

**A STUDY ON FACTORS AFFECTING STUDENTS' SPEAKING
PERFORMANCE AT SMK MUHAMMADIYAH
2 KLATEN UTARA**



**Submitted as a Partial Fulfillment of the requirement for Getting Bachelor Degree of
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APPROVAL

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PUBLICATION ARTICLES

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PERFORMANCE AT SMK MUHAMMADIYAH 2 KLATEN
UTARA IN 2017/2018 ACADEMIC YEAR**

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A STUDY ON FACTORS AFFECTING STUDENTS' SPEAKING PERFORMANCE AT SMK MUHAMMADIYAH 2 KLATEN UTARA

Abstrak

Penelitian ini bertujuan untuk meneliti kesulitan dalam berbicara dan faktor yang mempengaruhi kemampuan berbicara siswa dalam bahasa Inggris di SMK Muhammadiyah 2 Klaten Utara tahun ajaran 2018. Data dalam penelitian ini diambil dengan cara kuesioner yang diisi oleh 102 siswa serta 2 guru wanita bahasa Inggris dan observasi pembelajaran *speaking* dikelas X dan XI. Berdasarkan lembar kuesioner yang telah diisi siswa, kesulitan berbicara yang paling umum adalah siswa khawatir membuat kesalahan dan mereka takut akan kritikan atau dipermalukan saat berbicara bahasa Inggris. Menurut guru bahasa Inggris, kesulitan berbicara yang paling umum adalah siswa merasa malu ketika mereka berbicara bahasa Inggris. Hasil dari observasi menunjukkan bahwa siswa menghadapi beberapa kesulitan dalam berbicara seperti (1) siswa tidak aktif selama berdiskusi dikelas; (2) siswa menggunakan bahasa selain bahasa Inggris; (3) siswa hanya membaca teks selama tampil berbicara; (4) siswa mengabaikan siswa lain yang tampil berbicara; (5) guru mengabaikan kesalahan siswa; (6) siswa terlihat gugup selama berbicara bahasa Inggris di depan kelas; (7) siswa berbicara sedikit; (8) dan siswa tidak memperhatikan guru saat guru menjelaskan materi.

Kata kunci: *kesulitan dalam berbicara dan faktor yang mempengaruhi kemampuan berbicara*

Abstract

This study aimed to investigate the speaking problems and factors affecting students' speaking performance at SMK Muhammadiyah 2 Klaten Utara academic years 2017/2018. The data in this study are taken through questionnaire that completed by 102 students and two female English teachers and class observation in class X and XI. Based on the result from students' questionnaire, the most common speaking problem was that students were worried about making mistakes and they were fearful of criticism or losing face when they spoke English. According to the teacher, the most common speaking problem was that students were shy when they spoke English. The results of the classroom observation showed that students faced some speaking problems such as (1) students were not active during classroom discussion; (2) students' used languages other than English; (3) students just read the text during speaking performance; (4) the students ignored others students' speaking performance; (5) teacher ignored the students' mistakes; (6) students looked nervous during speaking performance; (7) students talked less; (8) students did not pay attention to teacher's explanation.

Key word: *speaking problems, factors affecting students' speaking performance*

1. INTRODUCTION

English language as Lingua Franca has an important role in people life. English language as tool used by people from English as a Native Language (ENL) countries to communicate with people from English as a Second Language (ESL) or English as a Foreign Language (EFL) countries.

In this globalization era, every person needs mastering English. Mastering English language helps people to take control of communication technology and interact directly among people. “English has reached people globally due to the development and use of information and communication technology” (Virkkula as cited in Ekola, 2016, p.9)

There are four skills in English namely speaking, listening, writing, and reading. “Speaking seems to be the most important skills of all the four skills (listening, speaking, reading and writing) because people who know a language are usually referred to as speakers of that language” (Ur, 1996). According to Nunan (1995) speaking is “to say words orally, to communicate as by talking, to make a request, and to make a speech”. Indonesian students have learned English for many years, but many still have difficulties to communicate fluently and accurately because they have lack of necessary knowledge.

In SMK Muhammadiyah 2 Klaten Utara, students are taught English for 135 minutes. The students learn English for 135 minutes every week, but only some of them are good at English. Based on preliminary observation, the students barely speaks English fluently and accurately. They seems to have difficulties in pronouncing certain words. In addition, the students are afraid of making mistakes and being laughed by their classmate when they are speaking English. Departing from the observed problem in SMK Muhammadiyah 2 Klaten Utara, this study interested in investigating students’ speaking problems and factors that affecting their performance.

2. RESEARCH METHOD

This study applied mixed method consisting of quantitative and qualitative approach. According to Morse (1991) a mixed method design is “a plan for a

scientifically rigorous research process comprised of a qualitative or quantitative core component that directs the theoretical drive, with qualitative or quantitative supplementary component”. A mixed methods study is “the class of the research where the research mixed or combines quantitative and qualitative research techniques, methods, approach, concepts or language into single study or set of relates studies” (Johnson & Ownluegbzie, 2012). The combination of qualitative and quantitative methods provides “a better understanding of the research problems and questions than either method itself” (Creswell, 2008). The researcher uses quantitative and qualitative approach in this study is to investigate problems and factors affecting students’ speaking performance.

The object of this study is problems and factors affecting students’ speaking performance in learning English at SMK Muhammadiyah 2 Klaten Utara academic years 2018.

This study used two techniques for collecting data, namely: questionnaires and observation. The questionnaires were used to investigate the students’ speaking problems and factors affecting students’ speaking performance. There were two questionnaires in this study, one was completed by the English teachers and the other one was completed by the students. Class observation was used to get information about how teachers carry out speaking lesson, how students’ speaking performance and what are problems encountered by students when they are learning to speak English.

3. RESULT AND DISCUSSION

This session present the result of this study. The findings are divided into two substances: the problems of speaking and factors affecting students’ speaking performance at SMK Muhammadiyah 2 Klaten Utara. This study combined questionnaires and classroom observation.

3.1 The problems encountered by the students of SMK Muhammadiyah 2 Klaten Utara when they are learning to speak English

Based on the findings from students’ questionnaires, it showed that students faced many speaking problems. The majority of the students were worried

about making mistakes and they were fearful of criticism or losing face when they spoke English. More than 20% of them agreed that they were shy, could not think of anything to say, they had no motivation to express themselves and they often used Indonesia language when they spoke English. The lowest number of them claimed that they spoke little or not at all in English lesson.

The teachers' questionnaires shows that only the teacher A who thought that students had speaking problems such as the students were worried about making mistakes, they were fearful of the criticism or losing face, they could think of anything to say, they had no motivation to express themselves, and they used Indonesia language when they spoke English. Teachers A chooses put the exact number was related to the students' speaking problems, while the teacher B chooses only one speaking problems. The teachers said that their students were shy when spoke English. Interestingly, there is only one item from this questionnaire that was not selected. The internal is the students spoke little or not at all in English lesson. According to Tuan and Mai (2015) speaking problems are inhibition, lack of topical knowledge, low participation, and mother tongue.

There are the differences perspective between the students and the English teachers. The majority of students said that they were worried about making mistakes and they were fearful of criticism or losing face when they spoke English while all the English teachers said that their students were shy when they spoke English in front of the class. The lowest number of the students claimed that they spoke little or not at all in English lesson but it is different with the teachers' perspective. According to the teachers, the students spoke little or not at all in English lesson that not become students' speaking problems.

Based on classroom observations, this study found some speaking problems occurred in class such as (1) students were not active during classroom discussion; (2) students used languages other than English; (3) students just read the text during speaking performance; (4) the students

ignored students' speaking performance; (5) teacher ignored the students' mistakes; (6) students looked nervous during speaking performance; (7) the students talked less; (8) students did not pay attention to teacher's explanation.

There are some of speaking problems was found in classroom observation but those problems were not exposed in the questionnaire of teachers and students. There are some students' speaking problems that did not find in the result of questionnaires such as (1) students were not active during classroom discussion; (2) students' used languages other than English; (3) students just read the text during speaking performance; (4) the students ignored others students' speaking performance; (5) teacher ignored the students' mistakes; (6) students looked nervous during speaking performance; (7) students talked less; (8) students did not pay attention to teacher's explanation.

Based on the questionnaires and classroom observation, only two speaking problems that same such as (1) the students used languages other than English; (2) and they talked less.

The results of this study also confirmed the results from previous study. In her study, Afisa (2015) study described that the students of SMA N 1 Sine faced some difficulties in speaking such as (1) the student's low vocabulary mastery; (2) the students had difficulties in pronouncing certain words; (3) the students were still confused in arranging words; (4) the students were often afraid of speaking English. It is different with the result of Younes and Albalawi (2016) study. In their study, problem and difficulties affecting Saudi students' speaking performance is students' fear of mistakes. The teachers said that the most challenging problem faced by students in speaking is the absence of idea to speak.

The study done by Younes and Albalawi (2016) has the same opinion with this study in the term of students' perspective. In this study, most of the students said that they were worried in making mistakes and afraid of criticism or losing face while the teachers said that their students

were shy when speaking English. It is because the students rarely speaking English in class or outside of the class and it make them worried about making mistakes when they pronounced word in English then laughed by the others who make them felt ashamed.

The lowers number of the students in Saudi said that they had no idea to say as speaking problems and the teachers said that the students' fear of mistakes. Maybe students in Saudi did not understand about the topic that was explained by their teachers, so they just speak little when learning English. In the current study the lowest number of students claimed that they spoke little or not at all in English lesson. According to the English teachers at SMK Muhammadiyah 2 Klaten Utara, the students speaking in limited word or not at all in learning English that not become students' speaking problems.

3.2 Factors affecting students' speaking performance

Based on the students' questionnaires, it shows that most students mentioned that time preparation and confidence affecting their speaking performance. There are more than 40% of the students thought that motivation to speak, topical knowledge, anxiety and pressure to perform well influenced their speaking performance. The lowest number of the students said that listeners' support, listening ability and time allowed performing a speaking task as factors that affecting their speaking performance. Interestingly, the students did not choose feedback during speaking activities as factors that affecting their speaking performance.

Based on teachers' questionnaires, the teachers said that motivation to speak affected students' speaking performance. The teacher believes that time for preparation, confidence, knowledge of topical, and time allow to perform a speaking task as factors that influencing students' speaking performance. The teacher also said that less vocabulary was influenced students' speaking performance. Interestingly, the teachers thought that pressure to perform well, listeners' support, anxiety, listening ability, and

feedback during speaking that not become factors affecting students' speaking performance.

There are different perspectives between the students and the English teachers about the factors affecting students' speaking performance. The majority of the students believed that time preparation affected their speaking performance while the teachers thought that motivation to speak affected their students' speaking performance. The lowest number of the students mentioned that listeners' support, listening ability and time allowed to perform a speaking task as factors that affecting their speaking performance. The students did not choose feedback during speaking activities as factors that affecting their speaking performance.

This is relevant with the result of teachers' questionnaires because the teacher thought that feedback during speaking task did not affect their students speaking performance. In this study, the teachers selected that pressure to perform well, listeners' support, anxiety, listening ability that not become factors affecting students' speaking performance. According to Tuan and Mai (2015) students' speaking performance can be affected by the some factors that come from performance conditions (time pressure, planning, standard of performance and amount of support), affective factors (motivation, confidence and anxiety), listening ability and feedback during speaking activities.

The results of this study confirmed study from previous study. In her study, Ariyanti (2016) explained that most of the students are anxious in practicing English. The lowers number of the students said that the feeling afraid of making mistakes also become psychological factors affecting students' speaking performance. However, this study presents different result which most of the students at SMK Muhammadiyah 2 Klaten Utara said that time preparation influenced their speaking performance and the lowest number of the students thought that listeners' support, listening ability and time allowed to perform a speaking task as factors that affecting their speaking performance.

4. CONCLUSION

Based on the discussion, several conclusions can be drawn. First, based on the result from students' questionnaire, the most common speaking problem was that students were worried about making mistakes and they were fearful of criticism or losing face when they spoke English. The majority of the students said that their speaking performance was affected by time preparation and confidence.

Second, according to the English teachers, the most common speaking problem was that students were shy when they spoke English. The teachers thought that students' speaking performance was affected by motivation to speak English

Third, the results of the classroom observation showed that students faced some speaking problems such as (1) students were not active during classroom discussion; (2) students' used languages other than English; (3) students just read the text during speaking performance; (4) the students ignored others students' speaking performance; (5) teacher ignored the students' mistakes; (6) students looked nervous during speaking performance; (7) students talked less; (8) students did not pay attention to teacher's explanation.

Many speaking problems and factors affecting students' speaking performance that faced by students, for example is inhibition. In order to help students solve the problem inhibition, the teachers is expected be friendly, helpful and toward the students. The teachers should make students feel comfortable when students speaking English in front of the class. The teachers should give students clear instruction and advice students to be confident in speaking English and not worry in making mistake. The teachers should involve them in speaking English activity and make them more active to speaking English in class. The teachers should create a happy environment in English lesson and make students to be happy in class through giving games or more friendly in class. The teachers should give students motivation in class. According Manista (2016) there are some practical way for the teacher to practice that skill and motivate their students such as (a) be enthusiastic about

your subject; (b) create a pleasant, relaxed and enjoyable environment; (c) use simple and relevant materials; (d) have high but attainable expectations for your students (e) help students to get achievable goals for themselves; (f) vary teaching methods; (g) make students as active participants in learning; (h) give students a sense of control and responsibility; (i) work from students' strengths and interests; (j) be caring and supportive; (k) strengthen students' self-confidence; (l) and give feedback with positive ways.

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