



An Analysis of Factors Influence Students' Speaking Performance at the Eleventh Grade of SMK Negeri 1 Gunungsitoli in 2022/2023

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Abstrak

Berbicara adalah keterampilan berbahasa yang bertujuan untuk mengungkapkan gagasan dan perasaan secara lisan sebagai proses komunikasi kepada orang lain. Berbicara adalah proses interaksi dalam suatu situasi untuk membangun makna yang meliputi mengolah, memproduksi, dan menerima informasi. Metode yang digunakan dalam penelitian ini adalah analisis kualitatif. Fokus penelitian ini adalah analisis faktor-faktor yang mempengaruhi penampilan berbicara siswa di kelas sebelas SMK Negeri 1 Gunungsitoli dan peneliti akan menyelidiki penampilan berbicara siswa untuk bertanya dan memberi pendapat. Penelitian ini bertujuan untuk mengetahui kemampuan berbicara siswa kelas XI SMK Negeri 1 Gunungsitoli dan menjelaskan faktor-faktor yang mempengaruhi kemampuan berbicara siswa kelas XI SMK Negeri 1 Gunungsitoli. Jumlah keseluruhan sampel adalah 20 siswa. Instrumen yang digunakan untuk mendapatkan data adalah tes dan wawancara. Berdasarkan hasil, peneliti menemukan ada 7 siswa yang mencapai nilai baik, sedangkan ada 13 siswa yang mencapai nilai rendah dalam penampilan berbicara. Faktor yang paling mempengaruhi kemampuan berbicara siswa disebabkan kurangnya kosakata, kurangnya tata bahasa, kurang percaya diri, kurangnya pengucapan, lingkungan, kurangnya motivasi, dan kurikulum yang lebih sedikit lebih menekankan masalah teks daripada berbicara. Akhirnya, berdasarkan temuan, dapat disimpulkan bahwa siswa kelas sebelas SMK Negeri 1 Gunungsitoli mampu tidak semua siswa mampu berbicara dengan baik.

Kata kunci: Performa Berbicara, Faktor-Faktor yang Mempengaruhi Performa Berbicara Siswa.

Abstract

Speaking is a language skill that aims to express ideas and feelings orally as a communication process to others. Speaking is a process of interaction in a situation to construct meaning which include processing, producing, and receiving information. The method used in the research was qualitative analysis. The focuses of the research were analysis of factors influence students speaking performance at the eleventh grade of SMK Negeri 1 Gunungsitoli and the researcher will investigate students speaking performance for asking and giving opinion. The purposes of the research to know the students speaking performance at the eleventh grade of SMK Negeri 1 Gunungsitoli and to explain the factors influence students speaking performance at the eleventh grade of SMK Negeri 1 Gunungsitoli. The total number of the sample was 20 students. The instrument used to get the data was a test and interview. Based on the results, the researcher found there were 7 students who achieved good score, while there were 13 students who achieved a low score in speaking performance. The most factors that affect the students' speaking performance was caused lack of vocabulary, lack of grammar, lack of confidence, lack of pronunciation, environment, lack of motivation, and fewer curriculum more emphasized text issues rather than speaking. Finally, based on the findings, it can be concluded that the students of the eleventh grade of SMK Negeri 1 Gunungsitoli were able not all students able to speaking performance run well.

Keywords: *Speaking Performance, Factors Influence Students' Speaking Performance.*

INTRODUCTION

In language learning, speaking has been recognized as one of the important aspects of communication where the ability of language learners is measured by the ability to apply language in oral communication. Speaking is a language skill that aims to express ideas and feelings orally as a communication process to others. In the process of speaking, someone will experience a thought process to express ideas and ideas broadly. According to Ashour et al in Sri Hainun Jusuf (2021: 304) explaining that speaking is a process of interaction in a situation to construct meaning which include processing, producing, and receiving information.

Speaking is the ability to produce words in language practice. Speaking is used to convey thought aloud using the voice or talk. It means that when someone interacts with other people by using language as a medium, certainly they want to express something important. For example, students want to express their

feelings and thought. Someone cannot make communicate with others people without have a purpose. In communication, there must be a speaker and a listener. Therefore, communication involves at least two people like sender and receiver. The students need communication to exchange information, ideas, views or feelings, and opinions.

Speaking activities in learning activities are very important, especially in the process of communication between teachers and students or students and other students. In the learning process there is reciprocal communication or two-way communication between teachers and students or between students and students. Speaking is one of the crucial keys in English language skills that should be master by students beside writing, reading, and listening. In the English component, speaking is one of the art of speaking as a communication interaction with other people, and it is very difficult to master it. Speaking ability have a relationship with listening skills, in

speaking activities students must listen and then speak, because speaking is not only memorizing and remembering written sentences but speaking is spontaneous to express students' ideas and opinions orally.

In learning speaking students also have to understand the significant aspects of speaking, because it is one of the important things to improve students' ability. By understanding the aspects of speaking the students will be more properly in communicate English. According to Harris (1969) in Muljani and Tono Suwartono (2020:78) there are five aspects of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation, and fluency. By understanding the aspects of speaking that will make the students more properly giving and asking the information in speaking performance and the speaking activity in the class will be more effective.

However, based on my observation during my internship at SMK Negeri 1 Gunungsitoli it was found that many language learners lack the ability to communicated and express their ideas in English orally. They tend have low performance when they have to communicated or speak in front of other people. This is a problem that must be known what are the factors influence student speaking performance. According to Husnawati (2017) in Sri Hainun Jusuf (2021: 307) the factors of speaking performance are divided into two, namely internal factors and external factors. One of the internal factors like a lack of vocabulary, and external factors are performance conditions. Based on these factors, I had interviewed some students by asking the factors influence students speaking performance, so many students do not have a large vocabulary, they tend to interpret words by words in making a sentence, for example the word take place they interpret it by taking place, while the

correctness of the vocabulary is in occur. So that becomes one of the most important things in speaking performance. And the second factor is lack of confidence, many students in convey an idea they tend to be afraid of being wrong, so that over time it becomes an obstacle in speaking performance due to lack of confidence.

Performance is the communication practice in the process of activity. According to Chomsky (1965) in Sri Hainun Jusuf (2021:304) that performance is defined as the actual use of language in concrete situations, meanwhile language competence is the speaker-hearer's knowledge of language. Performance is the implementation of whole knowledge on the stage.

Therefore, of these problems the researcher is interested in knowing more what are the factors or obstacles of students speaking performance so that the teachers is assist in solving the problem of factors students' of speaking performance in class so that, can to create effective class activities. The researcher conducts research with the title **"An Analysis of Factors Influence Students' Speaking Performance at the Eleventh Grade of SMK Negeri 1 Gunungsitoli in 2022/2023"**

METHOD

The researcher conducted the qualitative research, by applying inductive approach with aim at finding the meaning that organize the facts with an approach to make observation problem, recording all the fact holistically scientific with the observation problem.

Qualitative research is a systematic scientific method of inquiry which seeks to build a holistic largely narrative, description to inform the researchers understanding of social or cultural phenomena. According to McMillan and Schumacher (2001) in Nasiru Anas &

Kamilu Ishaq (2022:90) qualitative research is defined as primarily an inductive process of organizing data into categories and identifying relationships among categories. This type research is an umbrella term for a broad range of different approaches and methods, which vary considerably in terms of focus, assumptions about the nature of knowledge and the role of the researcher. Therefore the purpose of qualitative research is to promote greater understanding of not just the way things are, but also why they are.

Qualitative research was those in which the description of observation was not ordinarily expressed in quantitative term. It was not suggested that numerical measures are never used, but that other means of description are emphasized. In this case, this research identified and described factors influencing students' speaking performance.

The most part to did qualitative research in natural setting was that the researcher did not manipulate or intervention (except possible by their presence) in the situation. Therefore, research design requires flexibility and a tolerance for a adjustment as the research progresses. Equally, the researcher made an interpretation of the data. This included developing a description of an individual or setting, analyzing data for the themes or categories, and finally making an interpretation or drawing conclusions about its meaning personally and theoretically.

In addition, the instrument was conducted of this research is test and interviews. The researcher used an achievement test to measure the student's speaking performance, the researcher used oral test in the form of dialogue. The Researcher also will using structured interviews. George and Merkus (2022) says A structured interview is a data

collection method that relies on asking questions in a set order to collect data on a topic.

Setting and Schedule of the Research

This research was conducted at SMK Negeri 1 Gunungsitoli, which located Jl. Teuku Cik Di Tiro No. 3 Gunungsitoli district. Total of the students are 1050 students and total of the class are 32 classes. This research will be conducted on May 2023 at SMK Negeri 1 Gunungsitoli, regarding to the schedule of the learning process that implement in the school.

Source of Data

The researcher is essentially looking for data, and data must be excavated by source. The data uses as a reference in this research taken from primary data and secondary data. Primary data is authentic data or direct data from the researcher. Primary data obtained from researcher from field research, through procedures and data collection technique through interviews and test. The primary data include, head students affairs, and teachers. Meanwhile secondary data is a variety of information that has existed before and is deliberately collected by researcher that are uses to complete research data needs.

Instrument of the Research

The researcher conducted the test and interview as the instrument of the research. The researcher uses the test to investigate students speaking performance. A test is a method of measuring a person's ability, knowledge, or performance in given domain written by Brown (2022:384). In this definition, Brown wants to show that people's knowledge can be explored trough testing. According

to Rubin (2005) in Ruslin et al., (2022:23) regarding qualitative interview as conversation in which a researcher gently guides a conversational partner in an extended discussion. In this context, the position of researcher is clear because they drive the conversation. Meanwhile the interview the researcher will conduct the interview with the English teacher and the students regarding the factors influence students speaking performance.

Data Collecting Technique

Based on the instrument of the research, the researcher used two data collection technique namely quantitative data from the test and qualitative data from the interview. By compiling a speaking test with pay attention of aspects speaking performance namely, vocabulary, grammar, pronunciation, comprehension and fluency. The researcher give speaking test about the material asking and giving opinion and students do the dialogue about the test with partner. Meanwhile the interview, the researcher prepare several interview questions to be asking of teachers and students. The researcher give the interview question based on factors of speaking performance namely internal factors and external factors. Internal factors consist of language competence (lack of vocabulary, grammar, topical knowledge) and psychological aspects (confidence and motivation). Meanwhile external factors consist of performance conditions and strategy of teaching and learning (method of teaching and the environment of learning).

Data Analysis Technique

After the data was collected, the researcher analyzed them. The data was

sourced from the test and the transcripts of interview. To analyze the data, the researcher done two steps, as follows.

Quantitative Data

The researcher was adopted those steps which start from collecting the data such as identification of the student's speaking performance in asking and giving opinion in recording, then the researcher make a transcript and described the student's speaking performance. The transcription had to be described in chapter two before of speaking assessment by Brown (2004) in Sri Hainun Jusuf et al., (2021:305-307).

Qualitative Data

After analyzing the quantitative data, the researcher analyzed the qualitative data source from the transcripts of interview. According to Gay et al (2012:467) say that one way to proceed with analysis is to follow three interactives, or repeating, steps: reading/memoing, describing what is going on in the setting, and classifying research data. The explanation as follows:

1. Reading and Memoing

This step focuses on becoming familiar with the data and identifying potential themes. The researcher will read and write memos about observation and the interviews to get an initial sense of the data and identifying the themes.

2. Describing

This step focuses on examining the data deeply to provide detailed descriptions of the setting, participants, and activity. In this step, the researcher was analyzed comprehensive descriptions of the participants, the setting, and the phenomenon studied to convey the rich complexity of the research. The aim of this

step is to provide a narrative picture of the setting and events that take place in it.

3. Classifying

This step focuses on categorizing and coding pieces of data and grouping them into themes. In this step, the researcher was categorized all of the collected data into some classifications or categories. The researcher examined and compared all data, one to another to categorize them.

The data was be analyzed to answer the research question. First, the researcher read the data and understood it so that it was become a guideline. Second, the researcher described the events that was occur from the phenomenon. And lastly, the researcher categorized all the data obtained to classify the data.

FINDING AND DISCUSSION

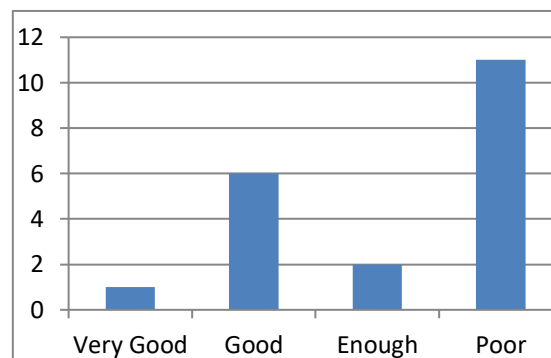
Based on the research design, the researcher analyzed of factors influence students' speaking performance. The researcher has taken the data by using test and interview. And after that the researcher made the results of the research on the factual data in the field. By compiling a speaking test with pay attention of aspects speaking performance namely, vocabulary, grammar, pronunciation, comprehension and fluency. The researcher gave speaking test about the material asking and giving opinion and students do the dialogue about the test with partner while in the recording by the researcher.

In this research, the researcher gave a test to get the data at the eleventh grade of students SMK Negeri 1 Gunungsitoli. The test item related to the speaking test about the material asking and giving opinion with a dialogue. The researcher took 20 students at SMK Negeri 1 Gunungsitoli as respondent. After collecting the data, the

researcher calculated the data based on the test.

The result of the students' score can be seen in the following chart;

Figure
STUDENTS CLASSIFICATION SCORE IN SPEAKING PERFORMANCE



So, after the researcher presented the students classification in the chart above, then the researcher categorizes the student scores based on the scoring rubric in speaking performance, in the following;

Table 6
The Classification of Students' Score in Speaking Performance

No	Classification		Frequency (person)	Percentage (%)
	Score Range	Category		
1	85-100	Very Good	1	5%
2	71-84	Good	6	30%
3	55-70	Enough	2	10%
4	25-50	Poor	11	55%
Total			20	100%

Based on scoring rubric of student's classification in speaking performance from above can be explained that 1 student got Very Good category, 6 students got Good

category, 2 students got Enough category and 11 students got Poor category.

Moreover, from the data above it can be seen that 5% student achieved Very Good category, 30% students achieved Good category, 10% students achieved Enough category and 55% students achieved Poor category. It can be concluded that students' speaking performance in poor category.

Furthermore, based on the explanation above, the researcher concluded that students are not able to speaking performance based on their test results or scores. There were 7 students who achieved high score, it means very good and good classification, while 13 students who achieved low score it means enough and poor classifications.

From the 20 students who were interviewed by the researcher there were students liked and disliked to learn English, they were not able to understand directly because lack of vocabulary, lack of grammar, pronunciation, comprehension, and fluency. So many language learners lack the ability to communicate and express their ideas in English orally. They tend have low performance when they have to communicate or speak in front of other people.

Based on these factors, the researcher had interviewed students by asking the factors influence students' speaking performance, there are two factors namely internal factors and external factors. The first factors is language competence, so many students do not have a large vocabulary, they tend to interpret words by words in making a sentence, for example the word take place they interpret it by taking place, while the correctness of the vocabulary is in occur. So that becomes one of the most important things in speaking performance. The second factor is lack of confidence, many students in convey an idea they tend

to be afraid of being wrong, so that over time it becomes an obstacle in speaking performance due to lack of confidence. The third factor is pronunciation, many students are difficult in word pronunciation, they tend to read as to write way. The fourth is grammar, they do not know or make a good and true sentence, because of the lack of vocabulary they have. The fifth factors is environment, where they are in an environment that cannot support them in using English every day, so that their ability is in English speaking below average. And the last factors is motivation, lack of motivation within themselves in knowing something, so it can bring less results.

From the interview activity that the researcher has been conducted to the students, the researcher also concluded that students have a problem that factors of students speaking performance it was lack of vocabulary, lack of grammar, lack of confidence, lack of pronunciation, and lack of motivation.

From the interview activity with the English teacher, the English teacher said that some of students were able to speaking run well, while most students have low speaking performance. Moreover, the English teacher also explained that the general difficulties that faced by the students were to communicate and express their ideas in English orally. The English teacher said that the students of XI-UPW was lack of vocabulary, lack of grammar, lack of confidence, and the last he said that the most factors influence students' speaking performance Inadequate facilities to train students in English and fewer curriculum more emphasized text issues rather than speaking.

Based on the teacher statement, it is concluded the main things of the problems and the factors the students speaking performance was the students lack of

vocabulary, lack of grammar, lack of confidence, and fewer curriculum more emphasized text issues rather than speaking.

CONCLUSION

Based on the analysis of the research result that have been stated in the previous chapter, the factors influence students' speaking performance at SMK Negeri 1 Gunungsitoli can be concluded as follows:

1. The students speaking performance in the learning process at SMK Negeri 1 Gunungsitoli. Students are not able to speaking performance based on their test results or scores. There were 7 students who achieved high score, it means very good and good classification, while 13 students who achieved low score it means enough and poor classifications.
2. The factors influence students' speaking performance in the learning process at SMK Negeri 1 Gunungsitoli are divided two factors namely internal factors and external factors. The first factors is language competence, so many students do not have a large vocabulary, they tend to interpret words by words in making a sentence, for example the word take place they interpret it by taking place, while the correctness of the vocabulary is in occur. So that becomes one of the most important things in speaking performance. The second factor is lack of confidence, many students in convey an idea they tend to be afraid of being wrong, so that over time it becomes an obstacle in speaking performance due to lack of confidence. The third factor is pronunciation, many students are difficult in word pronunciation, they tend to read as to write way. The fourth is grammar, they do not know or

make a good and true sentence, because of the lack of vocabulary they have. The fifth factors is environment, where they are in an environment that cannot support them in using English every day, so that their ability is in English speaking below average. And the last factors is motivation, lack of motivation within themselves in knowing something, so it can bring less results.

From the explanation above, the researcher concluded that students have a problem of factors influence students' speaking performance it was lack of vocabulary, lack of grammar, lack of confidence, lack of pronunciation, lack of motivation and environment.

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