

CHAPTER II

FACTORS INFLUENCED STUDENTS' PROBLEMS IN SPEAKING ENGLISH

A. Speaking English

Speaking is one of skills in English that must be learned which means not only be known, but also must be practiced. Lai Mei (2017) stated that speaking is one of the most important skills to be developed and improved as an effective means of communication. With speaking people can express their thoughts, ideas, and feelings. by speaking, they must understand the language they use in order to achieve the goals and purposes of their communication. But not all people have a good communication, they have a speech limitation because the language used is difficult to use, especially for EFL.

According to Wahyuningsih and Afandi (2020), cited in Becker and Roos (2016) Speaking is usually imitative and reproductive giving students to practice language and communication patterns. In addition Language is a tool for communication, if people can't use the right language to communicate then they can't achieve the aim, the goal, claims Rao (2019). Speaking is a process construct and share meaning through verbal and non-verbal use symbols in various contexts.

From the discussion above, it can be concluded that Speaking is an important aspect of learning English, also Speaking is a activity that people do in daily life which is used by someone that involves both producing and receiving information.

B. English Speaking Problem

Speaking problems are some problems that make someone feel difficult to speak because of some reasons. There are some problems that caused people can not speak in English as claimed by some experts.

According to Tantri *et al* (2022), there are two problems in speaking English, these are linguistic problems and non-linguistic problems

1. Linguistic Problem

The linguistic problem is the problem that makes students' speaking skills poor. there are three linguistic problems such as;

a. The lack of vocabulary

“Vocabulary is one of the important components that must be mastered in speaking English” (Tantri, 2022). Have a lack of vocabulary will make someone difficult to speak.

b. Poor pronunciation

“Pronunciation is one of the difficulties encountered when speaking English” (Tantri, 2022). Research conducted by Tantri *et al* there are several students feel difficult to pronounce English words. So, the researcher conclude that English is a language that have a different with Bahasa because in English what is written is different from its pronunciation.

c. Lack of grammar

Grammar is the grammar or structure used in forming sentences. In her research, students have poor mastery of English grammar. But some of them think that when speaking, one does not need to use correct grammar.

2. Non-Linguistic Problem

Non-linguistics is psychological problems that often attack someone's mental. Non-linguistic include anxiety, shyness & lack of confidence. With the factors causing speaking English problems, low motivation, habits & mother tongue, lack of practice & opportunity, and fear of making mistakes.

a. Anxiety

Anxiety is feeling of unease, such as worry or fear, that can be mild or severe. In her research almost all student of her research felt anxiety when they are asked to speak in English.

b. Shyness and lack confident

In speaking English, shyness is one of psychological problem. According Tantri (2022) stated that students feel shy and speak unconfidently in front of people.

c. Low motivation

Here are several things that make students have low motivation. Common symptoms could be because students are depressed, have anxiety, and other mental health problems. From interviews conducted on one of the students in her research, the student felt that speaking English was not really needed.

d. Mother tongue and habits

Habits and environment effect on students in improving English skills. It is proven in research that has been conducted by Tantri (2022) students stated that the environment could influence students in improving speaking skills, so that they had little opportunity to speak English outside of English class.

e. Lack of practice and opportunity

“Practice is one of the most powerful ways to hone English speaking skills” (Tantri, 2022). An unsupportive environment affects students opportunities to practic English

f. Fear of making mistakes

According to Tantri (2022), claimed that students worry about making mistakes.

Afshar & Asakereh in Jaya *et al* (2022) mentioned that there are three major problems faced by the students in speaking English

1. Affective-related problems

The affective related problems include attitude, self-confidence, motivation, anxiety, duration of the exposure to the language, classroom conditions, environment, family background, and students and teachers’ competencies.

2. Socially-related problems, and
include comprehension to practice English outside the classroom, and comprehension in speaking class.
3. Linguistically-related problems
include vocabulary, fluency, grammar, and pronunciation. Students tend to have affective-related problems in speaking due to some reasons, for instance anxiety, low confidence, and nervousness.

Ur (1996) in Tuan and Mei (2015) stated that there are four speaking problems there are some speaking problems that teachers can encounter in getting students to speak in the classroom

1. Inhibition
Students worry about making mistakes, afraid of being criticized, they are embarrassed.
2. lack of topical knowledge
Students have no motivation to express themselves. They better quite than talk.
3. Low or uneven participation.
In the class, students have a low participation. Not all student can speak actively in the class.
4. Mother tongue Use
Students in the class choose to speak in the mother tounge. Because mother tounge is easier than English. According to Harmer (1991) Tuan and Mei (2015) argued that the use of the mother tongue is a natural thing to do, the teacher's habit of frequently using the mother tongue makes students feel comfortable doing so.

From the explanation about speaking problems above, the researcher takes the problem researched by Tantri, (2022) as a benchmark in finding students' speaking. There are two problems as a indicator to find the problem of students' speaking skills, namely

linguistic and non-linguistic problems. Linguistic problems such as, vocabulary, grammar, and pronunciation, non linguistic problems such as, anxiety, shyness and lack confidence, low motivation, habits & mother tongue, lack of practice & opportunity, and fear of making mistakes.

C. Factors Influenced Students' problems in Speaking English

There were factors that influenced students in their speaking skills. Tuan and Mai (2015) stated that five factors affecting speaking skills, such as:

1. Performance conditions

Students complete speaking assignments in a variety of situations. Speaking performance may be influenced by performance circumstances, according to Nation and Newton (2009). Nation and Newton (2009) proposed four categories of performance conditions: planning, time pressure, performance standards, and level of assistance.

2. Affective factors

Affective factors are connected to the second factor. Oxford (1990) stated that a student's emotive side is one of the key components in language learning. Many affective variables have been linked to the acquisition of a second language, according to Krashen (1982). The three primary types that have been studied by numerous researchers are motivation, self-confidence, and anxiety.

3. Listening ability

Third is the skill to listen. Doff (1998), students cannot advance in speaking without first honing their listening skills. For a discussion to be successful, learners must understand what is being said to them. According to Shumin (1997), when a student speaks, the other students respond by listening. Speakers play the dual roles of listeners and communicators. If kids are unable to understand what

is being said, it can be concluded that they are unable to respond. In other words, speaking and hearing are intimately intertwined.

4. Topical knowledge

The fourth is Topical knowledge. Knowledge structures in long-term memory are referred to as topical knowledge (Bachman and Palmer, 1996). Stated differently, topical knowledge refers to the speakers' understanding of pertinent topical information. Through the information that topical knowledge offers, students can utilize language in context and make connections to their everyday lives. Bachman and Palmer (1996), some test items may be simpler for those who already know the necessary material and more challenging for others who don't. According to Bachman & Palmer (1996), speaking performance is impacted by topical knowledge.

5. Feedback during speaking activities

According to Harmer (1991), teachers' decisions regarding how to respond to a student's performance will be based on the lesson's phases, the activities, the kinds of mistakes committed, and the specific student committing those mistakes. The goal of the speaking exercise as well as the conversational flow will be disrupted if professors correct students whenever there is an issue (Harmer, 1991). Students who receive constant corrections may find it extremely discouraging and develop a fear of speaking up. They recommend that educators always offer constructive feedback and encouragement when correcting their students' errors (Baker and Westrup, 2003).

D. Relevant Research

Reviewing from previous researches conducted by other researchers is needed to keep the originality from previous research. The following are previous studies which is a reference for researchers to conduct the latest research.

First the research conducted by Al Hosni in the title “Speaking Difficulties Encountered by Young EFL Learners” with the questions 1. What are the main speaking difficulties encountered by grade 5 students in basic education schools in Oman? 2. What are the factors that contribute to the existence of these speaking difficulties?. This research aims of the study is to find out main factors of the difficulties that encountered students“ grade 5 basic school in speaking English. The data analysis was using qualitative and data obtained from observations, interviews, and curriculum analysis. the results that found was some main factors that encountered by grade 5 students are; linguistic difficulties, mother tongue use, and inhibition. Student feel shy speaking in front of the class and afraid make a mistakes.

And the second previous study was conducted by Riadil in his title “EFL Students In Speaking Skill: Identifying English Education Students“ Perceptions Of Psychological Problems In Speaking”. Research conducted in the Department of English at Tidar University as many as 30 students. In his research aims to recognize the main speaking problem of EFL with the questions; What are the students perceptions of Psychological Problems in speaking? What are the students“ opinion towards psychological problems in speaking ability? The method of data analysis was using qualitative and, the data were collected by triangulation technique by using questionnaire and interview instrument. There were 15 questions that have 4 items SA = Strongly Agree, A = Agree, D = Disagree, and SD = Strongly Disagree. The results of this study is most of the students are having lack of speaking ability whether in psychological, linguistics, and instructors related problems. In conclusion, the linguistic issues the students such as: considerably reduce grammar, lack of vocabulary, and poor pronunciation. The second is psychological issues, such as: loss of self-confidence, insecurity, and nervousness. And the last, the instructor-related issues did not have any impact on the students' speech difficulties. In addition, linguistic issues are the most prevalent issue.

And the last was conducted by Jaya (2022) with participants from English language education program students at universities in South Sumatra, there are fifth semester consist 67 students. To collect the data, speaking performance test, the researcher gave a open –ended questionnaire. To score the test, researcher use SOLOM (Student Oral Language Observation Matrix). Based on the results of the data obtained there was a significant relationship between speaking problems and the factors that cause the problem. Speech problems were categorized as affect related problems such as self-confidence and anxiety, social related to the problems (difficulties to find opportunities to learn English and speaking comprehension in the class), and language related to the problems such as a grammar, fluency, vocabulary, and pronunciation. Factors causing speech problems are lack of general knowledge, lack of speaking practice, fear of being wrong, lack of word use and grammar practice, low motivation, low participation, lazy reading, shyness, lack of dictionary use, nervousness, fear of criticism, and unfamiliar pronunciation of words.