

CHAPTER I

INTRODUCTION

This chapter covers the background of the study, research problem, objective of study, scope and limitation, significance of study, and definition of key terms.

A. Background of the Study

Speaking is an important language skill (Nguyen, 2015, p.8). Students find it difficult but interesting. They may contact people, express their needs, ideas, wishes and impressions. Language is a tool for communication (Enas, 2015, p.52). We communicate with others, to express our ideas and to know others' ideas as well. Communication takes place where there is speech, without speech we cannot communicate with one another. Zaremba and Zhang (2006) hypothesize that, of the four macro English skills, speaking seems to be the most important skill required for communication. English today is believed to be the most influential medium in bridging the global communication (Gurbuz et al., 2013, P.366). A large proportion of learners in the world study English hard in order to communicate with native speakers or speakers of other languages. Learning a new language involves skills of listening, speaking, reading and writing. Among the four skills, speaking is said to be the most direct way to talk to people (Yunzhong, 1985).

There are a number of factors affecting the acquisition or learning of English speaking skills. Confidence and competence usually reinforce English

speaking skills. Patil (2008) in the research asserted that building up the learner's confidence to eliminate their fear of making errors was a priority that a teacher should consider in order to make learners feel comfortable with their language use. Regarding speaking effectiveness, Shumin in the research pointed out a number of elements involved, including listening skills, socio-cultural factors, affective factors, and other linguistic and socio-linguistic competences such as grammatical, discourse, socio-linguistic, and strategic competence.

In Russia, a number of researchers investigated the learners' English speaking skills and came to the conclusion about students' low level of speaking ability, their inability to speak confidently and fluently, and their lack of confidence and anxiety about making errors. Most college students are not confident in their ability to learn to speak; teachers must overcome their reluctance in order to change this situation (Trent, 2009).

Teacher of EFL may experience the same situation in which the students are unwilling to speak. There are many factors causing this problem. Students feel that they lack confidence to speak as the result of not knowing what to say. Some others might state that they have shortage of words to say in conversation. The rest might tell the teacher that the topic of the conversation is not interesting. Students in class also experienced the poorest condition of speaking. This result from lack of speaking practice, but students, especially Asian students tend to be reluctant to speaking English in class as well as after

class. It is important for teachers to encourage and motivate them to speak English, especially in class (Chamot, 1993).

Learning to speak a foreign language requires more than knowing its grammar and vocabulary. Learners should acquire the skill through interaction with each other. However, it is difficult for EFL learners to speak appropriate English in the classroom because of the limited language use in their real lives. Affective factors are the most important issues that may promote students' speaking. Affective factors include self-esteem, emotion, attitude, anxiety, and motivation. The writer also believes that "L2 or foreign language learning is a complex task that is susceptible to human anxiety, which is associated with feelings of uneasiness, frustration, self-doubt, and apprehension." These are the factors that affect students' speaking in most EFL contexts and there are other issues as well. For example, the language level may be too difficult, or too much is given at once (Shumin, 1997).

The result of the observations and experience of the researcher, students in IAIN Palangka Raya have same situation with the condition in Russia that has explain above, a very low proficiency in spoken English, they have low English speaking performance because of many factors and there has been no research that discusses this topic.

Based on the explanation above, writer will decide to present the research with the title **INVESTIGATING FACTOR AFFECTING LEARNING SPEAKING SKILL OF THE THIRD SEMESTER STUDENTS AT ENGLISH EDUCATION STUDY PROGRAM IN IAIN PALANGKA RAYA**

B. Research Problem

This study sought to unearth answers for the following question:

1. What are the students-related factors that affect their learning English speaking skill?
2. What are the learning-environment related factors that affect students' learning English speaking skills?

C. Objective of the Study

1. General Objective of the Study

The general objective study is to explore the factors affecting students' learning English speaking skill.

2. Specific Objective of the Study

- To find out the students-related factors that affects their learning English speaking skill.
- To probing the learning-environment factors that affect students' learning English speaking skill.

D. Scope and Limitation

According to the background of the study above, the researcher makes limit of this research. This study belongs to case study research which uses qualitative design. It will be focuses on factor affecting learning speaking skill of the third semester students in IAIN Palangka Raya. In this research, collect the data based on the observation, questionnaire, interview and documentation. It be conducted at third semester students of IAIN Palangka Raya Academic Year 2017/2018

E. Significant of the Study

The result of this study regarding factors affecting students' learning English speaking skill will basically it can help students to be aware of the factors affecting their acquisition of English speaking skill.

F. Definition of Key Term

Affect : It is something's or somebody's actions that act up on or have an effect on somebody or something else. Or it is a feeling associated with action or it is an emotion or mood associated with an idea or action, the external expression of such a feeling.

Factor : It is something that contributes to or has an influence on the outcome of something.

Speaking Skill : Speaking Skill is the interactive process of constructing meaning that involves producing, receiving and processing information.

G. Framework of Discussion

The systematic of the discussion of this study was as follow:

Chapter I : Introduction which consist of a background of the study, problem of the study, objectives of the study, significances of the study, scope and limitation, framwork of the discussion, difinition of key terms, and outline of the study.

Chapter II : Riview of related literature which sconsist of previous of study, definition of speaking,

Chapter II :Research methodology consist of research design, an object of study, data collecting procedure and data analysis procedure

- Chapter IV :this chapter present the research findings and discussion.
The finding design to answer the research problems,
presentation interview and discussion.
- Chapter V :Concluision and suggestion

CHAPTER II

REVIEW OF RELATED LITERATURE

A literature review as an outline and analysis of related literature that is conducted to provide insights about a study (McMillan & Schumacher, 2006, p. 474). In corroboration of this view, Johnson and Cristensen see (2004) a literature review as an explanation of the theoretical underpinnings of the research study related to the current topic.

This chapter consists of the previous studies, the definition of speaking, the importance of speaking, the speaking problem, factor affecting speaking skill.

A. Previous Study

There were some previous studies which related of this study:

1. First, The study about speaking skill conducted by Hassan and Ahmad (2015) entitled “*Speaking Skills Problems Encountered by Iranian EFL Freshmen and Seniors from Their Own and Their English Instructives*”. This journal introduces about investigated speaking skills problems faced by Iranian EFL freshmen and seniors from their own and their English instructors’ perspectives. To this end, 238 Iranian EFL students (138 freshmen and 100 seniors) and 30 English instructors from various universities participated in the study by completing a validated speaking skills problems questionnaire. To triangulate the data, 30 EFL students (15 freshmen and 15 seniors) and ten English instructors, selected

randomly from among the participants of the study, also sat a semi-structured interview. The results of the study revealed that some socially-related and instructor-related problems, the lack of teaching facilities, and the curricula of the education system of the country were among the major problem-creating factors for the freshmen's and seniors' speaking skills. Furthermore, the t-test results showed that overall there was no significant difference between the freshmen's and the seniors' perceptions of their own speaking skills problems.

2. Second, the study that was conducted by Gurbuz et al, (2014) entitled "*Evaluation of 6th Grade English Curriculum in Terms of Speaking Skills and Identifying causes of Speaking Problems Students Face*". This research focus on evaluate 6th grade English curriculum in terms of speaking skills and to identify causes of students' speaking problem. Based on research findings five questions were asked to teacher and the findings related to the data obtained. From the teacher answers, it is inferred that students have speech problems in general, but it has been concluded that there is not only one solution for or cause of this problem. Teachers participated in the research generally find the program ineffective with regard to developing students' communicative skills.

3. Third, the study that was conducted by Dina and Ghadeer (2011) entitled *“An Investigation of the Difficulties Faced by EFL Undergraduates in Speaking Skills”* the present study aimed at describing difficulties that may be encountered at an EFL setting. The sample was stratified random as drawn from six Jordanian public universities. Survey questionnaires as well as semi-structured interviews were constructed. 64 students were interviewed out of 566 students who responded to a survey questionnaire. The findings of the study exposed a perceived failure of EFL students’ speaking skill in English was reported together with reasons that explain such perceived difficulty. The results of the study showed a ‘low’ speaking proficiency level among EFL undergraduates along with negligible instruction of the speaking skill at university courses’ level. More highlighted difficulties by this study were as these of: communication in L1, large classes, and lack of time.
4. Fourth, the study that was conducted by Mona (2013) entitled *“Factors Negatively Affect Speaking Skills at Saudi Colleges for Girls in the South”* This study investigated factors negatively affect English language speaking skills in Saudi colleges for girls in the South in terms of: a) Instructors. b) Students. c) Curriculum and textbook. d) English Language teaching methods and exercises. e) Teaching and learning environment. To collect data for the study, a questionnaire papers were distributed to

150 students studying at Mhayal and Almajardah colleges of King Khalid University (KKU) at English languages department, and 10 female instructors were interviewed about the students' questionnaire information. Data generated were subjected to descriptive and analytical approach using SPSS. The findings were: 1. Using Arabic in class affect students' proficiency. 2. Students fear speaking English Language in public and can't make a phone conversation, presentation in English without Arabic translation. 3. Curriculum of listening and speaking does not contain enough exercises for speaking skills. 4. Instructors do not use strategies that develop speaking such as: role-play, debates, and presentation - assignment. 5. More time is devoted to listening skills than speaking skills. 6. Labs are not used for teaching listening and speaking skills. 7. Rarely CD is used as speaking model. 8. More than 30 students are in listening and speaking class. It has been strongly recommended: 1. Prohibit the students from using Arabic in English Language classes. 2. Use motivating teaching strategies such as: cultural debatable topics, discussions, role-play, and presentations - assignment to develop speaking proficiency. 3. Teach Listening and speaking course in the lab. 4. Increase the time of listening and speaking course to six hours instead of three to develop speaking proficiency. 5. Activate English club and societies inside the colleges. 6. Students' number in listening and speaking class must not exceed 30.

5. Fifth, the study that was conducted by Leong and Ahmadi entitled “*An Analysis of Factors Influencing Learners’ English Speaking Skill*” This paper reviewed the factors that affect students’ English speaking performance. The mentioned factors in this paper have an important role in developing learners’ speaking skill. The factors make learners less self-confident and less comfortable in their speaking classes. The findings of this paper indicated that learners with a low self-esteem, higher anxiety, and low motivation have serious difficulties in speaking skill in spite of having acceptable linguistics skills.

As the previous studies this research was discussed about learning speaking skill. But this study will focus in factor affecting learning speaking skill.

B. Definitioan of Speaking

There are a lot of definitions of the word “speaking” that have been suggested by the researchers in language learning. In Webster New World Dictionary, speaking is to say words orally, to communicate as by talking, to make a request, and to make a speech (Nunan, 1995). According to Chaney (1998), speaking is the process of making and sharing meaning by using verbal and non-verbal symbols in different contexts. Brown (1994) and Burns and Joyce (1997) defined speaking as an interactive process of making meaning that includes producing, receiving, and processing information.

Bygate (1987) defined speaking as the production of auditory signals to produce different verbal responses in listeners. It is regarded as combining sounds systematically to form meaningful sentences. Eckard and Kearny (1981), Florez (1999), Howarth (2001), and Abd El Fattah Torky (2006) defined speaking as a two-way process including a true communication of opinions, information, or emotions. This top-down view regards the spoken texts as the collaboration between two or more persons in the shared time and the shared context.

C. The importance of Speaking

Humans are programmed to speak before they learn to read and write. In any given, human beings spend much more time interacting orally with language rather than using it in its written form. Speaking is the most important skill because it is one of the abilities that is needed to perform a conversation. English speaking is not an easy task because speakers should know many significant components like pronunciation, grammar, vocabulary, fluency, and comprehension. Learners should have enough English speaking ability in order to communicate easily and effectively with other people. Rivers (1981) studied the use of language outside the classroom situation and understood that speaking is used twice as much as reading and writing combined. According to Brown (1994), listening and speaking are learners' language tools.

Efrizal (2012) Pourhosein Gilakjani (2016) expressed that speaking is of great significance for the people interaction where they speak everywhere and every day. Speaking is the way of communicating ideas and messages orally. If we want to encourage students to communicate in English, we should use the language in real communication and ask them to do the same process.

Richards and Rodgers (2001) stated that in the traditional methods, the speaking skill was ignored in the classrooms where the emphasis was on reading and writing skills. For example, in The Grammar-Translation method, reading and writing were the important skills and speaking and listening skills were not of great significance. According to Ur (2000), of all the four language skills called listening, speaking, reading, and writing, speaking is the most important one that is very necessary for the effective communication.

The significance of speaking is indicated with the integration of the other language skills. Speaking helps learners develop their vocabulary and grammar skills and then better their writing skill. Students can express their emotions, ideas; say stories; request; talk, discuss, and show the various functions of language. Speaking is of vital importance outside the classroom. Therefore, language speakers have more opportunities to find jobs in different organizations and companies. These statements have been supported by Baker and Westrup (2003) who said that learners who speak English very well can

have greater chance for better education, finding good jobs, and getting promotion.

When students learn English, speaking is significant to support their ability to apply the language. Speaking skill has been very important to the success of human beings. The significance of speaking skill is observed in the daily activities of persons. Speaking is an interactive activity and it occurs under the real time constraints. That is, persons can use words and phrases fluently without very much conscious thinking. Speaking skill enables individuals to produce sentences for the real communication, in other words they actually like to communicate in language to get specific objectives (McDonough & Shaw, 1993).

D. Speaking Problem

There are some problems for speaking skill that teachers can come across in helping students to speak in the classroom. These are inhibition, lack of topical knowledge, low participation, and mother-tongue use (Tuan & Mai, 2015).

1. Inhibition

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

themselves. Littlewood (2007) expressed that a language classroom can also create inhibitions and apprehension for the students.

2. Lack of topical knowledge

The second problem is that learners complain that they cannot remember anything to say and they do not have any motivation to express themselves. This is supported by Rivers (1968) who thinks that learners often have nothing to say probably because their teachers had selected a topic that is not appropriate for them or they do not have enough information about it. Baker and Westrup (2003) also supports the above idea and stated that it is very difficult for learners to answer when their teachers ask them to tell things in a foreign language because they have little opinions about what to say, which vocabulary to apply, or how to use grammar accurately.

3. Low participation

The third problem in the speaking class is that the participation is very low. In a class with a large number of students, each student will have very little time for talking because just one student talks at a time and the other students try to hear him/her. In the speaking class, some learners dominate the whole class while others talk very little or never speak.

4. Mother-tongue

The last problem related to the speaking ability is that when some learners share the same mother-tongue, they try to use it in the speaking class because it is very easy for them (Tuan & Mai, 2015). According to Harmer (1991), there are some reasons why learners use mother-tongue in their speaking classes. The first reason is that when teachers ask their learners to talk about a topic that they do not have enough knowledge, they will try to use their language. The second reason is that the application of mother-tongue is very natural for learners to use. If teachers do not urge their learners to talk in English, learners will automatically use their first language to explain something to their classmates. The final reason refers to the fact that if teachers regularly use their learners' mother language, their learners will feel comfortable to do so in their speaking class.

E. Speaking Skill

Speaking skill is the interactive process of constructing meaning that involves producing, receiving and processing information. When someone speaks, he or she interacts and uses the language to express his or her idea, feeling and thought. He or she also shares about the information to other through communication (Listriyana, 2014, P.6)

F. Characteristic of Speaking Skill

According to Mazouzi (2013), learners' activities should be designed based on equivalence between fluency and accuracy achievement. Both fluency and accuracy are important elements of communicative approach. Classroom practice can help learners develop their communicative competence. So they should know how the language system works appropriately.

1. Fluency

The first characteristic of speaking performance is fluency and it is the main aim of teachers in teaching speaking skill. According to Hughes (2002), fluency is the learners' ability to speak in understandable way in order not to break down communication because listeners may lose their interest. Hedge (2000) expressed that fluency is the ability to answer coherently by connecting the words and phrases, pronouncing the sounds clearly, and using stress and intonation.

2. Accuracy

The second characteristic of speaking performance is accuracy. Learners should be fluent in learning a foreign language. Therefore, teachers should emphasize accuracy in their teaching process. Learners should pay enough attention to the exactness and the completeness of language form when speaking such as focusing on grammatical structures, vocabulary, and pronunciation (Mazouzi, 2013).

G. Factor Affecting Speaking Skill

If teachers want to help learners overcome their difficulties in learning speaking skill, they should identify some factors that influence their speaking performance. Learners' speaking performance are influenced by factors like performance conditions, affective factors, listening skill, and feedback during speaking tasks (Tuan & Mai, 2015).

1. Performance condition

The first factor is pertinent to 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 side of student

The second factor is related to affective ones. 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.

a. Language acquisition

Language acquisition is a natural process for children. It occurs almost without effort. The ability to speak grows with age, but it does not mean that such growth will automatically lead to perfection. To speak in more effective ways requires particular attention and constant practice (Zhang et al., p.1995). Speaking fluency appears to develop with increased exposure to second language (L2) input (Al-Sibai 2004). Input refers to the language data which the learner is exposed to (Zhang, 2009).

Although it is widely recognised that input is very essential for language acquisition, it is not sufficient if not followed by interaction and output (the language a learner produces) because the processing of comprehension is different from the processing of production, and the ability to understand the meaning conveyed by sentences differs from the ability to use a linguistic system to express meaning. When input is negotiated and learners produce output in interaction, they selectively —take in portions of comprehensible input and choose a correct linguistic form to express themselves. This process makes it possible for the learners to internalise what they have learned and experienced (Swain, 1985, as cited in Zhang, 2009).

b. Motivation

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 perseveres (Littlewood, 1984, p.53). 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 (Littlewood, 1981).

c. Self-confidence

It is commonly understood that students' lack of confidence usually occurs when students realize that their conversation partners have not understood them or when they do not understand other speakers. In this situation, they would rather keep silent while others do talking showing that the students are lack of confidence to communicate. In response to this, Tsui cited Nunan (1999) says that student who lack of confidence about themselves and their English necessarily suffer from communication apprehension. This shows that building students' confidence is an important part of teacher's focus of attention. This means that the teacher should also learn from both

theories and practical experience on how to build the students' confidence.

d. Anxiety

Anxiety is a feeling of tension, apprehension and nervousness associated with the situation of learning a foreign language (Horwitz et al. cited in Nascente, 2001). Further Nascente writes that, among other affective variables, anxiety stands out as one of the main blocking factors for effective language learning. In other words, anxiety influences students in learning language. Therefore, paying attention to this factor of learning should also be taken into consideration.

The fact that anxiety plays an important role in students' learning is also shared by other researchers like Horwitz (1991) as cited in Sylvia and Tiono (2004). He believes that anxiety about speaking a certain language can affect students' performance. It can influence the quality of oral language production and make individuals appear less fluent than they really are. This explanation suggests that teachers should make an attempt to create a learning atmosphere which gives students more comfortable situations in their learning activity.

3. Listening ability

Listening ability is the third factor. 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

Topical knowledge is the fourth factor. Bachman and Palmer (1996) defined it as the knowledge structures in longterm 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

The sixth factor is related to the 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. Baker and Westrup (2003) supported the above statement and said that if learners are always corrected, they will be demotivated and afraid of talking. It has been suggested that instructors should always correct their learners' mistakes positively and give them more support and persuasion while speaking.

6. Learning-environment related factors

Learning environment refers to the diverse physical locations, contexts, and cultures in which students learn. It encompasses the culture of a school or class, its presiding and characteristics, including how individuals interact with and treat one another as well as the ways in which teachers may organize an educational setting to facilitate learning. For instance, conducting classes in relevant natural ecosystems, grouping desks in specific ways, decorating the walls with learning materials, and utilizing audio, visual, and digital technologies. The qualities and characteristics of a learning environment are determined by a wide variety of factors, school policies, governance structures, and others features may also be considered as elements of a learning environment. Learning environments have both a direct and indirect influence on students

learning, including their engagement in what is being taught, their motivation to learn, and their sense of well-being, belonging, and safety. For example, an environment filled with sunlight and stimulating educational materials would likely be considered more conducive than to learning environment filled with drab spaces without windows or decorations, as would schools with fewer incidences of misbehavior, disorder, bullying and illegal activity. How adults interact with students and how students interact with one another may also be considered aspects of a learning environment (Chot Pal, 2015, p.28)

According to Mahripah (2014), EFL learners' speaking skill is affected by some linguistic components of language like phonology, syntax, vocabulary, and semantics and psychological factors such as motivation and personality.

1. Linguistic components

a. Phonology

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

b. Syntax

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. Grammatical competence 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).

c. Vocabulary

Vocabulary is essential for EFL learners since it is the building block every language. If the receptive vocabulary is rather limited, learners can seldom put the "receptive vocabulary knowledge into productive use" (Nation, 2001, p. 129); therefore it is necessary for

EFL learners to keep a lot of vocabulary in their long-term memory. Furthermore, the ability to pick up words from one's mind may cover the speaking fluency (Carter, 2001 and Levelt, 1989)

2. Psychological factors

a. 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 sensitise 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.

b. Personality

The fear of speaking English is pertinent to some personality constructs like anxiety, inhibition, and risk taking. Speaking a language sometimes results in anxiety. Sometimes, extreme anxiety may lead to 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 leads to their silence during the whole class activity.

CHAPTER III

RESEARCH METHOD

This chapter explains, research design, subject of the study, source of the data, research instrument, data collection procedure, data analysis procedure, and data Endorsement

A. Research Design

In this study, the design is qualitative research method will use case study with the analysis data. Case study reseach is a qualitative examination of a single individual, group, even, or institution (Ary et al, 2010, p.637). As indicated, case studies provide an in-depth description of a single unit. The unit can be individual, a group, a site, a class, a policy, a program, a process, an institution, or a community. It is a single occurrence of something that the researcher isinterested in examining. Situation in the qualitative approach, it focuses with the problem demand reseacher with systematic system.

B. Subject of the Study

In this research researcher collected data from students as the informan. There was 25 English students at IAIN Palangka Raya third semester. The researcher only focused in the factor affecting learning

speaking skill. In this research collect the data based on the result of observation, questionnaire, interview and documentation.

The researcher chose the subject based on purposive sampling criteria which third semester English students, Class C, subject "Speaking for group activities" in IAIN Palangka Raya. The object of the study is student's factor affecting learning speaking skill at the third semester student in IAIN Palangka Raya.

C. Source of Data

The researcher used primary data because the researcher found the data from informants, primary data is data obtained or collected by researcher directly from the source of the data. According to Narimawati (2008 : 98) primary data is data derived from the original source. This data is not available in the compiled form. This data should be sought through sources or in technical terms the respondents, those that we make object research or person that we use as a means of getting information or data.

In this research researcher collected data from students as the informant. There was 25 as the English students at IAIN Palangka Raya third semester. The data collection procedure, the researcher used observation, questionnaires, interview, and documentation.

D. Research Instrument

Instruments of the study are needed in the research. It is because the instruments are tools to get the data of the study. In which the data are the

important things to help the researcher in answering the problem of the study. In collecting the data for this research, the researcher used observation, interview and questionnaires to obtain the data in order to answer the problem (Pahrina, 2014:48).

Process of collecting data in this research is without test. Instrument of the study from subject research are:

1. Observation

Observation is used as a technical term in research with its specific meaning, observation is usually to the use of our visual sense to record and make the information. In research, observation refers to data gathering which involves the use not only visual sense, but also all sense necessary to get valid and reable data. Observation also refers to one of the tecniques in gathering data (Mohammad, 2014:77).

2. Questionnaires

Questionnaires is written questioning of a subject (Donald, 2011:644). Questionnaires are used to gather data from students about opinions, beliefs, and feelings about situations in their own words. They use to help understanding the experiences students have and the meaning they make of them rather than to test hypotheses (Doland, 2011: 644).

The second part of the questionnaire,Each statement was presented with a five points Likert scale and participants were asked to circle or

checkone of the five given points (1= strongly disagree, 2= disagree, 3=neither agree nor disagree,4= agree, 5= strongly disagree). participant provided those question which The 17 statements were divided into 10 coded factor or category groups in order to facilitate the analysis and investigation of the investigating factor affecting learning speaking skill.

Table 3.1 Classified of questions based on the types of investigating factor affecting learning speaking.

Item number 1,	Inhibition
Item number 9,10,12	Lack of topical knowledge
Item number 6,	Low participation
Item number 11	Mother-tongue
Item number 8	Motivation
Item number 4,2	Self-confidence
Item number 5	Anxiety
Item number 3	Shyness
Item number 14, 15, 16,17,	Learning-environment

Zoltan states that questionnaire research makes the inherent assumption that the respondents can read and write well. The situation may be more serious when a questionnaire is administered in languages

that the respondents are learning, which the case is often in applied linguistic research. It is therefore understandable that for respondents with literacy problems or with limited L2 proficiency. So, the researcher used Indonesian language in questionnaire. The questionnaire design is available in appendix.

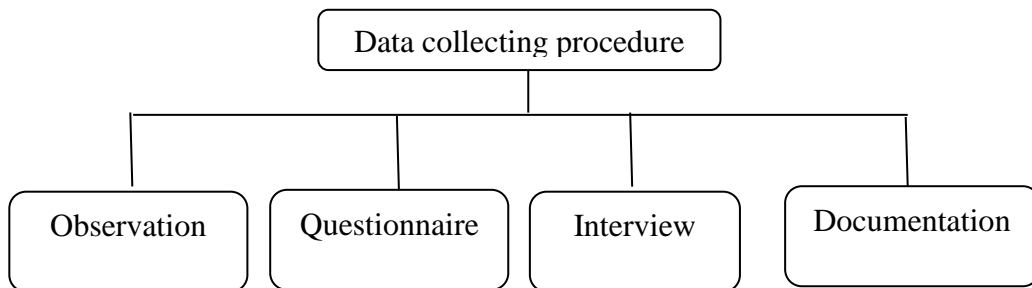
3. Interview

Interview is oral questioning of a subject. Interviews are used to gather data from people about opinions, beliefs, and feelings about situations in their own words. They used to help understanding the experiences people have and the meaning they make of them rather than to test hypotheses.

According to Esterberg in Sugiyono stated that, interview is a meeting of two persons to exchange information and idea through question and responses, resulting, in communication and joint construction on meaning about a particular topic (Sugiyono, 2007:300).

E. Data collection Procedure

Data collecting procedure is one of the main duties in this study to answer the problem of the study. The data collected in natural setting without any manipulation of the setting. Data collecting procedure used in this study, namely: observation, questioner, interview, and documentation. It can be draw as follows:



Process of collecting data in this research is without test. Instrument of the study from subject research are:

1. Observation

The observation conduct in the third semester students at English education study program in IAIN Palangka Raya . The researcher use a video recorder or photo to record activities in the collage. The researcher was a non participant observer who stand in their activities area. In order, the writer did not distrub the naturalness. For sessions questionnaires and interview also conducted after observation to gain the data about the factor affecting learning speaking skill..

Systematically, the researcher had some steps in the observation based on Spradely in Sugiono (2010:226).First, conducted the descriptive observation, all of the data were collected without any rule based on what the writer looked, listened, felt, and described the data

generally. Second, focused observation was conducted in this step. The researcher analyze in component analysis.

2. Questionnaires

In this study, the researcher focused on the factor affecting learning speaking skill. The students answered the questions truly based on the fact, their feeling and their perception about learning speaking skill.

The researcher give some questions to the students related to the topic discussion by the researcher in this research. The questionnaires consist of some items to support the data in this research. The questions form of the probles of the study in this research that conducted by the researcher an found the solving for those problems.

Data collection techniques of this section of the collection in the form of some questioner. There are 17 questions and some specification of item of questionnaire. There are students-related factor that affect their learning English speaking skill and learning-environment related factors that affect students' learning English speaking skill.

The specification of the questioner based on the types of the factor affecting learning English speaking skill :

1. Inhibition
2. Lack of topical knowledge

3. Low participation
4. Mother-tongue
5. Motivation
6. Self-confidence
7. Anxiety
8. shyness
9. Learning-environment
10. Pronunciation

3. Interview

In this research, the interview have done to describe and identify the information namely, first, learning speaking skill that caused by inhibition. The second, learning speaking skill that caused by anxiety. The third, learning speaking skill that caused by pronunciation. The Fourth, learning speaking skill that caused by self-confidence.

In this study, the interview done to describe and identify the information factor affecting learning speaking skill.

Meanwhile, still, according to Esterberg in Sugiyono stated that, there are three kinds of the interview namely, structured interview, semi structure interview, and unstructure interview. In this study, the researcher used structured interview (Sugiyono, 2007:300).

Based on this technique, the researcher ask the information to the informant directly. In this way, the writer sought the varieties information

about the problems that researched particularly from the problems as follows :

1. The student-related factor that affect their learning English speaking skill.
2. The learning-environment related factor that affect students' learning English speaking skill..

The 4 questions were described with this table. Each questions have different category.

Table 3.2 The classified of interview based on the category

Category	Questions
Lack of topical knowledge	1. Apakah ada masalah dalam kemampuan speaking anda yang disebabkan oleh, kurangnya vocabulary, dan grammar?
Anxiety	1. Apakah ada masalah dalam kemampuan speaking anda yang disebabkan oleh kegugupan?
Pronunciation	1. Apakah ada masalah dalam kemampuan speaking anda yang disebabkan oleh pengucapan anda yang kurang fasih?

Self-confidance	1. Apakah ada masalah dalam kemampuan speaking anda yang disebabkan oleh kurangnya kepercayaan diri?
-----------------	--

4. Documentation

In this study documentation finding are from documents or archives from institute careful research (Nasution, 2003:143). Documentation is documents required for something or providing evidence or proof of something (Hornby, 2005;342). By seeing the documentation to get the real information so that it can support the data and admitted the data validity.

In this research, to make a strong data, researcher be used the documentation :

1. Video/photo, to be able to provide concrete evidence of the data obtain and it be support the data that find.
2. Recorder, to record the interview section.

F. Data Analysis Procedure

According to Bogdan and Sugiono states:

“Data analysis is the process of systematically searching and arranging the interview transcript, field notes, and other materials that you

accumulate to increase your own understanding of them and to enable you to present what you have discovered to other.

Miles and Huberman suggest that activities in data analysis qualitative done interactively and continuously. The activities in data analysis are data collection, data reduction, data display, and conclusion drawing/verification.

1. Data Collection

The collection of data on the main qualitative research is observation, in-depth questioner study documentation, and combined of all three tools is triangulation. Researcher does passive observation of participants. Then, researcher visits the place of the activities, but does not get involved in such activities. By the above research description, researcher collects data by three ways i.e. observation, questionnaires, interview and documentation.

The first step, researcher observe for three day, there are :

Table 3.3 The Observation schedule

Day	Activity
1 st day	Observe, the conversation is done before entering the classroom.
2 nd day	Observe the conversation that was conducted after entering the classroom.
3 rd day	Observe activity in class.

The result of this observation step are :

1. The researcher get the sample (the name of students).
2. The researcher get the hyphotesis about student's factor affecting learning speaking skill.

The second step is give the questioner to students who become sample in this research.

The third step is interview, the Interview was consisted of some questions that related with the topic of this research. It conducted after the researcher observing and giving the questionnaires. This technique is intended to direct opinion of students experience in language learning speaking skill, the reason student's opinions in the express idea orally. There are 4 questions for interview. Actually, the content of this questions are same with the questionnaires, because the researcher want to clarify the informant's answer.

The fourth step is documentation, In this research, to make a strong data, researcher be used the documentation:

1. Video/photo, to be able to provide concrete evidence of the data obtain and it be support the data that find.

2. Recorder, to record the interview section.

2. Data Reduction

Data reduction is resumming, choosing on basic things, focus on the important things, and search the theme and pattern. In short, the data reduction provide a clearer picture and ease the researchers to collect the next data. From the above explanation after researcher collect data from questioner to 5 people in college. So the researcher does, collect or summarizing and taking notes carefully and detailed in order easier in next data display.

3. Data Display

In the display of qualitative research, data may present in a brief description, chart, and relations between categories or text narrative. From the explanation above, researcher elaborate in detail how the factor affecting learning speaking skill, the researcher be find the factors that cause the factor affecting learning skill is low.

4. Conclusion Drawing Verifying

Conclusions and verification are writing the conclusion and answering various problems with formulating strong evidences and supporting in the stage of data collection. Qualitative research is new findings that previously do not exist. The findings in the form of a description or the description of the objects that are previously still dimly lit so thoroughly after it becomes clear.

G. Data Endorsement

The relevant data are observed and investigated by the researcher. There are four techniques to get validity of the data, namely credibility, transferability, dependability, and conformability. (Sugiono, 2007 : 366)

1. Credibility

The credibility of qualitative research is to test the credibility of the data or the reliability in the data results of the research. The success exploring a complex issue or benefiting towards the data results of the research. In this study, researcher tests the credibility of the data or the reliability of the data results of the research, the researcher do some testing techniques, to the extent of the students-related factor affect their learning English speaking skill and the learning-environment related factors that affect students' learning English speaking skills.

a. The Existence of Participation

The existence of participants is observations of the researchers returned to the field, doing observation, questionnaires, interview with the data sources that ever met neither new ones. In this case the researcher return to the field to check out the data, whether the data is correct or not.

b. Triangulation

It would examine the creability of data by examining of the data to the source of data by observation, questionnaires, interview, and

documentation. Wiliam wiersman via sugiono state that triangulation is qualitative cross-validation. It assesses the sufficiency of the data according to the convergence of multiple data sources or multiple data collection procedures. (sugiono, 2007 : 372).

Related to this study, after conducting observation and questionnaires the researcher has interviewd the students. This attempt is used to recheck their respons during observation and questionnaires.

c. Transferability

Transferability is External validity which indicates the degree of permanence or can apply the research results to the population in which the samples are taken. This transfer value relates to the question until the results of the research can be applied or used in any situations. From the explanation above, researcher provide a detail, clear, systematic and trusted description about the phenomena that occur in the collage. The stages of research and research results in order the reader can get a very clear explanation. Then, it can apply the results of this research in other places.

2. Dependability

Dependability is a test with the audit to the overall research process. Researcher often does not the process of research field, but it can provide the data. From the explanation above, researcher show the evidences of the field activity starting from decisive focus, time of gaining the data, how to specify

a data source, how to conduct data analysis, how to test the validity of data, and make the conclusion.

3. Conformability

Conformability is the test of objectivity in research. The research judge is objective when the research results have been agreed by a lot of people. Test conformability means to test research results link to the process.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter the researcher explain about the research on the factor affecting learning speaking skill on the third semester students at English education study program in IAIN Palangka Raya.

A. Data Presentation

In this study the researcher was conducted for three times observation in collage. The first day the researcher observes the activity of pupils outside the classroom before implemented learning. They tend to use the language of Indonesia when they discuss a recent topic in the world of social media or just say hello to a friend who just came in, before the study began. The second day the researcher observe the activity of pupils outside the classroom after they learn. They also tend to use the language of Indonesia when they invited his friend to go to the cafeteria. The third day the researcher observe in class. Researchers also see if the class is already equipped with facilities that support learning, researchers also observed a number of pupils and their learning activities. The researcher found there are facilities in class like LCD

monitors, the Blackboard helps the learning process. In addition researchers also found the disciples are still passive in the classroom.

In this study the researcher used student's factor affecting learning speaking skill questionnaire to analyze the factor affecting learning speaking skill. The student's factor affecting learning speaking skill questionnaire is administered by the researcher to 25 students of third semester English student who take self-learning group for activities, class C.

The students' Respond on The Factor Affecting Learning Speaking Skill

No	Items	Alternatif					Total	
		SD	D	N	A	SA		
1.	I am afraid of making mistakes.	Fre	8	9	3	5	-	25
		%	32	36	12	20		100
2.	Some of my classmates speak very effectively, I cannot, this demotivates me.	Fre	3	14	-	6	2	25
		%	12	56	-	24	8	100
3.	Shyness prevents me from speaking.	Fre	2	14	2	6	1	25
		%	8	56	8	24	4	100
4.	I cannot speak well in the class-room because my self-confidence is low.	Fre	4	10	2	7	2	25
		%	16	40	8	25	8	100
5.	My anxiety is too high. These prevent me from speaking well.	Fre	1	8	-	15	1	25
		%	4	32	-	60	4	100
6.	I have difficulty finding opportunities to practice my outside classroom.	Fre	-	7	4	13	1	25
		%	-	25	16	52	4	100
7.	My speaking classes are not useful enough to help us communicate with English speaking people.	Fre	5	12	3	5	-	25
		%	20	48	12	20	-	100

8.	There is no cooperation spirit among my classmates in my speaking classes.	Fre	3	12	-	8	4	25
		.						
9.	My poor general English knowledge results in my having difficulty making questions and directing them to my classmates.	Fre	2	7	4	8	2	25
		.						
10.	I do not have enough vocabulary knowledge.	Fre	2	7	3	12	1	25
		.						
11.	I think in Bahasa when i speak in English, which leads to my lack of fluency and naturalness in speaking.	Fre	3	4	2	14	2	25
		.						
12.	I do not have enough grammar knowledge which leads to lack of accuracy in my speaking.	Fre	1	5	5	14	-	25
		.						
13.	My pronunciation is not good enough which causes difficulty in my communication.	Fre	-	9	2	12	2	25
		.						
14.	In my class, there are more than fifty (50) students.	Fre	25	-	-	-	-	25
		.						
15.	In my class room arranged in the way that facilitates me learning English Speaking skill.	Fre	3	1	8	12	1	25
		.						
16.	My spoken lab in the collage that	Fre	-	-	5	15	5	25
		.						

	facilities me in learning speaking skill.	.						
		%			20	60	20	100
17	My class equipped with modern learning resources	Fre	3	1	6	11	4	25
		%	12	4	24	44	16	100

In this research, the researcher used interview. Based on the result of questionnaires, the researcher found five students who become a sample in this research. The researcher was conducted an interview with the third semester students of English Education Study program in IAIN Palangka Raya in academic year 2017/2018. The result of this research are lack of topical knowledge category is 5 samples of the research. They said that they had trouble when speaking, because of the lack of vocabulary and lack of understanding of grammar. The result of anxiety is the 2 of them are not having problems in the factor of anxiety and 3 of them are experiencing anxiety, when they speak in front of class or when they speak with professors and when they speak with a native language. The result of pronunciation is 4 of them said when in conversation sometimes they utter the words less clear so they're talking confused. And our conversation stalled and 1 of them are not having problems in the pronunciation. The result of the Instrumental of self confidence is all of them said that they felt hesitant when it wanted to start talks.

It can be concluded that the students tend to experience the fourth skill speaking factor like lack of topical knowledge, anxiety, pronunciation, self confidence.

B. Research Finding

1. I am afraid of making mistakes.

According to this item , it clear that about 12 % strongly disagree, 8% disagree, and 80% agree. Then it can be inferred that the students experience the inhibition. This is also evidenced by the results of the observation. that student when in class, they tend to be quiet, and this data is supported by the results of the interview reveals that they are afraid of making mistakes when speaking and they fear was mocked by his friends

2. Some of my classmates speak very effectively, I cannot, this demotivates me.

Item number two presents information which clarifies that about 12 % strongly disagree, 8% disagree, 56% agree and 24% strongly agree. Then it can be inferred that the students experience the self-confidence low.

3. Shyness prevent me from speaking.

This item revealed that about 8% strongly disagree, 56% disagree, 8% undecided, 24 % agree and 4% strongly agree. Then it can be inferred that the students did not experience factor in shyness.

4. I cannot speak well in the class-room because my self-confidence is low.

This shows that 16% of the students strongly disagree, 40% disagree, 8% undecided, 25% agree and 8% strongly agree. Then it can be inferred that the students experience the self-confidence low.

5. My anxiety is too high. These prevent me from speaking well.

Item number five revealed that about 20% strongly disagree, 1 % disagree, 72% agree and 4% strongly agree. Then it can be inferred that most students experience the anxiety factor.

6. I have difficulty finding opportunities to practice my outside classroom

Item number six revealed about 26%disagree, 16% undecided, 52% agree, 4% strongly agree. Then it can be inferred that students have trouble when will practice English outside the classroom.

7. My speaking classes are not useful enough to help us communicate with English speaking people.

Item number seven revealed about 20% strongly disagree, 48% disagree, 12 undecided and 20% agree. Then it can be inferred that the speaking class, they've helped them communicate with their native language.

8. There is no cooperation spirit among my classmates in my speaking classes.

Item number eight revealed about 12% strongly disagree, 48% disagree, 32% agree and 16% strongly agree.

9. My poor general English knowledge results in my having difficulty making questions and directing them to my classmates.

Item number nine revealed 8% strongly disagree, 28% disagree, 16% indicated, 32% agree and 8% strongly agree.

10. I do not have enough vocabulary knowledge.

Item number ten revealed about 8% strongly disagree, 28% disagree, 12% undecided, 48% agree and 4% strongly agree.

11. I think in Bahasa when i speak in English, which leads to my lack of fluency and naturalness in speaking.

This item revealed that about 12% strongly disagree, 16% disagree, 8% undecided, 56% agree and 8% strongly agree.

12. I do not have enough grammar knowledge which leads to lack of accuracy in my speaking.

This item revealed that about 4% strongly disagree, 20% disagree, 20% undecided and 56 % strongly disagree.

13. My pronunciation is not good enough which causes difficulty in my communication.

This item revealed that about 36% disagree, 8% undecided, 48% agree and 8% strongly disagree.

14. In my class, there are more than fifty (50) students.

This item revealed about 100% strongly disagree.

15. In my class room arranged in the way that facilitates me learning English Speaking skill.

This item revealed about 12% strongly disagree, 4% disagree, 32% undecided and 4% strongly agree.

16. My spoken lab in the collage that facilities me in learning speaking skill.

This item revealed about 20% undecided, 60% agree, 20% agree.

17. My class equipped with modern learning resources.

This item revealed about 12% strongly disagree, 4% agree, 24% undecided 44% agree and 16% strongly disagree.

C. Discussion

The first research problem of the study was “What are the students-related factor that affect their learning English speaking skill? ” Then, to find the answer of the question in the research problem, the writer applied liker scale and

Although many factors affect speaking skill as discussed in Chapter II.. There were 10 category that affects students' speaking skills such as : inhibition, lack of topical knowledge, low participation, mother-tongue,

motivation, self-confidence, anxiety, shyness, learning-environment and pronunciation. But based on the results of research students, the most experienced of these factors will be discussed as a result of this research, that most of them experience factor as follows: lack of topical knowledge, anxiety, listening ability, and self-confidence.

1. Lack of topical knowledge.

Base on result of questionnaire. Most of the students are having problem of speaking skill that caused by lack of topical knowledge . Very difficult for students to answer when their teacher or people tell things in a foreign language because they have little opinions about what to say, which vocabulary to apply, or how to use grammar accurately. 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.

2. Anxiety

Base on result of questionnaire, most of the students are having problem of speaking skill that caused by anxiety. Sylvia and Tiono (2004). He believes that anxiety about speaking a certain language can affect students' performance. It can influence the quality of oral

language production and make individuals appear less fluent than they really are. This explanation suggests that teachers should make an attempt to create a learning atmosphere which gives students more comfortable situations in their learning activity.

3. Listening Ability

Base on result of questionnaire, most of the students are having problem of speaking skill that caused by 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. Self-confidence.

Base on result of questionnaire. Most of the students are having problems of speaking skill that caused by self-confidence. It is commonly understood that students' lack of confidence usually occurs when students realize that their conversation partners have not understood them or when they do not understand other speakers. In this situation, they would rather keep silent while others do talking

showing that the students are lack of confidence to communicate. Tsui cited Nunan (1999) says that student who lack of confidence about themselves and their English necessarily suffer from communication apprehension

The second research problem of the research was “What are the learning-environment related factor that affect students’ learning English speaking skill? base on result of questionnaire they do not experience factor of environment. Because all the facilities in the college have been support in learning speaking skill. Chot Pal (2015) Said. Learning environment refers to the diverse physical locations, contexts, and cultures in which students learn. It encompasses the culture of a school or class, its presiding and characteristics, including how individuals interact with and treat one another as well as the ways in which teachers may organize an educational setting to facilitate learning. For instance, conducting classes in relevant natural ecosystems, grouping desks in specific ways, decorating the walls with learning materials, and utilizing audio, visual, and digital technologies. The qualities and characteristics of a learning environment are determined by a wide variety of factors, school policies, governance structures, and others features may also be considered as elements of a learning environment.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the writer would like to conclude the result of study and suggest beneficial thing based on the result of the study, as the following:

A. Conclusion

To finalize all the issues that have been presented, discussed and analyzed in this paper so far related to the investigating factors affecting students' learning English speaking skills, the following conclusions were drawn:

Base on Tuan and Mai (2015) If teachers want to help learners overcome their difficulties in learning speaking skill, they should identify some factors that influence their speaking performance. Learners' speaking performance are influenced by factors like inhibition, lack of topical knowledge, low participation, mother-tongue, motivation, self-confidence, anxiety, shyness, learning-environment and listening ability.

Students –related factor that affect their learning English speaking skill are lack of topical knowledge, Anxiety, listening ability and self-confidence.

Learning –environment related factors that affect students' learning English speaking Skill. They are not experience this factor because that facilitate in collage has been support in learning speaking skill.

B. Suggestion

To get the improvement of next study, the writer would like to propose some suggestions for the students, the teachers, and next researchers, they are:

1. For the students

This is great for students by knowing the factors that make them a difficulty in speaking them. so, they are aware of and trying to minimize these factors in order to improve their speaking skills.

2. For the teachers

By knowing the trend factor experienced by the student, then teacher can find a solution.

3. For the next researchers

To the next researcher in order to continue this research, researchers can conduct a more in-depth study not only to find the factors affecting learning speaking skills but also suggest a strategy that can be used to improve speaking the skill of students.

REFERENCE

- Tuan, N. H. 2015. Factor Affecting Students' Speaking Performance at Le Thanh Hien High School. *Asian Journal of Educational Research*, 3 (2): 8
- Hammad, E. A & Ghali, E. M. A. 2015. Speaking Anxiety Level of Gaza Pre-service Teachers: Reasons and Sources. *World Journal of English Language*. 5 (3): 52
- Ocak, G., Kizilkaya, H., & Boyraz, S. 2013. Evaluation of 6th Grade English Curriculum in Terms of Speaking Skills and Identifying Causes of Speaking Problem Students Face. *International Journal of Academic Research*. 5 (3): 366
- Zaremba, A. J. 2016. *Speaking Professionally*. Canada: Thompson South.
- Patil, Z. N. 2008. Rethinking the Objectives of Teaching English in Asia. *Asian EFL Journal*. 10 (4), 227-240
- Trent, J. 2009. *Enhancing oral Participation across the Curriculum*
- Chamot, A. U. 1993. *Learning Strategies and Listening Comprehension*. CA: Dominic Press
- Shumin, K. 1997. Factor to Consider: Developing Adult EFL Students' Speaking Abilities. *English Teaching Forum*. 25 (3)
- Afshar, H. S. & Askerah, A. 2016. Speaing Skill Problems Encountered by Iranian EFL English Instructors' Perspective. *Electronic Journal of Foreign Language Teaching*. 13 (1)
- Bachman, L. F. 1994. *Fundamental Consideration in Language Testing*. Oxford: Oford University Press.

- Bygate, M. 1991. *Speaking*. Oxford: Oxford University Press.
- Qodir A. 1999. *Metodologi Reserh kualitatif, pedoman Melakukan Penelitian Ilmiah*. Palangka Raya: STAIN
- Hamer, Jeremy. 2001. *The Practice of English Language Teaching*. Edinburg: Person Education Limited
- Listriyana 2014. *Teaching Speaking Skill Through Interview to thhe Eighth Grade Students of SMP PGRI 9 Denpasar in Academic Year 2013 /2014*
- Latief, M. A. 2013. *Research Methods on Language Learning an Introduction. 2nd Ed.* Malang: UM Press
- Ary, et al. 2010. *Introduction to Research Education*. Canada: Simullataneously.
- Alaraj, M. 2016. EFL Acquisition External Problems and Difficulties: An Investigative Interview to Examine Saudi Students' Thoughts and Feelings. *Journal of Language Teaching and Research*. 7(3). P.487
- McMillan & Schumacher, *Research in education: Evidance-Based Inquiry*, 6th Edition, Boston: Pearson, 2006, p. 474.
- Onhson & Christensen, *Educational Research: Quantitative, Qualitative, and Mixed Approaches*, 2nd Edition, Boston: Pearson, 2004, p. 62

- Florez, M. A. (1999). Improving Adult English Language Learners' Speaking Skills. ERIC Digest. (ERIC Document
- Harmer, J. (1991). The Practice of English Language Teaching. The 3th Edition. Longman: London and New York.
- Hedge, T. (2000). Teaching and Learning in the Language Classroom. Oxford: Oxford University Press.
- Howarth, P. (2001). Process Speaking. Preparing to Repeat Yourself. MET, 10(1), 39-44.
- Hughes, R. (2002). Teaching and Researching Speaking. New York: Pearson Education.
- Hyland, K. (1997). Is EAP Necessary? A Survey of Hong Kong Undergraduates. Asian Journal of English Language
- Latha, B. M. (2012). Teaching English as a Second Language: Factors Affecting Learning Speaking Skills.
- Littlewood, W. (2007). Communicative Language Teaching. Cambridge: Cambridge University Press.
- Krashen, S. D. (1982). Principles and Practice in Second Language Acquisition. New York: Pergamon Press.
- Krashen, S. D. (1988). Second Language Acquisition and Second Language Learning. New York: Prentice-Hall.

Appendices

Appendix I

Name :.....

NIM :.....

Class :.....

Dear respondents,

The purpose of this questionnaire is to gather information on the attitude of students toward the factors affecting their learning English speaking skills. Your response is very crucial for the over-all result of the study, you are kindly requested to give a genuine response to each of the item included in this questionnaire.

Hopefully, the result of this study will create better awareness about factors affecting students' acquisition of English speaking skills. Therefore, the information you provide through this questionnaire will guarantee the success of this study. So, be honest and feel free to provide genuine information because your responses will be kept in strictest confidential. Your contribution to the success of this study is highly appreciated.

Notice :Please, do not hesitate to ask for explanation in case you face anything which is not clear while responding.

Thank you very much for your cooperation

Instruction: Please reflect on your personal feeling regarding language learning.

Carefully read each statement and indicate to what extent you agree or disagree by tick () the statement that best describes how you feel. There are no right or wrong answer, just those that are right for you.

Strongly disagree = SD

Disagree = D

Undecided = N

Agree = A

Strongly agree =SA

No	Items	SD	D	N	A	SA
1.	I am afraid of making mistakes. <i>(Saya takut melakukan kesalahan)</i>					
2.	Some of my classmates speak very effectively, I cannot, this demotivates me. <i>(Beberapa teman sekelas saya berbicara dengan efektif, tetapi saya tidak bisa, itu membuat saya kurang bersemngat)</i>					
3.	Shyness prevent me from speaking <i>(Rasa malu menghalangi saya untuk berbicara)</i>					
4.	I cannot speak well in the class-room because my self-confidence is low. <i>(Saya tidak bisa berbicara dengan baik di</i>					

	<i>dalam kelas karena saya tidak percaya diri)</i>					
5.	My anxiety is too high. These prevent me from speaking well. <i>(Saya terlalu gugup sehingga saya tidak lancar berbicara)</i>					
6.	I have difficulty finding opportunities to practice my outside classroom. <i>(Saya sulit mencari kesempatan mempraktikandi luar kelas)</i>					
7.	My speaking classes are not useful enough to help us communicate with English speaking people. <i>(Kelas speaking saya tidak cukup membuat saya berkomunikasi dengan orang asing)</i>					
8.	There is no cooperation spirit among my classmates in my speaking classes <i>(Tidak ada semangat kerja sama antar teman-teman di dalam kelas speaking)</i>					
9.	My poor general English knowledge results in my having difficulty making questions and directing them to my classmates. <i>(Pengetahuan bahasa inggris saya yang kurang berakibat pada sulitnya membuat pertanyaan dan mengajukan pertanyaan)</i>					
10	I do not have enough vocabulary knowledge. <i>(saya tidak mempunyai pengetahuan kosa kata yang cukup)</i>					
11	I think in Bahasa when i speak in English, which leads to my lack of fluency and					

	<p>naturalness in speaking.</p> <p><i>(Saya berfikir dalam bahasa Indonesia ketika saya berbicara dalam bahasa Inggris, yang mana membuat saya kurang lancar dan natural dalam berbicara)</i></p>					
12	<p>I do not have enough grammar knowledge which leads to lack of accuracy in my speaking.</p> <p><i>(Saya tidak punya pengetahuan yang cukup tentang tata bahasa yang mana membuat bicara saya kurang tepat)</i></p>					
13	<p>My pronunciation is not good enough which causes difficulty in my communication.</p> <p><i>(Pelafalan saya tidak cukup baik ini yang menyebabkan saya kesulitan dalam komunikasi)</i></p>					
14	<p>In my class, there are more than fifty (50) students.</p> <p><i>(Di kelas saya ada lebih dari 50 orang siswa)</i></p>					
15	<p>In my class room arranged in the way that facilitates me learning English Speaking Speaking skill.</p> <p><i>(Dikelas saya diatur sedemikian rupa yang memfasilitasi untuk belajar berbicara Bahasa Inggris)</i></p>					
16	<p>My spoken lab in the collage that facilities me in learning speaking skill.</p> <p><i>(Lab bahasa saya di kampus memfasilitasi saya dalam belajar berbicara bahasa inggris)</i></p>					

17	My class equipped with modern learning reseources. <i>(Kelas saya dilengkapi dengan sumber pembelajaran yang modern)</i>					
----	---	--	--	--	--	--

Appandix II

Interview guide

1. Apakah ada masalah dalam kemampuan berbicara anda yang disebabkan oleh kurangnya pengetahuan tentang vocabulary dan grammar?
2. Apakah ada masalah dalam kemampuan berbicara anda yang disebabkan oleh kegugupan?
3. Apakah ada masalah dalam kemampuan berbicara anda yang disebabkan oleh kurangnya anda dalam mendengarkan lawan bicara/listening ability?
4. Apakah ada masalah dalam kemampuan berbicara anda yang disebabkan oleh kurangnya kepercayaan diri?