Factors Influencing on Students' Speaking Activities at University of Pasir Pengaraian

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Abstract
The purpose of this study was to determine the factors that influence students' speaking activity. Speaking meant the ability to convey students' thoughts. The problems of this research were students felt nervous because the students first, cannot speak in front of the audiences, second, students lack of vocabulary and they were not good in pronunciation and grammar.This research used descriptive qualitative research method. Data were taken from questionnaires and interviews. The population of this study was taken from fourth semester students, English Department, Pasir Pengaraian University. This class consists of 29 students. Research finding, There are two students strongly agree and sixteen students agree with the statement. Thus, the factor that greatly affects the speaking of fourth semester students was their concern about mistakes when they made speeches in front of the class.Based on the data, it could concluded that the factors that affect the speaking activity of fourth semester students of English Department at Pasir Pengaraian University was students who are worried about making mistakes when taking in front of the class.

Keywords: Speaking, Factor Influencing, English Learning

Introduction

Speaking is one of four basic skills among listening, reading, and writing in learning a foreign language. The students will be learning about vocabulary, grammar. Therefore the students can be interact with their friends or other people to communicate. Furthermore according to Ur (2009), considers that speaking is the most important skill among four skills because people who know a language are referred to as speakers of that language. Speaking shows individual skill in mastering a language. However Antoni, (2014) states that, Speaking is the skills that the students should be mastered. And it also can be a measure of deep students' mastering in using good sentences. This is a fundamental reason why they must learn about speech inappropriate sentence structure, based on the situation that the communication application and occurs in the main of speaker expressing their ideas in oral communication to give the information toward the speakers or listeners on what they intend or emphasize to convey the listeners to a situation and context of the utterances will give the listener get the comprehension.

In another hand, Manurung & Izar (2019), states that examined that psychological barriers also appear in a discussion session, wherein this case some students do not want to participate because they are too afraid of making mistakes, lack self-esteem and motivation so they prefer to keep silent in the class. The findings emphasized the challenges concerning (1) learners' issues such as lacking vocabulary and limitation of English speaking strategies; (2) learner's limitation of oral skill, lack of speaking time, and crowded classes; and (3) learners' psychological barriers. Specifically, the findings similarly analyzed

challenges that stemmed from learners' weaknesses in speaking English and proposed the necessity of lecturers' ready supports by diversifying their teaching activities. In addition producing speech and language, especially in complex words and sentences, understanding spoken language, especially if the speech is fast and the language is complex, coping with complex demands, for example writing while following spoken instructions, or counting while remembering a number, remembering spoken information, especially where an order is important, e.g. a list of instructions. Those factors are faced by the students in the English Study program at University of Pasir Pengaraian.

Moreover, at the University of Pasir Pengaraian especially in the English Study program. Some factors make students can not speak fluently which the researcher found from the interview. The first, students feel nervous because the students do not usually speak in front of the audience. Secondly, students have lack vocabulary, not good at pronunciation and grammar so the students are worry making mistakes in front of the audience when speaking English. lack of vocabulary. According to Manurung & Izar (2019), states that the findings emphasized the challenges concerning learners' issues such as lacking vocabulary and limitation of English speaking strategies the students often stuck in their speech because did not know the target language that they wanted to say. Ariyanti (2016), states that examined that psychological barriers also appear in a discussion session, wherein in this case some students do not want to participate because they are too afraid of making mistakes, lack self-esteem and motivation so they prefer to keep silent in the class.

The students arranged their words in their minds before speak. It could be seen from their speech act, eye contact, and gestured while they are speaking, Therefore, students achievement can not be only judged through how much she or he knows but also how they can give the speech in public performance. The students are required to learn public speaking well, so they can further into advanced English conversations. Contradictory with the expectation, found that there are still several aspects of speaking skill which become obstacles for the students, such as our grammar,vocabularyappropriateness. Pronunciation and discourse management.

factor influencing students' speaking activities are usually given the effect to their public speaking. The researcher thinks that there are many factors that the students face in speaking such as lack of vocabulary, inhabitation, and worry about making mistakes. To solve that phenomena, the researcher are interested and want to study on the skill of the fourth semester of English study program University of Pasir Pengaraian on speaking.

Methods

This research was a qualitative descriptive study. This study aims to find out the analysis of factors that affect students' speaking activities. This research has one variable. The population was this study were all students of the English study program at Pasir Pengaraian University who were fourth semester students. The sampling technique used by the researcher is total random sampling. In addition, the researcher selects a sample from the population. Fourth semester students were taken as research samples, consisting of 29 students.

The research instrument is a questionnaire and interview guide. Questionnaire used to find out speaking barriers in students. The questionnaire was assessed by a Likert scale rating. This scale rating has five options. They are: Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), and Strongly Disagree (SD). The next instrument was the interview guide sheet. Interviews intend to know what happens during the teaching and learning process and to know about are the factors influencing students' speech activities in the fourth semester of the English Department of the University of Pasir Pengaraian. The interview also used to collected the data when the students learned. In this instrument, the researcher asks the students about what was the factor influencing on students' speaking activities.

In this research, the students answered the questionnaire by the researcher. The data collected and analyzed with qualitative forms. Qualitative means that the data presented in form of an interview on media WhatsApp in written answer and described in table forms. First, the data are collecting from the participants chosen (Ur, 2009), that are fourth-semester students of the English study program at the University of Pasir Pengaraian. Second, the data are identifying by comparing the acceptable form of the indicators in the questionnaire, third, the answer from the students give what the factors was influencing students' speaking, and the result of the data collecting by the questionnaire supporting by the interviews. Last the researcher conclude the most factors influencing students' speaking activities.

Result and Discussion

In this sub chapter, the researcher discussed the description. The researcher used descriptive qualitative. It was to analyze factors influencing students' speaking activities in the fourth semester of the English Department of University of Pasir Pengaraian. The researcher gave a questionnaire to the students about major and minor details from the passage, the instruments of the test can be seen in appendices. The result was viewed from the score of students. These scores were to know the percentage. After got the score, the researcher counts the numbers of the score. The researcher also classified the indicators we can see in the table below.

Table 1. Students' are Often Inhibited About Trying to Say Something

No	Option	Favorable	Frequency	Percentage
1	Strongly Agree	5	0	0%
2	Agree	4	17	58.63%
3	Undecided	3	6	20.79%
4	Disangree	2	5	17.24%
5	Stongly Disagree	1	1	3.34%
Total			**29**	**100%**

Based on table 1 above, it showed that factors influencing students' speaking are often inhibited about trying to say something in a foreign language in the classroom. Based on the interview were the students lack vocabulary, pronunciation, and rules of sentences and feel nervous at the speaking performance. so they had inhibited when doing the speech in front of their classmates.It meant the student has another factor in speech activity. The students were often inhibited about trying to say something in a foreign language in the classroom was agree with the statement.

Table 2. Students' Also Worry About Making Mistake

No	Option	Favorable	Frequency	Percentage
1	Strongly Agree	5	2	6.90%
2	Agree	4	22	75.96%
3	Undecided	3	4	13.80%
4	Disangree	2	0	0%
5	Stongly Disagree	1	1	3.34%
Total			**29**	**100%**

Based on table 2 above, showed that factors influencing on students' speaking were students also worry about making mistake. It meant that the students got some nervousness in their speech activity. The studentsalso worry about making mistake was agree with the statement.

Table 3. Students' Difficult in Arranging The Words and Sentence to Speak Out

No	Option	Favorable	Frequency	Percentage
1	Strongly Agree	5	0	0%
2	Agree	4	20	68.97%
3	Undecided	3	2	6.90%
4	Disangree	2	6	20.79%
5	Stongly Disagree	1	1	3.34%
	Total		**29**	**100%**

Based on table 3 above, showed that factors influencing students' speaking were students' difficulty in arranging the words and sentences to speak out. It meant that the students believe in their skills in speech, students difficulty in arranging the words and sentences to speak out was agree with the statement.

Table 4. Fearful Criticm or Losing Face or Simply Shy of The Attention That Their Specch Attracts

No	Option	Favorable	Frequency	Percentage
1	Strongly Agree	5	4	13.80%
2	Agree	4	12	41.38%
3	Undecided	3	8	27.58%
4	Disangree	2	5	17.24%
5	Stongly Disagree	1	0	0%
	Total		**29**	**100%**

Based on table 4 above, showed that factors influencing students' speaking were fear of criticism or losing face, or simply shy of the attention that their speech attracts. It meant that fearful of criticism or losing face, or simply shy of the attention that their speech attracts was agree with the statement.

Table 5. Students Also Have Nothing to Say Becouse They do Not Know the Context of Whats is Taking About

No	Option	Favorable	Frequency	Percentage
1	Strongly Agree	5	1	3.34%
2	Agree	4	2	6.69%
3	Undecided	3	6	20.80%
4	Disangree	2	20	68.98%
5	Stongly Disagree	1	0	0%
	Total		**29**	**100%**

Based on table 5 above, showed that factors influencing students' speaking students also have nothing to say because they do not know the context of what is talking about. It means that students also have nothing to say because they do not know the context of what is talking about was disagree with the statement.

Table 6. Students Have Low or Uneven Participation in Speech or Speaking Activity

No	Option	Favorable	Frequency	Percentage
1	Strongly Agree	5	0	0%
2	Agree	4	3	13,80%
3	Undecided	3	11	37.82%
4	Disangree	2	6	20.80%
5	Stongly Disagree	1	8	27.58%
	Total		**29**	**100 %**

Based on table 6 above, showed that factors influencing students' speaking were students have low or uneven participation in speech or speaking activity in the classroom. It meant that students who have low or uneven participation in speech or speaking activity in the classroom was undecided with the statement.

Table 7. Students Sometimes Speak by Using of Their Mother Tongue

No	Option	Favorable	Frequency	Percentage
1	Strongly Agree	5	3	10.34%
2	Agree	4	7	24.14%
3	Undecided	3	2	6.90%
4	Disangree	2	12	41.38%
5	Stongly Disagree	1	5	17.24%
	Total		**29**	**100 %**

Table 7 showed that another factor influencing students' speaking was students sometimes speak by using their mother tongue. It meant that the students sometimes speak by using of their mother tongue was disagree.

Table 8. Students Confuse to Comprehend Rhat is Talking About by The Speaker

No	Option	Favorable	Frequency	Percentage
1	Strongly Agree	5	0	0%
2	Agree	4	3	10.34%
3	Undecided	3	0	0%
4	Disangree	2	19	68.86%
5	Stongly Disagree	1	6	20.80%
	Total		**29**	**100 %**

Table 8 showed that the last factor influencing students' speaking was students' confusion to comprehend what is talking about by the speaker. It meant that students confused to comprehend what is talking about by the speaker was disagree.

In this study, the researcher obtained data from a questionnaire based on Ur (2009) which stated that there were several problems faced by students in speaking English, such as barriers, nothing to say, low or uneven motivation, and mother tongue. First, students think and worry about mistakes. This study found students' thoughts and concerns about mistakes. Thonbury (2005) states that psychological factors are factors that generally inhibit students from speaking. These factors include shyness or anxiety, lack of

self-confidence, lack of motivation, and fear of mistakes. Furthermore, Sato (2003 in Minghe & Yuan, 2013), found that English students were not very competent in speaking for fear of making mistakes. The same finding is also shared by another study conducted by Ballard (1996, in Huang, 2007) which found that students failed to join in English discussions because of their vocabulary problems and were afraid of making mistakes which resulted in their inability to speak English well. . In addition, he said that students find speaking English a stressful activity especially if they have to do something in English.

It was indicated the students' who have the thinking and worry making mistake in strongly agree were 2 students got the higher score and 22 students were have in agree level. This is showed that the third indicator had higher than the other indicator. it means most students worry about making mistakes when they performed. Therefore, from the research finding it was showed that the most of students' have a problem in Students' thinking and worry of mistake criteria was Strongly agree (SA), Agree (A), Undecided (U), Disagree (D), and Strongly disagree (SD). Based on the first questionnaires, there were students are often inhibited about trying to say something in a foreign language in the classroom that was question number two of agreeing answer than other, could be proved by percentage (58.63%), the second questionnaire, there was students also worry about making mistake were question number two could be proved by percentage (75.79%). in the third questionnaire students difficulty in arranging the words and sentences to speak out could be proved by percentage (68.97%), in fourth questionnaire fearful of criticism or losing face, or simply shy of the attention that their speech attracts students' chosen of agreeing answer than other, could be proved by percentage (41.38%),

In the fifth questionnaire students also have nothing to say because they do not know the context of what is talking about number four of students' chosen disagree answer than other, could be proved by percentage (68.98%), in the sixth questionnaire students have low participation in speech or speaking in the classroom number three and five of students' chosen of undecided answer than other, could be proved by percentage (37.82%). In the seventh questionnaire students sometimes speak by using their mother tongue number two of students' choice of disagree on answer than other, could be proved by percentage (41.38%), in the last questionnaire, Students confuse to comprehend what is talking about by the speaker. number four of students' chosen of disagree answer than other, could be proved by percentage (68.86%). To sum up, the data of research had been conducted based on the procedures. As the research findings and discussion above, the researcher concluded that there are many factor influencing on students speech activity but the most of the students' answer in this research were worried about making mistake. It means the students must practice in public speeches.

Conclussion

The factors influencing the students' speaking activities at the fourth semester of the English Department of the University of Pasir Pengaraian, there were students were often inhibited about trying to say something in the classroom, students also worry about making mistakes, students were often inhibited about trying to say something in the classroom, students difficult in arranging the words and sentence to speak out, fearful of criticism or losing face, or simply shy of the attention to their speech attracts, students also had nothing to say because did not know what is talking about, students have low participation in a speaking activity in the classroom, Students sometimes speak by using of their mother tongue, and students confuse to comprehend what is talking about by the speaker.

Students were often inhibited about trying to say something in a foreign language in the classroom 65.22% Students also worry about making mistakes 8,69% and 69.57%, students difficulty in arranging the words and sentence to speak out, 69.57%, fearful of criticism or losing face, or simply shy of the attention that their speech attracts 52.18%, students also have nothing to say because they do not know the context of what is talking about 8.69%, students have low participation in speech or speaking in the

classroom 8.69%, students sometimes speak by using of their mother tongue 30.43%, students confuse to comprehend what is talking about by the speaker 13.04%. The conclusion of factors influencing the students' speech activities at the fourth semester English Department of the University of Pasir Pengaraian was the students worry about making mistakes when doing the speaking activity

Acknowledgments

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