

Causing Factors in Speaking Ability of Students at SMK Satu Nusa 2 Bandar Lampung

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ABSTRACT

ARTICLE INFO

Article history:

Received

March 30, 2024

Revised

April 26, 2024

Accepted

May 01, 2024

This research was made based on the problems at SMK Satu Nusa 2 Bandar Lampung. The writers found the lack of speaking mastery in students and decided to do research related to the factors that affect students' speaking mastery. This research uses qualitative research methods and finally found several factors that affect students' interest in speaking English, namely, mother tongue influence factor, weak mastery of English grammar factor, minimal vocabulary factor, teaching method factor, environmental factor, lack of learning motivation, factors affecting technological development, and psychological factors.

Keywords: *Speaking Ability, Grammar, Vocabulary, Technological Development*

Journal Homepage

<https://www.attractivejournal.com/index.php/aj/>

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Published by

CV. Creative Tugu Pena

PENDAHULUAN

The writers will discuss about the several factors that affect the students' speaking ability in English. As everyone knows that English is one of the international languages used as a medium of communication across countries, therefore it is very necessary to master English so that communication between countries can be established. English is a universal language because it is used by most countries in the world as their main language. In addition, English is one of the most important international languages that is important to master or learn. Some countries, especially the former British colonies, place English as a second language that must be mastered second language that must be mastered after their native language. English mastery is needed especially speaking. Speaking is a way for people to communicate to convey or express their ideas to their interlocutors or listeners.

Not only that, technological developments are also an important factor in the need to learn English, this is because the technology that is developing today is mostly from Western countries where they use English as a medium of communication. The development of technology is currently very helpful for us in carrying out daily activities, ranging from work, and shopping to learning and so on, but behind the many positive impacts of technological developments, there are negative impacts that affect students in learning English. This is what will be discussed in this research in one of the factors inhibiting students in learning English. The writers found several problems experienced by students at the school in the process of learning English, especially their speaking skill. Their mastery of English vocabulary is minimal; they have lack of speaking skill and they still have difficulty answering simple questions.

Therefore, this research will focus on discussing what factors influence students at SMK Satu Nusa Dua Bandar Lampung to speaking English

METHODS

In this study, the writers use qualitative research method to find the answer to the research problem. This research was conducted by collecting some data or sources of students and teachers in SMK Satu Nusa Dua Bandar Lampung. With a span of 1 (one) month starting from 4th February 2024 to 4th March 2024. In this study, the writers use several data sources. The primary data source, the main data of the research, is directly reinforced by writers of the sources and the main data source of this study are observation and interview. However, the secondary data source which to reinforce this research, used for supporting primary data. In this study, documentation and questionnaire are the secondary data source. Here are some techniques in collecting the data:

1) Observation

In this research, the writers made observations 30% of students and teachers at SMK Satu Nusa Dua Bandar Lampung to make observations regarding the activities they carried out in order to obtain information about this research.

2) Interview

The method of collecting data through interviews is also the primary data in this research. In this research, the writers conducted interviews with 16 of 32 students' population in the class to find out the phenomena associated with this research. In this session the writers asked several questions to 30% of the student population in the class. This was done by writers in order to strengthen this research.

3) Questionnaire

In this study, the authors also distributed several questionnaires to 24 out of 32 students in the form of simple questions related to this research.

RESULTS AND DISCUSSION

Observation Result

In this research, the type of observation carried out by the writers are participant observation where in this observation activity. The writers entered the classroom and participated in teaching and learning activities to examine related to students' obstacles in learning English, especially speaking. The activities carried out by writers are providing material on basic tenses of English, as for the teaching method delivered by writers, namely providing material interspersed with games as a teaching method, the games used in this method are, question and answer, guess the picture, guess the word and sentence repair. when providing teaching materials writers also use projectors and attractive power point slides as learning media to attract students' attention in understanding the material. Based on the observations made, several results were found, among others, when the informants were asked or invited to communicate using English they were still confused to answer, and more often communicated using Indonesian. When asked about the material presented by the writers, they needed a re-explanation to be able to understand the material presented. When the writers delivered the material, some students were less focused and more often played gadgets. When asked to introduce themselves in English they were still shy and afraid to come forward, when asked simple vocabulary in English many of them did not know.

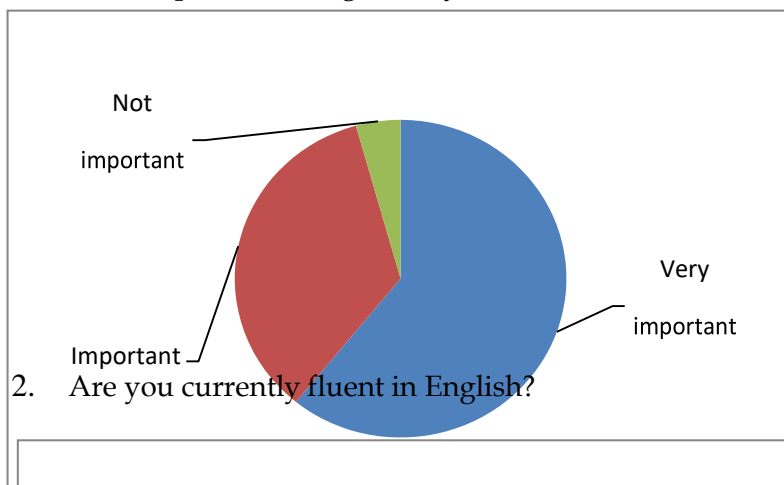
Interview Result

The type of interview conducted by the writers is an open interview where the interviewee answers the questions freely asked by the interviewer. From the results of the interview above, the writers concluded that there are several factors that influence students in learning English speaking, among others. Firstly, selection of teaching methods, teaching methods using games as learning media are considered quite effective in increasing students' interest in practicing speaking. Secondly, the surrounding environment such as family, friends and neighbours also influence them to motivate them to practice speaking. Third, the use of daily language is also one of the factors that hinder students in practicing speaking because they are used to using daily language when communicating. The fourth, lack of mastery of English vocabulary makes them confused when invited to interact or communicate using English. The fifth, understanding of English word order, the use of formulas in English that are considered difficult reduces their motivation in learning English, so their speaking is rarely trained. Last, low motivation to learn, due to lack of motivation to learn, they rarely learn English which causes their speaking to be lacking.

Questionnaire Result

The following is a presentation of the data from the questionnaires distributed by writers during the study.

1. How important is English to you?



2. Are you currently fluent in English?

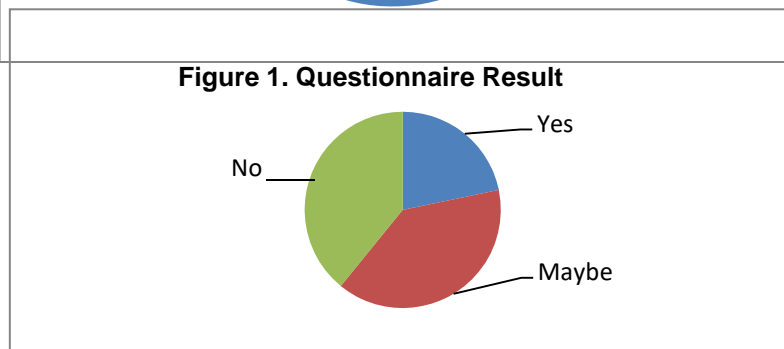


Figure 1. Questionnaire Result

Figure 2. Questionnaire Result

3. Do you find English difficult to understand?

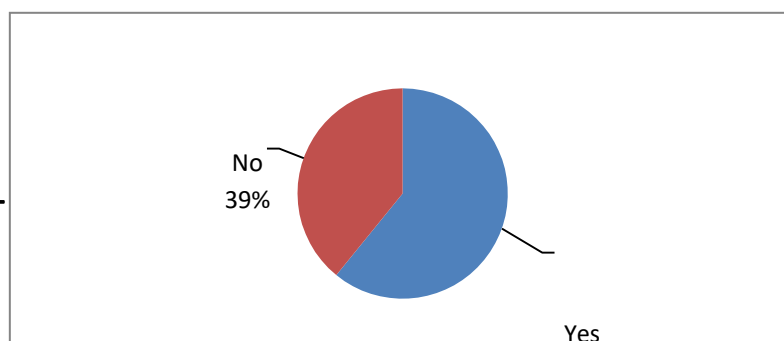


Figure 3. Questionnaire Result

4. Is it boring to learn English in class?

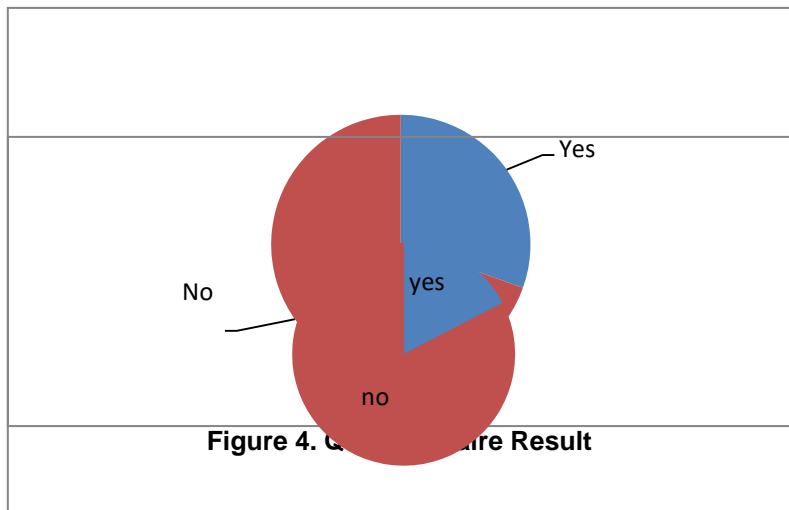


Figure 4. Questionnaire Result

5. To practice your speaking, have you ever tried speaking English in front of people?

6. Have you ever practiced your speaking in front of a mirror?

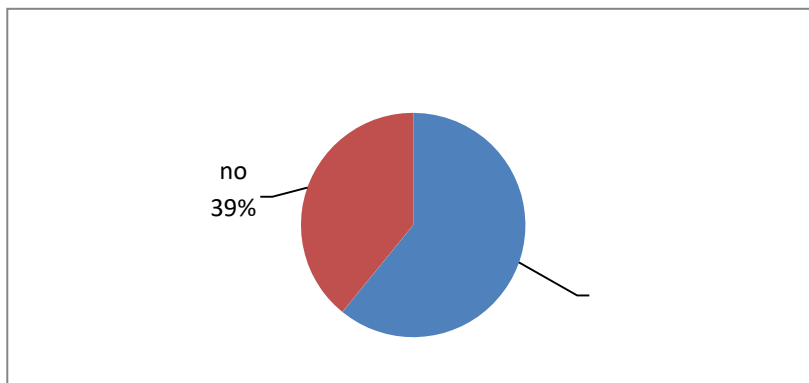


Figure 6. Questionnaire Result

7. What kind of learning method do you think is easy to understand?

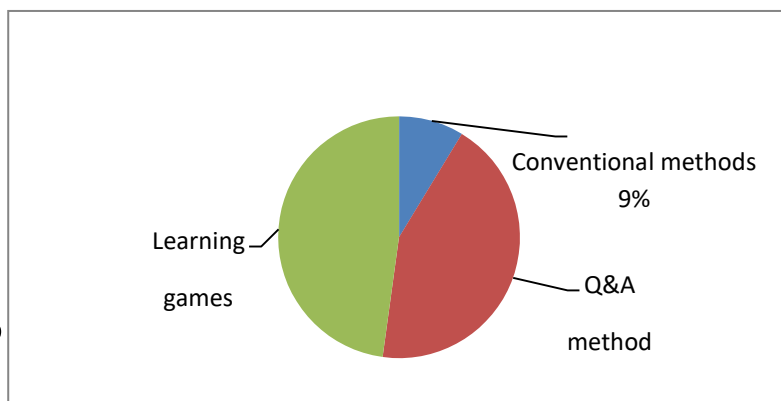


Figure 7. Questionnaire Result

8. You want to take an extra English class, but your friend doesn't, what will you do?

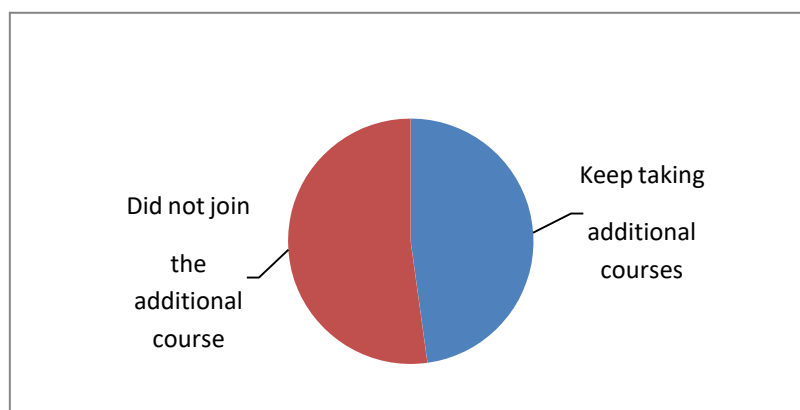


Figure 8. Questionnaire Result

From the results of the questionnaire, the writers concluded that some of the obstacles experienced by students in learning English speaking are material that is considered difficult to understand, teaching methods that are less interesting, lack of learning motivation, rarely practicing speaking and environmental influences that hinder them in speaking fluency.

DISCUSSION

From the data obtained, the writers found several factors that affect students' interest in learning to speak English, these factors include:

1. Mother Tongue Influence Factor

Mother tongue is the language used and learned from birth. learners who live in an environment that is not accustomed to using English will experience difficulties when learning English. this is an obstacle for those who are not accustomed to using English to be able to fluently speak or communicate using English because they more often interact using their daily language (Indonesian).

1. Factor Weak mastery of English Grammar

Different sentence structures between Indonesian and English are one of the obstacles for them in learning English, the structures and grammar that have not been mastered make them think that English is difficult so they are afraid of making mistakes to communicate using English, this is what reduces their motivation to learn to practice English

Minimal vocabulary factor

Learning vocabulary mastery should be made a staple in learning English, lack of vocabulary is one of the main reasons why they find it difficult to speak English. Not mastering the vocabulary makes them confused when communicating using English.

2. Teaching method factor

Teaching methods are also a factor that affects them in speaking English, boring old learning methods cause a lack of interest in learning so that there is no

encouragement for them to learn, fun and exciting learning methods make them eager to learn so as to encourage them to practice communicating using English. learning methods using games as learning media are considered quite effective to increase students' interest in practicing speaking.

3. Environmental Factor

The environment that rarely uses English causes them to rarely practice communicating with English, family and friends are also one of the factors for them to be able to communicate with English, the use of everyday language when communicating with friends or the surrounding environment, lack of encouragement from the family to learn English is also an obstacle for them to be able to speak and practice speaking English.

4. Lack of learning motivation

Boring learning methods, lack of encouragement from the surrounding environment, the absence of a partner to be able to interact or communicate with English so that their motivation to learn and practice speaking English is lacking. This is a factor that inhibits students in learning speaking English

5. Factors affecting technological development

The development of technology is also a factor that influences them to speak English, the presentation of material delivered using interesting technology such as the delivery of material using interesting power point slides displayed using a projector can increase their enthusiasm for learning, but unfortunately the use of gadgets in today's era also affects them in learning, online games, improper use of social media makes their learning process disrupted this is what causes their motivation to learn and practice English is lacking.

6. Psychological factors

Being embarrassed when laughed at by friends when pronouncing English incorrectly, afraid of being called arrogant and getting negative responses when speaking English. the number of subjects that must be studied at the same time is a barrier for them to speak and practice using English.

CONCLUSION

The factors that affect students' ability to speak English are the influence of the mother tongue, the factor of weak mastery of English grammar, the factor of minimal vocabulary mastery, the factor of learning methods, environmental factors, the factor of lack of motivation, the influence of technological developments, and psychological factors. Some of these factors are believed to be obstacles for students to be fluent or proficient in English. It is suggested to further writer to be able to conduct in-depth interviews again not only to students but also teaching staff and the surrounding environment, to find out more details related to factors that affect students in speaking English.

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