

**AN ANALYSIS OF THE FACTORS THAT INFLUENCE
STUDENTS IN LEARNING SPEAKING SKILLS**

A Thesis

Submitted as a Partial Fulfillment of the Requirements for S1-Degree

By

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ABSTRACT

AN ANALYSIS OF FACTORS THAT INFLUENCE STUDENTS IN LEARNING SPEAKING SKILLS

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English is a foreign language in Indonesia, not the primary language. Learning English is based on language skills or how students apply the language. The ability of the students to communicate is emphasized when teaching English in Indonesia. However, students can learn it, and most schools require it. Speaking is an essential skill for English language learners that need to be developed. Speaking is an essential aspect of the language since it indicates how well people understand each other. Understanding English is challenging for Indonesians because their mother tongue is not English. For many students, speaking skill is challenging to master. Each student has different difficulties when learning to speak. Each student also has a different level of speaking ability. Therefore, the researcher interested in examining the factors influencing students' learning speaking. This research focused on an analysis of factors that influence students in learning speaking skills. Thus, the object of this research the fourth-semester students in Islamic State University of Raden Intan Lampung.

This research used qualitative research because it focuses on the describe the factors that influence students in learning speaking skills. In content analysis, the researcher found the data through documentation, the researcher finding the object of the research, the researcher interviewed the English teacher educator, the researcher gave the students several statements in an online questionnaire and asked students to fill out, then the researcher analyzed students' documentation, interview, and online questionnaire results.

From the data analysis, the researcher found the several factors that influence students in learning speaking skills showed that: (1) pertinent factor, the research finding showed pertinent performance condition that is more students have time to prepare for their speaking performance, it will be great, (2) affective factor, the research finding showed effective ones that is students who are just

learning speaking skills, they will feel shy, not confident, and feel nervous, (3) listening factor, the research finding showed listening ability that is some of them prepare their own words and understand what they are talking about, (4) topical knowledge factor, the research finding showed topical knowledge that is the mother tongue they use affects when they learn speaking ability, (5) linguistics factor, the research finding showed feedback during activity that is the input they receive when they learn speaking skills can make them learn more and have a desire to practice speaking more, (6) motivation factor, the research finding showed linguistic problem that is a lot of knowledge about grammar, vocabulary, and semantics can make them better when learning speaking skills, (7) feedback factor, the research finding showed motivation factor that is the support received by students is very meaningful and can make them more daring to practice speaking skills, (8) culture factor, the research finding showed cultural factor that is more students use accent while speaking English, and (9) identity factor, the research finding showed identity factor that is more students learn speaking skills outside the city or country where they live, the more vocabulary and topics they can use.

Keywords: *Factor, Influence, Learning, Speaking Skills, Descriptive Qualitative Method*



DECLARATION

I hereby state that this thesis entitled: An Analysis of the Factors that Influence Students in Learning Speaking Skills is completely my own work. I am fully aware that I have quoted some statements, references, and ideas from various sources and those are properly acknowledged in the text.

Bandar Lampung, Maret 2023

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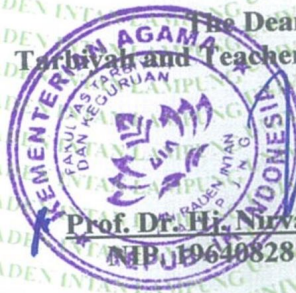
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MOTTO

وَأَصْبِرُوا إِنَّ اللَّهَ مَعَ الصَّابِرِينَ ﴿٤٦﴾

.... and be patient; surely Allah is with the patient.
(Q.S. Al-Anfal, 8: 46)¹

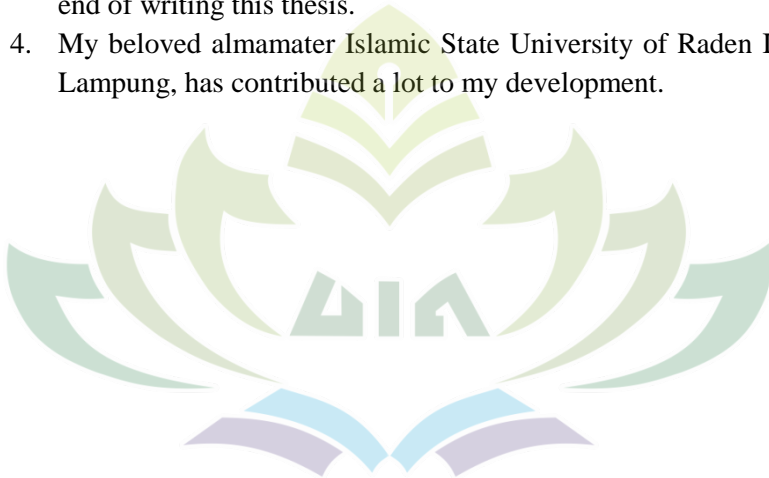


¹ <https://myislam.org/surah-al-anfal/ayat-46/>

DEDICATION

With gratitude and loves, this thesis is dedicated to everyone who loves and cares me a lot. I would like to dedicate this thesis to:

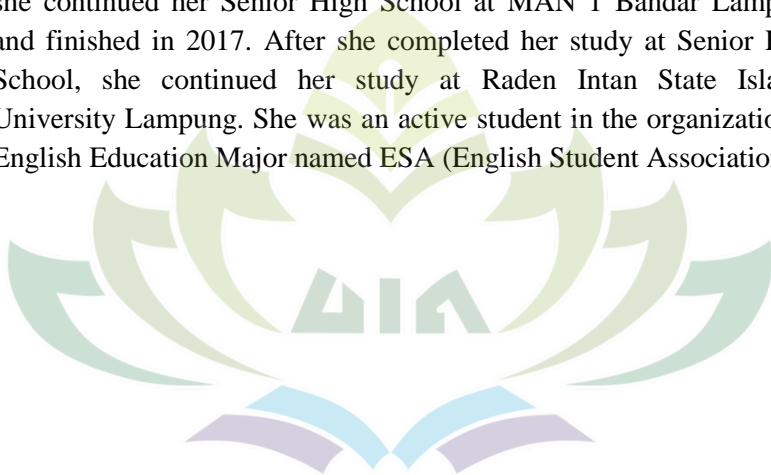
1. My beloved parents, Mr. Efendi, S.Sos and Mrs. Maniar. Thanks for your patient, sacrifice, love and support endlessly, pray for my success, and advice you have put me through all of my life.
2. My beloved sister and brother, Shafira Visca Dewi and M. Satria Alda Raza. Thank you for your help and support.
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CURRICULUM VITAE

The name of the researcher is Shakila Visca Dewi. She is called by Lala. She was born on March 02nd 1999, in Jakarta. She is the first daughter of Mr. Efendi and Mrs. Maniar. She has one sister, her name is Shafira Visca Dewi and one younger brother, his name is M. Satria Alda Raza.

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This thesis entitled “An Analysis of the Factors That Influence Students in Learning Speaking Skills” is presented to the English Education Study Program of Raden Intan State Islamic University Lampung. The primary aim of writing this thesis is to fulfill students' partial fulfillment of the requirement to obtain S1-degree.

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Finally, none or nothing is perfect and neither in this thesis. Any correction and suggestion for this thesis are always open heartedly welcome.

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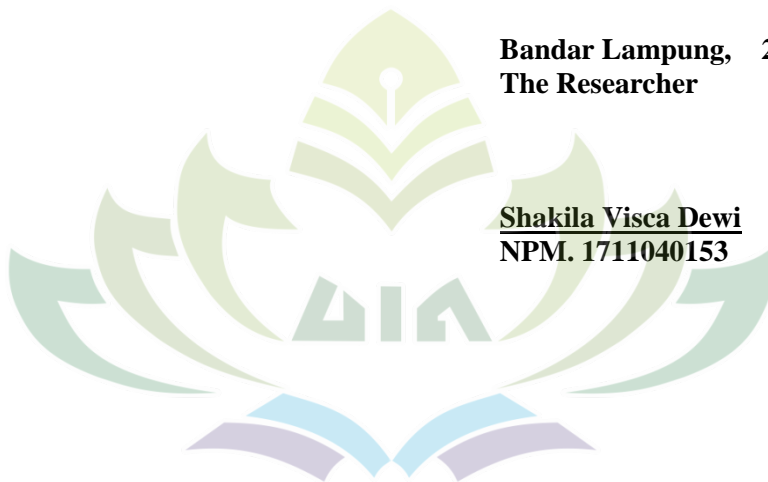


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CHAPTER I

INTRODUCTION

A. Title Confirmation

In this research, the researcher took the title **AN ANALYSIS OF THE FACTORS THAT INFLUENCE STUDENTS IN LEARNING SPEAKING SKILL**. Meanwhile, to avoid misunderstandings during research, it is necessary to describe terms in the title. So, here are explanations of the terms in the title:

Analysis is the act of studying or examining something in detail, in order to discover or understand more about it, or your opinion and judgment after doing this.¹ An analysis is a process of sorting, parsing, distinguishing something to be classified and grouped according to specific criteria, and then looking for the estimated meaning and relation. An analysis of this research can help the researcher find and understand the factors that influence students in learning speaking skills.

The factor is one that actively contributes to the production of a result.² These factors can influence the emergence of interest and the emergence of obstacles. The factor is a process that can help students learn and develop their English speaking.

Learning is defined as "the increase, through experience, of problem-solving abilities," that is, the ability to achieve goals regardless of obstacles.³ Lachman states that learning refers to learning as a change in behavior caused by experience. In other words, learning is defined as an effect of experience on behavior.⁴ Thus,

¹Cambridge dictionary.com. Analysis. Available on <https://dictionary.cambridge.org/dictionary/english/analysis>

²Meriam Webster.com. Dictionary. Factor. Available on <https://www.merriam-webster.com/dictionary/factor> accessed on October 12th, 2021

³ John N. Washburne, *The definition of learning (Journal of Educational Psychology, 27(8), 1936)*, 603. Available On <https://psycnet.apa.org/record/1937-01215-001> accessed on October 12th, 2021

⁴ Sheldon J. Lachman, *Learning Is A Process: Toward An Improved Definition of Learning (Journal of Psychology, 131, 1997)*, 477. Available on

learning is increased through experience and the ability to solve problems to achieve goals and change behavior caused by experience.

In Webster New World Dictionary, speaking is saying words orally, communicating by talking, making a request, and speaking.⁵ Speaking is essential in second language learning. Despite its importance, speaking has been overlooked in schools and universities for different reasons, like the emphasis on grammar and unfavorable teacher-student proportions.⁶

Thus, based on the explanation above, a factor contributes to producing a product, generates interest, and can create obstacles. Learning is improving through experience and problem-solving ability to achieve goals. Speaking is saying words orally to communicate with each other to achieve a specific goal. In this case, the factor is the one that actively influences students in learning to speak English.

B. Background of the Problem

A language is a tool for communicating with each other. People use language to express themselves and respond to others. People are unable to carry out their everyday activities without using language. English is spoken in all the world's countries, irrespective of their mother tongue. It clearly shows the remarkable success of English as the lingua franca of travel and tourism, business, and international relations.⁷ In Indonesia, this language constitutes a foreign language that should be mastered by everyone, especially students. To realize this importance, the government decided that English should be

<https://pdfslide.net/documents/learning-is-a-process-toward-an-improved-definition-of-learning.html> accessed on October 12th, 2021

⁵ David Nunan, *Language Teaching Methodology: A Textbook for Teachers* (NY: Phoenix Ltd., 1995), 593.

⁶ Lai-Mei Leong and Seyedeh Masoumeh Ahmadi, *An Analysis of Factors Influencing Learners' English Speaking Skill* (International Journal Research of English Education, 2017), 34. Available on <https://ijreeonline.com/article-1-38-en.pdf> accessed on October 12th, 2021

⁷ Parupalli Srinivas Rao, *The Role of English As A Global Language* (Research Journal of English Vol-4, Issue-1, 2019), 71-72. Available on https://www.researchgate.net/publication/334282978_THE_ROLE_OF_ENGLISH_A_S_A_GLOBAL_LANGUAGE accessed on October 30th, 2021

learned from elementary school to university to improve Indonesia's quality of human resources.⁸

However, when planning the 2013 curriculum, many experts argued that the structure of children's primary education should emphasize teaching about religious and cultural values of the country before they are exposed to foreign cultures (English). Permendikbud No. 67 of 2013, concerning the Elementary School curriculum, pages 9-10, did not mention the existence of English subjects in elementary schools. However, English is now the only local content in schools that still use the KTSP and schools that already use the 2013 curriculum.⁹

In learning English, students should master four English skills: listening, speaking, reading, and writing. Speaking is essential for students to learn since it allows them to communicate more quickly because people are talking more. Speaking is an essential language activity that connects them to others. In learning English, students still have difficulty in mastering speaking skills. They have many problems in learning speaking, which makes it difficult for students to speak English. Here is the occasion that shows students having difficulties speaking English in general view.

For students in Indonesia, English is a foreign language (EFL). Many students still find it challenging to speak in everyday situations. On the other hand, Indonesian students study English from childhood until they graduated from university. However, students are still not fluent and master speaking English although they have been studying for many years. It also occurs in English Education Department

⁸ Sayuri, *English Speaking Problems of EFL Learners of Mulawarman University* (Indonesian Journal of EFL and Linguistics, 2016), 48. Available on <https://www.indonesian-efl-journal.org/index.php/ijefll/article/view/4/pdf> accessed on October 25th, 2021

⁹ Ichda Faridatuunnisa, *Kebijakan dan Pelaksanaan Pembelajaran Bahasa Inggris untuk SD di Indonesia* (Prosiding Seminar Nasional "Implementasi Merdeka Belajar Berdasarkan Ajaran Tamansiswa", 2020), 193-194. Available on <https://jurnal.ustjogja.ac.id/index.php/semnas2020/article/view/7510/3475> accessed on November 20th, 2021

students in Indonesia. They still have a low ability to share their ideas in English.¹⁰

Even though they are English Education Department students, most still have difficulty speaking properly. As a result, they still have problems speaking in English. Most of them do not respond actively throughout the speaking session, making it difficult for the lecturer to help them improve their speaking abilities.¹¹ It happened because their mother tongue is not English. To speak English is not easy because the speaker should also master several essential elements, such as pronunciation, grammar, vocabulary, fluency, and comprehension.¹² In learning to speak, they study how to speak in dialogue, monologue, pronounce vocabulary in English, and then practice it at school. However, few of them find implementing it in daily activities challenging. Thus, they lack how to communicate in English.

Subsequently, this is a phenomenon in a student who has difficulty learning to speak in a specific perspective. It happened to the researcher's brother, a student who had just graduated from high school. At that time, he came to the researcher and said he wanted to apply to an educational institution, and one of the conditions that he had to take an interview in English. Meanwhile, he did not understand the basics of English, including the four skills in English. Therefore, he asked the researcher to give him an introductory lesson in speaking skills that he must master to pass the interview. As a result, students who have completed high school are still relatively limited in speaking English.

Based on the experience of the researcher's brother above, he has studied English from elementary to high school. However, he has not

¹⁰ Caroline V. Katemba and Randison Buli, *Improving Speaking Skills Using the Gallery Walk Technique* (Catalyst, Volume 17, 2018), 98. Available on <https://www.tci-thaijo.org/index.php/hbds/article/download/189055/132449> accessed on October 25th, 2021

¹¹ Dyah Sih P. and Candraning P., *Problems and Difficulties of Speaking at Muhammadiyah Lampung University Students in Covid Pandemic* (Journal of English Education and Linguistics, 2021), 41. Available on <https://jurnal.stain-madina.ac.id/index.php/je21/article/download/404/337/> accessed on October 25th, 2021

¹² Sayuri, *English Speaking Problems of EFL Learners of Mulawarman University*, 49.

mastered and is fluent in English, especially speaking. His experience proves that he wants to study English from the start to the end to respond to the interviewer during the test at educational institutions. According to the general and perspective view above, the students have difficulties and problems learning to speak at school.

As we all know, language is a system that allows people to communicate and interact. According to Bashir and Azeem, language is a set of arbitrary verbal symbols that enable all people of a culture or those who have learned the culture's system to communicate and interact.¹³ It is crucial to our life because language is a communication or communication activity component. It is difficult to carry out all actions without the use of language. Every person uses language as a communication tool to express their reaction to a circumstance, gain a response from another person and think things out. It signifies that language is a tool for communicating and expressing our thoughts. Language is how people communicate with one another in everyday life.

English is a foreign language in Indonesia, not the primary language. However, students can learn it, and most schools require it. Students learning English as a Foreign Language (EFL) still face spoken and written difficulties.¹⁴ According to Zhang, speaking is still the most challenging skill for most English learners to master.¹⁵ According to Jin, English helps develop students' talents, particularly

¹³ Marriam Bashir and M. Azeem, *Factor Effecting Students' English Speaking Skills* (British Journal of Arts and Social Sciences, 2011), 35. Available on https://www.researchgate.net/publication/228840274_Factor_Effecting_Students'_English_Speaking_Skills accessed on October 14th, 2021

¹⁴ Aisha Ganesh Ratnasari, *EFL Students' Challenges in Learning Speaking Skills: A Case Study in Mechanical Engineering Department* (Journal of Foreign Language Teaching and Learning, volume 5, No. 1, 2020), 21.

Available on <https://journal.umy.ac.id/index.php/FTL/article/view/7712> accessed on October 14th, 2021

¹⁵ Shumei Zhang, *The Role of Input, Interaction and Output in the Development of Oral Fluency* (English Language Teaching, 2009), 91.

Available on <https://files.eric.ed.gov/fulltext/EJ1083691.pdf> accessed on October 14th, 2021

in terms of fluency.¹⁶ There are many difficulties when students learn a foreign language, especially English.

Learning English is based on language skills or how students apply the language. The ability of the students to communicate is emphasized when teaching English in Indonesia.¹⁷ Receptive skills and productive skills are the two categories. Masduqi provided the following explanation of receptive and productive skills. The condition in which students acquire information from the teacher is called receptive skills, listening skills, and reading skills.

Meanwhile, students produce language as productive as speaking and writing skills.¹⁸ Therefore, listening and reading are two receptive skills that do not need language production. Thus, speaking and writing are productive skills because learners need to produce language.

Tinjaca and Contreras state that speaking is an essential skill for English language learners that need to be developed¹⁹. Speaking is an essential aspect of the language since it indicates how well people understand each other.²⁰ Since speaking is one of the skills to carry out

¹⁶ Meilan Jin, *A Case Study of Non-English Major College Students' Motivation in English Language Learning* (Open Journal of Modern Linguistics, 2(4), 2014), 252-259. Available on https://www.researchgate.net/publication/276495882_A_Case_Study_of_NonEnglish_Major_College_Students'_Motivation_in_English_Language_Learning accessed on October 14th, 2021

¹⁷ Sayuri, *English Speaking Problems of EFL Learners of Mulawarman University*, 48.

¹⁸ Harits Masduqi, *Integrating Receptive Skills and Productive Skills into A Reading Lesson* (Proceeding the 2nd International Conference on Teacher Training and Education, 2(1), 2016), 507-508. Available on <http://jurnal.uns.ac.id/iccte/article/view/7476> accessed on October 14th, 2021

¹⁹ Rocío Amparo Buitrago Tinjaca and Ruth Ayala Contreras, *Overcoming Fear of Speaking in English Through Meaningful Activities: A Study with Teenagers* (Colegio Distrital José Asunción Silva, 2005), 23-46. Available on http://www.scielo.org.co/scielo.php?script=sci_abstract&pid=S1657-07902008000100003 accessed on October 25th, 2021

²⁰ Ahmad Almahdi Shteiwi and Mustafa Abdusalam Hamuda, *Oral Communication Problems Encountering English Major Students: Causes & Remedies* (International Journal of Social Science and Humanities Research, 4(2), 2016), 19-26. Available on <https://www.scribd.com/document/341567243/Oral-Communication-Problems-3077> accessed on October 15th, 2021

a conversation, it is commonly used to communicate, convey information, and establish relationships among people worldwide.

Language learners sometimes evaluate their language success by how well they speak English. Producing, receiving, and processing information are all part of the interactive process of developing the speaking meaning.²¹ In order to communicate with others, English learners should be able to speak English. Humans need to communicate when they need something or transmit information. Speakers apply language according to its purpose. Thus, speakers must simultaneously be good listeners and speakers to create effective communication.

Understanding English is challenging for Indonesians because their mother tongue is not English. For many students, speaking skill is challenging to master. There are some difficulties in speaking—first, difficulty pronouncing words in English. In English, pronouncing becomes difficult for students to learn to speak because what is written is not the same as pronunciation. For Indonesian students, learning pronunciation is difficult because they have spoken their home tongue since childhood.²²

The second is the student's lack of vocabulary mastery. Lack of vocabulary mastery in students can make students unable to express their ideas in sentences when speaking. Based on Shahzadi, the students could not express themselves well or adequately because they lacked adequate and appropriate vocabulary.²³ The third is difficulty in grammar use. Shatz and Wilkinson stated some common grammar problems faced by English language learners, such as the misuse of

²¹ Sayuri, *English Speaking Problems of EFL Learners of Mulawarman University*, 49.

²² Anggun Kusuma Dewi, "Pronunciation Problems Faced by The English Department Students in Pronouncing -Ed Ending" (Thesis, Semarang State University, 2009), 1.

²³ Kanwal Shahzadi., Zahabia, Najma Manzoor, et.al., *Difficulties Faced in Learning English Language Skills by University of Shargodha's Students* (International Journal of Academic Research and Reflection, 2014), 76. Available on [https://www.idpublications.org/wp-content/uploads/2014/01/DIFFICULTIES-FACED-IN-LEARNING-ENGLISH LANGUAGE-SKILLS-BY-UNIVERSITY-OF-SARGODHAS-STUDENTS.pdf](https://www.idpublications.org/wp-content/uploads/2014/01/DIFFICULTIES-FACED-IN-LEARNING-ENGLISH_LANGUAGE-SKILLS-BY-UNIVERSITY-OF-SARGODHAS-STUDENTS.pdf) accessed on October 15th, 2021

prepositions, articles, past tense, and the third person singular.²⁴ Lastly is low self-confidence. Students who learn to speak have high confidence in practicing speaking English. Self-confidence influences speaking activity because language acquisition is a complicated process involving cognitive and affective elements, which are the primary sources of individual differences in foreign language learning.²⁵

Meanwhile, based on the English teacher educator, the students have the factors that influence students in learning speaking skills were: pertinent factor, affective factor, listening factor, topical knowledge factor, linguistics factor, motivation factor, feedback factor, culture factor, and identity factor. It happens because students prefer to work under pressure, not confident, do not understand what they are talking about, and are not given input from their friends, so they are not optimal when practicing in front of the class. then they are required to understand the topic being discussed, because that is what makes their speaking skills increase besides they have mastered grammar, pronunciation, and semantics. then it doesn't matter that they speak using accents according to where they live as long as the spelling is appropriate. then learning to speak in various cities will add insight into vocabulary and topics of conversation.

Each student has different difficulties when learning to speak. Each student also has a different level of speaking ability. Therefore, the researcher interested in examining the factors influencing students' learning to speak for several reasons. First, every student has a different personality when studying; therefore, the factors influencing them when learning to speak are also different. The second is to assist students in overcoming their difficulties in learning to speak because each student must have different difficulties when learning to speak.

This research used by the fourth-semester students of the English Education Department at Islamic State University of Raden Intan

²⁴ Marilyn Shatz & Louise C. Wilkinson, *The education of English language learners* (New York: Guilford Press, 2004), 165.

²⁵ Sri Ayem, "The Students' Perception on the Importance of Self-Confidence to Improve Their Speaking Performance EFL Classroom at English Education Study Program" (Thesis, Universitas Muhammadiyah Palembang, 2020), 3.

Lampung in the academic year of 2021/2022 who taking speaking for tourism as the subject of this research. The reason is that the students in the academic year 2021/2022 learned speaking subjects from the first semester until the third semester, and in the fourth semester, it their last speaking subject. Therefore, their speaking problems can be analyzed.

In this research, the researcher examines the factors that influence students learning speaking skills. Based on this description, the researcher researched "**An Analysis of the Factors that Influence Students in Learning Speaking Skills.**"

C. Focus and Sub-focus of the Research

1. Focus

As stated in the background of the problem above, the researcher focused on analyzing the factors that influence students in learning speaking skills by the fourth-semester students of the English Education Department at Islamic State University of Raden Intan Lampung in the academic year of 2021/2022 who took speaking for tourism.

2. Sub-Focus

The researcher only analyzed the factors that influence students in learning speaking skills. Thus, the researcher limited the factors when finding the data.

D. Problem Formulation

Based on the background, focus, and sub-focus above, the research question is what factors influence students in learning speaking skills?

E. The objective of the Research

The objective of this research is to know the factors that influence students in learning speaking skills.

F. Significance of the Research

1) Theoretically

This research added information about the factors influencing students' speaking skills. Thus, the resulting theory from this research developing knowledge about the factors that influence students in learning speaking skills.

2) Practically

a. For English Teacher Educators

This research expected to contribute to English teacher educators the factors that influence students in learning speaking skills. English teacher educators can develop students' speaking skills by knowing the factors influencing speaking skills.

b. For Students

This research contributed to a better understanding of the factors influencing students' speaking skills. Students will understand the factors that influence their speaking skills and learn to improve their motivation to learn speaking skills based on those factors.

c. For Other Researchers

This research will be a source and reference for research carried out by researchers who will examine the factors in learning speaking skills.

G. Relevance Researches

Some researchers have relevance for this research, especially in analyzing the points that focus on, inform the design, and find the conclusion of the previous researches, as follows:

First is the research about the factors that influence students' speaking skills. The title is *"An Analysis of Factors Influencing Student Speaking Skill at Tenth Grade of State Senior High School 2 Kampar"* by Ari Yulizar (2020). This research used tenth grade of

state senior high school 2 Kampar as the research subject. He states that this research investigates the factors influencing students' speaking skills in the tenth grade of State Islamic Senior High School 2 Kampar. The analysis results show that the students' speaking skill in learning English is low, and many factors influence it: 1.) The students do not have a big passion and a strong incentive to learn English. 2.) The students are not confident when they must present the material in English in front of the class. 3.) The students feel they cannot speak English fluently. 4.) Most students do not have much vocabulary when speaking English. 5.) Most students feel they cannot speak English like native speakers. 6.) The teacher does not always speak English when delivering English lessons, which is not very interesting 7.) The student's families do not always give their support to learning English. 8.) The students do not have many friends that can speak English in the classroom.²⁶

Second, the journal from Nisreen Basem Yaseen (2018) entitled "*Factors Negatively Affecting EFL Students' Speaking Skills at Jordanian Private Schools*" this research aims at examining factors affecting grade 10 EFL Students in Jordanian Private schools. This researcher selected a representative sample of 150 grade 10 male and female students from two private schools in Jordan, in addition to six grade-ten English teachers and six English language supervisors. The findings revealed that students encountered many difficulties that caused these factors, such as anxiety, lack of motivation, encouragement, fear of peer criticism, and the intense use of Arabic in class.

Third, relevant research was conducted by Devi with the title "*A Study of Students' Problems in Learning Speaking English at the Second Grade of SMPN 1 Talaga*". This research used 26 students in the second grade of SMPN 1 Talaga as a research subject. These research results are the factors that influence success and problems in learning speaking. These include common mastering vocabulary, limited grammar knowledge, pronunciation shyness, fear of making

²⁶ Ari Yulizar, "An Analysis of Factors Influencing Student Speaking Skill at Tenth Grade of State Senior High School 2 Kampar" (Thesis, State Islamic University Of Sultan Syarif Kasimriau Pekanbaru, 2020), 9.

mistakes, lack of confidence, dominant mother tongue, and low motivation.²⁷

Fourth, the research was conducted by Selvia Lestari with the title "*Exploring the Factors Affecting Students' English-Speaking Fluency.*" This research used 28 students in English Department Ar-Raniry State Islamic University Banda Aceh as a research subject. The research results are the factors that affect students' English-speaking fluency, such as emotion, self-esteem, empathy, anxiety, attitude, and motivation.²⁸

Fifth, the research entitled "*English Speaking Learning Problems Faced by Students at the First Year of SMP Negeri 1 Tirtomoyo Wonogiri*" by Rika Wulandari. This research was used in the first semester of SMP Negeri 1 Tirtomoyo Wonogiri as a research subject. The result of her research is that the students' problem is the student's difficulty making a sentence and difficulty making the sentence with the correct structure. Students are insufficient and burdensome to remember all the vocabulary used to communicate with others.²⁹

Based on the relevant research above, the similarities with this research are the researcher analyzed the factors that influence students in learning speaking skills, including speaking problems at students. The differences between this research and the other researchers above are the scope of the research. Thus, all the previous research Ari Yulizar (2020), Nisreen Basem Yaseen (2018), Devi, Selvia Lestari, and Rika Wulandari, conducted research relate to analyzed factor influence students in speaking skills. Thus, most of researches above focused to found out the problem of the students. Also, this research used more than one theory, and the factors adapted from several

²⁷ Devi Novita Swary, "A Study of Students' Problems in Learning Speaking English at the Second Grade of SMPN 1 Telaga" (Thesis, Syekh Nurjati State Institute for Islamic Studies of Cirebon, 2014), 38.

²⁸ Selvia Lestari, "Exploring the Factors Affecting Students' English Speaking Fluency" (Thesis, Ar-Raniry State Islamic University Banda Aceh, 2018), 47.

²⁹ Rika Wulandari, "English speaking learning problems faced by Students at the first year of SMP Negeri Tirtomoyi Wonogiri" (Thesis, Teacher Training and Education Muhammadiyah University of Surakarta, 2010), 185.

Available on <http://eprints.ums.ac.id/10056/1/A320060175.pdf> accessed on April 20th, 2021

theories, so making it easier to analyze the factors influencing students in learning speaking skills.

H. Research Method

1. Research Design

In this research, the researcher used qualitative research. Qualitative research is concerned with developing explanations of social phenomena. Qualitative research aims to gain a general understanding of social reality from the participants' perspective. This research presented qualitative research as Hancock explained that qualitative research is concerned with developing explanations of social phenomena. It described social phenomena as they occur naturally.³⁰ As can be seen, qualitative research describing the phenomenon that occurs naturally and present it based on the data. The qualitative research is descriptive. It means that types of qualitative research in this research focus on the description.

This research produced descriptive data in the form of written words. The subject and its behavior can be observed. The types of qualitative research focus on the description. Qualitative researchers study things in their natural setting, attempting to make sense of or interpret phenomena in terms of the meaning people bring to them.³¹ It means that descriptive data derived from the written words of the subject and its habits can be researched, and qualitative research is more focused on description. Qualitative research is a study more about natural settings and phenomena. In this research, the researcher observed the data in written words.

³⁰ Beverley Hancock, *An Introduction to Qualitative Research* (Britain: Trent Focus, 1998), 2.

³¹ James Schrieber and Kimberly Anser-self, *Educational Research* (New York: John Wiley & sons, Inc, 2001), 10.

2. Research Subject

In this research, the subject the fourth-semester student of the English Education Department at Islamic State University of Raden Intan Lampung in the academic year of 2021/2022, who took speaking for tourism subject. There are seven classes, which consisting 246 students. In this research, the researcher used the purposive sampling technique.

According to Arikunto, purposive sampling is used due to time constraints and findings.³² Purposive sampling is the sampling procedure most often used in qualitative research. Purposive sampling is when the researcher identifies key informants: persons with specific knowledge about the investigated topic.³³ In addition, Creswell states that purposive sampling is selected individuals and sites for research because they can purposefully inform and understand the research problem and central phenomenon in research.³⁴

The researcher taken seven classes of the fourth-semester students of the English Education Department at Islamic State University of Raden Intan Lampung in the academic year of 2021/2022 who took speaking for tourism as a subject of the research. The reason is that the students in the academic year 2021/2022 learn speaking subjects from the first semester until the third semester, and in the fourth semester, it is their last speaking subject. Therefore, their speaking problems can be analyzed. Thus, the data were obtained from several students in each class.

Thus, the sample allows the researcher to work with a smaller, more manageable subgroup of the realistic population. In addition, McMillan and Schumacher state that the sample can be selected from a large number of people identified as the population, or it can simply refer to the subject group from the data collected. A

³² Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Yogyakarta: Rineka Cipta, 2002), 27.

³³ Marguerite G. Ladico, *Methods in Educational Research: From Theory to Practice* (San Fransisco: Jassey- Bass, 2006), 140.

³⁴ John W. Creswell, *Qualitative Inquiry Research Design Choosing among Five Approaches* (London: Sage Publications, 2007), 125.

sample (a subset) of a population is selected for any given study. In conclusion, a sample is a smaller group that is a subgroup of a population selected for any given research. In this research, the researcher determined the list containing the sample criteria to find the data. The following is the list of criteria used to select the sample:

Table 1
Criteria of the sample of the research

No.	Criteria
1.	The students who passed the speaking in professional context subject in the third semester and got the final scores of C and D
2.	The fourth-semester students who take speaking for tourism subject

The researcher took several students based on those who passed the speaking in professional context subject in the third semester and got the lowest score. Thus, the lowest score that the researcher needs as a research subject is that the students got a final score of C (quality score 2, 00) and D (quality score 1, 00). The consideration of taking students with a final score of C and D is that the students have studied speaking subjects from the first semester to the third semester. Therefore, the students' speaking skills can be analyzed to determine the factors influencing them to learn speaking skills. Then, for sampling, the researcher used sample-to-item ratio, which is determined by the number of items in a study, is typically advised for exploratory factor analysis. The ratio must be at least 5 to 1.³⁵ Based on this statement, it is known that the indicators in the questionnaire in this study amount to 9. There are 9 indicators in this research, so the sampling size for this research is:

³⁵ Mumtaz Ali Memon, Hiram Ting Et.al, Sample Size for Survey Research: Review and Recommendations (Journal of Applied Structural Equation Modeling: 4(2), 2020), 4.

$$5 \times 9 = 45 \text{ participants}$$

Thus, the sampling size in this research is 45 participants. Therefore, with the sample, the researcher can find the data on factors influencing students in learning speaking skills.

Generally recommended for exploratory factor analysis, the sample-to-item ratio is used to decide

sample size based on the number of items in a study. The ratio should not be less than 5-to-1

(Gorsuch, 1983; Hatcher, 1994; Suhr, 2006).

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(Gorsuch, 1983; Hatcher, 1994; Suhr, 2006)

3. Data Collecting Technique

The data collecting technique is the primary step of research because the research aims to collect data.³⁶ The researcher used documentation, interview, and questionnaire to get the data needed to support this research.

According to Sugiyono, documentation is a method used to obtain data and information in the form of books, archives, documents, writing numbers, and pictures in the form of reports and information that can support the research.³⁷ The documentation used to collect data and then be analyzed to get the conclusion as the research result. The documentation method implies that the collected data are from the web/internet, video, transcription, and a few books. The researcher collected data using documentation to find the factors influencing students in learning speaking skills. The researcher used journals and books as a reference for this research and to get the data.

The interview is guided by question-answer conversation or an "interchange of views between two persons conversing about a theme of mutual interest." However, they differ from other conversations by having a specific structure and purpose.³⁸ In this research, the researcher used the interview to get data from English teacher educators in the English Education Department at Islamic State University Raden Intan Lampung, who taught speaking subjects. In addition, the researcher found the factors that influence students in learning speaking skills.

The questionnaire is documented and asks the same questions of all individuals in the sample.³⁹ Students are considered research subjects and treated as participants. They are given a questionnaire with various statements and respond to it. In this

³⁶ Sugiyono, *Metode Penelitian Pendidikan Kuantitatif, Kualitatif and R&D* (Bandung: Alfabeta, 2012), 208.

³⁷ Sugiyono, *Metode Penelitian Pendidikan* (Bandung: Alfabeta, 2016), 329.

³⁸ Sarah J. Tracy, *Qualitative Research Method* (Chichester, West Sussex: John Wiley & Sons Ltd, 2007), 131.

³⁹ Eliyana, *Educational Research: Seventh Edition* (Oregon: University of Oregon, 1998), 166.

research, the researcher given a questionnaire to all of the fourth-semester students of the English Education Department at Islamic State University of Raden Intan Lampung in the academic year of 2021/2022. The questionnaire given to students who took speaking for tourism, passed the speaking in professional context subject in the third semester, and got the lowest score for the subject.

4. Instrument of the Research

A research instrument is a tool of facilities used by the researcher to collect data to make the research more manageable and get a better result, meaning complete and systematic so it would quickly analyze.⁴⁰ The researcher used documentation, interview, and questionnaire as the research instrument.

The documentation used to find the factors influencing students in learning speaking skills. The interview is a type of verbal communication used to obtain information from a responder, similar to a discussion. It contains questions that must be answered orally. The researcher interviewed the English teacher educator in the English Education Department at Islamic State University of Raden Intan Lampung, who taught speaking subjects, to gather information about the factors that influence students' learning of speaking skills.

A semi-structured interview with the open-ended question is employed in this research to get deeper information from the English teacher educator of Islamic State University Raden Intan Lampung, who taught speaking for tourism subject. Semi-structured interviews involve open-ended questions based on the topic areas the researcher wants to cover. The open-ended nature of the question defines the topic under investigation but provides opportunities for both interviewer and interviewee to discuss some topics in more detail. In a semi-structured interview, the

⁴⁰ Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, 160.

interviewer also has the freedom to probe the interviewee to elaborate on the initial response or to follow a line of inquiry.⁴¹

Table 2
Interview Guideline

Theories	Indicators	Sub-Indicators	Questions
Pertinent Factor	Students performance condition	-Time pressure - Planning the quality of performance - Amount of support	1. Do you agree that time pressure and support affect the student's speaking ability? Why?
Affective Factor	Students emotion or feeling	- Motivation - Anxiety -Self-esteem	2. Do you agree that learning speaking skills can improve students' motivation and manage anxiety and self-esteem? Why?
Listening Factor	Students ability to understand the utterance toward them	-How students receive the verbal portion of the person speaking - How students recognize the	3. Do you agree that the students directly understand what they are saying?

⁴¹ Nigel Mathers, *Using Interviews in a Research Project* (Trent Focus Group, 2002), 2.

Topical Knowledge Factor	Students background knowledge about a certain topic	Students familiar with the topic based on their discipline	4. Do you agree that the student directly understands the topic of conversation discussed during the learning process? Why?
Linguistic Factor	Students linguistic mastery	<ul style="list-style-type: none"> - Phonology mastery influence students pronunciation - Grammatical competence lead students to their fluency in speaking skills - Semantic influences students understanding of the meaning in speaking 	5. Do you agree if the students have good pronunciation, grammar competence, and easily to apply semantics in speaking so that the students will have speaking ability? Why?
Motivation Factor	Unfriendly attitude toward students speaking skills acquisition	Attitude towards students speaking class	6. Do you agree that the students increase motivation when learning speaking? Why?
Feedback Factor	Students need teacher feedback during speaking	<ul style="list-style-type: none"> - teacher gives feedback - the way of teacher feedback 	7. Do you agree that the students will give feedback on their speaking skills? Why?

	class activity		
Culture Factor	Students need to maintain a balance between linguistic and culture role	- Maintaining the balance between linguistics and culture role (accent/dialect)	8. Do you agree with the students' associated culture in speaking? Why?
Identity Factor	Students sometimes learn from specific country they like; the country used English; language	- Studying from country they love most	9. Do you agree with learning English from other countries can improve the student's speaking skills? Why?

The questionnaire used to get the data by submitting a written question to the participants. The researcher used agree/disagree response in the questionnaire. Meanwhile, the questionnaire submitted to students is statements to make it easier when responding with agree/disagree responses. By using the agree/disagree responses on the questionnaire, participants will find it easier to determine the answers to the statements on the questionnaire. One reason for the popularity of agree/disagree response alternative is that they seem to offer the opportunity to measure just about any construct relatively efficiently. Alternative question design approaches require that response alternatives be tailored to each item's particular construct. Therefore, these agree/disagree questions are frequently used in survey research. The reason is that the agree/disagree response format can be used for nearly any question, so the questionnaire needs only to present

the scale once, thereby saving time and streamlining questionnaire administration.⁴²

The researcher found the data based on several theories to get the data about the factors influencing students in learning speaking skills. Then, the researcher submitted online questionnaires to students and asked students to answer several statements from the researcher. The researcher used an online questionnaire because the fourth-semester students of the English Education Department at Islamic State University of Raden Intan Lampung students are still learning from home due to the covid-19 pandemic.

Table 4
Questionnaire

Variables	Indicators	Theories	Questions	Student's Perspective	
				Agree	Disagree
The factors that influence students in learning speaking skills	Pertinent Factor	Students performance condition: -Time pressure -Planning the quality of performance -Amount of support	1. The time pressure, quality of performance, and support impact the student's speaking performance.		

⁴² Willem E. Saris, Melanie Revilla, etc., *Comparing Questions with Agree/Disagree Response Options to Questions with Item-Specific Response Options* (Survey Research Methods Vol.4 No.1, 2010), 61.

	Affective Factor	Students emotion or feeling; - Motivation - Anxiety - Self-esteem	2. The students feel motivated, anxious, and self-esteem when the students are learning speaking.		
	Listening Factor	Students' ability to understand the utterances toward them; - How students receive verbal portion of person speaking - How students recognize the words from opponent	3. The students understand and know every word and what people are saying.		
	Topical Knowledge Factor	Students Background knowledge about certain topic familiar with the topic based on their discipline	4. The background knowledge can impact the student's speaking skills.		
	Linguistic Factor	Students linguistic	5. The students think good		

		<p>mastery: - Phonology mastery influence students pronunciation - Grammatical competence lead students to their fluency in speaking skills - Semantic influences students understanding of the meaning in speaking</p>	<p>pronunciation can make students understand grammatical competence. Thus, semantics can make students speak fluently and well.</p>		
	Motivation Factor	<p>Unfriendly attitude toward students speaking skills acquisition.</p>	<p>6. The student's interest speaking class.</p>		
	Feedback Factor	<p>Students need teacher feedback during speaking class activity</p>	<p>7. The student's lecturer gives feedback during speaking class activity.</p>		

	Culture Factor	Students need maintain a balance between linguistic and culture role	8. The student's involve the culture role (dialect/accent) in speaking English.		
	Identity Factor	Students sometimes learn from specific country they like; the country used English; language	9. The students learn English from the country that the students like and the students like it.		

5. Research Procedure

To obtain the data, the procedures of the research are as follows:

- a. The researcher found the data of factors that influence students learning speaking skills through documentation.
- b. The researcher found out the subject of research. The subject of the research is the fourth-semester students of Islamic State University of Raden Intan Lampung in the academic year 2021/2022 who take speaking for tourism. The researcher chose the subject of this research for students who passed speaking in a professional context in the third semester and got the lowest score for the subject. Thus, the lowest score the researcher needs as a research subject is that the students got a final score of C and D.

- c. The researcher interviewed the English teacher educator to find the data.
- d. The researcher gave the students several statements in an online questionnaire and asked students to fill out the questionnaire to find the data.
- e. The researcher analyzed students' documentation, interview, and online questionnaire results and made the research report.

6. The Technique of Data Analysis

Data analysis is organizing data to achieve the regularity of patterns in the research form. According to Miles and Huberman, data analysis has three major phases: data condensation, data display, and drawing and verifying conclusions.⁴³ The component of data analysis by Miles and Huberman is represented in the figure below:

- a. Data Condensation

Data condensation is selecting, focusing, simplifying, abstracting, and altering the data found in the whole corpus (body) of written-up field notes, interview transcripts, documents, and other empirical materials are preferred. We strengthen data by condensing it. Data condensation is a form of analysis that sharpens, sorts, focuses, discards, and organizes data so that "final" conclusions can be drawn and verified.⁴⁴ In this case, the researcher chose the data derived from documentation, interviews with English teacher educators, and students' questionnaires.

⁴³ Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis* (Thousand Oaks: Sage Publication, 2014), 12.

⁴⁴ *Ibid.*

b. Data Display

The data display discussed and illustrated includes many types of matrices, graphs, charts, and networks. All are designed to organize information into an immediately accessible, compact form so that the analyst can see what is happening, draw justified conclusions, or move on to the next step of analysis that the display suggests may be helpful. As with data condensation, the creation and use of displays are not separate from analysis; it is a part of the analysis.⁴⁵ After the data condensation, the subsequent data analysis step is data display. Data displays with matrices, graphs, charts, and networks. The data organized in the relationship pattern; thus, it will be more understood.

This activity in data display is when the researcher gives the questionnaire and asks for the English teacher educators' interview in speaking class. Thus, in this step, the researcher knew the factors influencing students in learning speaking skills. From displaying the data, the researcher got the conclusion to answer the research question in this research.

c. Drawing and Verifying Conclusion

The drawing and verification of conclusions is the third stream of analysis activity. The qualitative analyst evaluates what things mean from the beginning of data collection by noticing patterns, explanations, causal flows, and assertions. Depending on the corpus of field notes, the coding, storage, and retrieval methods employed, the researchers' expertise, and any necessary deadlines, "final" findings may not appear until data collecting is complete.⁴⁶ In this step, the researcher verified the answer to the research question in display data by documentation, interview, and questionnaire.

⁴⁵ *Ibid.*, 13.

⁴⁶ *Ibid.*

Thus, the researcher concluded that the factors that influence students learning the speaking skill.

7. Trustworthiness of the Data

According to Lincoln and Guba, the trustworthiness of a research study is critical in determining its worth.⁴⁷ Lincoln and Guba explain that trustworthiness involves establishing:

a. Credibility

Credibility is similar to internal validity in positivist research, confidence in the 'truth' of the findings.

b. Transferability

Transferability shows that the findings have applicability in other contexts. Transferability is in preference to external validity/generalizability in the positivist paradigm.

c. Dependability

It is in preference to reliability in the positivist approach, showing the findings are consistent and could be repeated.

d. Confirmability

Confirmability is in preference to objectivity. Confirmability can be seen as a degree of neutrality or the extent to which the participants shape the study findings, not researcher bias, motivation, or interest.⁴⁸

The trustworthiness of the data analysis result is necessary to reduce the researcher's biases and prejudices. In this study, the researcher used triangulation to check the trustworthiness of the data analysis. Triangulation is the process of strengthening the findings by cross-checking information. Miles and Huberman explain that triangulation identifies

⁴⁷ Satyendra, "Establishing Reliability and Validity in Qualitative Inquiry: A Critical Examination" *Establishing-Reliability-and-Validity-in-Qualitative-Inquiry-A-Critical-Examination*, Vol. 12 No. 1 (2014): 5746.

⁴⁸ *Ibid.*

several types, including (1) triangulation of data sources, (2) investigator triangulation, (3) theory triangulation, and (4) methodological triangulation.⁴⁹ In this research, the researcher used methodological triangulation.

Methodological triangulation refers to the researcher's use of more than one method in the research. According to Cohen, methodological triangulation is defined as applying the same method on different occasions or in different ways on the same research topic.⁵⁰ Thus, methodological triangulation is making different methods to get data validity. The researcher uses documentation, interviews, and questionnaires to find the data's validity. Thus, the data triangulation for the research done by analyzing the factors influencing students in learning speaking skills.

I. Systematics of the Discussion

The researcher discussed the research into the structure as below:

Chapter I presented the introduction, which consist of title confirmation, background of the Problem, focus and Sub-focus of the research, problem formulation, and objective of the research, significance of the research, relevance research, research method, and systematics of the discussion.

Chapter II presented the theories of speaking consist aspects of speaking skills, theories of learning consisting concept of learning speaking skills, theories of speaking skills consisting factors affecting speaking skills.

Chapter III presented the description of object research in general and presentation research facts and data factors that influence students in learning speaking skills.

Chapter IV presented research analysis which consist of the analysis of research data and research findings.

⁴⁹ Miles and Huberman, *Qualitative Data Analysis (second edition)*, 267.

⁵⁰ Louis Cohen, Lawrence Manion, and Keith Morrison, *Research Methods in Education* (Routledge: London, 2007), 142.

Chapter V presented the conclusion and recommendation of the research.



CHAPTER II

FRAME OF THEORY, REVIEW OF LITERATURE

A. Concept of Speaking

1. Definition

Speaking is one of the four language skills (reading, writing, listening, and speaking). Students can communicate with others to attain specific objectives or convey their thoughts, intentions, hopes, and perspectives. Furthermore, people fluent in a language are referred to as "speakers." Furthermore, speaking is the most commonly used language skill in any situation.⁵¹ Speaking is the act of communicating one's thoughts, ideas, and feelings through the use of one's capacity to pronounce words, organize them into phrases or sentences, and select words that are relevant to the issue.

In Webster New World Dictionary, speaking is saying words orally, communicating by talking, making a request, and speaking.⁵² Despite its importance, speaking has been overlooked in schools and universities for different reasons, like an emphasis on grammar and unfavorable teacher-student proportions. Kayi defines speaking as using language confidently and quickly with few unnatural pauses, usually fluency.⁵³ Speaking is the process of sharing and building meaning through verbal and non-verbal

⁵¹ Shiamaa Abd EL Fattah and Torky, *The Effectiveness of a Task-Based Instruction Program in Developing the English Language Speaking Skills of Secondary Stage Students* (Thesis, Ain Shams University Women's college, 2006), 13.

⁵² David Nunan, *Language Teaching Methodology: A Textbook for Teachers* (NY: Phoenix Ltd., 1995), 593.

⁵³ Hayriye Kayi, *Teaching Speaking: Activities to Promote Speaking in A Second Language*. Available on <http://iteslj.org/Techniques/Kayi-TeachingSpeaking.html> accessed on November 25th, 2021

symbols in various contexts.⁵⁴ Furthermore, the researcher concludes that speaking can produce language and share ideas.

Speaking is realized as communication; therefore, speakers must express what they want to say as effectively as possible to convey the message. Meanwhile, Donough and Shaw state that some reasons for speaking involved expressing ideas and opinions: expressing a wish or a desire to do something, negotiating or solving a particular problem, or establishing and maintaining social relationships and friendships. Besides fluency, accuracy and confidence are important goals in speaking.⁵⁵ Therefore, by speaking, students will get the message and get the information they want for speaking as the primary verbal communication tool. It is a way to express our minds' immediate ideas and tell others the information.

Thornbury states that speaking is an act of producing words. Speaking is so much part of daily life that we take it for granted. The average person produces thousands of words daily, although some may produce even more.⁵⁶ It means that speaking is to express or communicate opinions, feelings, ideas, and so on by or as talking. Moreover, by speaking, the students are concerned with expressing what the students think and feel. For instance, we have something in mind to be expressed; we will use our oral skills to make it happen, that is, by speaking in expressing opinions, feelings, and ideas.

Mastering English speaking skills is a top priority for many second-language or foreign-language learners. As a result, learners frequently assess their language learning progress and the efficiency of their English course based on how much they believe their spoken language ability has increased. Besides that, speaking is an oral-language talent that entails knowledge and pronunciation, grammar, vocabulary, and culture. Speaking is also

⁵⁴ Ann L. Chaney and Tamara L. Burk, *Teaching Oral Communication in Grades K-8* (Boston: Allyn & Bacon, 1998), 13.

⁵⁵ Jo McDonough and Christopher Shaw, *Materials and Methods in ELT* (Melbourne: Blackwell Publishing, 2003), 157.

⁵⁶ Scott Thornbury, *How to Teach Speaking* (Harlow: Longman, 2005), 1-2.

employed for various purposes, requiring a particular skill set. Many people utilize speaking to deliver instructions or get things done in specific situations. They utilize speech to describe things, complain about other people's behavior, make polite requests, and entertain others with jokes and anecdotes.

Based on the definitions above, the researcher can conclude that speaking is one of the essential skills to master because speaking is a connector between human beings. Speaking is an act of expressing ideas, information, opinions, and feelings that we think and release through words that can solve problems, negotiate things, and maintain social relationships. People, especially students, must master this skill because it is an essential oral skill for second language learners or foreign language learners to communicate in their lives. Without speaking, we cannot express what we want, making it challenging to communicate with others and will be caused bad relations. Therefore, mastering speaking is essential for students to build good communication and fluently express their minds.

2. The Function of Speaking

Speaking is a purposeful activity. Listening, reading, and writing are examples of other activities. When we talk, we have reasons and purposes, and the goal of our speech might determine the approach we take to deliver it. Speaking is utilized for various objectives; as Richards and Renandya based on *Asses English Journal* from Apriyanti and Apud, each objective requires a particular skill. The numerous objectives of speaking are as follows:⁵⁷

- a. In informal discussion, our purpose can be to develop social contact with individuals, establish rapport, or participate in innocuous chitchat that takes up much time with friends.

⁵⁷ Herna Apriyanti and Apud, *The Effectiveness of Find Someone Who Game Toward Students' Speaking Skill* (*Asses English Education Journal*, Vol.2, 2016), 88.

- b. The goal of a conversation with someone could be to obtain or express opinions, persuade someone about something, or clarify facts.
- c. We utilize speaking to describe things, complain about people's behavior, and make polite requests in other situations.

3. The Purpose of Speaking

It stated that speaking could have either a transactional or an interactive purpose. There appear to be distinctions in the spoken language used in transactional and interactive dialogue. Language is primarily employed to communicate information in transactional dialogue. The language used for this purpose is focused on the 'message' rather than the 'listener.'⁵⁸ Accurate and consistent conveyance of the information and confirmation that the message has been comprehended are critical in this type of contact. News broadcasts, descriptions, narrations, and directions are examples of language predominantly employed for transactional purposes.⁵⁹ Speaking turns for this purpose are usually long and entail some prior content arrangement and linguistic strategies to convey the organization or type of information.⁶⁰

On the other hand, some conversations are interactive to build or maintain a relationship. Interpersonal language use is a term used to describe the latter type. It has a significant social role in lubricating the wheels of social interaction).⁶¹ Greetings, small conversations, and compliments are examples of interactional language use. The language employed in the interactional model

⁵⁸ David Nunan, *Designing Tasks for the Communicative Classroom* (New York: Cambridge University Press, 1989), 27.

⁵⁹ Jack C. Richards, *The Language Teaching Matrix* (Cambridge: Cambridge University Press, 1990), 54-55.

⁶⁰ Helen Basturkmen, *Learner Observation of and Reflection on Spoken Discourse: An Approach for Teaching Academic Speaking* (TESOL Journal, Vol.11, 2002), 26- 30.

⁶¹ George Yule, *The Spoken Language* (Annual Review of Applied Linguistics, Vol.10, 1989), 163-173.

focuses on the listener. In this case, speakers' remarks are usually confined to a few brief turns.⁶²

Although the contrasts between the two types of language, interactional and transactional, are frequently blended, maintaining good social interactions with others helps make transactional tasks easier. To put it another way, speakers do one thing while doing another.⁶³ As a result, both goals might be considered two dimensions of spoken communication.

Analyzing speaking purposes more precisely, Kingen combines both the transactional and interpersonal purposes of speaking into an extensive list of twelve categories as follows:

- a) Personal - expressing personal feelings, opinions, beliefs, and ideas.
- b) Descriptive- describing someone or something, real or imagined.
- c) Narrative-creating and telling stories or chronologically sequenced events.
- d) Instructive-giving instructions or providing directions designed to produce an outcome.
- e) Questioning-asking questions to obtain information.
- f) Comparative-comparing two or more objects, people, ideas, or opinions makes judgments about them.
- g) Imaginative-expressing mental images of people, places, events, and objects.
- h) Predictive-predicting possible future events.
- i) Interpretative-exploring meanings, creating hypothetical deductions, and considering inferences.

⁶² Zoltan Dornyei and Sarah Thurrell, *Teaching Conversation Skills Intensively: Course Content and Rational* (ELT Journal, Vol. 48, 1994), 40- 49.

⁶³ David Brazil, *A Grammar of Speech* (Oxford: Oxford University Press, 1995), 29.

- j) Persuasive-changing others' opinions, attitudes, or points of view, or influencing the behavior of others in some way.
- k) Explanatory-explaining, clarifying, and supporting ideas and opinions.
- l) Informative-sharing information with others.⁶⁴

4. The Importance of Speaking

As one of the communication systems, speaking plays an essential part in our everyday lives. In any life aspect, either our social or personal interaction, the ability to speak has been one of the significant elements of the interaction process. Furthermore, speaking in language teaching and learning is essential for the curriculum. English speaking is not accessible because speakers should know many significant components like pronunciation, grammar, vocabulary, fluency, and comprehension. Learners should have enough English-speaking ability to communicate efficiently and effectively with other people. Rivers studied language outside the classroom and understood that speaking is used twice as much as reading and writing combined.⁶⁵

Speaking illustrates how well our communication progresses and how successfully social contact can build a relationship. Communication skill is one of the primary keys or career success in the workplace or career life. For instance, a leader needs communication ability to deliver information, influence, and direct others to take action. We also need communication skills to show our ability and capability. Our personality, self-image, knowledge of the world, and ability to reason and express our thoughts are all reflected in our spoken performance in the target language. Speaking is of great significance for the people interaction where

⁶⁴ Sharon Kingen, *Teaching Language Arts in Middle Schools. Connecting and Communicating* (New Jersey: Lawrence Erlbaum Associates, 2000), 218.

⁶⁵ Wilga M. Rivers, *Teaching Foreign Language Skill (second edition)* (Chicago: University of Chicago Press, 1981), 25.

they speak everywhere and every day. Speaking is the way of communicating ideas and messages orally.

Nowadays, effective speaking has received much attention from the general public. It has been one of the prominent qualities that can help people get other people's attention. Naturally, we are all great fans of such practical speaking skills. Finally, speaking skill has been very important since it is a demanded skill primarily used in communication.

B. The aspect of Speaking Skills

Speaking becomes important because speaking is a skill that can easily understand what things are explained. Students' speaking ability is expected to be good because they have learned English for years before, and they will have many performances related to oral skills in universities. However, even college students' speaking ability is still low. It is difficult for them to fulfill some aspects of speaking performance. These aspects of speaking performance included:

1. Accuracy

Nunan defines accuracy as the degree to which learners' speech is grammatically correct, with clear, understandable pronunciation and suitable word choice.⁶⁶

2. Fluency

Fluency is how the learner can speak at an acceptable speed with few false starts and hesitations.⁶⁷ Lado points out that speaking ability is the ability to report acts or situations in precise words, converse, or fluently express a sequence of ideas.⁶⁸ Research into the listener's perception suggests that pausing is one

⁶⁶ David Nunan, *Teaching English to speakers of other languages: An introduction* (New York, NY: Routledge, 2015), 54.

⁶⁷ *Ibid.*, 55.

⁶⁸ Robert Lado, *Linguistic across cultures: Applied linguistic for language teachers* (Michigan: University Michigan Press, 1961), 240.

of the factors of fluency.⁶⁹ Furthermore, Thornbury states that people can be said as fluent speakers if they fulfill the following features:

- a) It may be extended but not frequent.
- b) Pauses are usually filled.
- c) Pauses occur at meaningful transition points.
- d) There are long runs of syllables and words between pauses.⁷⁰

Foster and Skehan in Nunan propose a model for assessing speaking in which fluency is measured by considering the total number of seconds of silence and time spent saying 'um' and 'ah' by subjects as they complete a task.⁷¹

3. Pronunciation

According to Thornbury, pronunciation refers to the student's ability to produce comprehensible utterances to fulfill the task requirements.⁷² Harmer provides more issues related to pronunciation. He suggests pitch, intonation, individual sounds, sounds and spelling, and stress.⁷³ Pronunciation becomes essential because it gives meaning to what is being said. Wrong pronunciation may cause misunderstanding, or people involved in a conversation may be offended.

4. Grammar

According to Brown, "Grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence."⁷⁴ Concerning contexts, a speaker should consider the following things:

⁶⁹ Thornbury, *How to teach speaking*, 6-7.

⁷⁰ *Ibid*, p.8

⁷¹ David Nunan, *Task-based language teaching* (Cambridge: Cambridge University Press, 2004), 87.

⁷² Thornbury, *How to teach speaking*, 128-129.

⁷³ Harmer and Jeremy, *The Practice of English Language Teaching (3rd Ed)* (New York: Pearson Education Limited, 2001), 28-33.

⁷⁴ Henry Douglas Brown, *Teaching by Principle and Interactive Approach to language pedagogy* (New York: Longman Inc., 2001), 62.

- a) Who the speaker is
- b) Who the audience is
- c) Where the communication takes place
- d) What communication takes place before and after a sentence in question
- e) Implied versus Literal Meaning
- f) Styles and Registers
- g) The alternative forms among which produce can choose.

5. Vocabulary

Thornbury suggests three usual things used by speakers in what they are saying:

- a) When people speak, they involve many words and expressions that express their attitude (stance) to what is being said.
- b) Speakers usually employ words and expressions that express positive and negative appraisal because much of speech has an interpersonal function. By identifying what people like and dislike, they can express solidarity.
- c) A speech usually employs diction, i.e., words and expressions that point to the place, time, and participants in the intermediate or a more distant context.⁷⁵

6. Interactive Communication

Thornbury states that interactive communication refers to a candidate's ability to interact with the interlocutor and the other candidates by initiating and responding appropriately and at the required speed and rhythm to fulfill the task requirements.⁷⁶ Brown, the most significant difficulties students face in speaking are the interactive nature of communication.⁷⁷ In speaking,

⁷⁵ Thornbury, *How to teach speaking*, 22.

⁷⁶ *Ibid*, 129.

⁷⁷ Brown, *Teaching by Principle and Interactive Approach to language pedagogy*, 269.

especially when they are having a conversation, they engage in the negotiation of meaning. Thus, learners usually have problems with how to say things, when to speak, and other discourse constants. Although they have difficulties in this aspect, assessing students through how they interact is a good to train them to speak naturally.

7. Appropriateness

According to Harmer, the term appropriateness is related to some variables.⁷⁸ When people communicate, they must see the effects of achieving the communicative purpose. Those variables are:

- 1) Setting
- 2) Participants
- 3) Gender
- 4) Channel
- 5) Topic

8. Complexity

According to Halliday, it is wrong that written language is highly organized, structured, and complex, while spoken is disorganized, fragmentary, and superficial.⁷⁹ Brown, Anderson, et al. cited that Nunan declared that speaking difficult related to the type of information that had to be conveyed and concerned with the scale of the task and interrelationships among the elements involved. The spoken language is complex in a different way. The complexity of written language is static and dense, while spoken is dynamic and intricate.⁸⁰

⁷⁸ Harmer and Jeremy, *The Practice of English Language Teaching (3rd Ed)*, 24.

⁷⁹ Michael A. K. Halliday, *An Introduction To Functional Grammar* (London :Cambridge University Press, 1985), 87.

⁸⁰ Nunan, *Task-based language teaching*, 86.

C. Definition of Learning

According to Brown, learning assimilates new knowledge into an existing structure and memory system. The associative link creates higher retention in isolated portions of learning. Experiments are necessary for learning. Different learning theories differ in how these experiences are assumed to lead to learning. In addition, the learning process necessitates activity, conscious focus, and action in response to events occurring outside or inside an organism; some practice and maybe encourage practice. As a result, learning can be regarded as an active, practice-based process of obtaining knowledge that results in a generally permanent behavior change.

Learning, according to Illeris, has to do with attending school. In its most basic form, a school is an institution formed by society to ensure that all members acquire the knowledge required for its upkeep and continuation.⁸¹ In addition, Brown states that by breaking down the components of the definition of learning, we can extract as we did with language, a domain of research and inquiry:

- 1) Learning as an acquisition or getting
- 2) Learning is the retention of information or skill
- 3) Retention implies storage systems, memory, cognitive organization
- 4) Learning involves active, conscious focus on acting events outside or inside the organism
- 5) Learning is relatively permanent but subject to forgetting
- 6) Learning involves some form of practice, perhaps reinforced practice
- 7) Learning is a behavior change.⁸²

It means that learning is an activity that involves a school as an institution contributing new knowledge and the maintenance and

⁸¹ Knud Illeris, *How We Learn: learning and Non Learning in School and Beyond* (New York: Roudledge, 2007), 2.

⁸² Henry Douglas Brown, *Principles of Language Learning and Teaching* (New York: Logman, 2007), 7-8.

continuance of that knowledge through stored memory systems and a type of practice to modify attitudes, beliefs, and actions. The researcher finds that learning is acquiring or integrating new knowledge into the mental structure and memory system of a subject or a skill through study experience or instruction, based on the above definitions. Information gathering entails contributing new knowledge by the school as an institution.

D. Concept of Learning Speaking Skills

Learning speaking skills is for learners to master and speak English fluently. The ability to talk is the only way for the interlocutor to display and convey ideas, opinions, and thoughts. The ability to communicate orally is known as speaking ability.

Speaking ability refers to students' ability to communicate orally, measured by speaking scores. Speaking is merely an oral trail of abilities derived from structure and vocabulary; according to Freeman, speaking ability is more complex and challenging than most people believe. It signifies that speaking ability is more challenging than other English abilities because speaking skills rely on students' capacity to communicate thoughts orally, a standard for students' ability to grasp English speaking skills.

Speaking ability is an important aspect and beneficial skill in learning the language. It is a part of the goal or skill in learning English in the curriculum besides writing, reading, and listening. It is supported by Brown, who says that speaking is using language in a familiar voice, uttering words, knowing and using a language, expressing oneself in words, and making a speech.⁸³ It means that besides mastering listening, writing, and reading, the learners should also master speaking as one of the goals of learning English. Speaking skill uses language to express an idea, feeling, and opinion.

From the statement above, the researcher concluded that speaking ability is an essential skill to master and mastering writing,

⁸³ Henry Douglas Brown, *Principles of Language Learning and Teaching*, (5th Ed), 157.

listening, and reading. Speaking ability is the ability to orally show and express ideas, thoughts, opinions, and experiences. Good speaking skills are supported by students' good ability in structure and grammar.

E. Speaking Problems

Speaking is the active production of information or meaning by language. The ability to communicate is dependent on someone's ability to speak. Speaking is a process of providing and receiving information influenced by the participants, their experiences, their physical surroundings, and the goals of the action. Speaking is a complex oral communication process that needs many skills, including listening, vocabulary, grammar, and pronunciation. In line with Barras, speaking relates to a message of the speaker's and the listener's thoughts, which then must be understood by the speaker and the listener.

Speaking requires knowing how to produce language and understanding sociolinguistic competence, such as when, why, and how to produce language. Jones stated in Richards that people tend to get meaning and explore ideas by speaking.⁸⁴ According to Doris and Jessica, language problems are a fundamental reason for poor academic performance. These issues could prevent the students from honing and improving their speaking skills. The students' weak grammar, vocabulary, and pronunciation are the leading causes of their speaking difficulties. These issues are linguistics-related. Other problems that may obstruct students' ability to become good English speakers include psychological issues.

According to Xinghua, psychological difficulties frequently interfere with emotional and physical health, relationships, work productivity, or life adjustments, such as nervousness, lack of self-

⁸⁴ Jack C Richards. *Teaching Listening and Speaking: from Theory to Practice* (New York: Cambridge University Press, 2008), 19.

confidence, and fear of speaking.⁸⁵ These problems may have an impact on a student's ability to speak. According to Khan's research, some individuals have psychological issues with speaking. It illustrates how psychological issues might affect a student's ability to speak.

According to Susilawati, shyness, nervousness, fear of making mistakes, and not knowing how to pronounce particular phrases are additional problems preventing students from speaking in an oral discussion.⁸⁶ Brown states that shyness and anxiety are the leading causes of students' reluctance to speak. Some students have difficulty speaking. It is tough for them to communicate what they try to share with others orally. They have difficulty putting their ideas into words. Although they can understand what others are saying, some struggle to communicate effectively. A perceptive ear does not always result in a fluent tongue.⁸⁷

According to Brown, one of the most significant problems for learners to overcome in speaking is the fear of saying something incorrect, dumb, or incomprehensible.⁸⁸ While Sato claims that English students are not very good at speaking because they are afraid of making mistakes. Liauw made the same reasoning, claiming that worry, apprehension, and anxiousness are common feelings foreign language learners' exhibit when learning to speak a foreign language. According to Ur, the students face some problems in speaking. The speaking problems include student inhibition, nothing to say, low participation, the theme to be spoken, and the use of the mother tongue.⁸⁹ Based on the explanation above, the following are several problems with students' speaking skills:

⁸⁵ Xinghua, *Psychological Problems of Middle-School Students in English Learning*, 2007. Available at <http://joyward.blog.163.com/blog/static/3494942520071264614847/>

⁸⁶ Ai Susilawati, *The Effect of Learning Strategy Training: Socio affective strategy in Improving Speaking* (Bandar Lampung: University of Lampung, 2007)

⁸⁷ Henry Douglas Brown, *Teaching by Principles. An Interactive Approach to Language Pedagogy* (Englewood Cliffs: Prentice Hall, 2001)

⁸⁸ *Ibid.*

⁸⁹ Penny Ur, *A Course in Language Teaching* (Cambridge: Cambridge University Press, 1991), 121.

1. Linguistics Problem

Linguistics is the scientific study of languages, including language structure (grammar), words, and phonology. According to Spolsky & Hult, linguistics generally comprises detailed vocabulary, grammar, and pronunciation. Linguistics problems are those problems that make students speaking ability become poor. Some linguistics problems affect someone in speaking, such as poor grammar, lack of vocabulary, and pronunciation. Richards claims that some typical learners have problems speaking. Those problems are:

- 1) Lack of vocabulary needed to talk
- 2) Poor in grammar
- 3) Poor in pronunciation.⁹⁰

a. Vocabulary

Vocabulary is an individual word or a set of words with a specific meaning. Kamil and Hiebert state that vocabulary is generally the knowledge of words' meanings. The words come in at least two forms; oral and print. Oral vocabulary misses the set of words for which we know the meanings when speaking or reading orally. While print vocabulary consists of those words for which the meaning is known when we write or read silently.

The vocabulary problems occur when someone lacks the vocabulary needed to talk and does not know how to combine the vocabulary into a good sentence. Khan states that students who learn English as a foreign language have difficulties using words and expressions to speak.⁹¹ In addition, Doris and Jessica also state that nobody paid much attention to the correct grammar expression in honest communication but emphasized the content and how to reply. Students know what

⁹⁰ Richard, *Teaching Listening and Speaking: From Theory to Practice*.

⁹¹ Khan, *Language in India*. available at: www.languageinindia.com. 2005

they are going to say in the source language. However, when they have to switch the language to the target language, such as English, they often get confused about combining and using the proper vocabulary needed.

b. Grammar

Grammar is a study in which sentences are structured and formatted, so it may be considered boring to study correct grammar since it is worth the time and effort. Learners who do not know grammar rules will never communicate using English effectively. According to Celce-Murcia, grammar becomes difficult because learners do not learn structures simultaneously.⁹² Even the learners appear to have mastered a particular structure; it is not uncommon to find backsliding when introducing a new form to their inter-language. For example, the learner who has mastered the third singular person marker on the present tense verb is likely to over-generalize the rule and apply it to the newly emerging modal verb, thus producing errors such as "she cans speak English." These errors may appear when the students speak since they have not mastered English grammar.

c. Pronunciation

English has become a language that connects people all over the world. Second or foreign language learners are also demanded to speak English like a native speaker. According to Hinkel, a second language learner needs to master the individual characteristic of the sound of a new language.⁹³ Furthermore, it will be good for the students to speak naturally, like a native speaker. Pronunciation is as important as any other aspect of foreign language learning, like syntax or vocabulary. Correct pronunciation is essential to develop speaking skills. Pronunciation also closely connects to other

⁹² Celce-murcia, *Teaching English as a Second or Foreign Language* (United State of America: Heinle & Heinle, 2001)

⁹³ Eli Hinkel, *Handbook of Research in Second Language Teaching and Learning* (London: Seattle University, 2005)

fields such as listening and grammar. Once a person can pronounce the endings of the words correctly, for example, he can also give grammatical information.

2. Psychological Problems

Psychology is the science or the study of human and other animals' thought processes and behavior in their interaction with the environment. Psychological problems are those problems that often interfere the emotional or physical health. These psychological problems may bring adverse effects on students' speaking performance. Over a quarter of a million people have problems with their confidence. Self-confidence knows that we can do something good and be positive thinking. According to Elliot, self-confidence relates to self-assuredness in one's judgment, ability, power, et al., sometimes manifested excessively. Good self-confidence comes from a focus on the self (self-consciousness).

Lack of self-confidence can be made up of several aspects: guilt, shyness turned inward, unrealistic expectations of perfection, false sense of humility, fear of change or making mistakes, depression, et al. Depression can result from a lack of self-confidence. Lack of self-confidence may bring the students into a threat of believing that they will not be good English speakers. This lack of self-confidence also becomes a significant problem that affects students' speaking performance. It is difficult for the students to master English speaking if they are not confident with their speaking ability.

a. Anxiety

Generally, anxiety is a transitory emotional state or condition characterized by tension and apprehension and heightened atomic nervous system activity. This state can have negative and positive effects, motivating and facilitating, disrupting cognitive functions such as learning. Rochelle et al. investigated the causes of anxiety in English language

learning of international students in the Philippines.⁹⁴ It has been found that the employment of this strategy enables the learners to take charge of their learning as this serves as their basic aid to learning other macro skills in the target language.

In this case, the students may have nothing to say about their interlocutors or the audience. They may confront certain feelings such as nervousness, anxiety, worry, shyness, and fear of something worse happening, whether they are trying to speak better. Students themselves have to realize their psychological problems, and they also have to deal with their anxiety states. So the students can speak English better in the future.

b. Shyness

Shyness is an emotional thing that many students suffer from when required to speak in English class. It indicates that shyness could be a problem in students' learning activities in the classroom, especially speaking. Therefore, paying attention to this aspect is essential to help the students do their best speaking performance in the classroom.⁹⁵ In line with this, Baldwin further explains that speaking in front of people is one of the more common phobias that students encounter, and the feeling of shyness makes their minds go blank, or they will forget what to say.⁹⁶

3. Inhibition

Inhibition is the first problem that students encounter in class. They are sometimes inhibited when they want to say something in the classroom. They are worried about making mistakes and fearful of criticism. They are ashamed of the other students' attention towards themselves. Inhibition is a feeling of

⁹⁴ Rochelle, *English Language Learning Anxiety among Foreign Language Learners in the Philippines* (Philippine ESL Journal. Volume 7, 2011)

⁹⁵ G.J. Gebhard, *Teaching English as a Foreign or Second Language* (USA: The University of Michigan Press, 2000)

⁹⁶ Caroline Baldwin, *How to Overcome Shyness During an Oral Presentation*, 2011. Available at http://www.ehow.com/how_7852354_overcomeshyness_during-oral-presentation.html

embarrassment or worry that prevents you from saying or doing what you want.⁹⁷ All human beings make a series of defenses to protect the ego. Since committing mistakes is a natural process of learning a language, it certainly causes potential threats to one's ego. These threats discourage students from speaking English, and they would instead remain silent than be chastised in front of a large group of people.⁹⁸ Risk-taking is pertinent to inhibition and self-respect. EFL learners who have low self-respect tend to stop taking the risk of committing mistakes in their speaking tasks which results in the inhibition of the betterment of their speaking skills.⁹⁹

4. Nothing to say

Learners complain that they cannot remember anything to say and do not have any motivation to express themselves. It is supported by Rivers, who think learners often have nothing to say, probably because their teachers have selected a topic that is inappropriate for them or has enough information about it.¹⁰⁰ Baker and Westrup also supported the above idea. They stated that it is challenging for learners to answer when their teachers ask them to tell things in a foreign language because they have biased opinions about what to say, which vocabulary to apply, or how to use grammar accurately.¹⁰¹

5. Low Participation

In the speaking, class is that the participation is meager. In a class with many students, each student will have very little time

⁹⁷ Cambridge Dictionary. Inhibition. Available on <https://dictionary.cambridge.org/dictionary/english/inhibition> accessed on February, 5th 2022

⁹⁸ Henry Douglas Brown, *Teaching by Principles-An Interactive Approach to Language Pedagogy* (Prentice Hall Regents, 1994)

⁹⁹ Lai-Mei Leong and Seyedeh Masoumeh Ahmadi, *An Analysis of Factors Influencing Learners' English Speaking Skill* (International Journal Research of English Education, 2017), 38. Available on <https://ijreeonline.com/article-1-38-en.pdf>

¹⁰⁰ W. M. Rivers, *Teaching Foreign Language Skills* (Chicago: University of Chicago Press, 1968)

¹⁰¹ Baker and H. Westrup, *Essential Speaking Skills: A Handbook for English Language Teachers* (London: Continuum, 2003)

for talking because just one student talks at a time, and the other students try to hear him/her. Some learners dominate the whole class while others talk very little or never speak in the speaking class.

6. Mother-tongue Use

The speaking ability is that when some learners share the same mother tongue, they try to use it in the speaking class because it is very easy for them. According to Harmer, there are some reasons why learners use their mother tongue in their speaking classes. The first reason is that when teachers ask their learners to talk about a topic they do not know, they will try to use their language. The second reason is that the mother-tongue application is very natural for learners. If teachers do not urge their learners to talk in English, learners will automatically use their first language to explain something to their classmates.

F. Factors Affecting Speaking Skill

Many factors have an impact on language learning. Performance conditions, affective factors, listening skills, and feedback during speaking tasks influence learners' speaking performances.¹⁰²

1. Pertinent to Performance Conditions

Learners carry out a speaking activity under different conditions. Performance conditions impact speaking performance, which involves time pressure, planning, the quality of performance, and the amount of support.¹⁰³ The fear of speaking English is pertinent to some personality constructs like anxiety, inhibition, and risk-taking. Speaking a language sometimes results in anxiety. Sometimes, extreme anxiety may lead to despondency and a sense of failure in learners. According to Woodrow, anxiety

¹⁰² Nguyen Hoang Tuan and Tran Ngoc Mai, *Factors Affecting Students' Speaking Performance at LE Thanh Hien High School* (Asian Journal of Educational Research 3(2), 2015), 8-23.

¹⁰³ I. S. P. Nation and Jonathan Newton, *Teaching ESL/EFL Listening and Speaking. ESL & Applied Linguistics Professional Series* (Routledge Taylor & Francis Group, 2009), 117-119.

harms the oral performance of English speakers. Adults are cautious about making errors in whatever they tell.¹⁰⁴ In their opinion, errors show a kind of unawareness that can hinder them from speaking English in front of other people. Speaking anxiety may originate from a classroom condition with the different abilities of language learners. Learners are divided into two groups: strong and weak ones. The strong learners often dominate the slow and weak ones. The weak learners do not usually want to talk in front of the strong ones, leading to their silence during the whole class activity.

2. Affective Ones

Oxford said that one of the essential factors in learning a language is the affective side of students. According to Krashen, many affective variables have been connected to second language acquisition, and motivation, self-confidence, and anxiety are the three main types that many researchers have investigated.¹⁰⁵

3. Listening ability

Doff says that learners cannot improve their speaking ability unless they develop listening ability.¹⁰⁶ Learners should comprehend what is uttered to them to have a successful dialogue. Shumin represented that when students talk, the other students answer through listening.¹⁰⁷ Speakers have the role of both listeners and speakers. It can be concluded that students cannot reply if they cannot comprehend what is told. That is to say, speaking is very closely related to listening.

¹⁰⁴ Thomas Woodrow, *Anxiety and Speaking English as a Second Language* (RELC Journal, 37(3), 2006), 308-328.

¹⁰⁵ Stephen D Krashen, *Principles and Practice in Second Language Acquisition* (Pergamon Press Inc.,1982), 30-31.

¹⁰⁶ Andrian Doff, *Teach English: A Training Course for Teacher*, (Cambridge University Press, 1988), 43.

¹⁰⁷ Koh Shumin, *Factors to Consider: Developing Adult EFL Students' Speaking Abilities*. (English Teaching Forum, 1997), 8. Available on from <http://eca.state.gov/forum/vols/vol35/no3/p8.htm>

4. Topical knowledge

Bachman and Palmer defined it as the knowledge structures in long-term memory.¹⁰⁸ Topical knowledge is the speakers' knowledge of related topical information. It enables students to apply language concerning the world in which they live. Bachman and Palmer assert that topical knowledge significantly impacts the learners' speaking performance.

5. Feedback during speaking activities

Many learners expect their teachers to give them the necessary feedback on their speaking performance. According to Harmer, the instructors' decisions regarding their learners' performance depend on the stages of the lesson, the tasks, and the kinds of mistakes they make.¹⁰⁹ Harmer also continued that if instructors directly correct their students' problems, the flow of the dialogue and the aim of the speaking task will be spoiled. Baker and Westrup supported the above statement and said that if learners are permanently corrected, they will be demotivated and afraid of talking.¹¹⁰ It has been suggested that instructors should always correct their learners' mistakes positively and give them more support and persuasion while speaking.

6. Linguistic Problem

According to Mahripah, EFL learners' speaking skills are affected by linguistic components like phonology, syntax, vocabulary, and semantics and psychological factors such as motivation and personality.¹¹¹ Phonology is a problematic aspect of language learning for EFL learners. As we know, English is not a phonetic language. The pronunciation of English words is not

¹⁰⁸ Lyle F. Bachman, and Adrian S. Palmer, *Language Testing in Practice* (Oxford: Oxford University Press, 1996)

¹⁰⁹ Jeremy Harmer, *The Practice of English Language Teaching. The 3th Edition* (Longman: London and New York, 1991)

¹¹⁰ Joanna Baker and Heather Westrup, *Essential Speaking Skills: A Handbook for English Language Teachers* (London: Continuum, 2003)

¹¹¹ Lai-Mei Leong and Seyedeh Masoumeh Ahmadi, *An Analysis of Factors Influencing Learners' English Speaking Skill* (International Journal Research of English Education, 2017), 37. Available on <https://ijreeonline.com/article-1-38-en.pdf>

similar to their spellings. Words with similar spellings are sometimes pronounced differently because of their surrounding contexts, like tenses and phonemes that come after them. It can cause many problems for non-native speakers, who sometimes get confused when producing English words.

EFL learners should know words and sentences. They should comprehend how words are divided into different sounds and how sentences are stressed in specific ways. Grammatical competence can help speakers apply and perceive the English language structure correctly, which leads to their fluency.¹¹² Native speakers say what they want without problems because they are familiar with the language. If they have problems expressing some concepts, they try to use other ways of telling those things. They may make inevitable syntactically, but these mistakes do not change the meaning of the sentences they want to express. It does not create severe problems for the listeners to comprehend them. However, the mistakes non-native speakers commit to change the meaning of utterances they want to convey can create problems for their understanding.

7. Motivation

Motivation can influence and be influenced by the components of language learning. According to Merisuo-Storm, an integrative and friendly view towards the people whose language is being learned sensitizes learners to the audio-lingual aspects of language. It makes them more sensitive to its pronunciation and accent.¹¹³ If learners have an unfriendly attitude towards the language, they will not have any substantial improvement in acquiring the different features of the language. The above sentences support the view that just communicative competence is insufficient for learners to improve their speaking

¹¹² B. M. Latha, *Teaching English as a Second Language: Factors Affecting Learning Speaking Skills* (International Journal of Engineering Research & Technology (IJERT), 1(7), 2012), 1-6.

¹¹³ Merisuo-Storm, *Pupil's Attitudes towards Foreign-Language Learning and the Development of Literacy Skills in Bilingual Education* (Teaching and Teacher Education, 23, 2007), 226-235.

skills. Without positive attitudes towards speaking performance, speaking will not be obtainable for learners.

8. Cultural Factor and Identity Factor

A cultural factor is the need to balance linguistic and cultural roles. Identity, which operates against second language learners trying to develop native speaker ability, is identity. Native speaker English is the Language of individuals in specific countries. Some learners acquire English to identify with the people and culture of an English-speaking country. It means that the factor is essential to improve our skills. From the review of the theories above, the researcher concludes that several factors influence speaking learners.

The table below will show the theories that will use in this research;

Table 4
Factors that influence students in learning speaking skills

No.	Factors influencing students' speaking skills theories	Description
1	Pertinent Factor	Pertinent to performance conditions. Learners carry out a speaking activity under different conditions. Performance conditions impact speaking performance, which involves time pressure, planning, the quality of performance, and the amount of support.
2	Affective Factor	The second factor is related to affective ones.

		Oxford said that one of the essential factors in learning a language is the affective side of students.
3	Listening Factor	Doff says that learners cannot improve their speaking ability unless they develop listening ability. Learners should comprehend what is uttered to them to have a successful dialogue.
4	Topical knowledge Factor	Topical Knowledge is defined as the knowledge structures in long-term memory. Topical knowledge is the speakers' knowledge of related topical information. It enables students to apply language to the world in which they live.
5	Linguistic Factor	<p>1. Phonology is a problematic aspect of language learning for EFL learners. As we know, English is not a phonetic language. That is, pronunciations of English words are not similar to their spellings.</p> <p>2. Grammatical competence can help speakers apply and perceive the</p>

		<p>structure of English language correctly that leads to their fluency</p> <p>3. Semantic is sometimes an essential factor in missing understanding among speakers because of the meaning.</p>
6	Motivation Factor	If learners have an unfriendly attitude towards the language, they will not substantially improve in acquiring the different features of the language.
7	Feedback Factor	Students need teacher feedback during speaking class activities.
8	Culture factors	This factor is the need to balance linguistic and cultural roles.
9	Identity factor	Native speaker English is the Language of the individual in specific countries. Some learners acquire English to identify with the people and culture of an English-speaking country.

The theories used to answer what factors influence students' learning skills in the English Department of Islamic State University Raden Intan Lampung.

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