

**AN ANALYSIS OF FACTORS AFFECTING STUDENTS' SPEAKING  
PERFEROMANCE ON THE THIRD SEMESTER STUDENTS  
OF ENGLISH STUDY PROGRAM FKIP-UIR**

**A THESIS**

*Intended to fulfill of requirements of the award of Sarjana Degree in  
English Teaching and Education Islamic University of Riau*



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UNIVERSITAS ISLAM RIAU  
PEKANBARU  
2019**


THESIS

AN ANALYSIS OF FACTORS AFFECTING STUDENTS' SPEAKING  
PERFORMANCE ON THE THIRD SEMESTER STUDENTS OF ENGLISH  
STUDY PROGRAM FKIP-UIR


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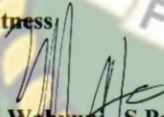
  
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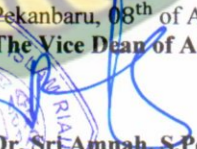
  
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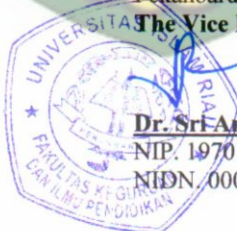
  
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**THESIS APPROVAL**


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**AN ANALYSIS OF FACTORS AFFECTING STUDENTS' SPEAKING  
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STUDY PROGRAM FKIP-UIR**

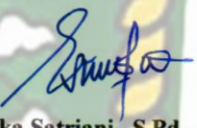
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## LETTER OF NOTICE

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Thus this notice is made to be used appropriately

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## DECLARATION

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I admit that this thesis writing purely derived from my own ideas; expect some question (deliberately or un-deliberately) which were adopted or taken from various sources included in “reference”. Scientifically, I took responsible for the truthfulness of the data and its content.

2019

Pekanbaru, April

Winly Azwir Nawi



## ACKNOWLEDGEMENT

First of all, the researcher would like to say thanks to ALLAH SWT for blessing the researcher to complete this thesis with the title “An Analysis of Factors Affecting Students’ Speaking Performance on the Third Semester Students of English Study Program FKIP-UIR”

This thesis intended to fulfill one of the requirements of Sarjana Degree in English language education faculty of Islamic university of Riau. The researcher would like to express her thanks deeply to all people who have helped the researcher for completing this thesis.

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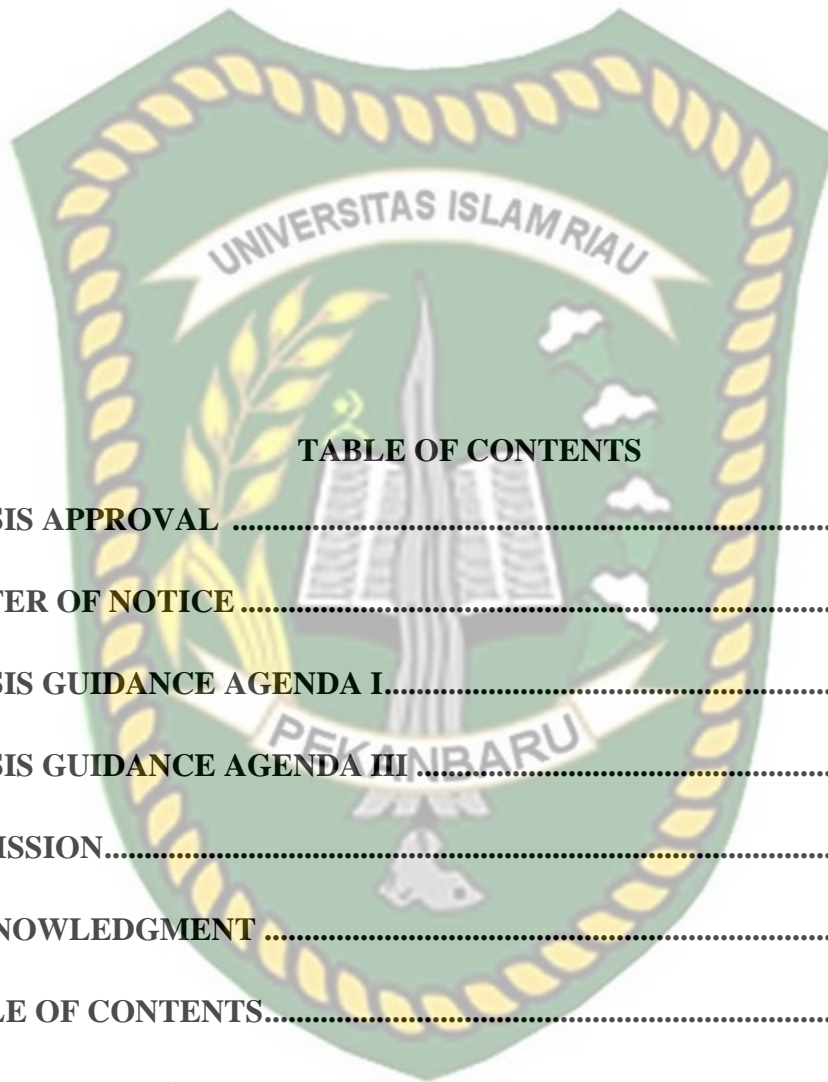
The researcher realizes that this thesis may have several weaknesses. Therefore, comments, suggestions or supportive feedback for improvement of this research are really appreciated.

2019

Pekanbaru, April

Researcher,

Winly Azwir Nawi



## TABLE OF CONTENTS

THESIS APPROVAL .....	i
LETTER OF NOTICE .....	ii
THESIS GUIDANCE AGENDA I.....	iii
THESIS GUIDANCE AGENDA III .....	iv
ADMISSION.....	v
ACKNOWLEDGMENT .....	vi
TABLE OF CONTENTS.....	viii
LIST OF TABLES .....	x
ABSTRACT .....	xi

## CHAPTER I INTRODUCTION

1.1	Background of the problem.....	1
1.2	Identification of Problem .....	5
1.3	Focus of Problem .....	6
1.4	Research Questions .....	6
1.5	The Objective of the research .....	6
1.6	Significant of the research .....	6
1.7	The Definition of Key Term.....	7

## CHAPTER II REVIEW OF RELATED LITERATURE

2.1	Relevance Theories .....	8
2.1.1	The Nature of Speaking .....	8
2.1.2	Speaking Components .....	12
2.1.3	Speaking Performance .....	13
2.1.4	Factors Affecting Speaking Performance .....	15
2.2	Relevance Studies.....	20
2.3	Conceptual Framework .....	21
2.4	Assumption.....	22

## CHAPTER III RESEARCH METHODOLOGY

3.1	Research Design .....	23
3.2	Source of Data .....	23
3.3	Instrument of Research.....	24
3.4	Data Collection Technique .....	25
3.5	Data Analysis Technique.....	25



## CHAPTER IV FINDING AND DISCUSSION

4.1 research Finding .....27

4.2 Discussion .....38

## CHAPTER V CONCLUSION AND SUGGESTIONS

5.1 Conclusion .....42

5.2 Suggestion .....43

REFERENCES .....44

APPENDIX .....47

### LIST OF TABLES

Table 4.1 Students' Performance Condition .....28

Table 4.2 Students' Affective Factor .....31

Table 4.3 Listening Ability .....36

Table 4.4 Topical Knowledge .....37

Table 4.5 Feedback during Speaking Activities .....38



### **ABSTRACT**

***Winly Azwir Nawi, 2019, An Analysis of Factors Affecting Students' Speaking Performance on the Third Semester Students of English Study Program FKIP UIR.***

***Keywords: Speaking performance, English Study Program Students***

*The objective of the research is to find out the factors that affect their speaking performance of the third semester of English Study Program Students FKIP UIR.*

*The theories are about speaking especially speaking performance and also factors affecting students' speaking performance. The data of this research was the third semester students at FKIP UIR. The participant of this research was taken through random sampling technique. The participant of this class was class A. The data was taken from questionnaire. After reviewing the related literature, the researcher developed an instrument.*

*The result of the research in performance condition, the students did not have plenty of time, they have planned the speaking task, and they think that they have quality performance and also have good amount of support. In affective factors, mostly students were feeling anxious while perform speaking, they were not motivated while perform speaking and the rest of the students were feeling confident in perform speaking. In term of listening ability, student mostly cannot comprehend what the speaker said in the conversation In term of topical knowledge, The students said they cannot find specific words to respond the speaker, and in term of feedback during speaking, they are not corrected by the teacher. It can affect the students speaking performance.*

#### **ABSTRAK**

**Winly Azwir Nawi, 2019, Sebuah Analisis Faktor-Faktor yang Mempengaruhi Penampilan Berbicara Siswa pada Mahasiswa Semester Ketiga Program Studi Bahasa Inggris FKIP UIR.**

**Kata kunci: Penampilan berbicara, Mahasiswa Program Studi Bahasa Inggris**

*Tujuan dari penelitian ini adalah untuk mengetahui faktor-faktor yang mempengaruhi kinerja berbicara mereka pada Mahasiswa semester ketiga Program Studi bahasa inggris FKIP UIR*

*Teori-teorinya adalah tentang berbicara terutama kinerja berbicara dan juga faktor-faktor yang mempengaruhi kinerja berbicara siswa. Data penelitian ini adalah mahasiswa semester tiga di FKIP UIR. Partisipan penelitian ini diambil melalui*



*teknik random sampling. Peserta kelas ini adalah kelas A. Data diambil dari kuesioner. Setelah meninjau literatur terkait, peneliti mengembangkan instrument.*

*Hasil penelitian dalam kondisi kinerja, para siswa tidak punya banyak waktu, mereka telah merencanakan tugas berbicara, dan mereka berpikir bahwa mereka memiliki kinerja yang berkualitas dan juga memiliki jumlah dukungan yang baik. Dalam faktor afektif, sebagian besar siswa merasa cemas saat melakukan berbicara, mereka tidak termotivasi saat melakukan berbicara dan sisanya dari siswa merasa percaya diri dalam melakukan berbicara. Dalam hal kemampuan mendengarkan, sebagian besar siswa tidak dapat memahami apa yang pembicara katakan dalam percakapan. Dalam hal pengetahuan topikal, siswa mengatakan mereka tidak dapat menemukan kata-kata spesifik untuk menanggapi pembicara, dan dalam hal umpan balik selama berbicara, mereka tidak dikoreksi oleh guru. Ini dapat mempengaruhi kinerja berbicara siswa.*



## **CHAPTER I**

### **INTRODUCTION**

#### **1.2 Background of the problem**

Learning a foreign language require students to learn language skills such as speaking, listening, reading and writing. As one of the skills in learning language, speaking enables people to send and receive information or messages to others.

Speaking is a process of building and sharing meaning through the uses of verbal and non verbal symbol in various contexts (Chaney, in Kayi 2006).

Speaking is the active use of language to express meaning, and for young learners, the spoken language is the medium through which a new language is encountered, understood, practiced, and learnt. Rather than oral skills being simply one aspect of learning language, the spoken form in the young learner's classroom acts as the prime source of language learning. However, speaking problems can be major challenges to effective foreign language learning and communication. English as foreign language (EFL) learners, no matter how much they know about the English language, still face many speaking difficulties.

Many studies have indicated that oral language development has largely been neglected in the classroom, and most of the time, oral language in the classroom is used more by lecturers than by students. However, oral language, even as used by the lecturers, hardly ever functions as a means for students to gain knowledge and explore ideas. To develop the knowledge to deal with oral communication problems in an EFL context, researchers first need to know the real nature of those problems and the circumstances in which 'problems' are constructed.

There are some studies which have investigated the speaking difficulties encountered by EFL learners by some researcher. For example, one in Samira (2014) investigated Turkish EFL learners' communication obstacles in English language classrooms, and it reported that unwillingness during the English speaking process are considered two of the biggest obstacles for EFL learners. They were linguistic problem and affective problem. Meanwhile, Hidayatullah (2015) also investigated the difficulties encountered by English students. The results showed that feeling of afraid of making mistake and speak in front of many people; apprehension and nervousness are commonly expressed by second/foreign language learners in learning to speak a second/foreign language. Those feeling are caused by the fear of being negatively evaluated when making mistakes, particularly in front of their friends. This study also revealed that students who perceive their English as poor feel more anxious and are more unwilling to communicate in English classes than the other students perceiving their English level as very good, good, and OK.

Another study was investigated by Zhang in Samira (2014) argued that speaking remains the most difficult skill to master for the majority of English learners, and they are still incompetent in communicating orally in English. Another study in Attalah (2016) showed that there are many factors that cause difficulty in speaking, and they are as follows: (1) Inhibition. Students are worried about making

mistakes, fearful of criticism, or simply shy. (2) Nothing to say. Students have no motive to express themselves. (3) Low or uneven participation. Only one participant can talk at a time because of large classes and the tendency of some learners to dominate, while others speak very little or not at all. (4) Mother-tongue use. Learners who share the same mother tongue tend to use it because it is easier and because learners feel less exposed if they are speaking their mother tongue.

Moreover, Ahmed (2016) was exploring the speaking difficulties encountered by English language students at Al Quds Open University. The results showed and indicated there some difficulties in the speaking of the students due to some reasons such as fear of mistake, shyness, and lack of confidence. The researcher adopted some recommendations the most important one is to establish an environment support and encourage the students to speak English frequently, and he suggested carrying out more researches and studies regarding speaking difficulties encountered by English language students.

Based on some studies above it can be concluded that speaking difficulties encountered by the related research was about unwillingness during the English speaking process, apprehension and nervousness, are worried about making mistakes, fearful of criticism, or simply shy and Low or uneven participation. In fact there are some category that is not found by the researcher such as; lack the necessary vocabulary to get their meaning across, and consequently, they cannot keep the interaction going, linguistic domain (vocabulary, grammar), and lack the motivation to speak English are found in Third Semester students of English Study Program FKIP – UIR.

First, many students lack the necessary vocabulary to get their meaning across, and consequently, they cannot keep the interaction going. Second, some learners also lack the motivation to speak English. They do not see a real need to learn or speak English. Actually motivation is the crucial force which determines whether a learner embarks in a task at all, how much energy he devotes to it, and how long he preserves. The development of communicative skills can only take place if learners have the motivation and opportunity to express their own identity and relate with the people around them.

Third, Students' oral production of English and found out that the linguistic domain (vocabulary, grammar) constitutes the most serious area of difficulty, and this is because, as explained by lecturers, the students have not yet developed an adequate level in the basic abilities of the language. This is because they think of the curriculum



that does not provide enough opportunity for learning and practicing new and varied vocabulary and does not provide enough variety in tasks designed for the teaching of grammar. This results in having very few opportunities for students to practice the speaking skill, especially with the large number of students in class.

It is mentioned in the literature that, naturally, to speak means to produce some words representing one's ideas. It is a process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts (Chaney, 1998 in Kayi, 2006). In line with this issue, there have been some relevant researches conducted so that the researcher interest to conduct the research with title "An Analysis of Speaking Difficulties Encountered by Third Semester students of English Study Program FKIP - UIR"

### **1.5 Identification of Problem**

There are some difficulties encountered by the third semester of English study Program Students FKIP UIR.

Firstly, many students lack the necessary vocabulary to get their meaning across, and consequently, they cannot keep the interaction going. The students had blank mind in conversation because they could not recall any vocabulary to construct the sentences and give the information.

Secondly, some learners also lack the motivation to speak English. Crucial force which determines whether a learner they do not see a real need to learn or speak English. Actually motivation is embark in a task at all, how much energy he devotes to it, and how long he preserves. The development of communicative skills can only take place if learners have the motivation and opportunity to express their own identity and relate with the people around them.

Thirdly, Students' oral production of English and found out that the linguistic domain (vocabulary, grammar, pronunciation) constitutes the most serious area of difficulty, and this is because, as explained by lecturers, the students have not yet developed an adequate level in the basic abilities of the language. This is because they think of the curriculum that does not provide enough opportunity for learning and practicing new and varied vocabulary and does not provide enough variety in tasks designed for the teaching of grammar.

## 1.6 Focus of Problem

Based on the setting of the problem above, the research found many problems encountered by the third semester of English study Program Students FKIP UIR. In this research, the researcher focus on what are the problems of the third semester of English Study Program Students FKIP UIR encounter when they learn to speak English. Then, to find its difficulties this research focused on (1) Performance conditions, it impact speaking performance and these conditions involve time pressure, planning(Dealing with speaking competency such as vocabulary and grammar) , the quality of performance, and the amount of support, and (2) affective factors, Affective variables have been connected to second language acquisition and motivation, self-confidence, and anxiety (3) Listening ability, (4) topical knowledge , (5)feedback during speaking activities.

## 1.4 Research Questions

Based on the background of the problem the research question of this research is:

1. What are the factors that affect their speaking performance of of the third semester of English Study Program Students FKIP UIR

## 1.6 The Objective of the research

The objective of the research is to find out:

1. The factors that affect their speaking performance of the third semester of English Study Program Students FKIP UIR.

## 1.7 Significant of the Research

The result of this research is expected to give theoretical and practical valuable significance. Theoretically, it is expected that the result of this research can enrich the theories of language teaching technique in teaching speaking. Then, practically, it is expected that this research can be a guideline or information for English teacher about factors affecting students' speaking performance. Besides, it is expected for students that they have good speaking performance, it is useful as a reference in doing the relevant research.

### **1. 7 TheDefinition of Key Term**

#### **1. Analysis**

Detailed examination of the elements or structure of something, typically as a basis for discussion or interpretation (Webster, 2017)

2. Speaking is the use of language communicates with other (Fulher, 2003).

3. Performance is the production of actual utterances as a result of certain psychological processes” (Hemerka, 2009)

4. Speaking performance is an interactive process of constructing the meaning that involves producing, receiving, and processing information (Tuan and Mai, 2015).

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **2.1 Relevance Theories**



The researcher took relevance theories relate to the research. The theory are about speaking especially speaking performance and also factors affecting students' speaking performance.

### 2.1.1 The Nature of Speaking

Speaking is an activity used by someone to communicate with others. It takes place everywhere and has become a part of daily activities. According to Bygate (2003:12) speaking is an oral expression that involves not only to the use of right patterns of rhythm and intonation but also to the right order to convey the right meaning. One of the basic problems in foreign language teaching is preparing the students to be able to use English. Preparing and considering the objective of the lesson to get successful learning is needed by the teacher. It is also necessary to know a certain amount of grammar and vocabulary in order to be able to speak English. When someone speaks, he or she interacts and uses the language to express his or her ideas, feeling, and thought. He or she also shares information to others through communication. There are some aspects that need to be acquired by students in order to have good speaking skill. They are pronunciation, fluency, accuracy and vocabulary (Brown, 2001:268)

Thornbury (2005) state speaking is a part of daily life that we take it for granted. The average person produces tens of thousands of words a day, although some people may produce even more than that. Lewis and Hill (1993: 54) statespeaking is a process that covers many things in addition to the pronunciation of individual sounds. It also covers pronunciation, stress, and intonation. At last, speaking also help the students to deliver a speech confidently.

Based on theories above, it can be concluded that speaking is students' skill to tell the story that includes the skill to express their ideas and content, organize them well in a good statement and use correct language to have a good performance. According to Bahrani (2012), effective teachers

teach students speaking strategies by using minimal responses, recognizing scripts, and using language to talk about language that they can use to help themselves expand their knowledge of the language and their confidence in using it. Teachers help students learn to speak so that the students can use speaking to learn.

The first speaking strategy was using minimal responses. It means when students speak there must get a response from someone else to make them more confident about their ability. The language learner needs a good participant to build their motivation to always use English in speaking.

The next part to discuss is how to recognize scripts. To recognize script teachers can help students develop speaking ability by making them aware of the scripts for different situations so that they can predict what they will hear and what they will need to say in response. Through interactive activities, teachers can give students practice in managing and varying the language that different scripts contain.

The beginner learners are often too embarrassed to say anything when they do not understand another speaker or when they realize that a conversation partner has not understood them. Teachers can help students to give strategies and phrases to use for clarification it also with responding positively when they do, teachers can create an authentic practice environment within the classroom itself. The students will gain confidence in their ability to manage the various communication situations that they may encounter outside the classroom.

Brown (2001: 271) adds in teaching oral communication, micro skills are very important. One implication is the importance of focusing on both the forms of language and the functions of the language. He also mentions that the pieces of language should be given attention for more that make up to the whole. Furthermore he mentions micro skills of oral communication:

1. Produce chunks of language of different lengths.
2. Orally produces differences among the English phonemes and allophonic variants.

3. Produce English patterns, words in stressed and unstressed positions rhythmic structure, and into national contours.
4. Produce reduced forms if words and phrases.
5. Use an adequate number of lexical units (words) in order to accomplish pragmatic purpose.
6. Produce fluent speech at different rates of delivery.
7. Monitor your own oral production and use various strategic devices pauses, fillers, self-corrections, backtracking- to enhance the clarity of the message.
8. Use grammatical word classes (nouns, verbs, etc.), system (e.g. tense, agreement, and pluralisation), word order, patterns, rules, and elliptical forms.
9. Produce speech in natural constituent in appropriate phrases, pause groups, breath groups, and sentences.
10. Express a particular meaning in different grammatical forms.
11. Use cohesive devices in spoken discourse.
12. Accomplish appropriately communicative functions according to the situation, participants and goals.
13. Use appropriate registers, implicative, pragmatic conventions, and other sociolinguistics features in face to face conversations.
14. Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
15. Use facial features, kinetics, body languages, and other nonverbal cues among with verbal language to convey meanings.



16. Develop and use a battery of speaking strategies such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well interlocutor is understanding you.

From some definitions above it can be concluded that speaking skill is always related to communication. Speaking skill itself can be stated as the skill to use the language accurately to express meanings in order to transfer or to get knowledge and information from other people in the whole life situation.

### **2.1.2 Speaking Components**

A part of that, to speak English, There some important component. The component is what aspect influencing how well people speak English. Here is the component of speaking skill according to syakur. According to Syakur (1987: 5), speaking is a complex skill because at least it is concerned with components of grammar, vocabulary, pronunciation, and fluency.

#### **1) Grammar**

It is needed for students to arrange a correct sentence in conversation. It is in line with explanation suggested by Heaton (1978: 5) that student's ability to manipulate structure and to distinguish appropriate grammatical form in appropriate one. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

#### **2) Vocabulary**

Vocabulary means the appropriate diction which is used in communication. Without having a sufficient vocabulary, one cannot communicate effectively or express their ideas in both oral and written form. Having limited vocabulary is also a barrier that precludes learners from learning a language. Language teachers, therefore should process considerable knowledge on how to manage an interesting classroom so that the learners can gain a great success in their vocabulary learning. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.

### 3) Pronunciation

Pronunciation is the way for students' to produce clearer language when they speak. It deals with the phonological process that refers to the components of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. There are two features of pronunciation; phonemes and supra segmental features. A speaker who constantly mispronounces a range of phonemes can be extremely difficult for a speaker from another language community to understand (Gerard, 2000:11).

### 4) Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and “ums” or “ers”. These signs indicate that the speaker does not have to spend a lot of time searching for the language items needed to express the message (Brown, 1997: 4).

### 2.1.3Speaking Performance

Speaking becomes important because speaking is a skill that can make people easily understand to what things explained. Students' speaking ability is expected to be good because they have learned English since some years before and they will have many performances related to oral skill in universities. But in fact, 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

According to Nunan (2015), accuracy refers to the extent to which the learners' speech is grammatically acceptable, with clear, intelligible pronunciation and appropriate choice of vocabulary.

2. Fluency

Fluency is the extent to which the learner can speak at an acceptable speed with few false starts and hesitations (Nunan, 2015). Lade (1961: 240) points out that speaking ability is described as the ability to report acts or situation, in precise words, or the ability to converse or to express a sequence of ideas fluently.

3. Pronunciation

According to Thornbury (2005: 128-129), pronunciation refers to the student's ability to produce comprehensible utterances to fulfill the task requirements. Harmer (2001: 28-33) provides more issues related to pronunciation. He suggests pitch, intonation, individual sounds, sounds and spelling, and stress. Pronunciation becomes important because it gives meaning to what is being said. Wrong pronunciation may cause misunderstanding or people involved in a conversation are offended.



#### 4. Grammar

According to Brown (2001: 62) “Grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence.

#### 5. Vocabulary

Thornbury (2005: 22) suggests three usual things used by speakers in what they are being said:

- a. When people speaking, they are involving high proportion of 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 a lot of speech has an interpersonal function, and by identifying what people like and dislike, they are able to express solidarity
- c. speech also usually employs deictic language, i.e. words and expressions that point to the place, time, and participants in the intermediate or a more distant context.

#### 6. Interactive Communication

Thornbury (2005:129) “Interactive communication refers to the ability of a candidate 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”. Brown (2001:269), the most difficulties faced by students in speaking are the interactive nature of communication. In speaking, especially when they are having conversation they are engaging in a process of negotiation of meaning. Thus, learners usually have problems in how to say things, when to speak, and other discourse constants. Although they have difficulties in this aspect, assessing students through the way they interact is good to train them to have natural speaking.

#### 2.1.4 Factors Affecting Speaking Performance

It is necessary for the teachers to figure out factors that affect their speaking performance. Students' speaking performance can be affected by the factors that come from performance conditions (time pressure, planning, standard of performance and amount of support), affective factors (such as motivation, confidence and anxiety), listening ability and feedback during speaking activities (Tuan & Mai, 2015).

1. Performance conditions.

Learners carry out a speaking activity under different conditions.

Performance conditions impact speaking performance and these conditions involve time pressure, planning, the quality of performance, and the amount of support (Nation & Newton, 2009).

2. Affective Factors

Oxford (1990) said that one of the important factors in learning a language is the affective side of students. According to Krashen (1982), a lot of affective variables have been connected to second language acquisition and motivation, self-confidence, and anxiety were the three main types that have been investigated by many researchers.

3. Listening ability

Doff (1998) says that learners cannot improve their speaking ability unless they develop listening ability. Learners should comprehend what is uttered to them in order to have a successful dialogue. Shumin (1997) represented that when students talk, the other students answer through the listening process. Speakers have the role of both listeners and speakers. It can

be concluded that students are not able to reply if they cannot comprehend what is told. That is to say, speaking is very closely related to listening.

#### 4. Topical knowledge

Bachman and Palmer (1996) defined it as the knowledge structures in long term memory. That is, topical knowledge is the speakers' knowledge of related topical information. It enables students to apply language with respect to the world in which they live. Bachman and Palmer (1996) assert that topical knowledge has a great impact on the learners' speaking performance.

#### 5. Feedback during speaking activities.

A lot of learners expect their teachers to give them the necessary feedback on their speaking performance. According to Harmer (1991), the decisions that instructors adopt towards their learners' performance depend on the stages of the lesson, the tasks, and the kinds of mistakes they make. Harmer (1991) 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

According to Mahripah (2014), EFL learners' speaking performance is affected by some factors:

##### 1. Linguistic components

Linguistic components of language like phonology, syntax, vocabulary, and semantics and psychological factors such as motivation and



personality. Phonology is a difficult aspect of language learning for EFL learners. As we know, English is not a phonetic language.

2. Pronunciations of English words are not 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. This can cause a lot of problems for non-native speakers of English and they sometimes get confused in producing the English words. EFL learners should have the knowledge of words and sentences. They should comprehend how words are divided into different sounds and how sentences are stressed in specific ways.

3. Grammatical competence

It can help speakers apply and perceive the structure of English language correctly that leads to their fluency (Latha, 2012). Native speakers say what they want without having any problems because they are familiar with the language. If they have problems in expressing some concepts, they try to use other ways of telling those things. They may make certain mistakes syntactically but these mistakes do not change the meaning of the sentences they want to express and this doesn't create serious problems for the listeners to comprehend them. But the mistakes non-native speakers commit are those that change the meaning of utterances they want to convey and can create some problems for their understanding (Mahripah, 2014).

4. Motivation

Motivation can influence and be influenced by the components of language learning. According to Merisuo-Strom (2007), an integrative and friendly view towards the people whose language is being learned makes sensitize learners to the audio-lingual aspects of language and making them more sensitive to pronunciation and accent of language. If learners have an unfriendly attitude towards the language, they will not have any substantial improvement in acquiring the different features of language. The above sentences support the view that just communicative competence is not sufficient for learners to improve their speaking skill. Without positive attitudes towards the speaking performance, the aim of speaking will not be obtainable for learners.

#### 5. The fear of speaking English

It 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 despondence and a sense of failure in learners (Bashir, Azeem, & Dogar 2011). According to Woodrow (2006), anxiety has a negative effect on the oral performance of English speakers. Adults are very careful to making errors in whatever they tell. In their opinion, errors show a kind of unawareness which can hinder them to speak 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 which lead to their silence during the whole class activity. Inhibition is a feeling of worry that stops people from telling or performing what they want (Cambridge A. L. Dictionary, 2008). All human beings make a series of defenses to protect the ego. Due to the fact that committing mistakes is a natural process of learning a language, it certainly causes potential threats to one's ego. These threats disappoint the learners to talk English and prefer to be silent rather than being criticized in front of a large number of people (Brown, 2000). Risk-taking is pertinent to inhibition and self-respect. EFL learners who have a low self-respect tend to stop taking a risk of committing mistakes in their speaking tasks which resulting in the inhibition to the betterment of their speaking skill (Mahripah, 2014).

## 2.2 Relevance Studies

Park and Lee (2005) conduct a research entitled "The connection between second language learners' anxiety, self-confidence, and speaking performance". One hundred and thirty two Korean learners participated in this research. The results obtained from this research showed that students' anxiety level had a negative relationship to their oral performance.

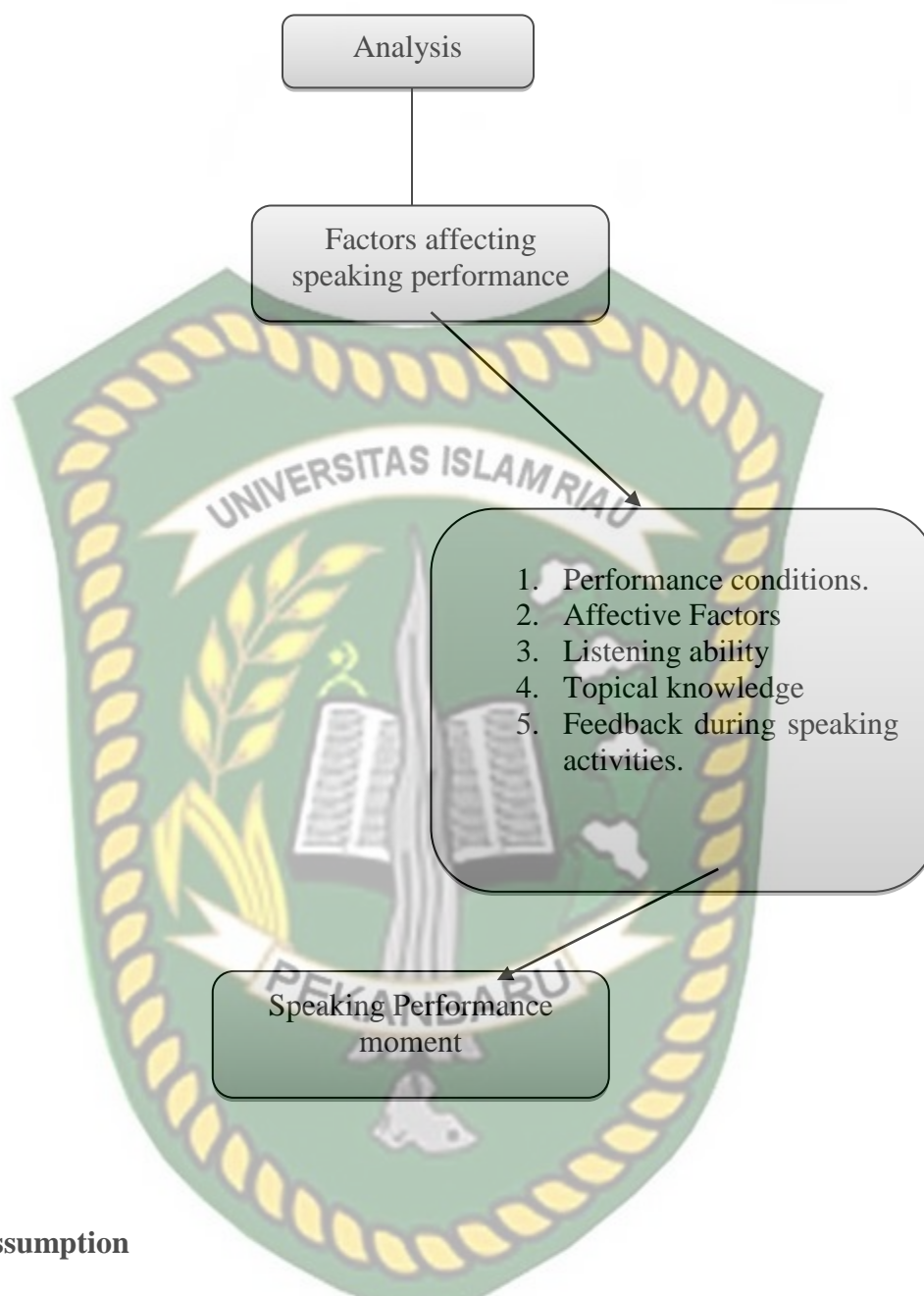
Boonkit (2010) conduct a research entitled "a study on the factors increasing the development of learners' speaking skill". The results represented that the use of appropriate activities for speaking skill can be a good strategy to decrease speakers' anxiety. The results also revealed that the freedom of topic choice urged the participants to feel comfortable, persuaded to speak English, and increased the speaking confidence among EFL learners.

Eissa, Misbah, and Najat (1988) conduct a research entitled "A study towards the difficulties of using English as a means of instruction and communication". The results of this study displayed that learners had many difficulties in using English language as a means of instruction. A lot of participants stated that their learners have low English proficiency. The results also indicated that a lot of learners faced serious difficulties in understanding the lectures' content without translating or applying L1 to deliver the content of the lectures.

## 2.3 Conceptual Frame Work

Figure 2.1 Conceptual Framework





## 2.4 Assumption

Based on the problem of the research and theoretical frame work, there researcher makes assumes that there are some factors affecting students' speaking performance of the third semester of English Study Program Students FKIP UIR



### CHAPTER III RESEARCH METHODOLOGY

#### 3.6 Research Design

This is descriptive qualitative research. Descriptive studies are usually the best methods for collecting information that will demonstrate relationships and describe the world as it exists. According to Bickman and Rog (2008:12) suggest that descriptive studies can answer question such as “what is” or “what was”. It is used to gain an understanding of underlying reasons, opinions, and motivations. It provides insights into the problem or helps to develop ideas or hypotheses for potential quantitative *research*. In this research the writer use one variable. The variable was an

analysis of Factors Affecting Students' Speaking Performance on Third Semester of English Study Program Students FKIP UIR.

### 3.7 Source of Data

The data of this research was the third semester students at FKIP UIR. The participant of this research was taken through random sampling technique. The participant of this class was class A. The data was taken from questionnaire. After reviewing the related literature, the researcher developed an instrument consists of 1) Performance conditions, 2) affective Factors, 3) Listening ability, (4) topical knowledge, (5) feedback during speaking activities. This is adopted from Tuan and Mai (2015).

### 3.8 Instrument of the Research

Research Instruments are measurement tools (for example, questionnaires or scales) designed to obtain data on a topic of interest from research subjects (Howel, 2000). The research instrument of this research is questionnaire. After reviewing the related literature, the researcher developed an instrument consists of five parts. (1) Performance conditions, it impact speaking performance and these conditions involve time pressure, planning (Dealing with speaking competency such as vocabulary and grammar), the quality of performance, and the amount of support, and (2) affective factors, Affective variables have been connected to second language acquisition and motivation, self-confidence, and anxiety, (3) Listening ability, Attending meaning of the listening process (4) topical knowledge, Knowledge of relevant topical information (5) feedback during speaking activities.

Table 3.1 The Blueprint of instrument (Questionnaire)

NO	Indicator	Sub- Indicator	Number	Total of question
1	Performance conditions	1. Time pressure	1, 2	2
		2. Planning	3, 4	2
		3. Quality of performance	5, 6	2



		4. The amount of support	7, 8	2
2	Affective factors	5. Acquisition	9, 10	2
		6. Motivation	11, 12	2
		7. Self-confidence	13, 14	2
		8. Anxiety	15, 16	2
3	Listening ability	9. Attending meaning of the listening process	17	1
4	Topical knowledge	10. Knowledge of relevant topical information	18	1
5	Feedback during speaking activities	11. Reaction of students' performance	19	1
	Total			16

(Source: Tuan and Mai 2015)

### 3.9 Data Collection Technique

Collecting the data is a compulsory activity that is used by the researcher, because the researcher cannot get conclusion without collecting the data. Collecting the data is used to answer the research questions (Riduwan, 2012). The instrument was showed to a jury of experts and specialists in this area. After taking their notes, the instrument was modified and adopted as a final copy. The data in this research is qualitative research which mainly uses questionnaires and answers that respondents tick from a predefined selection. Answers are measured through straightforward options with “yes”, “no” option. The researches came to the class and distribute the questionnaire. After the research got the questionnaire, it was scored and analyzed based on the problem of the research. The data was counted by using presentation to find out the percentage of each indicator.

### 3.10 Data Analysis Technique

Data analysis is a process of inspecting, [cleansing](#), [transforming](#), and [modeling data](#) with the goal of discovering useful information, informing conclusions, and supporting decision (Riduwan, 2012). The data in this research is quantitative research which mainly uses questionnaires. Answers are measured through straightforward options with “yes”, “no” option. The data will be count by using presentation to find out the percentage of each indicator.



## CHAPTER IV

### RESEARCH FINDING

## 4.1 Research Finding

The data of this research was the third semester students at FKIP UIR. The participant of this research was taken through random sampling technique. The participant of this class was class D. The data was taken from questionnaire. After reviewing the related literature, the researcher developed an instrument. The researches came to the class and distribute the questionnaire. After the research got the questionnaire, it was scored and analyzed based on the problem of the research.

Students' speaking performance can be affected by the factors that come from performance conditions (time pressure, planning, standard of performance and amount of support), affective factors (such as motivation, confidence and anxiety), 3) Listening ability, (4) topical knowledge, (5) feedback during speaking activities. (Tuan & Mai, 2015).

### 4.1.1 Performance Conditions

When a speaker of any language, no matter if the language is their first, or second, speaks the language, their performance results from their competence. Learners carry out a speaking activity under different conditions. Performance conditions impact speaking performance and these conditions involve time pressure, planning, the quality of performance, and the amount of support. To see Students' Performance condition can be seen as follow:

**Table 4.1 Students' Performance Condition**

NO	Performance conditions	YES		NO	
		Frequency	Percentage (%)	Frequency	Percentage (%)
<b>A</b>	<b>Time Pressure</b>				
1	I need more time to think before I Speak in English	23	76,66	7	23,24
2	I do not have any pressure condition while talking in English	12	40	18	60
<b>B</b>	<b>Planning</b>				



3	I have enough vocabulary to make simple statement and ask a question in simplified speaking conversation	14	46,66	16	53,54
4	I can speak using good range of complex pattern and grammatical rules in speaking	12	40	18	60
<b>C</b>	<b>Quality Performance</b>				
5	I perform Well in Speaking	6	20	24	80
6	I understand what people say while they speak English	23	76,66	7	23,24
<b>D</b>	<b>The amount of Support</b>				
7	I have patient and understanding listener while speaking	20	66,66	10	33,34
8	I have good feedback from listener	9	30	21	70

The first indicator from performance condition is time pressure. In first statement "*I need more time to think before I Speak in English*", some students explained that when they speak English, they feel like they translate in their head. Some students said that they cannot speak spontaneous. Some other students said that when they speak they listen and by the time they translate to understand the conversation continues, and it take time. In second statement "*I do not have any pressure condition while talking in English*", they students tend to answer NO, because most of them feel the pressure while talking in English, they said that when they need to speak in English they think that listener are waiting for their responds, but they cannot express their ideas, the time pressure make them more difficult to speak in English. Some other students said that they need time to decide what to say and how to say it, to say it, to check they have got their message across while they speaking.

The second factor in performance condition is planning. Preparing the task or Planning is also important for speaking performance. As it can be seen in the first statement in planning indicator *“I have enough vocabulary to make simple statement and ask a question in simplified speaking conversation”*. Most of students said that they do not have many vocabularies; some of them said that they cannot use the choice of word in making sentence while speaking. In second statement *“I can speak using good range of complex pattern and grammatical rules in speaking”*, the student mostly chooses “NO” option, the reason was they said that they not to sure about the grammar, some of them said that they know grammar but when it comes to speak in long term they will lost the grammar rule and forget the vocabularies.

The third factor in performance condition is Quality of performance. In first statement is *“I perform Well in Speaking”*. Mostly students answer NO option. There were some reason, some of them said that they feel everyone will take attention to them while they speak, so that it make them cannot think clearly and block in some ideas. Some other students said that they cannot speak well because they think their listener will judge their mistakes. In the next statement is *“I understand what people say while they speak English”*. The students answer mostly said YES. Some of the reason said that they understand what people said while they speak but they cannot respond with good grammar, some other students said that they have difficulties to arrange the sentence to speak.

The last indicator in speaking is the amount of the support. It also affects the students to perform the speaking well. In the first statement *“I have patient and understanding listener while speaking”*. Mostly students say YES. The reason of

some students because they just speak English with their friend only in specific accusation such as in the speaking class, so their listener will patiently waiting their respond while speaking. Some of students said it depend on the type of listener, when it is their friend, they will take patiently, but if it other person like lecturer or examiners they think that they will not patiently listen because of some reason such us time limitation on so on. In statement “*I have good feedback from listener*” they said NO. It doesn’t mean they have bad feedback; they do not have feedback at all. Some of them explained that no one give them feedback while speaking, some of them said the listener will give feedback if the listener have better grammar than them.

Learners carried out a speaking activity under different conditions. Performance conditions impacted speaking performance and these conditions involved time pressure, planning, the quality of performance, and the amount of support. The students got the pressure because the situation of classroom was too crowded, It can be caused because the condition of student. It made the student weak, less concentrate with the task when they asked to speak.

#### 4.1.2 Affective Factors

One of the constraints dealing with speaking skill in EFL classroom is that affective issue. It is the issue that can obstruct students’ speaking performance which is originated from inside of the students related to their feelings, emotions and belief. Affective factors are emotional factors which influence learning. They can have a negative or positive effect. Negative affective factors are called affective filters and are an important idea in theories about second language acquisition. Affective factor as the emotional side of human behavior can influence speaking performance. To see the students’ affective factors in speaking class can be seen as follow:

**Table 4.2 Students’ Affective Factor**

NO	Affective Factors	YES		NO	
		Frequency	Percentage (%)	Frequency	Percentage (%)



<b>A</b>	<b>Acquisition</b>				
1	I learn English Well in speaking	8	26,24	22	73,33
2	I Have good ability in speaking skill	7	23,24	23	76,66
<b>B</b>	<b>Motivation</b>				
3	I am very interested in spoken English	26	86,66	4	13,34
4	I want to learn spoken English well, for it will be helpful for my future job	28	93,33	2	6,66
<b>C</b>	<b>Self Confidence</b>				
5	I feel confident about speaking English in class	25	83,33	5	16,64
6	I always feel comfortable and delightful before English class gets started	10	33,33	20	66,64
<b>D</b>	<b>Anxiety</b>				
7	I will get nervous when speaking in English Class	23	76,66	7	23,24
8	I will worry about making mistake in answering question in English class	24	80	6	20

The first indicator in affective factors is acquisition. In the acquisition of a second language, speaking is a vital skill to master. In first statement "*I learn English Well in speaking*", the students mostly choose No option. The reason of some students was because they have weak development in learning English. Some of students explained that they cannot master well what they have learned in their school to universities. In next statement "*I Have good ability in speaking skill*", the students mostly choose NO option. It is relate with the first statement that they feel hard to master English skill so that they don't have good ability in English, some other students said their ability in English is bad because they have limited time to study when they were in school.

Motivation is an important aspect in a learning process. Motivation has a close relationship with the goal of learning. Whether the students want to study hard or not are based on their motivation in learning. If they have high motivation in learning they will have a willingness to study hard to get the goal. But if they do not have high motivation of course the students do not have willingness to study and they need more time to reach the goal of their study. So motivation is an important aspect in each student to reach the goal of study.

Based on the research result it can be seen that in first statement in Motivation indicator is *"I am very interested in spoken English "*, Mostly students choose YES option. The reason because English is their major, some other students said they are interested in English because they need it and have to lean it. In the next statement *"I want to learn spoken English well, for it will be helpful for my future job"* the students mostly choose YES option, but some others choose NO option. There are some students who like English very much, so they have a high motivation to learn and they are confident to speak English in every occasion. On the other hand there are some students who do not like English at all, so they have less motivation to learn and speak English even they are afraid of English.

The third indicator in affective factor is Self-confidence. One of the most important in speaking skill its back to someone self. They have to have good self-confidence. Whatever problems found in speaking will be easy to done if someone has a good confidence. Confidence means someone beliefs in their abilities. In the statement *"I feel confident about speaking English in class"* Mostly students choose YES option. The reason was because they think they are good enough in pronunciation, they feel confident while speaking. Others reason, the students said that they do not have enough grammar to speak in English, so that they feel not confident in speaking English. The next statement is *"A always feel comfortable and delightful before English class gets started"*. Half of the students answer YES option, and half of them answer YES option. The reason of some students was because they think their self will not able to talk because of their lack of vocabulary and pronunciation. Some other students feel not comfortable because of their grammar ability. It makes them shy and feels they are not confident enough to talk in English.

The last indicator in affective factor is anxiety. In the first statement *"I will get nervous when speaking in English Class"*. Based on the result it can be seen more than 70% students choose YES option. The reason it because of the students feel shy and nervous when they are asked to speak in front of people since they get more grammatical language learning and reading comprehension instead of doing speaking practices. The next statement is *"I will worry about making mistake in answering*

*question in English class*", 80% students choose YES option. The students are afraid of making mistakes in front of their friends and their lecturer. The reason was because most of students got anxiety in speaking English because they did not feel confident; they were afraid to speak English. Other students explained that they don't have adequate vocabulary, and some of them not are able to pronounce the words correctly and it may make them feel embarrassed and it can increase their anxiety to speak because they are afraid of making mistakes. Those factors, like fear of making mistakes, were commonly caused by their fear of being laughed at by their friends.

In addition, lack of confidence usually occurs when students note that their speech in not understandable by others. Moreover, it occurs due to the low ability in speaking English. Regarding the anxiety, studies confirm that students won't be able to speak English if they feel tension, apprehension and nervousness, so anxiety stands out as one of the main blocking factors for effective language learning. In support of those views, a study conducted by Marwan (2007), reveals that anxiety caused by some factors such as lack of confidence, lack of preparation and fear of failing the class. Park & Lee (2005), figure out that language learning and performance abilities are impeded if students are stressed and anxious. The same finding is shared with Tanveer (2007), he states that "the higher the anxiety, the lower the performance".

#### 4.1.3 Listening Ability

The learners cannot improve their speaking ability unless they develop listening ability. Learners should comprehend what is uttered to them in order to have a successful dialogue. Shumin (1997) represented that when students talk, the other students answer through the listening process. Speakers have the role of both listeners and speakers. It can be concluded that students are not able to reply if they cannot comprehend what is told. That is to say, speaking is very closely related to listening. To see the listening ability by third semester students of English Study Program FKIP – UIR can be seen as follow:

**Table 4.3 Listening Ability**

NO	Listening Ability	YES		NO	
		Frequency	Percentage	Frequency	Percentage



			(%)		(%)
1	I comprehend what the speaker said in the conversation	7	23,24	23	76,66
	total	7	23,24	23	76,66

Based on the result it can be seen that student mostly cannot comprehend what the speaker said in the conversation. As the definition of listening is the ability to identify and understand what others are saying. This involves understanding a speaker's accent or pronunciation, his grammar and his vocabulary, and grasping his meaning. The evidence that shows why listening is difficult for some students comes mainly from some source sources, first is about the message to be listened to, some students said they did not understand what the speaker want to convey to them. Some students said they cannot understand the speaker grammar and vocabulary, so that they cannot comprehend what the speaker said in the conversation.

#### 4.1.4 Topical knowledge

Topical knowledge is the knowledge structures in long-term memory that speakers have which is usually of relevant topical information. The information that topical knowledge provides enables learners to use language with reference to the world in which they live. However, those who have such knowledge can speak well rather than those who haven't. Consequently topical knowledge has effects on speaking performance. To see the students' knowledge in speaking performance by third semester students of English Study Program FKIP – UIR can be seen as follow:

**Table 4.4 Topical Knowledge**

NO	Topical Knowledge	YES		NO	
		Frequency	Percentage (%)	Frequency	Percentage (%)
1	I have adequate knowledge to responds the speaker	10	33,33	20	66,67
	total	10	33,33	20	66,67

From the calculation it can be seen the most option was No option. The reason is because most of them said they do not have adequate knowledge to respond the speaker responds. The students said they cannot find specific words to respond the speaker. The topical knowledge affected the students speaking performance. Based

on the result, some of the students had a lack of knowledge about the language to say any specific words so that they used the foreign zing, code switching or approximation to communicate with their friends in the role play activities.

#### 4.5 Feedback during Speaking Activities

Feedback is a natural part of language that we use to clarify the meaning of what we say, and to help students understand what we mean. The way teachers give their students corrective feedback is very important because feedback whether it is positive or negative is meant to encourage the students and also to help them develop their proficiency in the foreign language. If teachers correct students' mistakes while speaking, the conversational flow as well as the purpose of the speaking activity will be destroyed. If students are corrected all the time, they can find this very demotivating and become afraid to speak. Baker & Westrup(2003), suggest that the teachers should always correct the students' mistakes positively and with encouragement.

**Table 4.5 Feedback During Speaking Activities**

NO	Feedback During Speaking Activities	YES		NO	
		Frequency	Percentage (%)	Frequency	Percentage (%)
1	My Lecturers are always correct my mistake while speaking	10	33,33	20	66,67
	total	10	33,33	20	66,67

From the table can be seen that mostly student choose No option. It means that they are not corrected by the teacher. It can affect the students speaking performance. It will relate to students feeling of making mistake. As Kurtus states that the main cause of making mistakes is that students are afraid to be seen foolish and silly by their classmates and they think that people may laugh at them if they mispronounce some words. In support of Kurtus' point of view Aftat(2008), revealed that fear of making mistakes is linked to the issue of correction and negative evaluation. The most affecting problems using mother tongue and feeling shy.

#### 4.2 Discussion

Based on the result of the research in performance condition factor, it can be seen in general that students still have much problem in speaking. In most situations where learners need to speak English, they are under time pressure. They need time to decide what to say and how to say it, to say it, to check they have got their message across while they speaking. Proficient speakers can deal, more or less, with these time pressures by deploying features of spoken language that allow them more processing time. These include the use of automatized chunks of language, dropping unnecessary words (ellipsis), hesitations and repetitions, paraphrases and self-corrections.

Based on result of this research it can be seen that the third semester students at FKIP UIR did not have vocabulary and grammar. Preparing the task or Planning is also important for speaking performance. They cannot give equal attention to the competing demands of thinking of something to say, getting their meaning across in real time (fluency), using language accurately and appropriately (accuracy), and using varied and more advanced language (complexity). The amount of the support also affects the students to perform the speaking well. The

This research result is in line with Shumin (1997) who stated that speaking skill is one of the major abilities that is somehow troublesome for EFL and ESL learners. The ability to communicate in a new language target language based on its grammatical is always difficult for EFL learners. It is also one of the current questions in terms of speaking ability is the effect of learning grammatical rules on the level of speaking in the target language. In addition Scacella and Oxford (2002) say that grammatical rules are one of the fundamental aspects of speaking skill.



Grammatical competence is an umbrella concept that includes increasing expertise in grammar (morphology, syntax), vocabulary, and mechanics with regard to speaking, the term mechanics refers to basic sounds of letters and syllables, pronunciation of words, intonation, and stress.

This implies that our learners should understand English language structures accurately to become fluent. Swan (2008) believed that knowing how to build and use certain structures makes it feasible to communicate common types of meaning successfully. Without these structures, it is difficult to make comprehensible sentences. In order to make the students' task more manageable, it will be necessary to 'park' one or more of these demands, so that the limited intentional resources can be appropriately directed. To some extent, all of the work that comes before a speaking activity can be seen as support and preparation for the speaking itself and should help to lessen cognitive overload. This preparatory work needs, of course, to be at the appropriate level of challenge. However, in this section, it will consider the time set aside for planning and preparation immediately before the speaking activity.

Another factors that encounter by students in speaking English is affective factor, It is as the emotional side of human behavior can influence speaking performance. A number of studies about second language acquisition have found several affective issues that are closely related to speaking. First issue is that lack of motivation. It means that students have no strong feeling to make them acquire the target language. Students often fail in exam since they feel no desire to learn English.. Second issue is language anxiety. Students feel shy and nervous when they are asked to speak in front of people since they get more grammatical language learning and reading comprehension instead of doing speaking practices. As Astuti (2012) also revealed in her research that about 81.5% of respondents confessed that they learn English Grammar dominantly in the classroom and the teaching focused on the answering the reading passage exercise grammatically correct. 53% of respondents

feel nervous while they are asked to speak English in front of many people. Finally, students are difficult to show a good speaking performance.

Next issue is that lack of self-confidence. Students believe that they have no capability to acquire the language. Students don't want to speak English since they believe that their performance will not be good. As Juhana (2012) found that lack of self-confidence is caused by fearing of making mistake, feeling shy of being laughed, and getting bad score. As a result, students who have less self-confidence in speaking class will do few practices and it makes them hard for expressing their feeling or idea using English.

Based on the result it can be seen that student mostly cannot comprehend what the speaker said in the conversation. This involves understanding a speaker's accent or pronunciation, his grammar and his vocabulary, and grasping his meaning. Beside, another factors that affect the speaking performance is Topical knowledge, it is the knowledge structures in long-term memory that speakers have which is usually of relevant topical information. The information that topical knowledge provides enables learners to use language with reference to speak. The last factor is the feedback during speaking. The way teachers give their students corrective feedback is very important because feedback whether it is positive or negative is meant to encourage the students and also to help them develop their proficiency in the foreign language.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 5.1 Conclusion

The data of this research was the third semester students at FKIP UIR. The data was taken from questionnaire. In term of Performance condition, it is impacted speaking performance and these conditions involved time pressure, planning, the quality of performance, and the amount of support. The students got the pressure because the situation of classroom was too crowded, It can be caused because the condition of student. It made the student weak, less concentrate with the task when they asked to speak.

In term of affective factor, some of students explained that they cannot master well what they have learned in their school to universities. There are some students

who like English very much, so they have a high motivation to learn and they are confident to speak English in every occasion. On the other hand there are some students who do not like English at all, so they have less motivation to learn and speak English even they are afraid of English. The students are afraid of making mistakes in front of their friends and their lecturer. The reason was because most of students got anxiety in speaking English because they did not feel confident; they were afraid to speak English.

In term of listening ability, students mostly cannot comprehend what the speaker said in the conversation. This involves understanding a speaker's accent or pronunciation, his grammar and his vocabulary, and grasping his meaning. In term of topical knowledge, the students said they cannot find specific words to respond the speaker. However, those who have such knowledge can speak well rather than those who haven't. Consequently topical knowledge has effects on speaking performance. The students said they cannot find specific words to respond the speaker. And the last about feedback during speaking, they are not corrected by the teacher. It can affect the students speaking performance. If students are corrected all the time, they can find this very demotivating and become afraid to speak

## **5.2 Suggestion**

### **5.2.1 For students**

The results of this study were expected to give a contribution to learning English especially in improving the quality of their speaking performance by learning how to plan the material in speaking and how to deal with affective factors while speaking.

### **5.2.2 For writers**

The results of this study are expected to give a contribution to for English writers. It can be used as mediums to enrich the teaching and learning strategy. These research can help students to improve their speaking.



### 5.2.3 For other Researcher

Following the factors that affect speaking performance has some difficultness. In addition for other researcher to find better ways to face some problem in order to make the factors more detail.

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