

## **Chapter I Introduction**

The aim of this chapter is to give a brief overview of the background of this research. This research will be supported with the thesis statement. The research questions and research objectives of this research along with the significance which will be conducted based on the thesis statement in this research.

### **Background**

The main purpose of this chapter is to introduce the reader the qualitative phenomenological study. Relevant with the external and internal factors that influence the learners ability in speaking. There are many factors that come to the students that hinder their achievement in speaking it looks from external and internal factors. For this reason, it is compatible that students know that they need to know what exactly hinder their speaking achievement and make them realize about their selves.

Through the advancement of the world, English has gained its status as an international language which in turn is an obligation that must be learned by almost all countries in the world. In Indonesia, although the status of English language is perceived as foreign language (FL), teaching English has been started long time ago.

Mastering English, especially for Indonesian students is not easy. Since English is taught as a foreign language, English is rarely used outside the classroom. Even in the classroom, not many students take the chance to practice it. In the daily

live, students are lack of practice. This condition naturally influenced students' low achievement in speaking.

Therefore, speaking English becomes one difficulty for the Indonesian which is the first language of Indonesian is Indonesia. Even more, to learn English is difficult one, but we have to learn English as a student of English department. Speaking is an important skill, because English is the global language in the world, especially in the education section, all university students need it for their studies in order to search information and obtain knowledge. Therefore, a lot of the universities throughout the world need to include English language as one of their educational tool requirements, Khader & Mohammad (2010).

This research comes from the cases of English department students in seventh semester but they have low achievement in speaking. This research aims to identify the external factors and the internal factors that influence the learners in learning English in speaking. There are several reasons for choosing this research; the first reason is several students may have low achievement in speaking. Eventhough the speakers understand what they talk about but, the listener cannot get the point of their ideas. The second reason is the students find the difficulties when they will give their ideas. It is may cause by the students confusing about vocabulary and grammar.

The example of external factor, students have not good relation with friends so they feel afraid, they will make the mistake when want to state. The example of internal factors, students have lack of motivation because their friends or social

environment does not give support for them. Based on Ayers (2006), factors can contribute to learning failure are internal and external factors.

In many cases, students' feeling of stress, anxiety or nervousness may impede their language learning result and performance. According to Horwitz (2001, p.113), anxiety as perceived intuitively by many language learners, negatively influences language learning and has been found to be one of the most highly examined variables in all of psychology and education. Based on researcher's experience, in the process of teaching speaking, students think that speaking is very difficult to practice. When the teacher asks the students to express their opinions or their ideas orally, most of them are afraid and ashamed. Therefore, this is the reason why the students become lazy to participate in speaking class and then they get low achievement.

In speaking class, students are expected to talk a lot. This means that time allocation in speaking class should be allocated more for students to speak rather than lecture. One of problems that make unsuccessful speaking is lecture's domination to talk in class. Besides that, speaking class can be said to be successful if participation is even. In teaching speaking, students are expected to have equal opportunity to participate. In this case, not only active students have chance to get involved in activity but also all students. Many cases in speaking class show that some students have low opportunity to speak because some talkative students dominated the class. For example, only one participant can talk at a time. In a large group, this means that

each student will have only very little talking time. Another characteristic is the existence of motivation either from students or lecture. In this case, lectures are required to encourage students' willingness to learn speaking either by providing them with interesting topic or games. This is aimed to increase students' motivation in learning and to make students realize about the important of English.

Other cases that come from students in English department in seventh semester, when the researcher was in the same class with the students. Most of students still get the difficulties in using English for communication. It is caused many factors including the limited students' vocabularies and knowledge of grammar, even the method may be used by the lecturer in teaching English. The other factor that may influence the students speaking achievement is the lack of practicing English in their daily life.

From that reason, this research will find out the factors influencing students' low achievement in speaking whether external factor or internal factor or may be from both of factors, which one the dominant.

### **Research Question**

Based on this research, the research questions will be divide into three terms. The research questions are:

1. What are the external factors influencing students' low achievement in speaking subject?
2. What are the internal factors influencing students' low achievement in speaking subject?

3. What the dominant factor that influencing students' low achievement in speaking subject?

## **Research Aims**

Research aims are composed by following the research questions. The research aims have a correlation with the research question.

1. To identify the external factors influencing students' low achievement in speaking subject.
2. To identify the internal factors influencing students' low achievement in speaking subject.
3. To know the dominant factor that influencing students' low achievement in speaking subject.

## **Research Significance**

Students' problems in learning speaking are external and internal factors. According to Bond (2004) absenteeism is the external factor that hinder students to achieve their good achievement in learning English. He added that absenteeism makes the students at the risk place. He added that there are two categorizes of students' absenteeism, they are school factor and personal factor. Absenteeism places students at risk; they are unable to achieve their educational, social environment, and psychological potential and are disadvantaged in the quality of choices they are able to make in later life situations.

Another study comes from internal factor. The study reveals that most students have psychological factors in terms of practicing speaking in English class. Such as Burns and Joyce in Nunan (1999); Schwartz and Thornbury (2005) on

Psychological Factors That Hinder Students from Speaking in English Class, Juhana (2012) says that the factors commonly that hinder students from speaking are anxiety or shyness, lack of confidence, lack of motivation, and fear of mistakes.

Problems in learning English, both caused by internal and external factors in all of the English language skills, are crucial and need to be solved. If the appropriate solutions are not immediately found, they can be the most influential factor that brings the students to low achievements problems and later on will lead them to the academic failure. At least, the students know what factors that make them have a low achievement in speaking.

Look up from the previous study, the researcher need to know the external and internal factor of English department students in Universitas Negeri Gorontalo. The reason is several of English students may have a low achievement in speaking. Knowing the students weaknesses will help them to improve their achievement in speaking. Therefore, the researcher looked up the dominant factors that students find in learning speaking subject or might be it will balance. The expectation by doing this research is the students will read this research and they will know their weaknesses through this research. Because this research will discuss about what are the external and internal factors, and the dominant factor that influencing students low achievement in speaking.

The advantages of this research is the study can enhance the students' awareness in using English communicatively rather than theoretically. That they will have higher motivation and awareness to speak the language not only to

write the language. They will also understand that there is nothing wrong with making mistakes and other causes in learning speaking. It will be understood by the students that mistakes in foreign language learning is tolerateable since they are not the natives and also to help the students for searching and getting the best job, so it can make their live prosperous.