

ENGLISH EDUCATION JOURNAL (E2J)

Research Journal

<https://www.ejournal.lppmunidayan.ac.id/index.php/english>

E-ISSN: 2686-3731

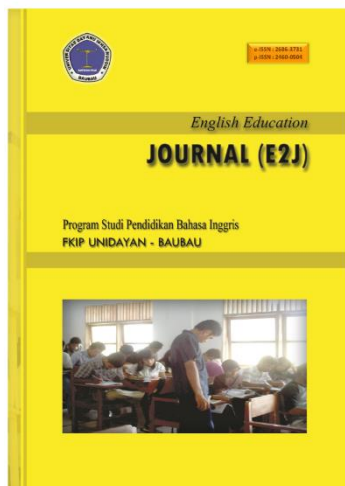
P-ISSN: 2460-0504

Author's Correspondence

E-mail:

sanariamaneba@gmail.com

esapeniltaamiruddin@unidayan.ac.id



Publisher:

**English Education Department
Faculty of Teacher Training and
Education
Universitas Dayanu Ikhsanuddin**

Address:

Jl. Sultan Dayanu Ikhsanuddin No. 124
Baubau, post code 93724
Southeast Sulawesi, Indonesia

ANALYSIS OF ENGLISH SPEAKING ABILITY OF TEN GRADE AT MAN 1 BAUBAU

¹⁾, **Sanaria Maneba**²⁾, **Esa Penilta
Amiruddin**³⁾, **WD. Hernita**

¹⁾ Lecturer, ²⁾ Lecturer, ³⁾ Student of English
Education Department, Universitas Dayanu
Ikhsanuddin

Jl. Sultan Dayanu Ikhsanuddin No. 124
Baubau, Southeast Sulawesi, Indonesia.

Article Info

Article history:

Received: 09/05/2024

Received in revised form: 16/05/2024

Accepted: 20/05/2024

Abstract

The problem of statement in this research was what are the factors that influence English students speaking ability at the ten grade of Man 1 Baubau. Objective of this research was to find out factors that influence English students speaking ability at the ten grade of Man 1 Baubau. This researcher used qualitative descriptive method. Subject of this researcher was one English teacher and four students of class X 2. This researcher instrument was observation, interview and documentation. The results of this researcher indicated the factors that influence English students speaking ability at the ten grade of Man 1 Baubau were: 1) internal factors such as low vocabulary mastery, low grammar understanding, low self confidence, shame and nervousness; 2) external factors such as school environment.

Key words: Analysis, Speaking ability

Abstrak

Rumusan masalah dalam penelitian ini adalah faktor-faktor apa saja yang mempengaruhi kemampuan berbicara bahasa Inggris siswa kelas sepuluh Man 1 Baubau. Tujuan dari penelitian ini adalah untuk mengetahui faktor-faktor yang mempengaruhi kemampuan berbicara bahasa Inggris siswa kelas sepuluh Man 1 Baubau. Peneliti ini menggunakan metode deskriptif kualitatif. Subjek peneliti ini adalah seorang guru bahasa Inggris dan empat siswa kelas X 2. Instrumen peneliti ini adalah observasi, wawancara dan dokumentasi. Hasil penelitian ini menunjukkan bahwa faktor-faktor yang mempengaruhi kemampuan berbicara bahasa Inggris siswa kelas sepuluh Man 1 Baubau adalah: 1) faktor internal seperti penguasaan kosakata yang rendah, pemahaman tata bahasa yang rendah, kepercayaan diri yang rendah, rasa malu dan gugup; 2) faktor eksternal seperti lingkungan sekolah.

Kata Kunci: Analisis, Kemampuan berbicara

1. INTRODUCTION

English most widely used all over the world in all aspects of human life. English is a language used conveying our ideas to other persons. We can communicate with other people in the world by the language.

Speaking is active or productive and makes use of the aural medium. If we think of speaking term of use, however, the situation is rather different. According to [1] defined speaking ability in language class is the ability to express ideas, feelings, opinions, and wishes in carrying out speaking task in the classroom. Furthermore, speaking is a form of human behavior that makes use of physical, psychological, neurological, semantic and linguistic factors so extensively that speech can be regarded as the most important human tool for social control.

The problem that usually found is that the students are capable of structure or reading, but have the lack of speaking ability, although English has been taught in Indonesia as a compulsory subject from elementary school, junior school to senior high school until university. Beside, the students still had problem in speaking such as pronunciation, grammar, vocabulary, fluency and comprehension. They seldom practice with their speaking in the class. They just study about memorizing the vocabularies or conversations, after that they practice with their friends without know what is the meaning and how to speak the sentences well. It makes students lower in speaking and than student does not creative in speaking.

Based on the researcher observations in that school, the teaching learning process activities is used Indonesian language all the time the teacher and the students. It means both the teacher and the students never speak English, and when the researcher ask one of the students there why she did speak English, she replied that she is still ashamed of revealing English in the classroom.

Based on interviews conducted with teacher of English there, obtained information that the average value of English subject of students has not reached the standard of minimal value specified. In the second and foreign language teaching, speaking is considered more difficult than the reading, writing and listening.

When study speaking the teacher should device activities which will transcend the classroom and take the students out, where they can try their skill in realistic setting. Many

assignments can be devised that will require oral communication between the students and the teacher.

Relating to the background above, the research is interested in conducting survey on Analyze the English Speaking Ability of Tenth Grade at MAN 1 BAUBAU.

1.1. Definition of Speaking

Speaking is the base word of "speak". Speaking is included productive skill. According to [2] says, in speaking, the speaker produces words and phrases by involving pitch change, intonation, stress to convey meaning. In addition according to [3] says, "language convey meanings from one person to another through spoken sounds, written letters, or gestures". Another opinion from [4] state that "speaking is an ability to orally express opinion, thought. facts and feelings to other people, animals and even to one self".

1.2. The Purpose of Speaking

Speaking is one of the skills in English which has some purposes in communication. The purpose of speaking can be classified as some types. Base on this situation, [5] classifies speaking in two main purpose namely transactional function, and interpersonal function.

1.3. Components of speaking

According to [2] speaking is a complex skill because at least it is concerned with components of grammar, vocabulary, pronunciation, fluency and comprehension. Speaking has some important components there are:

a. Grammar

According to [2] grammar is a description of how and which words can change shape and can be combined into sentences in the language. In conclusion, grammar is the study of word classes, inflections, functions, and their relationships in language sentences.

b. Fluency

Fluency is an area of language proficiency that relates to the speed and ease with which language learners use one of the four core language skills of a language, speaking, listening, reading and writing. While the concept of fluency is related to four language skills. These tend to be most closely related to speaking.

c. Vocabulary

Vocabulary is a basic aspect of language that must be mastered before mastering English skill. [6] stated that vocabulary is knowledge about the meaning of word vocabulary. From the above definition, we can see that vocabulary is all the words in a language that are familiar and used by a person to communicate with each other.

d. Pronunciation

According to [7] pronunciation is operational of phonological forms and meanings in terms of comprehensibility which the speaker can produce sounds to convey the meanings. It means that, pronunciation is sounds of words that bring the meaning to make listener understand what the speaker say.

e. Comprehension

Comprehension also is the one components of speaking. According to [8], comprehensibility is the ability to require and response the subject that is being spoken. It means that students did not understand and comprehend what the speaker said. It can be because misunderstanding.

1.4. The Speaking Ability

According to [9] defines that speaking was a language skill that was developed in child life, which is produced by listening skill, and that period speaking skill was learned.

Speaking ability was the students ability in expressing their ideas orally which is represented by the scores of speaking. Speaking was only an oral trail of abilities that it got from structure and vocabulary [10] stated that speaking ability more complex and difficult than people assume, and speaking study like study other cases in study of language, naturalize many case to language teachers.

1.5. Types of Speaking

Six categories of speaking skill area. Those six categories are as follows:

1.5.1. Imitative

This class incorporates the capacity to rehearse an inflection and zeroing in on some fastidious components of language structure. That is only a word, expression or sentence mimicking. The imperative thing here is zeroing in on elocution. Instructor utilizes drilling in showing learning

measure. The explanation is by utilizing drilling, students get opportunity to tune in and to rehash a few words orally.

1.5.2. Intensive

This is the students speaking execution which is rehearsing some syntactic and phonological parts of language. It regularly puts students to take care of the work two by two (bunch work), for instance, perusing resoundingly that incorporates understanding sentence or passage, perusing exchange with accomplice thus, perusing data from outline, and so on.

1.5.3. Responsive

Responsive execution incorporates test appreciation and cooperation yet at the reasonably restricted degree of exceptionally short discussion, casual banter and standard welcome, simple solicitation and remarks. This is a sort of short answers to educator or understudy started questions or remarks, giving bearings and directions. Those answers are commonly enough and significant.

1.5.4. Transactional (dialogue)

It is done for the point of allotting or trading explicit data for instance here is discussion that is accomplished in pair work.

1.5.5. Interpersonal (dialogue)

It is completed more for the point of keeping up social connections than for the dispersion of realities and data. The relational talking execution structures are pretend, talk with, conversations, discussions and games.

1.5.6. Extensive (monologue)

Teacher gives students thorough discourses as oral reports, rundowns, short talks and narrating.

From the above explanation, it can be summarized that speaking performance assessment tasks are imitative, intensive, responsive, transactional, interactive and extensive. We should know that the errands of scheming proper measurement in speaking begin with the pattern criteria or objective such as all of those above speaking performance assessment task.

1.6. Factor that Influence English Student Speaking

There are many factors which have impact on language learning. These factors are divided into internal and external factors.

1.6.1 Internal Factor

Internal factor refer to factor that come from learner self. It's including physiological aspects and learners language competence (ability).

1. Psychology

Burns and Joyce as cited in [11] argue that psychological factors such as anxiety or shyness, lack of confidence, lack of motivation, and fear of mistakes are the factors commonly that hinder students from speaking.

Furthermore, Brown claimed that no successful cognitive or affective activity can be carried out without some degree of self-esteem, self-confidence, knowledge of yourself, and belief in your own capabilities for that activity [1]. Self-esteem represents the degree of one's confidence and belief in himself or herself. From the observation of classroom learning, we can find that learners with high self-esteem manifest more confidence and give more positive evaluations on themselves which will promote their language learning. Some students fail in oral English learning or feel less willing and confident in speaking English in class because they have a low self-esteem..

2. Language Competence

According to [12] competence is the ideal language system that enables speakers to produce and understand an infinite number" of sentences in their language, and to distinguish grammatical sentences and ungrammatical ones. According to Wikipedia, the term linguistic performance was used by [12] to describe the "actual use of language in concrete situation". It is used to describe both the production as well as comprehension of the language.

3. Topical Knowledge

[13] state certain test tasks may be easier for those who possess the relevant topical knowledge and more difficult for those who do not. They believe that topical knowledge has effects on speaking performance. [14] conducted a research to

explore the relationships among topical knowledge, anxiety, and integrated speaking test performance. One of his finding shown that topical knowledge strongly influenced integrated speaking performance though in an opposite E manner.

1.6.2 Extrnal Factors

1.6.2.1. Performance Condition

According to Nation & Newton as cited in [15], students perform a speaking task under a variety of conditions, and they believe that performance conditions can affect speaking performance. They suggest four types of performance conditions include time pressure; planning, the standard of performance, and the amount of support [15].

1.6.2.2. Learning environment

In their research, [16] stated that "another external factor that affects students' oral English learning is the lacking of good language learning environment. English is a language used in communications, so a good language environment can effectively promote learning. But for most of the Indonesian students, English is a foreign language they learn at school, and mostly, students communicate in their everyday life in their native language and too lazy to practice their English outside the class or teaching learning process.

2. METHOD

2.1.1. Design of Research

The design of the research uses descriptive qualitative research, it means to describe about influence students' speaking ability in English. In this research provides on interview about factors that influence English students speaking ability at the ten grade of Man 1 Baubau.

2.1.2. Subject Research

This research will be conducted at Man 1 Baubau and the implementation time was 1 month from the end of March to April 2022. The subject of the study are teacher and students at Man 1 Baubau, which character students have intelligence excellent, good, enough, poor.

2.1.3. The Source of Data

The type of data used is qualitative data. according to [17] that the main data source in qualitative research is the word and actions. Words and action are sources of data obtained

from a number of resource persons who are students in Man 1 Baubau. Sources Secondary data researcher obtain in the school environment. Secondary data are generally in the form of evidence, records or historical reports related to the research.

2.1.4. Research Instrument and Data Collection

Methods of data collection is how to obtain data in conducting research activities (Arikunto, 2006: 149). According Herdiansyah (2010: 116) states that in qualitative research known some common data collection methods used. Some of these methods include observation, interview, documentation, and discussion group focus. However, in this research, researcher used observation, interview, and documentation.

1. Observation

This data collection technique is used to capture the data needed to complete the data from the interview. According to [18] observation is an observational activity undertaken by the researcher, in which the researcher plays an active role in the study site so that it is actually seen in the activity in his mind. In this observation the researcher dropped directly to the field to observe students behaviors and activities during the learning procession lasting in the classroom to see the ability of students in speaking and teachers efforts to improve students speaking skills during the learning process. In this observation collected through observation check list.

2. Interview

According to [19] states that the interview is a conversation with a specific purpose made by two parties: the interviewer (who asks the question) and the resource person (who gives answers to the question). In this study, researcher conducted interviews on students and teacher. In addition, researcher conducted interviews with research subjects according to the material questions that have been prepared by researcher.

3. Documentation

Documentation is part of the qualitative data collection method by reviewing or analyzing documents made by the subject himself or by others about the subject. Most of the facts and data are stored in materials in the form of documentation. Documentation according to [20] is a method used to obtain data and information

in the form books, archives, documentation, written, numbers, and pictures in the form or reports and information that can support research.

2.2. Technique Analysis Data

Data analysis method is the way used to analyze data collection. According to [21] there are three concurrent flows of activity in qualitative analysis, namely: data reduction, data display and conclusion drawing.

2.3. Data reduction

[20] stated that reducing data means, summarizing choosing the essentials, focusing on the things that matter, looking for the theme on pattern. In addition reducing the data, each researcher will be guided by the goal to be achieve, that purpose of qualitative research is on finding.

2.4. Data display

After reduction the data, next step is display the data. Display the data is the collection of information which arranged and gives possibility to get the conclusion and take the action. By displaying the data, the data will be organized, arranged. Therefore, it will make easier to be understood. On the qualitative research, displaying data can be done on the short description, draft and flowchart.

2.5. Conclusion Drawing

Conclusion drawing and verification are part of the integrated configuration because concluding is also verified from the beginning of the study to the end of the research which is continuous and going.

3. RESULT AND DISCUSION

3.1. Result

In this part, the researcher describes about the result of research on the field that collected by technique of data collection, they are observation, interview, documentation. Those data will be presented in table from which given category based on the statement of problems, and then the table will be explained. The researcher performed the research in 23th May to 31th May 2022.

The process of the research can be seen on the table below

Table 1.1 the writer's research activities

Date	Activity of research
23 th May 2022	Meeting with the headmaster and English teacher
24 th May 2022	Observing the process teaching and learning (first time)
25 th May 2022	Observing the process teaching and learning (second time)
27 th May 2022	Observing the process teaching and learning (third time)
28 th May 2022	Interviewing with English teacher
29 th -31 th May 2022	Interviewing with students

The researcher performed the research in 23th may 2022 to 31th may 2022. In 23th may the researcher meeting with the headmaster and English teacher. In 24th may 2022, the researcher observed teacher activity in the classroom for the first time. In 25th may 2022, the researcher observed teacher activity in the classroom for the second time. In 27th may 2022, the researcher observed teacher activity in the classroom for the third time. In 28th may 2022 the researcher did interview English teacher and also the researcher did interview with four students from 29th- 31th may 2022.

3.2. Descriptive analysis of observation

According to the result of observation conducted with an English teacher about teacher strategies, there are four strategies used by the teacher in teaching they are cooperative activities, role play, creative task, and drilling strategies. All the strategies used by the teacher in teaching speaking are effective, because with those strategies the students can speak English well.

The English teacher in MAN 1 Baubau said that there is some strategies that she use in teaching speaking English their students they are cooperative activities, role play, creative task and drilling strategy.

"Ada beberapa strategi yang saya gunakan diantaranya adalah cooperative activities, role play, creative task, and drilling strategi" there are several strategies that I use namely cooperative, role play, creative task and drilling strategy.

The detail of observation process which the researcher has done can be seen from the teaching learning process followed:

a. First Meeting

THEME	ACTIVITY
• Opening	Greeting check the attendance
• Preparing the class	Prepare the material
• Explaining the lessons	The students repeat some sentence, did conversation, creative task, and role
• Reassuring the students	Ask the students one by one
• Praising and giving	Give some appreciation to the students
• Clarification	Give the students opportunity to speak first ,then the teacher will clarify later
• Asking question	Direct question for individual or general
• Ice breaking (when the situation of the class become stuck and boring)	
• Closing	Ask the students to conclude the lessons, review in brief

Based on the table above, in the first observation, 24th May 2022. The teacher opened the class by greeting to the students, ask the students condition and checking their attendance by calling their names one by one everyone will raise their hands if they have present, then the teacher prepares the material.

Before the teacher stars the lesson, she asked students about something which related with the material. She explored the background of their knowledge about material that they would learn. In other words, we call this warming up or brainstorming.

On the explanation, the teacher explain the material first. Then ask the student to repeat the words and sentence she said. The teacher say something, and the students will repeat later. The process always continuing and repeating like that. Then, there are several conversation, the teacher asked students to go to the front of the

class and play role plays.

To make sure that the students understand what the teacher have already taught, he asked several question related the material one by one and the students answered it. The teacher always appreciate that done by them. Usually she said " good job," "great," " excellent work," etc. The teacher always say these words because he wanted their students feit comfortable and much appreciated.

Based on the researcher observation, the researcher saw the activities that has done by teacher, before the class ended, the teacher asked students to remember the lesson that they have learn before, The teacher asked them to close their book or modules, and asked the students about the material that just have learnt, students answered question from the teacher, she also read some words on the whiteboard and asked students to repeat after her.

Then the teacher asked one students to conclude their lesson that they have learned. At the end of teaching and learning process, the teacher reviewed the lesson brief, and gave the students opportunity to ask some question, and then the teacher answered the question, after that the teacher closed the lesson by Hamdallah.

b. Second Meeting

THEME	ACTIVITY
• Opening	Greeting, check the attendance
• Preparing the class	Prepare the material
• Explaining the lesson	The students repeat some sentence, then doing conversation and role
• Reassuring the students	Ask the students one by one
• Praising and giving	Give some appreciation to the students
• Clarification	Give the students opportunity to speak first, then the teacher will clarify later
• Asking question	Direct question for individual or general
• Ice breaking (when the	

situation of the class become stuck and boring	
• Closing	Ask the students to conclude the lesson, review in brief

In the second observation, on may 25th 2022, the teacher activities were some as in the first observation. The teacher began with greeting, asked students condition and prepared what she needs for teaching. Like in the first observation, before the teacher start the lesson, she used brainstorming strategy to explore the students background knowledge of material that they would learn. After the teacher started to explain the material. Then she asked the students to repeat some words and sentences that she said. The teacher says something, and the students will repeat later. The process always continuing and repeating like that. Then, there are some conversations. The conversation related to students live. So the teacher added some expressions to make the activity look real. Then the teacher asked the students to go in front of the class, do role play.

She also asked some questions related the material one by one to make sure that his students understand what she has already taught . And the students answered it . The teacher also always appreciate everything that done by them . Usually he said " good job," " great," " excellent work," etc.

In closing the class, the teacher activity was same as in the first observation. She reviewed all lessons that he has taught and order one or two of this students to conclude the lesson. She also made sure students about their noting taking.

c. Third Meeting

THEME	ACTIVITY
• Opening	Greeting, check the attendance
• Preparing the class	Prepare the material
• Explaining the lesson	The students repeat some sentence, the doing conversation and creative task
• Reassuring the students	Ask the question one by one
• Praising and	Give some

giving	appreciation to the students
• Clarification	Give the students opportunity to speak first, then the teacher will clarify later
• Asking question	Direct question for individual or general
• Ice breaking (when the situation of the class become stuck and boring)	Take a rest for while, share some stories: story of life
• Closing	Ask the students to conclude the lesson, review in brief

In the third observation, on may 27th, in opening the class, teacher activities were same as in the first and second observation. The teacher began with greeting, asked students condition and prepared what the needs for teaching.

Like in the first and second observation, before the teacher start the lesson, she used brainstorming strategy to explore the students background knowledge of material that they would learn. After the teacher started to explain the material, then they do some text and the teacher invite the student to read the text. The teacher asked the students to repeat some sentences that she said. The teacher says something, and the students will be repeat later. The process always continuing and repeating like that. If there are some conversations, the conversation related to students lives, then the teacher asked the students to go to in front of the class and do role play. She also asked some questions related the material one by one to make sure that her students understand what he has already taught. And the students answered it. The teacher also always appreciate everything that done by them. Usually he said " good job," " great," " excellent work," etc.

From the observations that the writer hold, it can be concluded teacher planned the lesson, prepared materials, achieved the learning goal and the students condition well. The teacher can control the classroom activity well in teaching speaking, although in the last observation the writer found that the students look little bit bored, but the teacher can solve it with some

strategies. For overall, it can be concluded that the teacher has given his best shot. It can be seen from students responses too that were very interested and enthusiastic in teaching and learning process appropriate with teaching material and purpose of teaching and learning.

3.3. Descriptive Analysis of Interview

3.3.1. Internal factor influence students speaking ability at MAN 1 Baubau

1. Psychology

a. Confident speaking in front of the class

From the students' statement above, the first respondent gave the opinion that "*Percaya diri juga sih bu, kalau saya tau*" (respondent 1)

From the students' statement above, the researcher describes that the respondent has sufficient confidence in his speaking ability.

From the students' statement above, the second respondent gave the opinion that "*Tidak bu guru, saya malu bu guru*" (respondent 2)

From the students' statement above, the researcher describes that respondent's confidence is very low, due to low vocabulary mastery. From the students' statement above, the third respondent gave the opinion that "*Tidak bu guru malu dan gugup takut banyak salahnya*" (respondent 3)

From the students' statement above, the researcher describes that students confidence is very low due to the lack of low vocabulary understanding which results in shame and nervousness when speaking in front of the class.

From the students' statement above, the fourth subject gives the opinion that "*Apa tidak bu guru saya gugup sekali*" (respondent 4)

From the students' statement above, the researcher describes that the student has very low self - confidence because of low vocabulary mastery.

Based on the first respondent, the factors that students often face in their ability to speak are keeping their confidence very low. Whereas the second respondent stated that the factor that is often encountered in the ability to speak is shame and nervousness. While the third respondent stated that the factor that is often encountered in speaking ability is shame and nervousness.

b. Shyness in speaking

Based on the statement above, the first subject gives the opinion that

"Kadang malu juga, karna ditertawakan teman kalau salah" (respondent 1)

From the students' statement above, the researcher describes that the factor that is often faced by students in speaking ability is the fear of making mistakes.

From the statement above, the second respondent gave the opinion that

"Saya tidak tau kata - katanya bahasa inggris bu guru" (respondent 2)

From the students' statement above, the researcher describes that low vocabulary mastery.

From the students' statement above, the third respondent gave the opinion that

"Iya bu guru, tapi saya tidak tau apa yang saya katakan" (respondent 3)

From the students' statement above, the researcher describes that mastery low grammar and low vocabulary mastery.

From the students' statement above, the fourth respondent gave the opinion that

"Malu juga bu guru" (respondent 4)

From the students' statement above, the researcher describes that the feeling of shyness of speech results in difficulty in reciting.

Based on the respondent's first statement from the second statement, the fact that influence in speaking is shame. Whereas the second respondent from the second statement stated that the factors that often influence speech are low vocabulary mastery. Whereas the third respondent from the second statement stated that the factors that often influence speech are low vocabulary mastery.

c. Feelings in talking

From the students' statement above, the first respondent gave the opinion that

"Itu tadi bu guru, malu" (respondent 1)

From the students' statement above, the researcher describes that the student feels embarrassed in speaking.

From the students' statement above, the second respondent gave the opinion that

"Senang bu guru, tapi kadang saya salah lagi ucapkan" (respondent 2)

From the students' statement above, the researcher describes that the student has poor self - confidence but low vocabulary mastery in speaking skills.

From the students' statement above, the

third respondent gave the opinion that

"Iya bu guru, dua - duanya" (respondent 3)

From the students' statement above, the researcher describes that the respondent has a problem in mastering low vocabulary and shame. From the students' statement above, the fourth respondent gave the opinion that

"Malu juga bu guru" (Respondent 4)

From the students' statement above, the that excessive shame.

Based on interviews, the first respondent in the third statement stated that the factors that influence speaking ability are excessive shame. Whereas the second respondent in the third statement stated that the factor that influence speaking ability are low vocabulary mastery. Whereas the third subject in the third statement stated that the factor often encountered in speaking ability were low vocabulary mastery.

2. Language Competence

a. Difficulty Speaking In Front Of The Class

From the students' statement above, the first respondent gave the opinion that

"Itu bu guru pengucapannya berbeda dengan tulisannya" (respondent 1)

From the students' statement above, the researcher describes that the difficulty of students in speaking in front of the class is low vocabulary mastery.

From the students' statement above, the second respondent gave the opinion that

"Kata - katanya bu guru" (respondent 2)

From the students' statement above, the researcher describes that the difficulties faced by students are limited vocabulary mastery. From the students' statement above, the third respondent gave the opinion that

"Kata - katanya bu guru banyak yang saya tidak tauh" (respondent 3)

From the students' statement above, the researcher describes that the factors that influence students speaking ability are limited vocabulary mastery.

From the students' statement above, the fourth respondent gave the opinion that "

"Tidak bisa membuat kalimat bu guru" (respondent 4)

From the students' statement above, the researcher describes that the factors that influence the ability to speak are low vocabulary mastery and poor understanding of grammar.

Based on the statement, the first respondent in the first statement stated that the factors that influence speech are low vocabulary mastery. Whereas the second respondent in the first statement stated that the factors that influence speaking ability are low vocabulary mastery. Whereas the third subject in the first statement states that the factors often encountered in speaking ability are low vocabulary mastery.

b. Speaking Correction

From the students' statement above, the first respondent gave the opinion that *"Iya bu guru, katanya bu guru jangan malu - malu dan harus percaya diri dan itu apa namanya ? Memperbaiki kesalahanku tadi "* (respondent 1)

From the students' statement above, the researcher describes that the factor that is often faced is lack of confidence and low vocabulary mastery.

From the students' statement above, the second respondent gave the opinion that *"Sering sekali bu guru, kosakatanya"* (respondent 2)

From the students' statement above, the researcher describes that the mistake that is done by students is low vocabulary mastery. From the statement above, the third respondent gave the opinion that *"Iya bu guru, memang bapak / ibu guru sering membantu saya kalau saya tidak tau "* (respondent 3)

From the students' statement above, the mistakes that students often make are vocabulary mastery and not being able to pronounce words in speaking.

From the students' statement above, the fourth respondent gave the opinion that *"Iya bu guru, kataya banyak belajar lagi agar tak malu - malu berbicara didepan kelas"* (respondent 4)

From the students' statement above, the researcher describes that students' problems are embarrassed when speaking because of low vocabulary mastery.

Based on the statement, the first respondent in the second statement stated that the factors that influence speech are shame and lack of English vocabulary. Whereas the second respondent in the second statement stated that the factors influencing the ability to speak were low vocabulary mastery and no pronunciation.

Whereas the third subject in the second statement stated that the factors often encountered in speaking ability were low vocabulary mastery.

3. Topical Knowledge

a. Like English

From the statement above, the first respondent gave the opinion that *"Iya suka bu guru, saya ingin pintar berbicara bahasa inggris tapi saya tidak tau berbicara seperti apa "* (respondent 1)

From the student's statement, the researcher describes that having a fairly good interest but low vocabulary mastery.

From the students' statement above, the second respondent gave the opinion that *"Suka juga, tapi sesedikit saja bu guru"* (Respondent 2)

From the students' statement above, the researcher describes that the student has a fairly good interest in learning English.

From the students' statement above, the third respondent gave the opinion that *"Suka bu guru "* (respondent 3)

From the students' statement above, the researcher describes that the student has sufficient interest both in learning English and speaking. From the students' statement above, the fourth respondent gave the opinion that *"Dua - duanya bu guru kalau diluar ada kakakku yang bantu saya kalau dirumah "* (respondent 4)

From the students' statement above, the researcher describes that the student has sufficient interest both in learning and speaking English.

Based on this statement, the first respondent stated that he had good enough when speaking English, as well as learning. While the second respondent stated that he had a good enough request in learning English. While the third subject states that having a good request too.

b. Understanding of learning

From the students' statement above, the first respondent gave the opinion that *"Kalau paham sih, kadang - kadang juga tapi cepat lupa bu guru "*(respondent 1)

From the students' statement above, the researcher analyzed having a fairly good understanding, but the environment that was not good caused the respondent to have a poor understanding.

From the students' statement above, the second respondent gave the opinion that "*Tidak juga bu guru, kalimatnya itu bu guru, banyak saya tidak tau artinya*" (respondent 2)

From the students' statement above, the researchers describe that understanding low grammar results in difficulties in composing and understanding English language lessons and difficulties in speaking English.

From the students' statement above, the third respondent gave the opinion that "*Tidak tau bu guru, mungkin iya*" (respondent 3)

From the students' statement above, the researcher describes that low self - confidence results in students' understanding of speaking being a difficulty when speaking.

From the students' statement above, the fourth respondent gave the opinion that "*Paham juga, kalau tau artinya*" (respondent 4)

From the student's statement above, the researcher describes that understanding vocabulary and grammar is low.

Based on this statement, the first respondent stated that the factors influencing speaking ability were unsupportive environments which resulted in the mastery of learning material and speaking English into difficulties.

3.3.2. Factor External influence on the students speaking ability of Man 1 Baubau.

a. Performance Conditions

1. Comfortable speaks English .

From the students' statement above, the first respondent gave the opinion that "*Kalau mengenalkan nama, saya tidak apa - apa, hanya saya kadang saya tidak senang, karna banyak saya tidak tau bu guru*" (respondent 1)

From the students' statement above, the researcher describes that the student has poor self - confidence in speaking due to low vocabulary mastery and grammar.

From the students' statement above, the second respondent gave the opinion that "*Senang bu guru, di saat main game, begitu walaupun saya banyak salahnya saya senang*" (respondent 2)

From the students' statement above, the researcher describes that having a good motivation, but has a lack of vocabulary

understanding.

From the students' statement above, the third respondent gave the opinion that "*Tidak bu guru, saya takut sekali*" (respondent 3)

From the student's statement above, the researcher described low self - confidence resulting in acuity in speaking.

From the students' statement above, the fourth respondent gave the opinion that "*Tidak bu guru, susah sekali kalau bicara bahasa inggris*" (respondent 4)

From the statement of the students, the researchers describe that students' problems are low vocabulary mastery and grammar.

Based on this statement, the first respondent to address the factors that influence speech ability is low vocabulary mastery. Whereas the second respondent stated that the factors that influence speaking ability are low vocabulary understanding, while the third subject states that the factors that influence speech are low self confidence. While the fourth subject states that the factors that influence speaking ability are low vocabulary mastery.

2. Speak outside or inside the classroom

From the students' statement above, the first respondent gave the opinion that "*Bagusnya didalam bu guru, tapi teman - teman ribut sekali kalau belajar makanya saya tidak nyaman kadang*" (respondent 1)

From the students' statement above, the researcher describes that having motivated learning is directed so that problems about speaking ability can be minimized.

From the students' statement above, the second respondent gave the opinion that "*Didalam kelas bu guru walaupun banyak salah, tapi ada bapak / ibu guru yang bisa bantu benarkan*" (respondent 2)

From the students' statement above, the researcher describes that students have good motivation in their problems about speaking ability.

From the students' statement above, the third respondent gave the opinion that "*Didalam kelas, karna ada ibu guru yang bisa bantu. Bisa bu guru, etapi saya malu di lihat - lihat teman - teman yang lain nnti saya ditertawakan lagi*" (respondent 3)

From the students' statement above, the researcher describes that having a good enough motivation about the ability to speak

outside and inside.

From the students' statement above, the fourth respondent gave the opinion that *" Dua - duanya bu guru kalau diluar ada kakakku yang bantu saya kalau dirumah "* (respondent 4)

From the students' statement above, the researcher describes that having enough motivation both in learning and speaking inside and outside.

Based on this statement, the first respondent stated that having good motivation to learn English, especially speaking skills. Whereas the second respondent stated that having good motivation too, and that the third and fourth subjects had the same argument in the second statement about the ability to speak, which is good enough motivation. Based on several respondent statements , the researcher analyzed that in this second statement students did not have an influential factor in speaking ability.

a. Language Environment

1. Speak outside

From the students' statement above, the first respondent gave the opinion that

" Saya malu bu, karena tidak ada teman - teman yang bicara bahasa inggris " (respondent 1)

From the student's statement above, the researcher describes that the environment greatly influences students ' speaking ability due to low self - confidence using English communication. From the statement above, the second respondent gave the opinion that

" Tidak bu guru, karna teman - teman selalu ditertawakan kalau bicara bahasa inggris. Tidak tau bu guru, kalau ditertawakan seperti itu kadang saya tidak bicara lagi bu " (respondent 2)

From the students ' statement above, the researcher describes the environment that is not good can affect the motivation of students in their speaking skills.

From the students' statement above, the third respondent gave the opinion that

" Jarang sekali bu guru, karna tidak ada teman - teman yang bicara bahasa inggris " (respondent 3)

From the students' statement above, the researcher describes that the respondent has a fairly good motivation but an unsupportive environment makes students feel difficult

when expressing what they feel about their English speaking skills.

From the students' statement above, the fourth respondent gave the opinion that

" Jarang bu guru, saya selalu bicara bahasa Indonesia sama teman - temanku. Saya tidak terbiasa berbicara bahasa inggris " (respondent 4)

From the students' statement above, the researcher describes that a less conducive environment results in students ' motivation being low in developing English speaking skills.

Based on the statement, the first respondent in the first stated that one of the factors influencing the respondent's speaking ability was low self - confidence and a poor environment. Whereas the second respondent in the first statement stated that the factors that influence the respondent's speaking ability are an unsupportive environment. While the third respondent stated that the factors that influence the respondent's speaking ability are environments that do not support the development of students ' motivation in speaking skills.

b. Learning environment

From the students' statement above, the first respondent gave the opinion that

" Sering bu guru, tapi kadang susah bu guru saya bingung sendiri " (respondent 1)

From the students' statement above, the researcher describes that the student has a good enough will in the development of his speaking ability.

From the statement above , the second respondent gave the opinion that

" Sering bu guru kadang di bantu sama kakakku " (respondent 2)

From the students' statement above, the researcher describes that having a good enough motivation in developing speaking skills.

From the students' statement above, the third respondent gave the opinion that

" Jarang juga bu guru, disaat rajinku saja saya belajar " (respondent 3)

From the students' statement above, the researcher describes that having good motivation if the environment supports.

From the students' statement above, the fourth respondent gave the opinion that

" Sering juga bu guru, kalau saya tidak mengerti " (respondent 4)

From the students' statement above, the researcher describes that having good enough skills and good motivation in developing his speaking ability.

Based on this statement, the first respondent stated that he had good motivation. Whereas the second respondent stated that having good motivation too. While the third subject states that having good motivation. While the fourth subject has good motivation. Based on the respondent's statement, the researcher analyzed that students had good motivation in their speaking development skills.

c. Results of teacher interviews

a. The ability to speak class VIII A students

"Kemampuan speaking VIII A itu berbeda-beda kemampuan berdasarkan pengalaman atau pengetahuan yang mereka ikuti dari masing-masing siswa, yang pertama siswa yang mempunyai kemampuan itu bagi mereka yang selalu ikut kursus kemudian siswa yang punya minat di dalam berbahasa Inggris, yang ketiga siswa yang memang sama sekali tidak mempunyai kemampuan basic dalam berbahasa Inggris" (respondent)

Based on the statement of the respondent, the researcher describes that the ability of students in class VIII A has different problems. The first is about student knowledge, in this case the researcher analyzes one aspect that influences students' speaking ability is students' knowledge which means understanding English vocabulary as well as understanding grammar mastery has its own advantages over other friends, from this point outlines one of the factors that influence students' speaking ability is mastery of vocabulary and mastery of good grammar.

b. Factors that affect speech

"Ketidakmampuan mereka itu saya lihat mereka kurang berminat dalam bahasa Inggris, kedua bahasa Inggris itu mereka anggap itu ilmu yang sangat sulit buat mereka karena mereka tidak membiasakan diri sendiri dalam mempelajari bahasa Inggris" (respondent)

Based on the statement of the respondent, the difficulty of students in speaking is, motivation and very low interest from this matter the researcher analyzes that

motivation is one of the support in the development of speaking ability and interest is also one of the elements that influence the development of knowledge. From this statement the researcher draws substantial points in the ability to speak students' interests and motivations that are not good in speaking skills.

c. Problem solving

"Yang saya lakukan sebagai seorang guru adalah harus menyuruh atau mengarahkan siswa untuk membiasakan dalam proses berbicara atau berdialog khususnya dalam mereka menghafal vocab pengenalan kata dalam bahasa Inggris" (respondent)

Based on the respondent statement, the steps in developing speaking skills are understanding vocabulary mastery and structured training in communicating English and grammatical understanding. Based on the statement, analyzing that vocabulary is one of the keys in developing the ability to speak English and understanding grammar is one of the parents in preparing sentences to improve speaking skills.

d. Motivation to learn

"Untuk memotivasi mereka adalah selalu saya mengarahkan dialog-dialog dengan menggunakan bahasa Inggris sehingga mereka tertarik dalam menggunakan bahasa Inggris" (respondent)

Based on the respondent statement, the researcher analyzed that one of the actors in developing students interest and motivation was habituation or habit. From this point, the researcher draws a big point that habits will foster a good enthusiasm and interest in developing speaking skills because habit is an easy thing to do when the ability to speak English is used as an activity.

e. Interest in speaking

"Jika temannya selalu bercakap atau berdialog dengan menggunakan bahasa Inggris satu antara temannya dengan guru pada saat diwawancarai dalam bahasa Inggris" (respondent)

Based on the respondent statement, the researcher analyzes that interest is one of the factors that influence students in arousing students' motivation to develop their speaking skills. From this, researcher take the point of growing interest in speaking is a

good thing in the ability to speak.

f. The problem of learning English and solving it

"Yang paling mendasar dalam berbicara atau speaking dalam bahasa Inggris khususnya kelas VIII A pertama itu adalah ketidakmampuan mereka atau kekurangan vocab pembendaharaan kata mereka dalam berbahasa Inggris itu yang paling mendasar sekali" (respondent)

From the respondent statement, the researcher analyzed that the students' problems in learning English were limited vocabulary mastery and low mastery of grammar which made it difficult for students to develop their understanding in learning English especially in speaking skills.

Based on some of the respondent statements above, the first statement explains that the ability of students in speaking ability is divided into three things, namely, basic knowledge, interests and abilities, while the second statement explains that motivation and interest are very influential in speaking ability.

3.4. Discussion

At this point, discuss the research discussion. In this discussion the decision making or conclusions about the research topic are internal and external factors that influence the ability to speak and solutions to solve the factors that influence the ability to speak.

3.4.1. Internal factors

From these data, researchers get the point that many factors influence students speaking ability, researchers understand that every student has a different problem about it, but there are some students who have the same problem. Most students have factors that influence speaking ability. From the data the research found that the factor that influence speech ability are low vocabulary mastery, low grammar understanding, low self confidence, shame, and nervousness.

3.4.2. External factors

From the interviews of several students, researcher got the point that the factors that influence speaking ability. Most students have problem from outside in the ability to speak. Because the results of interviews and observations of students about factors that influence speech ability, researcher get the point

that an environment that does not support causes students to lose motivation and interest in developing their speaking skills.

According to [16] states that " another external factor that influences students learning of spoken English is the lack of a good language learning environment".

4. CONCLUSION

Based on the results of the researcher on the discussion, the researcher concluded that many factors influencing students speaking ability, faithful students have different problems but there are some students who have the same problem. Most students have factors influencing students speaking ability, that is :

4.1.1. Internal factor

Factors influencing students speaking ability is low vocabulary mastery, low grammar understanding, low self confidence, shame and nervousness.

4.1.2. External factor

Factors influencing students speaking ability is most students have problem from outside that an unsupportive environment causes students to lose motivation and interest in developing their speaking ability.

REFERENCES

- [1] Brown 2001, "THE USE OF YOUTUBE MEDIA THROUGH GROUP DISCUSSION IN TEACHING SPEAKING," *English Educ. J.*, vol. 11 (1), no. in the journal written by Hussin, 2020.
- [2] Harmer 2001, "Developing Speaking Skills through Reading," *Int. J. English Linguist.*, vol. 12 (6), no. in the journal written by Mart, T.C., 2012.
- [3] Cook, *oward a "Common Definition of English Learner": Guidance for States and State Assessment Consortia in Defining and Addressing Policy and Technical Issues and Options.* 2013.
- [4] Gani et al 2015, "Board Game in Speaking Skill," *Res. English Educ. J.*, vol. 1 (2), no. in the journal written by Putri, 2015.
- [5] Thornbury 2005, "Principles of Integrated Language Teaching and Learning," *ThaiTESOL J. Vol.*, vol. 27 (2), 2014.
- [6] Hiebert and Kamil, *Teaching and Learning Vocabulary.* 2005.
- [7] James, *Pronunciation Practice Activities Book and Audio CD Pack.* 2004.
- [8] S. Hadijah, "Investigating the Problems of English Speaking of the Students of Islamic Boarding School Program at STAIN Samarinda," *J. Educ. - J. Pendidik.*, vol. 14 (2), 2014.

- [9] Targan 1990, "An analysis of grammatical errors on speaking activities," *J. English as a Foreign Lang.*, vol. 5 (2), no. Journal by Simbolon, 2015.
- [10] Freeman, "INCREASING STUDENTS' SPEAKING ABILITY THROUGH ROLE PLAY TECHNIQUE," *JoTELL J. Teach. English, Linguist. Lit.*, vol. 1 (8), no. Journal by Risnadedi, 2022.
- [11] T. 2005 Nuna 1998, Schwartz 2005, "Proceedings of ISELT FBS Universitas Negeri Padang," *Proc. ISELT FBS Univ. Negeri Padang*, vol. 4 (2), no. Journal by Januariza, 2016.
- [12] Chomsky 1995, "THE LINGUISTIC PHILOSOPHY OF NOAM CHOMSKY," *Bangladesh Journals Online*, vol. LI-LII, no. Journal by Barman, B., 2012.
- [13] Bachman & Palmer 1996, "Topical knowledge and ESL writing," *SAGE Journals*, vol. 29 (3), no. Journal by He, L. and Shi, L., 2012.
- [14] Huang 2005, "Does open innovation apply to China? Exploring the contingent role of external knowledge sources and internal absorptive capacity in Chinese large firms and SMEs," *J. Manag. Organ.*, vol. 21 (5), no. Journal by Huan et al, 2015.
- [15] Tuan and may 2015, "Clinical and Epidemiological Characteristics of Scrub Typhus and Murine Typhus among Hospitalized Patients with Acute Undifferentiated Fever in Northern Vietna," *Am. J. Trop. Mndicine Hiyiene*, vol. 92 (5), 2015.
- [16] Minghe and Yuan, "AFFECTIVE FACTORS IN ORAL ENGLISH TEACHING AND LEARNING," *High. Educ. Soc. Sci.*, vol. 5 (3), 2013.
- [17] Lofland 1984, "Choosing Qualitative Research: A Primer for Technology Education Researchers," *J. Technol. Educ.*, vol. 9 (1), no. Journal by Marie C. Hoepfl, 1997.
- [18] Sutopo, "PEMANFAATAN MEDIA KOMUNIKASI HUMAS PARTAI Keadilan Sejahtera (PKS) DKI JAKARTA DALAM MENINGKATKAN CITRA," *LUGAS J. Komun.*, vol. 1 (2), 2017.
- [19] Moleong, *Metodologi penelitian kualitatif*. 2019.
- [20] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: CV. Alfabeta. 2017.
- [21] Miles and Huberman, *Qualitative Data Analysis*. 1994.