

**FAKTOR-FAKTOR YANG MEMPENGARUHI KEMAMPUAN BERBICARA
SISWA SEMESTER EMPAT PROGRAM STUDI PENDIDIKAN BAHASA
INGGRIS DI UNIVERSITAS MUHAMMADIYAH PALU**

***FACTORS AFFECTING SPEAKING ABILITY OF SEMESTER FOUR
STUDENTS OF ENGLISH EDUCATION STUDY PROGRAM AT
MUHAMMADIYAH UNIVERSITY OF PALU***

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ABSTRAK

Penelitian ini berkaitan dengan faktor-faktor yang mempengaruhi kemampuan berbicara siswa semester empat Program Studi Pendidikan Bahasa Inggris di Universitas Muhammadiyah Palu. Penelitian ini mempertimbangkan kebutuhan pengembangan kemahiran berbahasa Inggris siswa, mengatasi masa-masa yang sangat menuntut setiap individu untuk dapat berbicara bahasa Inggris agar dapat bersaing dengan orang asing. Tujuan dari penelitian ini adalah untuk mengetahui faktor-faktor yang membantu kemampuan siswa berbahasa Inggris. Dalam penelitian ini, sembilan siswa terdiri dari tujuh perempuan dan dua laki-laki yang telah dianalisis. Cara deskriptif kualitatif digunakan untuk menguraikan hasil analisis data yang berasal dari respons siswa terhadap pertanyaan wawancara dan tes lisan. Hasil penelitian ini menunjukkan bahwa faktor-faktor yang mempengaruhi kemampuan berbicara terdiri dari faktor internal dan eksternal. Faktor internal meliputi motivasi, kepercayaan diri, dan minat, sedangkan faktor eksternal melibatkan lingkungan dan menggunakan bahasa ibu.

Kata kunci: Kemampuan Bahasa Inggris, Faktor yang Mempengaruhi.

ABSTRACT

This research deals with factors affecting speaking ability of semester four students of English Education Study Program at Muhammadiyah University of Palu. This research considers the need of the development of English proficiency of students, addressing the times which are very demanding of each individual to be able to speak English in order to compete with foreign people. The aims of this research is to find out factors that help the ability of students to speak English. In this research, nine students consist of seven females and two males were analyzed. A descriptive qualitative way was used to elaborate the result of data analyzed derived from the students' responses towards the interview questions and oral speaking test. The result of this research showed that factors affecting speaking ability

consist of internal and external factors. The internal factors include motivation, self-confidence, and interest, while the external factors involve environment and using mother tongue.

Keywords: *English-Language Ability, Factors Affecting.*

INTRODUCTION

English is a global language, which is spoken by more people in the world. Besides, it has a role as a language of science, technology and art. People who are able to communicate in English will be easier to get more information and knowledge. The English teaching is intended to develop students' communicative competence which emphasizes listening, writing, reading, and speaking skills. Speaking becomes a compulsory subject in English study program. One of the objectives of this policy is enabling the students to access knowledge through English. Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. Using English for speaking is not a simple process at all because the speaker should also master several important elements such as pronunciation, grammar, vocabulary, fluency, and comprehension. In the learning of speaking, the students often find some problems. The problem frequently found is that their native language causes them difficult to use the foreign language. Other reason is because of lack motivation onto practice the second language in daily conversation. They also have not themselves confidence to utter ideas or opinion caused they are too shy and afraid to take part in the conversation.

Based on the preliminary research at semester four students of English Education Study Program at Muhammadiyah University of Palu, the researcher found, on carrying out speaking, the students still had a lot of weaknesses in speaking subject. First, they did not feel confident to speak English in front of the class because lack of confidence to speak English. Second, they still felt afraid of making mistakes when they wanted to use English orally and it made them reluctant to speak English. Third, they had difficulties in pronunciation. Fourth, the students are lack of vocabulary. Beside on the preliminary research, the researcher did the documentation of score on speaking for public affairs subject, as additional evidence provided to support the information. From the documentation, the researcher found data that are many students who got the standard score (B) than the excellent (A).

Based on the background above, the researcher intended to conduct his research to investigate factors affecting speaking ability of semester four students of English Education Study Program at Muhammadiyah University of Palu. The main purpose of this research is to describe the factors that affect speaking ability. The researcher expects that the result of this

research could give information to the English lecturers and students. This research was conducted under the title *“Factors Affecting Speaking Ability of Semester Four Students of English Education Study Program at Muhammadiyah University of Palu”*.

RESEARCH METHODS

In conducting this research, the researcher used descriptive research. The aim of this research is to find out factors affecting the speaking ability of the semester four students of English Education Study Program at Muhammadiyah University of Palu.

The population of this research is semester four students of English Education Study Program at Muhammadiyah University of Palu. The class consist of 9 students. The researcher used total sampling technique for this research, because it only had one class. In this research, the researcher used two instruments. They are interview and oral productive test.

FINDINGS

Finding of Interview

Based on the interviews, two main factors have been identified to have contributed to the student’s speaking ability namely the internal and external factors.

Internal Factors

Internal factors are factors which come from the inside of the students. The internal found in this study include motivation, interest and self-confidence.

Motivation

After interviewing the students, it was found that there are some different reasons why they were motivated to learn speaking. Each student has different reasons for learning English, which can be broadly divided into extrinsic intrinsic motivation. Intrinsic motivation is a kind of motivation derived from an inherent interest in learning task without influence from external factors. Extrinsic motivation is the opposite of intrinsic motivation and it is a result of external factors. Half of students in this research learned English because of their own desire or they have intrinsic motivation. A student (S) Learned English because she likes the pronunciation of native speaker and she has a role model that she wants to imitate. Another student (D) learned English because she wants to be able to use English as a means of survival. Two other students got motivation from their environment. A student (C) was motivated by her parents while another student (F) was persuaded by her brother. Those are included into extrinsic motivation.

The purpose of students in learning speaking English is also different. Two of students learned English because they believed by mastering English they have ability to speak English toward foreign people and able to find job easier or as a means of survival. However, one student (C) had a different reason in learning English. She studied English because she wants to know the international language so that she can communicate with native speakers. In contrast, another student (S) learned English without specific purposes. She learned English because she likes the pronunciation of native speakers when they speak. But the result of that motivation in practicing English speaking was not giving any means impact toward them speaking ability. They have motivation to be able speak English but constrained with difficulties in speaking.

Interest

Interest was the second factor explored in this research. Interest is found to be one of the factors that can keep students enjoying in learning as they do the learning activities without pressure. Thus, it is important to know when they began to learn English and what makes them interested in learning speaking.

Data in this research shows that students did not firstly get interested in learning English at the same level of education and had own way in learning speaking. In order to be able to analyze the data easier, two questions were asked to the students: when they began to learn English and what made them interested to speak English fluently like native speaker. The data collected in the research shows that students started to get interested in learning speaking at different level of education. Some of students were interested in learning speaking when they were still at junior and senior high school. In contrast, another student interested and had learnt English since they watched native speaker spoke. They wanted to imitate them, so they can speak English like native speaker or had speaking ability like their lectures.

The differences in the students' starting point to learn to speak English not only related to when they first developed their interest in learning English but also the way they learn speaking English. Students have their own way in learning speaking. They realized that vocabularies play important role in speaking so that the students tried to find the way they learned to increase their vocabulary and at the same time, they can learn speaking.

Some of students were learning speaking by watching western movie and listening to western music. By watching movies or listening to the music, they can practice the pronunciation and they know the contexts when certain expressions are used in conversation. However, the other students have different ways in learning speaking. One student (C)

learned speaking by memorizing some vocabularies when she met words in sentences or conversation and checking them in dictionary. Then she tried to make relations between those words when she was practicing the speaking. The process of making relation between those words is called build a critical thinking.

Self Confidence

The next factor encountered in this research was self-confidence. It became encouragements that make the students recognize their own power. It can be making lists of their strengths and achievement to accomplish a task.

The researcher found that students had difference level of self-confidence. Some students said that they had confidence to speak in front of class. Another student said that they had a little of confidence. This was caused by difficulties that were faced by the students. The most problem felt by the students were: lack of vocabulary, not used talking in class and difficult to express words or sentence.

When the researcher interviewed them, mostly students said they had self- confidence in speaking English in the class. But, on the result of oral productive test, found mostly students had low self-confidence. For having self-confidence in speaking English, students must always practice English in the class on daily conversation, because the problems that students encountered in speaking made them fear of applying English speaking practice. They said when they speak English in the class, they got stuck in spoken. Suddenly they were being confused what words must be said again and that case made their self-confidence down.

External Factors

Mother tongue and environment were also identified to have contributed to students speaking ability. Those two factors are classified into external factors

Mother Tongue

In this factor, the researcher found that most of students tended to speak more in their mother tongue or *bahasa* than English. This habit makes them even more struggle to speak English because they are too comfort they mother tongue. They did not like getting stuck in speaking at class.

As a matter of fact, there are many students who have learned English for many years, but still have many difficulties in speaking. The data shows communicating English with classmate was so much hard and fully pressure. In their daily communication, students tended to speak with their mother tongue and using *bahasa* than English. This was caused by lack of vocabulary that made them hard to say word during class and afraid of making mistake.

When the students used English in their conversation, in the beginning of the conversation is running well, but it would hard for them if the conversation goes longer. Since they usually have to think about what vocabulary to be used, what tenses must be applied and what sentences must be said.

Environment

Table 4.1 attachment, the influence of family environment toward students' achievement in speaking ability has a strong relation between family attention and students' achievement. The researcher found the influence of family toward students speaking ability. As mentioned in the data, there are two findings related to these matters. Two students (C and D) were successful in learning speaking because their parents or their families gave them more support in learning English while the other two students (S and F) managed to be successful despite lack of attention from their parents. The data below were obtained from the interviews related to the influence of family on students speaking ability.

The above findings that parents or family environment who are less attentive to or being careless about their children learning made the student have low chance of being successful. However, as can be seen in this research, two of students succeed in their academic performance without getting much attention from their parents.

Findings of Oral Productive Test

The researcher observed the semester four students by giving oral speaking test in front of class one by one.

There were two of nine students identified having low motivation and medium self-confidence. Students who had low motivation could be seen while speaking English in the front of class; they looked blank stare, appear tired and sleepy and had poor articulation. But, they had medium self-confidence when speaking and it is indicated that they have been occasionally calm and hesitant to accept a challenge.

DISCUSSION

From interviews conducted by researcher, nine students were found that their English speaking is something very important and has a great asset to be able to compete in today's era. With regard to the first research question, the results indicated that there were several of factors affecting speaking ability. Most of students said that themselves' speaking ability affected by internal and external factors. Internal factors comprise motivation, interest and self-confidence. Whereas external factors consist of mother tongue and environment. Then,

those factors caused by the difficulties that faced by students. The faced difficulties such as lack of vocabulary mastery, not master the grammar, being afraid to speak, feeling nervous, afraid of making mistake and the surrounding environment

The data from oral speaking test revealed that the students speaking performance had different level of motivation and self-confidence which became a part of factors that affect speaking ability. The data shows that two of students had low motivation and medium self-confidence. Also, two of students had low motivation and self-confidence. Whereas four of nine students had medium motivation and self-confidence, one student had high motivation and self-confidence. Even though, from interview result, mostly students said that they have motivation and interested in English learning. But the data from oral speaking test revealed that not all students had high motivation and self-confidence in speaking English.

Here are 6 reasons why good public speaking ability can impact your career and finances from Squirrelers: 1). Demonstrates knowledge. If you can clearly articulate your thoughts, it's a good way to show your knowledge. It can be said that knowledge is of limited value if it is not applied and if key people with you work do not know that you have it. By being good at public speaking, you can show that you are knowledgeable on the job. 2). Increases knowledge. This one may be a bit counter-intuitive, but by preparing for a presentation, you actually have a chance to become more in tune with the subject matter itself. One of the best pieces of advice I got from a manager much earlier in my career was actually very simple. He said, before a presentation I had to make to close to 50 people, that "the key to making a good presentation knows your stuff". Very simple to the point of sounding nearly ridiculous, but it makes sense when you think about it. Along those lines, not only does know the subject matter inside and out help lead to a winning presentation, you make yourself understand it better. 3). Develops and shows confidence. If you can effectively speak to a large group, it can only help develop your confidence in some way, right? It did for me in the workplace. Also, a good presentation that is effectively delivered with confidence can help your standing in the workplace. People often gravitate toward confidence, as long as it is not excessive of course! 4). Differentiates you in the workplace. Not everyone is good at public speaking, depending on what job you have or where you work. If you can stand out, you can only help your career. 5). Helps you avoid career risks. If nothing else, being at least competent versus being terrible at it does not put you at a disadvantage! I remember seeing a joint presentation by two colleagues some years ago, both speaking for about an hour. The subject matter they each spoke about was related. The first guy was a good presenter, engaging and able to keep the attention of the room. The second

guy seemed to be much less dynamic, had way more “uh” and “um” filler, and was quite simply much less polished as a presenter. I walked away thinking more highly of the first guy than the second guy. It may not have been fair, and frankly my opinion at the time did not matter much anyway. But a few other people in the room were more senior-level people, and I have a hard time believing that they did not see the difference too. 6). May make you more promotable. At senior levels of leadership, people will need to be comfortable making presentations to the point of being polished and persuasive. Having good public speaking ability can be a good attribute to help you position yourself for a move up.

Kind of Students Effort in Speaking

Pertaining to the student’s strategy to cope with their difficulties in learning speaking, it was ascertained that there were attempts that they had done for these. They practiced English with friends, join English Club, looking up the dictionary for words, memorizing vocabulary, listening to music, watching English movie, asking friends if any difficult words, and reading English grammar books.

Based on the result of interview, many students said that their effort did not meet their expectations maximally. Perhaps it might be due the efforts that they had made were deemed as common effort. In addition, the student did not have a variety of strategies and creativities to solve their problem. This may have caused their unsuccessfully adequate efforts.

Kind of Problem Faced by Students

The difficulties faced or felt by the students in speaking can be divided into two kinds of problem namely linguistic and non-linguistic problems. There are three difficulties related to linguistic problems. They were lack of vocabulary, lack of grammar knowledge, and poor pronunciation. While the eight difficulties dealt with non-linguistic problems were not being brave to speak, being afraid of speaking, being afraid of making errors, being afraid of mocked or laughed by friends, being nervous to speak, not used to talking in class, difficult to express words or sentences, and confused how to use appropriate words.

CONCLUSION AND SUGGESTION

Based on the research and discussion in the previous chapter, the researcher concludes that English is very important to be able to compete in today’s era. In English language, there are several factors that we need to know such as reading, speaking, writing and listening. The four elements complement one another. However, speaking plays a very important role because by speaking we can establish good communication and channel our ideas. There are several factors that affect student’s speaking ability. Generally, the factors are categorized

into internal and external factors. The internal factors involve motivation, interest and self-confidence. Motivation is divided into intrinsic and extrinsic motivation. The external factors include mother tongue and environment. In addition to internal and external factors, learning effort also help students in learning speaking, but it depended on students' efforts about how they apply and maintain those internal and external factors in their daily life, which every student has their own way in learning to speak English.

For the students, multiply memorizing vocabulary and practicing English in the surrounding environment. By practicing more, their conversation would sound smoothly. It could also minimize the mistake they probably made in word pronunciation and the grammar used since they were getting used to correctly pronounce many words in English and its grammar. Hopefully, students could give their classmate positive reaction for some mistakes he or she likely made in speaking English. It is better to correct the mistake in the end of the conversation or let the lecture to give the feedback instead of bullying, laughing, or correcting the students in front of the class while conversation is running.

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ATTACHMENT

Table 4.1
The Influence of Family on Students Speaking Ability

Student	The influence of their family
<i>I did not get support</i>	<i>I did not get support from my family because I did not live with my parents. I live with my friends at plat and sometimes they care about my study.</i>
D	<i>My parents do not understand English but they allow me free to learn what I want. They just support me to get what I want without giving me pressure in learning.</i>
C	<i>My parents give suggestion that learning English has good opportunity in the future.</i>
S	<i>About my parents, actually they do not care about my education, so they never ask me about my achievement. They Just know that I took a study in university.</i>