

FACTORS AFFECTING STUDENTS' LOW SPEAKING SKILL AT UKI TORAJA

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ABSTRACT

In learning Speaking, there are some factors that can influence the development of students' speaking skills. The objective of this research is to find out the factors that cause students' low speaking skills at UKI Toraja. In analyzing the data of this research, the writer employed qualitative descriptive. The subject of this research was the students in class D at UKI Toraja. The data of this research was collected by interview. To obtain data, the author used a structured interview sent via WhatsApp to each class group in the google form. This research found that there are two factors that affect students' low speaking skills, namely internal factors and external factors. Internal factors are lack of confidence, lack of motivation, and anxiety, while external factors are environment, interaction with lecturers, and infrastructure. It can be concluded that there are three internal factors and three external factors that caused students' low speaking skills. There are lack of self-confidence, lack of motivation, anxiety, environment, interaction with lectures, and infrastructure.

Keywords: TEFL, Speaking Skill, Factors Affecting Speaking Skill in EFL Learners.

INTRODUCTION

Language of communication occurs in daily activity as a text. This is true in any spoken and written language. Language is the most widely used form of communication in the entire world. Written language and spoken language are the two main types of language used in communication.

There are four English skills specifically listening, speaking, reading and writing. From all of them, speaking is the most important because it's far fulfill people snips. it is supported by using (Babiker, 2018) said that “speaking to begin with the most essential: humans who is familiar with a language are indicated like the local speaker of that language as though speaking included all different types of knowing and typically most of the foreign language basically interested by studying to talk”.

Speaking skill is taken into consideration as an preliminary skill that leads novices to develop the alternative communication competences (studying and writing). this is in step with Linse (2005) announcing that speaking is the first step that desires to be discovered by using younger English language beginners before they are able to study and write in English. however, it's miles assumed that developing speaking talent to young learners in Indonesia isn't always easy because of the repute of English as a foreign language wherein it is not utilized in national or social existence (Broughton, 2003).

The writer formulate the research problem as follow: “What are the factors affecting students’ low speaking skills at UKI Toraja?”

METHOD

The research is qualitativie. According to Moleong (2017: 6), qualitative research aims to comprehend the phenomena of what is experienced by research subjects holistically and through descriptions in the form of words and language, in a particular natural setting, by applying a variety of approaches. According to Hendryadi, et al. (2019:218), qualitative research is a method of naturalistic inquiry that attempts to understand deeply how social phenomena are experienced. This study used a technique for collecting data, namely questionnaires. The research take 22 students 3rd at English Education study program at UKI Toraja as the population of this study. The research instrument of this study is the interview. The location of this research is at the Christian University of Toraja campus 2 Kakondongan. Which is located in Sa'dan, Jl. PorosRantepao-Palopo, Tallunglipu, Tallunglipu District, North Toraja Regency, Sulawesi Selatan 91853. This research will start from October to February 2023. In this study, researchers will use google drive to collect data. According to Heigham and Crocker in Saputri (2017) an interview is aim to dig deeper the respondents’ experiences, view, and feelings.

RESULT AND DISCUSSION

Result

In this research, in this research interview used terstructured. In this case, the writer will choose a collage students of the fifth semester English department of UKI Toraja. In this study, the technique proposed by Miles and Huberman in Sugiyono was utilized to analyze the data (2016). Consequently, the researcher examined the data as follows:

A. Data Collection

In this step, the researcher sums up the information, chooses the most important information that relates to the topic, and focuses on the most important information by, for example, removing and deleting the less important information.

B. Data reduction

In this step, the researcher summarizes the data, selects the primary materials that connect the theme, focuses on the essential data, such as extraction, and discards the irrelevant data.

C. Data display

In this step, the researcher presents the data as a series of brief phrases that establish the category's association with the data.

D. Conclusion/ verification

In this stage, the researcher drew a conclusion based on the information extracted and categorized.

Data Display The Factors Affecting Students' Speaking Skill.

No.	Internal Factors and External Factors	Students Statement	
1.	Self-Confidence	<ul style="list-style-type: none"> • I feel nervous, afraid of getting it wrong, and sometimes insecure because I feel my vocabulary is lacking (S1) • I feel worried because I'm afraid of being wrong in pronunciation and grammar and afraid I'm blank because of a lack of vocabulary. (S2) • I feel scared because I haven't mastered English properly. (S11) 	<ul style="list-style-type: none"> • Extract 1 • Extract 2 • Extract 3
2.	Motivation	<ul style="list-style-type: none"> • It's rarely practiced because I don't have friends or interlocutors.(13) • I rarely do it because most of my friends don't understand English. (15) • I only do it occasionally when there is an urge to speak English.(S6) 	<ul style="list-style-type: none"> • Extract 4 • Extract 5 • Extract 6
3.	Anxiety	<ul style="list-style-type: none"> • Sometimes I feel scared because, for example, what I say is not appropriate. (S2) • fear of being wrong 	<ul style="list-style-type: none"> • Extract 7 • Extract 8

		and laughing. (S3) <ul style="list-style-type: none"> • Yes, sometimes there is fear and hesitation when speaking for fear of being wrong. (S17) 	<ul style="list-style-type: none"> • Extract 9
4.	Environment	<ul style="list-style-type: none"> • Rarely, because they are used to using the local language in communication. (S13) • Rarely, because many of my friends don't understand English. (S20) 	<ul style="list-style-type: none"> • Extract 10 • Extract 11
5.	Lecturer	<ul style="list-style-type: none"> • Sometimes I get bored or frustrated when the lecturer presents monotonous material that makes me bored and when explaining the material in English the pronunciation is not clear to hear because the words that come out are different from English pronunciation in general. (S21) • I rarely interact because I am afraid of saying the wrong words so that the lecturer does not understand. 	<ul style="list-style-type: none"> • Extract 12 • Extract 13
6.	Learning Facilities	<ul style="list-style-type: none"> • In my opinion, not yet, because students need wifi, while the wifi on campus is not too strong a network, especially since many students use it. (S21) 	<ul style="list-style-type: none"> • Extract 14

Discussion

In this section, the researcher is going to elaborate the finding in its relation to the theory and the previous studies of the research. The results showed that there are six factors that affect students' speaking skills at UKI Toraja. The explanation is as follows:

- The first is the lack of confidence. Lauster (2008: 4) argues that self-confidence is one aspect of personality or self-concept that is important for an individual because it allows a person to realize their full potential. According to the research questionnaire, what causes students to lack confidence is the lack of vocabulary mastery, nervousness, and

fear of being wrong. When they are asked to come forward to speak English, they are nervous and afraid of being wrong because of their lack of vocabulary. This is what makes them not confident.

- The second is the lack of motivation in students, for example, they rarely practice, and they use English only when they study in class. Then another thing is because of the lack of conversation partners or interlocutors because most of their friends use everyday language or Indonesian.
- The third is anxiety, students are more anxious or afraid of making mistakes before trying. It is in a line with Prayuda (2021) who found that the major factor is nervous, they can forget everything and be “blank” a phenomenon when students can say any other words, then anxiety about vocabulary, grammar construction, pronunciation, less listening ability to understand the speaker because of 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 comment.

Another cause that affects students in speaking skills is support from the environment. The fifth factor is the interaction or relationship with the lecturer. Students rarely interact with lecturers because they are afraid of mispronunciation or afraid, they cannot answer because they are not fluent in English. Another factor is the way lecturers explain or deliver monotonous material that makes students bored or uninterested in learning. The sixth is the lack of adequate facilities and infrastructure. Students are still lacking or not too strong in internet connection (campus wifi) because of the large number of students.

In previous study on the chapter II, the researcher presented previous study of by Rigel Sampelolo, Matius Tandikombong, Nehru Pongsapan and Hans Lura (2021) “A study of Speaking Common University Learner Barriers in Indonesian Context”. The researchers used qualitative descriptive. Based on the findings and discussion, the researchers concluded that there are many barriers to speaking English. The most common barriers to speaking English for sixth semester students at Christian University of Indonesia, Toraja were psychological barriers (anxiety, shyness/nervousness, lack of self confidence, fear of making mistakes) and linguistic barriers (lack of vocabulary, lack of grammar competence).

CONCLUSION

Based on the results of the research and discussion, it can be concluded that there are two factors that affect students in speaking skills. Internal factors are lack of confidence, lack of motivation, and anxiety, while external factors are the environment, interaction with lecturers, and infrastructure.

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