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

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Abstrak: *Rumusan masalah penelitian ini sebagai berikut: apa faktor yang mempengaruhi keterampilan berbicara mahasiwa di semeter tiga di Universitas Muhammadiyah Kotabumi. Penilitian ini menggunakan metode deskriptif kualitatif bertujuan untuk menemukan dan menjelaskan faktor yang mempengaruhi keterampilan berbicara mahasiwa di semeter tiga di Universitas Muhammadiyah Kotabumi. Teknik pengumpulan data dalam penelitian ini adalah interview dan observasi. Data diambil dari mahasiswa semester tiga yang terdiri dari 10 mahasiswa dari kelas A dan B. Hasil penitian menampilkan bahwa ditemukan enam faktor yang mempengaruhi keterampilan berbicara mahasiwa adalah faktor affektif, kondisi saat tampil, kemampuan mendengarkan, kebiasaan belajar di rumah, pemahaman topik, dan Umpan balik selama pembelajaran speaking. Faktor utama mahasiswa adalah gugup, mereka bisa lupa semuanya dan menjadi "blank" sebuah penomena dimana mahasiswa tidak bisa mangucapkan satu kata pun dan menjadi diam membisu, kemudian kecemasan terhadap kosakata, tatabahasa, pelafalan, kemampuan mendengarkan yang kurang baik untuk memahami pembicara karena akses mereka dan berbicara sangat cepat, kebiasaan belajar yang kurang efektif seperti mendengarkan musik dan menonton film dan sedikit menerapkan kebiasaan belajar seperti praktik berbicara bahasa inggris di depan kaca, dan berinteraksi dengan teman menggunakan bahasa Inggris, kurangnya pengetahuan terutama dalam topik acak yang diberikan dosen, dan salah memahmi makna dari komen yang diberikan dosen. Tapi di sisi lain mahasiswa yang pandai yang memiliki progress yang tinggi dalam keterampilan berbicara membuat kebiasaan yang luar biasa di rumah seperti melakukan monolog, dan memiliki cara untuk mengatasi gugup yang mereka alami seperti memegang sesuatu saat tampil, untuk mengatasi kemampuan mendengarkan mereka yang kurang baik mereka menggunakan intisari atau topik dan pemahaman topik, menyiapkan catatan kecil bukan kertas berisi naskah, menghafal dan memahami topik dan memberikan reaksi yang baik ketika dosen memberikan komen positif maupun negatif.*

Kata Kunci : *Keterampilan berbicara, faktor yang memperngaruhi, speaking*

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

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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 axienty about vocabulary, grammar construction, pronounciation, 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 misundertanding 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 undertanding topic, prepare small note not paper script, momorize and mastery topic, and give good reaction when lecture give comment positive or negative.

Keywords : Speaking Skill, factor affacting, 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 informati 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.

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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 Publlic 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, fuency, and off course pronounciation 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 axienty while perform and problem with self convidence, low respond and keep silent while lecture explain material cause low listening ability, low of vocabulary. Lasty 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 fixs 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 reseach about factor affecting speaking skill has been conducted by some reseacher. First from Hamad (2013) in their study Factor Negatively After speaking skills at sausi colleges flor 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 theSouth 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 6. More time (out of three hours a week) is devoted to practice listening skills rather than speaking skills. 7. Instructors don't teach listening and speaking course in the lab. 8. Students rarely listen to a CD as a model for speaking practice as strategy for learning. 9.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 decsribe about the factor affecting student speaking skill at third semester in Universtitas Muhammadiyah Kotabumi especially for English department. To answer majority student speaking in third semester lack and difficult to upgrade.

Based from expanation 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. Litterature Review

Concept of Speaking Skill

According to (Brown, 2004) Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. Futhermore, Fakhar Naveed (2012, p.01). It means that by using

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, aplitude, 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

   Concist Pronunciation, Vocabulary and Grammar

2) Fluency

3) Accent

From the explanation there are important aspect in speaking as accuracy include pronounciation, 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. Interactiveand 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 dara would contain of the description the factor affecting student speaking skills

This research take place in Universitas Muhammadiyah Kotabumi this

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. Re-searcher 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 trangulation. 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 ex-planation 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 obsevation 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 student speaking skill from 10 selected students the factor that was performance condition, affective factors, listening ability, Topical knowldge (student ability to explore speaking topic), feedback during speaking activities (Lecture comment after perform), and the last is study habbits 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, Chineese, and Arabic.

Nicknames tend to related to users physical characteristic, such as their weight, height, or hair colour or to the users personal habbits 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 stdudents 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-covidence first from affective factors and second from performance condtion, two factors this has related because come from student mental and pssychology. 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 averything about speaking topic and make them cant say any other words. However less self convidence come chen students first time speaking English in front of people, less of preparation, Forget the speaking topic and dont'understand the

topic and how to explain. That why less of convicence dominate students than so convicence. That come from thier mental. . For performance condtion 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 anxienty bacause they know that their less vocabulary, Pronounciation and grammar construction make students feel anxiety bacause if grammar and pronounciation isnt corect the point of speaking cant deliver to audience. Next is come from motovation 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 undertand audience and thierself. Students listening skill is normal until low. The Prove 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 peform. 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 fuly undertand they speaker their usually to undertand 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 underttand pronounciation, 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 poin and difficult to undertand.

The fourth come from study habbit 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 stduy habbit at hime there are listening English music and watching English movie. In other They also practice speaking in front of mirror, chating 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 activiy.

The next fifth and sixth come frrom Topical knowledge and feedback during speaking activities. From previous discussion topical knowledge and performance condtion is related especially in planning and preparation. Student preparation before peform there are making small note about point of topic speaking, mental preparation is needed to reduce their nervous like hold something while perform, undertand every point in speaking topic and expalaining 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 corect 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 habbit 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 resarch 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 axienty about vocabulary, grammar construction, pronounciation, less listening ability to understand speaker beacuse their accent and speak too fast, Useless study habbit listening music and watching movie and less do studuy habbit practice English in front mirror and chat with friend using English, lack of knowledge especialy in random speaking topic from lecture, and misundertanding meaning from lecture coment. But in other side clever studendts in has high progress in speaking skill make awsome habbits at home like make a monologue and chat with friend in other countries, there also have ways to handle their nervous like hold something whle perform, to handle listening ability using take point and undertanding topic, prepare small note not paper script, momorize 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 convidence and axienty

and practice more at home and mastery vocabulary , so studens can deal with their main problem and focus to increase their speaking skill, then English Student must change useless habbit at home and make usefull study habbit like improve speaking skill with chat and practice in mirror or front of family, monogue, recording if practice speaking at home and

listen that record to found every mistake ad fix it.

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