small note not paper script, memorize and mastery topic,
and give good reaction when lecture give comment possitive or negative.

So researcher give some suggestion that was for English Lecture must give and teach some trick and ways and always give motivation to student to reduce their nervous, self confidence and anxiety and practice more at home and mastery vocabulary, so students can deal with their main problem and focus to increase their speaking skill, then English Student must change useless habit at home and make useful study habit like improve speaking skill with chat and practice in mirror or front of family, monologue, recording if practice speaking at home and listen that record to found every mistake and fix it.

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