



AN ANALYSIS OF FACTORS THAT INFLUENCE THE LACK OF SPEAKING SKILL IN  
MANAGEMENT STUDENTS AT HINDU INDONESIA UNIVERSITY IN THE SECOND  
SEMESTER OF 2019

Oleh

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**Abstract**

This study was aimed to find out the factors that influence the lack of speaking skill in management students at Hindu Indonesia University in the second semester of 2019. The subject of this study consists of 100 students. This study is descriptive qualitative in the form of a case study. The data were collected through questionnaires and students' interviews. The result showed some factors influence the lack of speaking skill such as the students to feel more enthusiasm when they do the active activity like playing games, explaining something or telling a story; the use of Indonesian or Balinese language during English class could hold up the process of speaking; the limitation in students to speak English because of the lack of vocabulary. The information gathered that the teacher should use more activity and strategy to make students more enthusiastic in speaking during English class.

**Keywords: Speaking Skill, Factors & Speaking Fluency**

**INTRODUCTION**

Language plays an important role in humans' life as it is a necessity to connect with other people and expressing their needs. English as one of the most widespread languages in the world takes an important role in communication because it helps people to manage their communication with foreigners (Mantra, Handayani, & Suwandi, 2019). Nowadays, English is being taught from the primary level to senior high school. In learning English, four skills should be mastered. They are listening to skill, reading skill, writing and speaking skill.

According to Ur (1996), speaking is the most important skill among listening, reading, writing skill because people who know a language are usually referred to as speakers of that language. Speaking as an active and productive skill, it plays an important role in our daily life because is a basis of communication (Mantra, 2016). Moreover, Davies and Pearse (2000) state that the major goal of English language teaching should be to give learners the ability to use English effectively, accurately in communication. Even though, to achieve this

target is not easy because when speaking students should think and speak at the same time. Also, speaking is an interactive process of constructing meaning that involves producing, receiving and processing information (Brown, 1994 and Joyce, 1997). Hence, to become a good speaker, students should learn about it.

The students have been learned English from elementary school to senior high school. However, their speaking skill is not good enough (Mantra & Maba, 2018). The students enjoy talking using the Indonesian language or Balinese Language in the classroom. When the teacher asked them to speak in English language, they spoke in a lower voice and sometimes just bowed their head. Therefore, teachers need to intensify their teaching activity by conducting an assessment to promote learning (Widiastuti & Saukah, 2017). The type of assessment is a formative assessment that allows teachers to provide feedback and modification of learning strategies (Widiastuti, Mukminatien, Prayogo, & Irawati, 2020). Through intensive learning and appropriate assessment, students' performance is going to improve significantly.



This current study is an endeavor to identify the reasons for the students' weakness in speaking English. English teachers have to understand the students' speaking difficulties in English and solve their speaking problems.

## RESEARCH METHOD

To collect the data, questionnaires, and interviews were used to get the relevant information to the investigation about the analysis of factors that influence the lack of speaking skill in management students at Hindu Indonesia University in the second semester of 2019. The participant of this study was 100 students between the ages of 18 – 25 years old. Most of these participants are female students, seen from the major is management class.

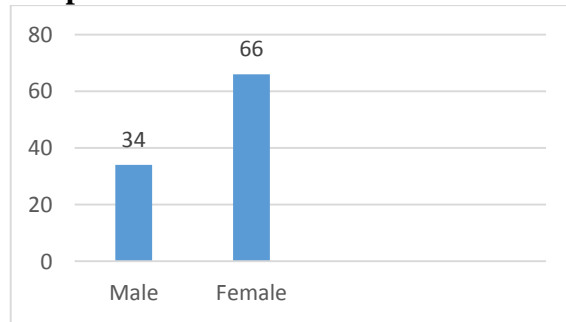
The purpose of the questionnaire was to confirm the factors that influence the lack of speaking skill in management students. Moreover, the questionnaire contains eight questions about their difficulty and factors affecting students speaking skill. In the questionnaire, students were choosing the answer which is suitable for their feeling of learning English during school time.

In the interview session, the researcher gathered detail information about the factors affecting students speaking skill such as teaching strategies, students' attitude towards the class, the use of mother tongue during the English class and lack of vocabulary.

## RESULT AND DISCUSSION

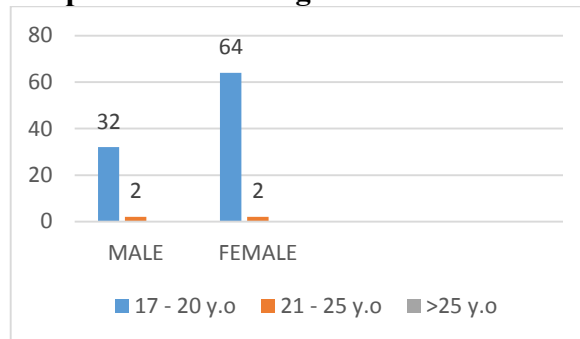
Based on the questionnaire and the students' interview in Hindu Indonesia University, the questionnaire will be analyzed per objective. The total sample was 100 students from Management students in the second semester of 2019.

**Graph 1. Gender**



According to the sample, the total male students were 34% and female students were 66%. Most of the students were female because female students are more interested in finance.

**Graph 2. Students' age**



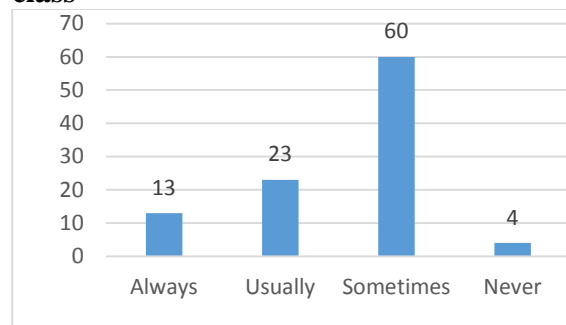
According to male students' age, 32% of them were 17 – 20 years old and another 2% are 21 – 25 years old. For female students, age 64% of them were 17 – 20 years old, meanwhile the ages 21 – 25 years old equivalent to 2%.

It means most of the students in management faculty are fresh graduate students. They continue their study right after graduated from senior high school. Other students who 21 – 25 years old wait for 2 or 3 years to continue their studies because they worked before.

When the researcher did the interview, most of them are full-time students. This could be a little bit hard to study while having a job. However, they help their parents run the business or being a cashier at the family's shop sometimes. So they do not have a permanent job because their parents support the finances. In that way, they have enough time to study and not get stress because of their job.



**Graph 3. How often do you like the English class**

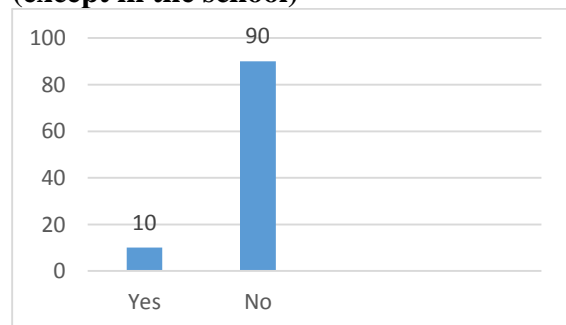


Based on the data, most of the students sometimes like English class. They said that it depends on the material given by the teacher. They do not like the activity like memorizing the tenses formula. The 13% of students said they always like English class because they want to get better opportunities. It same as the 23% other students, they usually like English class because they live in Bali. A lot of foreign people come to Bali as a tourist destination and they would like to be able to speak English.

For 4% of students, they never like English class. As the interview, they said because they do not interest in English. They have another interesting lesson like sports or the arts. They also said the teachers' strategy was monotonous and they hard to remember the words in English.

In the interview, most of them like to active activity during the English class such as games, telling a story or explaining something. They will get more energy if they do the activity, not only sit and listen but also doing something in a group or personally.

**Graph 4. Have you study English before (except in the school)**

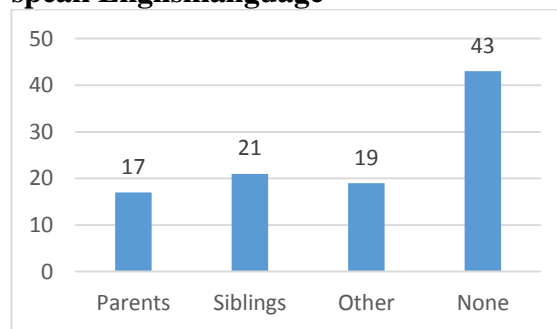


According to the result, most of the students did not study English except in school as the main

lesson. They only learn English in the classroom. It might be they less in practicing speaking because they did not explore their speaking skill. Because of their less in practice, they have a bit problem in expressing their thoughts. They had various reasons why they did not take another English course to improve their English skills. However, they sometimes practicing English with their relatives or their families.

The 10% of students explained they took the English course because they wanted to work on cruise, restaurant or they wanted to pass the national examination.

**Graph 5. Does any member in your family speak English language**

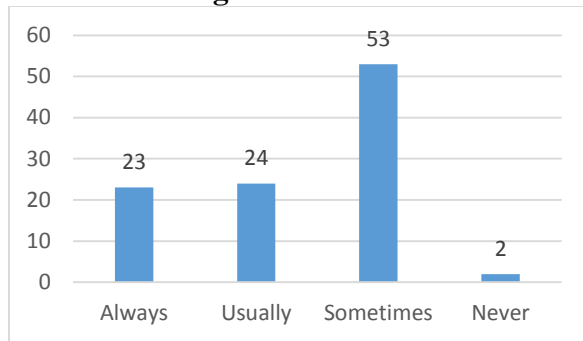


Correlate with the result, the total 43% of respondents said they did not have someone in their family who could speak English. Most of their family speak the Balinese language or Indonesian language. It might be the reason why they hard to speak English because they did not have a partner to practice with.

In contrast, some students have one member who can speak English in their family. For example, 17% of their parents, it could be their mother or their father. They explained because their parents work in a tourism area like an art shop, hotel manager, guide, or cruise. For some, it got 21% and other members got 19%. The number of members who could speak English is necessary because they could help the students learn the English language.



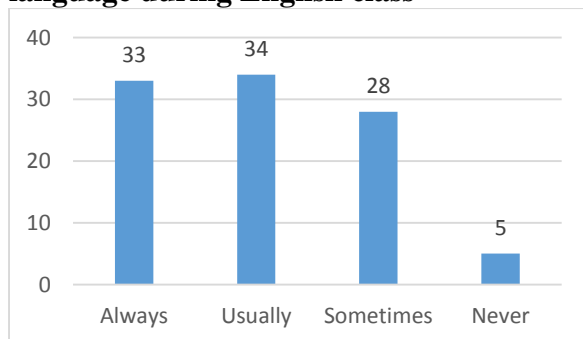
**Graph 6. Do you have difficulties in pronounce the word in English**



The result shows 53% of the students sometimes found difficulties in pronounce words in English. This could happen because they did not check the dictionary and did not ask their teacher to get the right pronunciation. In this modern era, the dictionary is equipped with sound, so they will know how to pronounce the word.

From the graph above, it shows a negative result because 98% of the students found difficulties in pronouncing the words in English. It makes the researcher hard to get the students' means or ideas. Sometimes, they spoke in the Indonesian language and the researcher corrected using the English language. To improve the students' pronunciation, the teacher could use to listen to a dialogue, read aloud or sing a popular song.

**Graph 7. How often do you use the Indonesian language during English class**

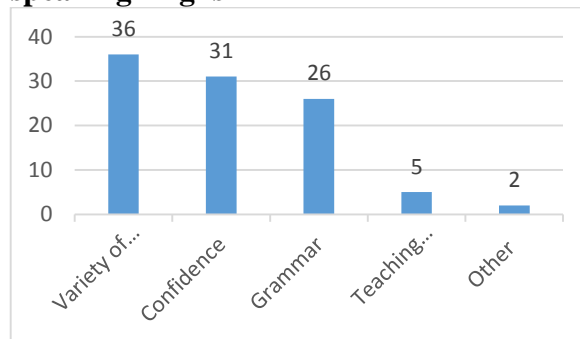


From the graph, most of the students spoke the Indonesian language during English class or sometimes they used the Balinese language to make their conversation ruined smoothly among their friends. Only 5% of the students tried to speak English during English class. But, when their friends tried to speak

English, other students will say "so English". That is the way some students will keep using the Indonesian language.

In this case, the teacher needs to make a new role. For example, try to speak English during the English class and correct the students if they mispronounce the words. It will make a good environment during class.

**Graph 8. What is your difficulty when speaking English**



The result above shows 36% of the students have a problem in a variety of vocabulary. They said sometimes they forgot the word so they combine the Indonesian word and English word when they spoke. They did not check those new words in the dictionary or ask the teacher.

Another reason that got 31% is confident. They said their pronunciation was not good enough so they fear of making a mistake when spoke in English. They need written preparation if they want to speak English and also the teacher's motivation.

Grammar is one of the problems in speaking English. 26% of students choose grammar as their difficulty in speaking English. They did not like grammar because there are words that change, for example, go become went. They little bit confused when they use goes or went. The teacher could start from teaching the use the simple grammar like the simple present when doing the speaking test.

5% of students answered teaching strategy as their difficulties in speaking English. The teacher uses the monotonous strategy in teaching. They said the teacher only explaining the material and suddenly asked them to speak in front of the class. The other 2% reason is the students' motivation.



They explained because they did not have a good background in speaking skill so they lost their self – confidence.

## CONCLUSION

Based on this research about factors that influence the lack of speaking skill in management students at Hindu Indonesia University in the second semester of 2019, the researcher found that some factors limit the students' speaking performance in speaking skill. The most common factors are:

1. The students feel more enthusiastic when they do active activities like playing games, explaining something or telling a story.
2. The use of Indonesian or Balinese language during English class could hold up the process of speaking.
3. The limitation in students to speak English because of the lack of vocabulary.
4. Most of the students never practice their speaking skill outside the school even they have relatives who can speak English.

In order to motivate and support the students, teachers should create a good atmosphere and courage the students to develop their speaking skill. During the speaking activity, the teacher could use some interesting activities and strategies to ease the boredom.

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HALAMAN INI SENGAJA DIKOSONGKAN