

FACTORS THAT INFLUENCE STUDENTS' PARTICIPATION IN ENGLISH SPEAKING CLASSROOM ACTIVITIES

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Abstract: This study aims to determine the factors that influence participation to speaking English. This research is conducted at Universitas Sintuwu Maroso Poso. This research is qualitative in nature. The subjects are 36 students of English Education Department who enrolled in Speaking course in academic year 2017/2018. Data are taken through interview, questionnaire, and documentation. The results showed that the highest factor affecting students' participation in speaking English are lack of basic language skills (grammar and vocabulary) and feedback during activities (lecturer to students).

Keywords: *factors of students' speaking English, basic language skills, feedback during activities, classroom participation*

Speaking skills is important part of the curriculum in language teaching, and this makes them an important object of assessment as well. Assessing speaking is challenging, however, because there are so many factors that influence our impression of how well someone can speak a language, and because we expect test scores to be accurate, just and appropriate for our purpose.

Speaking is an active and productive skill. It plays a great role in our day to day activities, if the students do not have good background experience, they will not develop their communicative skills, particularly speaking skills. Therefore, students' background affects teaching speaking skills.

Based on the researcher's preliminary interview on students of batch 2017 they said speaking course is interesting for them, because they got good grade A and B. According the students speaking is very good because it helps them to speak English language. Therefore the researcher is very interested in doing research on factors influencing participation and implication of the factors influence students because speaking is one of the interesting lessons and in the learning process the students practice more speaking and this is where they practice the correct way to speak in English. This research is to know what factors make the students interested in speaking in English or participate in learning speaking.

It is important to conduct this research because to know the participation of students in the speaking class and can help the teacher know the factors that are good and that hinder the students in the learning process. The researcher interested with the research title about factors that influence students' participation to speak in English, because students of English education programs like speaking course and researchers want to know

what factors make them likes and factors that do not like the lesson.

English Speaking

Spoken language is easy to perform, but in some cases, it is difficult. Brown (2001). Speaking is the most difficult part in learning a foreign language because it is usage sense involves the manifestation either of the phonological system or grammatical system of the language.

Speaking is the productive skill in the oral mode. It, like other skills, is more complicated than it seems at first and involves more than just pronouncing words. Speaking is an interactive process of constructing meaning that involves producing and receiving, and processing information. Its form and meaning are dependent on the context in which it occurs including the participants themselves, their collective experiences, the physical environment and the purpose of speaking.

Types of Speaking Performance

Although dialogues and conversations are the most obvious and most often used speaking activities in language classrooms, a teacher can select activities from a variety of tasks. Brown (2004) lists five possible task categories:

- a) Imitative. At one end of a continuum of types speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. Brown (2004:141) While this is purely phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of language may be included in the criterion performance. We are interested only in what is traditionally labelled "pronunciation"; no inferences are made about the test – takers ability to understand or convey meaning or to participate in an

interactive conversation. The only role of listening here is in the short-term of a prompt, just long enough to allow the speaker to retain the short stretch of language that must be imitated.

- b) Intensive. A second type of speaking frequently employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationship (such as prosodic elements-intonation, stress, rhythm, juncture). Brown (2004:141). The speaker must be aware of semantic properties in order to be able to respond, but interaction with an interlocutor or test administrator is minimal at best. Example of intensive assessment task include directed response tasks, reading aloud, sentence and dialogue competition; limited picture-cued task including simple sequences; translation up to the simple sentence level.
- c) Responsive. Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments, and the like (Brown, 2004).
- d) Interactive. Interactive the differences between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchange and /or multiple participants. Brown (2004:142) Interaction can take the two forms of transactional language, which has the purpose of exchanging specific information, or interpersonal exchange, which have the purpose of maintaining social relationship.
- e) Extensive (monologue). Extensive oral production task include speeches, oral presentations, and story -telling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether. Brown (2004:142). Language is frequently more deliberative (planning is involved) and formal for extensive task, but we cannot rule out certain informal monologues such as casually delivered speech.

Factors that Influence Speaking Skills

Lack of Basic Language Skills

It is difficult for many students to respond when the teachers ask them to say something in English language because they may have little idea about what to say, which

vocabulary to use, how to use grammar correctly. This means, that they do not have enough basic language skills in order to be able to listen, and respond to what has been said and read and write on given topics and use the language in appropriately and accurately at the level of sounds, syllable, grammar, vocabulary, texts and discourse.

The Role of Risk Taking

Risk-taking is an important characteristic of successful learning of second language. Learners have to be "gamble" a bit to be willing to try out hunches about the language and lack risk of being wrong. Brown (2004) argues that risk taking is important both in classroom and natural setting. In the classroom these ramifications may include a bad grade, in the course, a fail on exam, a reproach from the teacher, and smirk from classmate, punishment or embarrassment imposed by one self outside classroom, individuals learning a second language face other negative consequences if they make mistakes. He further argues that they fear looking ridiculous, they fear frustration coming from the listeners look blank, showing that; they have failed to communicate. Therefore, in practicing English either in the classroom or outside the classroom learner has to take the risks that come and learn through making mistakes. The silent student in the classroom is one who is unwilling to appear foolish when mistakes are made. Risk takers do not bother whether they are laughed at when they make mistakes.

The Role of Anxiety

Foreign language classroom can create inhibitions and anxiety easily. The research on anxiety suggests that, like self- esteem, anxiety can be experienced at various levels. At the deepest or global level, trait anxiety is a more permanent pre- disposition to be anxious. Some people are predictably and generally anxious about many things. At a more momentary, or situational level, state anxiety is experienced in relation to some particular event or act. Therefore, anxiety is also one of the factors that affect teaching speaking skills.

The Role of Motivation

Motivation is probably the most often used catch- all term for explaining the success or failure of virtually any complex task. It is too easy to figure out that success in tasks is due to simply to the fact that someone is motivated. It is easy in second language learning to claim that a learner will be successful with proper motivation. Such claims are of course not erroneous, for countless studies and experiments in human learning

have shown that motivation is a key to learn or teach (Brown, 2004).

Motivation in language-learning plays a vital role. It is motivation that produces effective second-language communicators by planting in them the seeds of self-confidence. It also successfully creates learners who continuously engage themselves in learning even after they complete a targeted goal. In order for English instructors to motivate them, a number of methods are needed both in and outside of the classroom.

Performance Conditions

Students perform a speaking task under a variety of conditions. Performance conditions can affect speaking performance. The four types of performance conditions include time pressure, planning, the standard of performance and the amount of support

Affective Factors

One of the most important influences on language learning success or failure is probably the affective side of the learner. A variety of affective variables has been confirmed to be related to success in second language acquisition in research over the last decade but most of those studies examined the three categories: motivation, self-confidence and anxiety.

Listening Ability

Speaking skills cannot be developed unless we develop listening skills. Students must understand what is said to them to have a successful conversation. Ideas stated that when one person speaks, the other responds through attending by means of the listening process. In fact, every speaker plays the role of both a listener and a speaker. Therefore, one is certainly unable to respond if he/ she cannot understand what is said. It means speaking is closely related to listening.

Topical Knowledge

Topical knowledge is defined as knowledge structures in long-term memory. In other words, topical knowledge is the speakers' knowledge of relevant topical information. The information that topical knowledge provides enables learners to use language with reference to the world in which they live. Certain test tasks may be easier for those who possess the relevant topical knowledge and more difficult for those who do not. Topical knowledge has effects on speaking performance.

Feedback during Speaking Activities

Most students want and expect their teachers to give them feedback on their performance. However, all speaking production should not be dealt with in the same way. Teachers' reaction to students' performance

will depend upon the stages of the lesson, the activities, the types of mistake made and the particular student who is making that mistake. If the teachers correct whenever there is a problem, the conversational flow as well as the purpose of the speaking activity will be destroyed. If the students are corrected all the time, they can find this very demotivating and become afraid to speak. They suggest that the teachers should always correct the students' mistakes positively and with encouragement.

Definition of Participation

Participation usually means students speaking in class which consist of answer or ask question, make comment, join in discussion. In general, classroom participation requires to students interact in the classroom to indicate that they are learning and paying attention. Beside that it also emphasis students attention to the teacher and peers to make sure they understand their question or opinions so that they can express their thoughts and feeling to make sure their activity participation in the classroom and also in the lesson. In other words, during teaching and class discussion, Students should not put down their head on the table because not enough sleep and should not chat with other students. Furthermore, students should not use small group discussion to discuss issues irrelevant to the lesson and also should not do homework for this or other classes during class time. On the other hand students should take note to indicate that they are playing attention and voluntarily have to put up their hand to ask and answer the questions and to share their opinions and ideas.

In essence learning is an interaction between students with its environment. Therefore, to achieve learning outcomes the optimal need learning. Student involvement is very important to determine the success of learning. Student participation in learning is learn to achieve a goal that is student learning outcomes which is satisfactory.

Research Method

This research uses qualitative research. The location of the research was at Universitas Sintuwu Maroso, Jln. Pulau Timor no. 1 Gebang rejo, Poso. The sources of data were the students who enrolled Speaking course in 2018. Data were collected through questionnaire, interview and documentation. Data were reduced and displayed to describe the factors that influence students' participation in speaking English activities, and documentations were used to validate the data from questionnaire and interview. Later,

conclusion were drawn based on the data analysis results.

Findings and Discussions

Factors that Influence Students Participation to Speak in English in Speaking Course.

The questionnaire data came from the second semester students majoring in English class of 2017 in speaking class course. The researcher distributed questionnaires to class A on Monday 14 May 2018 and class B on Wednesday 23 May 2018.

1. Findings from questionnaire

To gather data, the researcher has given questionnaire consisting of 18 items. To obtain the data expected. The researcher asked them to answer it. Questionnaire sheets based on their felling by choosing one of the four options provided. It would be seen from their response of the questionnaire in the following tables.

Table 1. The Student's Response in Questionnaire Item no 1

Statement	Option	Freq.	%
I get English lesson in junior high school and high school then I can speak English.	Always	4	11%
	Often	9	25%
	Seldom	23	64%
	Never	-	-
Total		100	

Table 1 shows there were 23 students or 63% sometimes, 9 students or 25% often, 4 students or 11% always and options never not gives responses it. It means that the majority of the students could sometimes students get English lesson in junior high school and high school then students can speak English.

Table 2. The Student's Response in Questionnaire Item no 2

Statement	Option	Freq.	%
I lack motivation when learning to speak English.	Always	5	14%
	Often	6	16.6%
	Seldom	21	58.3%
	Never	4	11.1%
Total		100	

Table 2 shows there were 21 students or 58,3% sometimes, 6 students or 16,6% often, 5 students or 14% always, and 11 students or 11,1% never. It means that the majority of the students could sometimes students lack motivation when learning to speak English.

Table 3. The Student's Response in Questionnaire Item no 3

Statement	Option	Freq.	%
I motivate myself to speak English	Always	22	61.1%
	Often	6	16.7%
	Seldom	7	19.4%
	Never	1	3%
Total		100	

Table 3 shows there were 22 students or 61,1% always, 7 students or 19,4% sometimes, 6 students or 16,7% and 1 students or 3% never. It means that the majority of the students could always motivate their self to speak English.

Table 4. The Student's Response in Questionnaire Item no 4

Statement	Option	Freq.	%
The teacher helps me correct my mistake while speaking English in the speaking class.	Always	29	80.5%
	Often	4	11.2%
	Seldom	3	8.3%
	Never	-	-
Total		100	

Table 4 above shows there were 29 students or 80.5% always, 4 students or 11.2% often, 3 students or 8.3% sometimes, and never not give responses. It means that the majority of the students could always the teacher helps students correct students mistake while speaking English in the speaking class.

Table 5. The Student's Response in Questionnaire Item no 5

Statement	Option	Freq.	%
I am afraid of being laughed at by my classmates when speaking English is not quite right.	Always	3	8.3%
	Often	3	8.3%
	Seldom	25	69.4%
	Never	5	14
Total		100	

Table 5 shows there were 25 students or 69,4% sometimes, 5 students or 14% never, 3 students or 8,3% often, 3 students or 8.3% always. It means that the majority of students could sometimes students afraid of being laughed at by students' classmates when speaking English is not quite right.

Table 6. The Student's Response in Questionnaire Item no 6

Statement	Option	Freq.	%
I find it difficult to respond when the lecturer speaks English.	Always	2	5.6%
	Often	6	16.6%
	Seldom	26	72.2%
	Never	2	5.6
Total		100	

Table 6 shows there were 26 students or 72,2% always, 6 students or 16,6% often, 2

students or 5,6% always, 2 students or 5,6% never. It means that the majority of students could sometimes the students find it difficult to respond when the lecture speaks English.

Table 7. The Student's Response in Questionnaire Item no 7

Statement	Option	Freq.	%
I can not speak English in front of class.	Always	2	5.5%
	Often	4	11.1%
	Seldom	25	69.4%
	Never	5	14%
Total			100

Table 7 shows there were 25 students or 69,4% sometimes, 5 students or 14% never, 4 students or 11,1% often, 2 students or 5,5% always. It means that the majority of students could sometimes students cannot speak English in front of class.

Table 8. The Student's Response in Questionnaire Item no 8

Statement	Option	Freq.	%
I am afraid of being wrong when I speak English.	Always	7	19.4%
	Often	9	25%
	Seldom	18	50%%
	Never	2	5.6%
Total			100

Table 8 shows there were 18 students or 50% sometimes, 9 students or 25% often, 7 students or 19,4% always and 2 students or 5,6% never. It means that the majority of students could sometimes students afraid of being wrong when students speak.

Table 9. The Student's Response in Questionnaire Item no 9

Statement	Option	Freq.	%
I practice speaking English by listening to English songs.	Always	20	55.5%
	Often	11	30.5%
	Seldom	5	14%
	Never	-	
Total			100

Table 9 shows there were 20 students or 55.5% always, 11 students or 30,5% often, 5 students or 14% and never not give responses. It means that the majority of students could always, students practice English by listening to English song.

Table 10. The Student's Response in Questionnaire Item no 10

Statement	Option	Freq.	%
I get support from parents to speak English.	Always	25	69.4%
	Often	4	11.1%
	Seldom	5	14%
	Never	2	5.5%
Total			100

Table 10 shows there were 25 students or 69,4% always, 5 students or 14% sometimes, 4 students or 11,1% often and 2 students or 5,5% never. It means that the majority of students could always students support from their parents to speak English.

Table 11. The Student's Response in Questionnaire Item no 11

Statement	Option	Freq.	%
I do not believe myself to speak in English because less vocabulary.	Always	6	16.7%
	Often	7	19.5%
	Seldom	21	58.3%
	Never	2	5.5%
Total			100

Table 11 shows there were 21 students or 58,3% sometimes, 7 students or 19,5% often, 6 students or 16,7% always and 2 students or 5,5% never. It means that the majority of students could sometimes students do not believe their self to speak in English because less vocabulary.

Table 12. The Student's Response in Questionnaire Item no 12

Statement	Option	Freq.	%
I love English lessons since I got in high school and junior high school	Always	21	58.3%
	Often	9	25%
	Seldom	6	16.7%
	Never	-	-
Total			100

Table 12 shows there were 21 students or 58,3% always, 9 students or 25% often, 6 students or 16,7% sometimes, never not give responses. It means that the majority of students could always students love English lesson since their got in high junior and junior high school

Table 13. The Student's Response in Questionnaire Item no 13

Statement	Option	Freq.	%
I am confident to speak English.	Always	6	16.7%
	Often	11	30.5%
	Seldom	17	47.3%
	Never	2	5.5%
Total			100

Table 13 shows there were 17 students or 47,3% sometimes, 11 students or 30,5% often, 6 students or 16,7% always, and 2 students or 5.5% never. It means that the majority of students could sometimes students confident to speak English.

Table 14. The Student's Response in Questionnaire Item no 14

Statement	Option	Freq.	%
Situation in class speaking makes me emotional.	Always	1	2.8%
	Often	7	19.5%
	Seldom	17	47.2%
	Never	11	30.5%
Total			100

Table 14 shows there were 17 students or 47,2% sometimes, 11 students or 30,5% never, 7 students or 19,5% often and 1 students or 2,8% always. It means that the majority of students could sometimes the situations in class speaking makes students emotional.

Table 15. The Student's Response in Questionnaire Item no 15

Statement	Option	Freq.	%
I get encouragement from my lecturer to speak in English.	Always	22	61.1%
	Often	7	19.4%
	Seldom	6	16.7%
	Never	1	2.8%
Total			100

Table 15 shows there were 22 students or 61,1% always, 7 students or 19,4% often, 6 students or 16,7% sometimes and 1 students or 2,8% never. It means that the majority of the students could always students get encouragement from their lecture to speak in English.

Table 16. The Student's Response in Questionnaire Item no 16

Statement	Option	Freq.	%
I am ashamed to speak English in front of the class.	Always	1	2.6%
	Often	6	16.7%
	Seldom	24	66.7%
	Never	5	14%
Total			100

Table 16 shows there were 24 students or 66,7% sometimes, 6 students or 16,7% often, 5 students or 14% never and 1 students or 2,6% always. It means that the majority of the students could sometimes students ashamed to speak English in front of class.

Table 17. The Student's Response in Questionnaire Item no 17

Statement	Option	Freq.	%
environmental conditions affect me to speak English.	Always	4	11.1%
	Often	11	30.5%
	Seldom	16	44.5%
	Never	5	13.9%
Total			100

Table 17 shows there were 16 students or 44,4% sometimes, 11 students or 30,5% often, 5 students or 13,9% never, and 4 students or 11,1% always. It means that the majority of

the students could sometimes environmental condition affect students to speak English.

Table 18. The Student's Response in Questionnaire Item no 18

Statement	Option	Freq.	%
When my friend speaks English I can listen and respond to what he says.	Always	6	16.7%
	Often	13	36.1%
	Seldom	16	44.4%
	Never	1	2.8%
Total			100

Table 18 shows there were 16 students or 44,4% sometimes, 13 students or 36,1% often, 6 students or 16,7% always and 1 students or 2,8% never. It means that the majority of students could sometimes when their friend speak in English students can listen and respond what he says.

2. Findings From Interview

The purpose of the interview is to complete the questionnaire data or to reinforce the statement of the questionnaire distributed to the student. The researchers interviewed the lecturer speaking course and the students who attended the class in class of 2017, in the interview the researchers used the initials of the participants. Interview data for students on Wednesday 23 May 2018 and interview for lecturers on Thursday 24 May 2018.

According to result of questionnaire, factors that influence students' participation to speak English in speaking course are as following, arranged from the factor with the highest percentage to factor with the lowest percentage:

The highest factor that influences students' oral participation in Speaking Course is Factor of **Feedback during Speaking Activities**. The form of feedback given by the teacher in the classroom is *correcting student's mistake immediately* (questionnaire item no. 4, 80.5%), because 29 out of 36 students agreed that the teacher helps them correct their mistake while speaking English in the class. as shown in the following excerpt,

"Yes I mention their mistake *saya sebutkan kesalahannya trus langsung saya perbaiki kesalahannya di kelas*".
(Interview with Lecture, May 24 2018)

The second highest factor that influences students' oral participation in Speaking Course is **Lack of Basic Language Skills**. The form of Basic Language Skills that the students lacked of is *having trouble to respond to teacher's English speaking* (questionnaire item no. 6, 72%). 26 out of

students agreed that they seldom had trouble to respond to teacher's English speaking. It means that they did not have trouble at all or did not have lack of basic language skills. However, when the researcher interviewed the lecturer to confirm the questionnaire findings, the lecturer said that the students had trouble to respond (mengalami masalah dalam basic language skills dalam bentuk not paying attention, as shown in the following excerpt,

"kurangnya kosa kata dan belum tau arti dari kata-kata baru yang di ucapkan oleh dosen" (Interview with students, May 23 2018).

"kurang Vocabulary, Grammarsnya tidak bagus" (Interview with Lecture, May 24 2018).

The third highest factor that influences students' participation in Speaking Course is **Role anxiety**. The form of anxiety that *some students afraid of being laughed at classmates when speaking English is not quite right* (questionnaire item no.5, 69%) 25 out of students agreed that they did not have afraid at all or did not have anxiety. However, when the researcher interviewed the lecture to confirm the questionnaire findings, the lecture said the students had afraid to speak in front of class. As shown in the following expert,

"Malu mengucapkan dan malu di tertawakan teman sekelasnya". (Interview with lecture, May 24 2018).

"Kadang saya berbicara bahasa inggris itu di tertawakan dan takut salah grammarnya dan takut juga pengucapannya salah". (Interview with students, May 23 2018)

The fourth highest factors that influences students' participation in speaking course is **Performance Condition**. The form of performance condition that *students not afraid cannot speak English in front of class*. (questionnaire item no.7,69%) 25 out of students agreed that they not afraid at all or did not have performance conditions. However, when the researcher interviewed lecture to confirm the questionnaire findings, the lecture said the students had afraid to speaking English. As shown in the following excerpt:

"Mereka kelihatan percaya diri beberapa tetapi tidak semua dan mereka

kekurangan vocabulary". (Interview with lecture, May 24 2018).

"karena kekurangan vocabulary dan malas belajar". (Interview with students, May 23 2018).

The last highest factors influences students' participation in speaking course is Risk-Taking. The form of risk-taking condition that *students feel scared or ashamed to speak English in front of the class*. (Questionnaire item no.16,66%) because 24 out of agreed that they not problem at all or did not have Risk-Taking. However, when the researcher interviewed lecturer to confirm the questionnaire finding, the lecture said the students had problem to speaking English. As shown in the following expert:

"Malu mengucapkan karna takut salah", (interview with lecture, May 24 2018).

"Kalo percaya diri sudah saya ini yang percaya diri sampai tidak tau malu", (Interview with students, May 23 2018).

3. Findings From Documentation

The documentation data is derived from the grade of speaking that students can in semester 1. Students who got grade A were 9 people while students who got grade of speaking B as many as 36 people. The grade of the researchers get the results for the grade of A were 20% and 80% B. It means that half and pass less perfect.

Discussion

Factors that influence students' participation to speak in English there are: Feedback during speaking activities, Lack of basic skills, the role anxiety, Performance conditions, Risk- taking. Factors that make it difficult for students to express themselves. This challenge for English for English lecture to encourage student's interest and confidence in learning English especially to speak English.

Factor of feedback during speaking activities in this research takes form of teacher helping students to correct them mistake while speaking English in the classroom. Factors lack of basic language skills in this research takes from of students find it difficult to respond when the lecturer speaks English. Factors Anxiety in this research takes from of students afraid of being laughed at by them classmates when speaking English is not quite right. Factor

of performance condition in this research takes form of students cannot speak English in front of class. Factors of risk-taking in this research takes from of students ashamed to speak English in front of the class.

Based on the questionnaire, lecturers rarely correct their mistakes, students rarely respond to lecturers when speaking English, students rarely scared at laughing, students rarely feel unable to speak in front of class and students rarely feel ashamed when speaking in front of class. but when the researcher interviewed the lecturer, the lecturer reported that helped the students to correct the mistake while in class, the students were embarrassed at the laughing of their classmates because of the lack of proper vocabulary or grammar and the researchers found that students did not apply what they filled on the questionnaire was seen of their speaking grade It means that half and pass less perfect.

Finally, based on all the explanations about the results of the instruments (questionnaires, interviews and documentation) used in this study, The researcher found that the factors students of batch 2017 who enrolled in speaking 2 in academic year English Department of English Education at Sintuwu Maroso University which is the factor of Feedback during Speaking Skills and Basic Language Skills, it is seen from the results of questionnaires and interviews that have been performed shows as lecturers help to correct students' errors when speaking English is not appropriate because it affects their knowledge so as not to make mistakes again while other factors difficult students respond when the lecturer speaks English because of lack of vocabulary, grammar is less precise and embarrassed pronounce it.

Conclusions and Suggestions

After presenting the result of data analysis, the researcher comes to conclusion and suggestion as follow:

Conclusion

Factors that influence students' participation to speak in English in speaking course, who enrolled in academic year 2017-2018 at Sintuwu Maroso University Poso, are: Lack of Basic Language Skills, The Role Risk-Taking, The Role Anxiety, The Role of Motivation, Performance Conditions, Affective Factors, Listening ability, Topical knowledge, Feedback During Activities. Of the nine factors, there are two factors that influence students' participation to speak English in speaking course they are: 1) Teacher Feedback in the form of Direct Feedback and 2) Basic Language Skills, Such as vocabulary and grammar.

Suggestions

There are three suggestions that the researcher wants to be conveyed, they are suggestion for students, lecturers and the last one is for the future researcher;

1. To the English Department students should learn more English and try to rich vocabulary, grammar and must be confident to speak in English.
2. To the English Department lecturers must apply feedback to students and basic language so that students can motivate themselves to speak in English.

To the future researcher should research about the participation students to speak in English in classroom and when doing data collection in the classroom you should use observation in the classroom during teaching and learning activities in speaking class.

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