

THE INHIBITING FACTORS ON STUDENTS' SPEAKING SKILLS

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Informasi Artikel

Abstract

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This research intended to figure out the main cause of inhibiting factors in Speaking, the causes of those factors, and how to overcome the problem. To conduct the research, the Qualitative Approach was used. The subjects were students of VIII-4 graders at MTs.S Babun Najah Banda Aceh. Some instruments were questionnaires and semi-structured interview guides. The data were described qualitatively. The result of the questionnaire and interview revealed that three inhibiting factors in speaking English were articulation, lack of motivation, and pronunciation. The most inhibiting factor reached the highest percentage was pronunciation. It was a part of linguistic factors. This factor could occur because the students did not recognize the symbols of words. The students faced difficulty when they wanted to pronounce the words correctly, and when it happened, the students commonly lost or became a trigger when they expressed their ideas due to English is different from how they were written and pronounced. Hence, the students need to learn how to recognize the words' symbols of English to ease them to make sounds (pronounce) the words consistently. To overcome these problems, this research suggested that the English teacher use the Audio-Lingual Method to improve students' pronunciation.

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Introduction

English is a foreign language for Indonesian students. The students only have English in formal settings such as English language classes or courses. It means the students do not have an extensive English community to explore their English capability or to use the language actively. In addition to the extensive English community, vocabulary also has the potential role of language. Alqahtani (2015: 22) states that vocabulary knowledge is often viewed as a critical tool for second-language learners

because a limited vocabulary in a second language impedes successful communication. After conducting pilot research, the researcher found that the students struggled to speak English fluently. The obstacles include a lack of vocabulary, pronunciation difficulties, fear of making mistakes, low self-confidence, and challenges in expressing ideas. As a result, the researcher aimed to identify the primary cause of these obstacles, the most inhibiting factor, and ways to overcome them to improve speaking skills. Speaking is a productive language skill. To speak, the students need to be listened to and responded to by their interlocutors. On the other hand, the speakers also need to give her/ his responses to their interlocutors. Wilson as cited in Irvasiani (2020: 9) defines speaking as the development of the relationship between speaker and listener. It is called communication. When speaking runs on the students have to use linguistic, pragmatic, and socio-cultural competence to let the interlocutors catch the ideas of their interaction. As cited in Zuhra (2023: 529) Brown (2004) said that to be able to speak English well, some language components that are directly related to speaking such as pronunciation, grammar, vocabulary, fluency, and comprehension are needed. In line with Wang's statement as cited in Sari and Melani (2023: 116) that three factors inhibit students from speaking skills which are a cognitive factor, affective factor, and linguistic factor. The cognitive factor consists of conceptualization, formulation, and articulation. Conceptualization is the information that can be chosen to express the meaning and it refers to an idea. Students need a lot of ideas to express themselves in speaking. For example, giving answers or opinions when the teacher asks the students. Conceptualization will be formed by having a wide range of vocabulary. The concepts from communication will be actively delivered and can be more comprehensible by using a high level of vocabulary mastery. When the listener still does not understand what was expressed by the speaker, she/ he can use other vocabulary to be more understood. Next, the formulation is about grammatical structure. The writer means that when speaking, the students need a good formulation, also known as accuracy, of sentences to let the listeners understand what they're talking about. The better the accuracy of the speaker the more comprehensible input the listener gets. Then, articulation is about how the speaker pronounces the words clearly and the listener understands what he said to get the meaning of the interaction. The second factor is the affective factor. This factor consists of three subfactors; they are anxiety, self-restriction, and lack of motivation. Anxiety is feeling worried about making mistakes or feeling nervous when speaking. The next is self-restriction. Here the speakers feel restricted when he/ she express ideas or thoughts. The last affective factor is a lack of motivation. Saville-Troike (2006: 86), "Motivation is the level of efforts which learners expend at various stages in their second language development." Motivation can be an integrative and instrumental factor in learning English. Integrative refers to the student's interest in learning English, otherwise instrumental factor is the students' motivation affected by external factors such as language exposure or language community to encourage

the students' chance to use English as their daily language (Saville-Troike, 2006: 86). The third inhibiting factor is linguistic factor consisted of three subfactors; pronunciation, grammar, and vocabulary. Pronunciation is about how the speaker spells the word by using good pronunciation. Next, grammar is about the structure and system of a language, while vocabulary is the set of words used to express ideas within a person's language.

Methodology

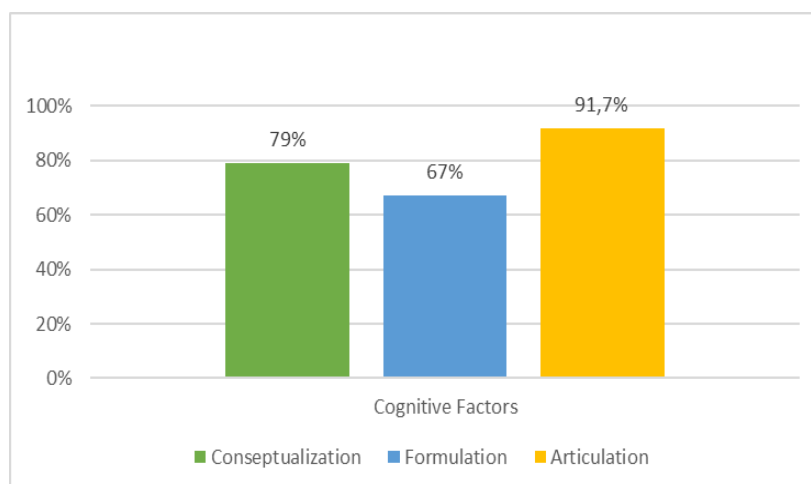
Descriptive qualitative research was used as a research methodology. Indriantoro and Supomo (2012: 26) define descriptive research as research on problems in the form of current facts from a popularization. Furthermore Moleong (2017: 6) explained that Qualitative research intends to understand the phenomenon of what is experienced by research subjects such as behavior, perception, motivation, action, and others holistically and utilizing descriptions in the form of words and language, in a special natural context by utilizing various methods natural. The purposive Sampling technique was sample sampling of this research. According to Sugiyono (2018:138), Purposive Sampling is sampling using several certain considerations or criteria by the desired criteria to determine the number of samples to be studied. In this research, the criterium of the sample was the students who faced difficulties in speaking English and that's the pilot reason in what factors the students had difficulties whether in cognitive, affective, or linguistic factors. Based on the preliminary research, the sample of this research was VIII-4 graders at MTs.S Babun Najah Banda Aceh. Data collection techniques mean some steps used to obtain the data from the research sample to figure out the problems that need to be answered (Sugiyono, 2016: 193). Two techniques for collecting data were distributing questionnaires and interviews as research instruments. The questionnaire was distributed to the students and an interview was used to obtain the data from the English teacher of the class where the research was conducted. According to Sugiyono (2017:142), a questionnaire is a technique of data collection that is done by giving a set of questions or a written statement to the respondent to be answered. Here the researcher used an open-ended questionnaire. Open-ended questionnaires are questions that the respondent expects to write down the answer in the form of a description of something. It consisted of 25 questions derived from several indicators and sub-indicators of inhibiting factors as Wang's statement stated in the previous chapter. The indicators are 1Cognitive Factors involved conceptualization, formulation, and articulation. 2Affective Factors involve anxiety, self-restriction, and lack of motivation. 3Linguistic Factors involve pronunciation, grammar, and vocabulary. Based on the questions' distribution of the questionnaire the students were asked to answer based on their perception of every question of each of the indicators. Then, the interview was semi-structured. The researcher used the questions' guideline but the researcher may add several questions that had not been prepared yet freely during the interview process. In other words,

the researcher may modify the questions during the interview process (Ary, 2010: 438). During the interview, the researcher prepared several questions to ask the English teacher for class VIII-4 to find out in more detail what inhibiting factors hindered students from speaking English. To make it easier for the researcher to write down the answers from the interview, the researcher used a voice recording tool to keep the responses of the interview and to use when the researcher analyzes the data later. The validity test used in this research was Construct Validity. To test the validity of the construct, an expert opinion is used. A validity test can be done by holding consultations with supervisors and experts (judgment experts) about the instrument items that have been made, to obtain an assessment of whether the intent of the instrument is to be understood by respondents and whether the items can describe the indicators the variables studied (Sugiyono, 2017: 124). The instruments were constructed based on the Wang's opinion.

Result and Discussion

The data from the questionnaire was presented in a bar chart to show what sub-factor was the highest inhibiting factor in speaking English. The inhibiting factors were cognitive, affective, and linguistic factors. In cognitive factors, there were three sub-factors; conceptualization, formulation, and articulation. Then affective factors were composed of anxiety, self-restriction, and low motivation. Last, in linguistic factors there were pronunciation, grammar, and vocabulary. Each of the factors was discussed in the following bar chart.

1) Cognitive Factors

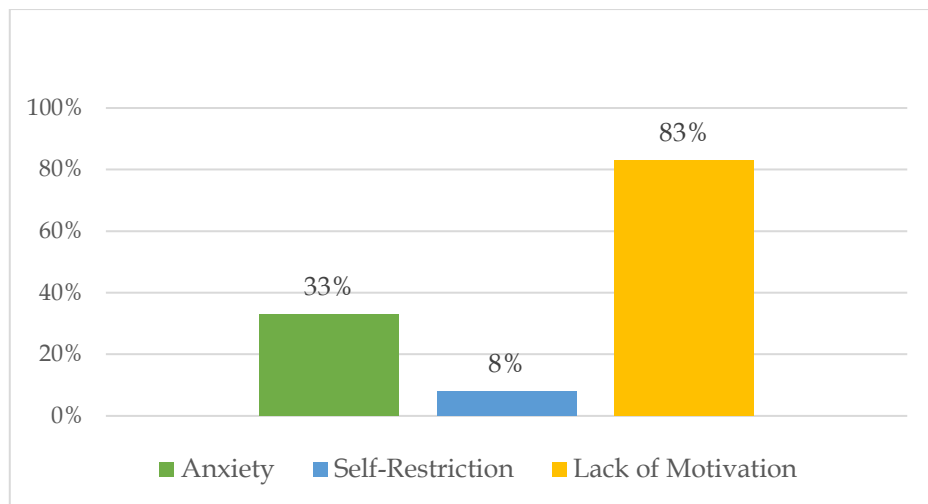


Bar Chart 1. Cognitive Factors Inhibiting Students in Speaking English

Based on the results of the percentage of the bar chart above, articulation was the greatest influent factor which reached 91.7%, compared to conceptualization and

formulation which reached a lower percentage point. The result of conceptualization only reached 79% and formulation reached 67%. In cognitive factors, articulation was the most influential factor in speaking English for Grade VIII-4 students.

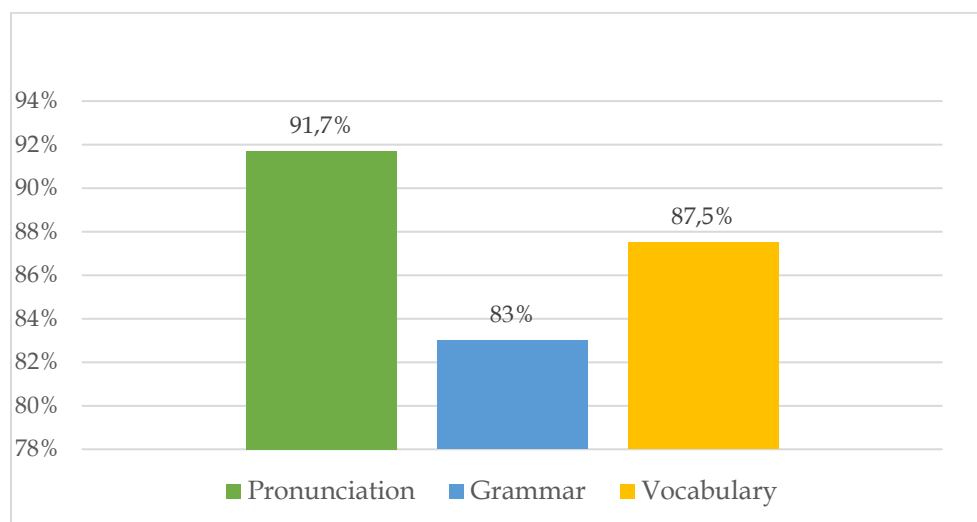
2) Affective Factors



Bar Chart 2. The Affective Factors Inhibiting Students in Speaking English

The bar chart depicted a significant influence of lack of motivation as an affective factor, with the highest percentage at 83%, compared to anxiety at 33% and self-restriction at 8%.

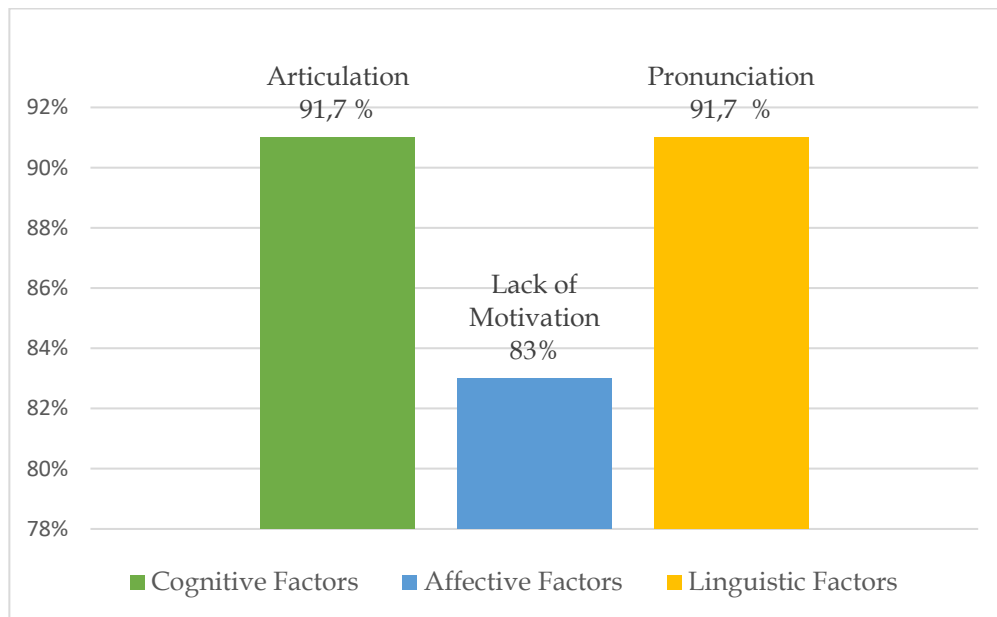
3) Linguistic Factors



Bar Chart 3. The Linguistic Factors in Inhibiting Students in Speaking English

According to the results shown in the bar chart, pronunciation was found to be the most influential factor in inhibiting students from speaking English, with a percentage of 91.7%. This was closely followed by vocabulary at 87.5% and grammar at 83%.

The following bar chart explains the highest sub-factors of the main factors that inhibit students from speaking English.



Bar Chart 4. The Three Higher Value's Sub-Factors of Inhibiting Factors in Speaking English to the VIII-4 Graders

The results obtained from questionnaires revealed that the main inhibiting factors in students' English speaking were articulation, which is derived from cognitive factors, and pronunciation, which is derived from linguistic factors. Furthermore, from interviews, the researcher found the most influential inhibiting factor in speaking English for grade VIII-4 students was pronunciation. This was validated by the fact, that the students had difficulties pronouncing words while reading. 17 out of 24 students mentioned that reading was challenging. On the other hand, articulation was identified as a lower inhibiting factor, with only 12 students (50%) mentioning being afraid of making mistakes when speaking. Therefore, it can be concluded the main inhibiting factor in English speaking for grade VIII-4 students is pronunciation. Articulation refers to the clarity of sounds and words we produce (Richard & Jones, 602: 2016). It involves how language learners use their articulators appropriately to produce the sounds of language symbols. On the other hand, pronunciation refers to how someone produces the sounds of words. Good articulation of language symbols leads to good pronunciation and lets the students

be more confident and fluent speakers. As Hayati stated in Nurlita (2018:10), confidence in speaking relies on pronunciation, articulation of sounds, and ideas.

Conclusion

Based on the data we collected, it can be inferred that pronunciation was the most significant hindrance, falling under the category of Linguistic Factors. This conclusion was reinforced by the findings of our questionnaire and interviews. The bar chart in the preceding chapter revealed that 91.7% of the students identified pronunciation as a challenge, and 17 out of 24 students cited difficulty in reading due to pronunciation issues. To tackle this issue, the audio-lingual method can be utilized to enhance English pronunciation. Moreover, incorporating phonology, which centers on comprehending and producing language sounds, can help students become familiar with unfamiliar language symbols. Phonology can be integrated into the instruction of all English language skills.

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