

An Analysis of Factors that Influenced Students English Speaking Ability of Elementary School Teacher Education Students at STKIP Al Islam Tunas Bangsa

Arimbi Pamungkas^{1*}, Rahayu Soraya²

¹ PGPAUD, STKIP Al Islam Tunas Bangsa

² PGSD, STKIP Al Islam Tunas Bangsa

Jalan ZA Pagar Alam No. 41 Gedungmeneng, Indonesia

* Corresponding Author. E-mail: arimbipamungkas@stkipalitb.ac.id

Abstrak

Kemampuan berbicara adalah salah satu keterampilan yang paling penting dalam bahasa Inggris. Selain itu, kemampuan berbicara dalam bahasa Inggris juga merupakan keterampilan yang menantang. Hal ini disebabkan oleh berbagai faktor yang mempengaruhinya. Penelitian ini bertujuan untuk mengetahui faktor-faktor yang mempengaruhi kemampuan berbicara bahasa Inggris. Penelitian ini menggunakan metode deskriptif kualitatif. Subjek dalam penelitian ini adalah mahasiswa program studi Pendidikan Guru Sekolah Dasar STKIP Al Islam Tunas Bangsa pada semester pertama. Data diperoleh melalui observasi dan wawancara. Hasil penelitian menunjukkan bahwa kemampuan berbicara bahasa Inggris dipengaruhi oleh beberapa faktor seperti kurangnya kosakata, kurangnya rasa percaya diri, motivasi yang rendah, bahasa ibu, dan kesulitan dalam pengucapan.

Kata Kunci: Bahasa Inggris, Kemampuan berbicara, Pendidikan Guru Sekolah Dasar

Abstract

Speaking ability is one of the most important skills in English. Besides, the ability to speak English is also a challenging skill. This is due to various factors that influence it. This research aims to determine the factors that influence the ability to speak English. This research used a qualitative descriptive method. The subjects in this research were students of elementary school teacher education program STKIP Al Islam Tunas Bangsa in the first semester. Data was obtained through observation and interviews. The results of the research showed that the ability to speak English is influenced by several factors such as lack of vocabulary, lack of self-confidence, low motivation, mother tongue, and difficulties in pronunciation.

Key words: English, Speaking Ability, Elementary School Teacher Education

Introduction

English is an international language that is widely used in business, politics and education. In Indonesia, English is a foreign language that is studied from kindergarten to university level. English courses are compulsory courses that must be taken by students while studying higher education at state universities (PTN) and

private universities (PTS). This course equips students to be able to communicate using English in written text and spoken text. In line with this, the development of English has increased therefore the talent to use English is needed for further studies, travel to other countries and also for social and professional activities of a job (Hashemi, 2011). Moreover, being bilingual or mastering international languages other than mother tongue is a measure of academic success and must be had by university graduates (Rodriguest, Carrasquelo & Lee, 2014). This is one of the reasons why English must be mastered well by students

There are four skills that must be mastered in English, namely speaking, listening, reading and writing skills. These four skills play an important role in communicating both oral and written. Furthermore, the presence of the industrial era of revolution 4.0 and society 5.0 allows everyone to communicate with other people from different countries. Communication plays an important role in connecting information from various countries. English is an international language used throughout the world. For this reason, the ability to speak English is needed, especially in the era of industrial revolution 4.0 and society 5.0. In line with this, many academic discourses around the world use English as the language of instruction such as in journals (Harmer, 2007).

Speaking ability is one of the most important skills. This is supported by Syafii's (2024) speaking is the most crucial language skill among other skills. Furthermore, according to Safitriani and Jayadi (2021) speaking is essentially a process of communication with the sound produced by the human speech apparatus in which messages are sent from one source to another. Furthermore, according to Hamid et al (2023) speaking has become very important in many career fields, such as in business, politics, media, and education. Good speaking skills can help a person communicate well. However, this speaking skill is considered the most difficult of the four English skills. This is because speaking is not only about fluency but many aspects that must be mastered. According to Combe et al (2007) there are four categories in speaking that should be mastered such as accuracy (grammar), vocabulary, linguistic ability (pronunciation, intonation, and stress), fluency (ability to express ideas), and content or ideas. Accuracy is important to help students convey ideas and information with

the correct sentence structure. Vocabulary is essential to help students convey ideas and information. Linguistic ability helps students to produce appropriate sounds. Fluency helps students to express their ideas. Content or ideas help students to manage how to convey ideas according to the context. Moreover, according to Harmer (2001) notes down that from the communicative point of view, speaking has many different aspects that include in two major categories: accuracy is involving the correct use of vocabulary, grammar and pronunciation practiced through controlled and guided activities. Fluency is considered to be the ability to keep going when speaking spontaneously. In other words, these categories are supporting factors in communicating so that the message to be conveyed can be received properly.

English in the Elementary School Teacher Education Study Program of STKIP Al Islam Tunas Bangsa is a compulsory course in the first semester. Many students feels that English courses are very difficult, especially in speaking skills. For this reason, this study aims to find out what factors influenced the ability to speak English of first semester students of the Elementary school teacher education study program of STKIP Al Islam Tunas Bangsa.

Method

This research method is a qualitative descriptive method. This method was chosen because it provides a more in-depth descriptive explanation of the factors that influenced the Speaking English ability of first semester students of the Elementary School Teacher Education Program STKIP Al Islam Tunas Bangsa. The subjects in this study were first semester students of Elementary School Teacher Education Program. Data collection techniques in this study used by observation and interviews.

Result and Discussion

Based on the analysis of observations and interviews with first semester students of the elementary school teacher education study program, STKIP Al Islam Tunas Bangsa obtained data that there are several factors that affect English speaking skills such as lack of vocabulary, lack of self-confidence, low motivation, mother tongue, and difficulties in pronunciation. Lack of vocabulary makes it difficult for

students to express the ideas they want to convey. Vocabulary mastery can be influenced by several things such as living environment, reading habits, and the ability to remember vocabulary. Based on the results of data analysis, it was found that the lack of vocabulary mastery is due to students rarely being exposed to English texts, difficulty in remembering vocabulary in English, and difficulty in pronouncing vocabulary in English. This is in line with the research of Rosyada & Apoko (2023) which states that there are several factors that influence difficulties in mastering vocabulary such as the correct pronunciation of new words, accurate spelling, proper usage of word meanings, and effective retention or memorization of vocabulary.

Lack of self-confidence affects one's speaking ability, especially in speaking English. Based on the results of data analysis, it was found that the lack of self-confidence arises because students feel embarrassed and anxious whether what is said is correct or not the pronunciation. Students are also afraid of being laughed at by other students for pronouncing the vocabulary incorrectly. This is in line with the results of Widyasworo's research (2019) which found that the students had difficulties in speaking because of inhibition, nothing to say, anxiety, lack of self-confidence and low motivation. Moreover, according to Tuan and Mai (2015) point out that there were many factors affecting students speaking performance such as topical knowledge, listening ability, motivation to speak, teachers' feedback during speaking activities, confidence, the pressure to perform well, and time for preparation. Therefore, students must be able to cultivate self-confidence by continuing to practice using English vocabulary that they already have so that confidence will gradually build.

Motivation is needed in doing anything including learning a language. Based on data analysis, it was found that there are still many students who lack motivation in English courses, especially in speaking skills. This is because students feel that English is very difficult, especially in speaking skills. In addition, students feel that English does not have to be mastered for a prospective elementary school teacher and students are not interested in learning English. This makes students unmotivated in learning English. Low motivation is one of the factors that affect one's speaking ability. This is in line with the opinion of Ningrum, et al (2023) which states that motivation is one of the successful factors that influence students in speaking skills.

Furthermore, based on the results of data analysis, it was found that students' difficulties in speaking English were caused by the use of the first language. In the primary school teacher education study program in the first semester of STKIP Al Islam Tunas Bangsa, there are several students from various tribes such as Javanese, Lampung, Sundanese, and so on. The diversity of tribes and the use of the first language makes students have difficulty in speaking English. In Indonesia, English is only used for certain purposes so that the use of English in Indonesia is still very lacking. In addition, the diversity of ethnic groups in Indonesia makes Indonesia have many regional languages where the regional language becomes a person's first language. The first language is very influential on a person's ability to speak English. This is supported by the results of Hidayati's research (2021) entitled "The Influence of Dayak Mother Tongue in Speaking English at The Third Semester Students of English Education at IAIN Palangka Raya" bahwa first influence of mother tongue such as sound changes or error pronunciation in pronouncing English words because the different of phonology system between Dayak and English. Second influence of mother tongue is incorrect intonation, because Dayaknese students and Native speaker have the differences especially in suprasegmental (pronunciation, intonation, voice quality, and pitch). Third, mother tongue also needed as a person's cultural and sociolinguistic characteristic.

Conclusion

Based on the results of the analysis, it can be concluded that the English Speaking ability of first semester students of the elementary school teacher education study program is influenced by several factors such as lack of vocabulary, lack of self-confidence, low motivation, mother tongue, and difficulties in pronunciation.

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