

**AN ANALYSIS ON FACTORS INFLUENCING STUDENTS’
SPEAKING PERFORMANCE OF THE SECOND SEMESTER
STUDENTS OF ENGLISH EDUCATION DEPARTMENT
UNIVERSITAS RIAU**

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Abstract: *This research investigated factors influencing students’ speaking performance and students’ speaking problems and also identified the reasons why those factors were considered to influence students’ speaking performance. This was a descriptive research that used both quantitative and qualitative approaches. Using cluster random sampling, this research took 28 students of English Education Department, Universitas Riau in the academic year 2019/2020 as the sample of the research. The data were collected through closed-ended questionnaires, open-ended questionnaires, and semi-structured interviews. Data from all sources were triangulated to validate the data. The result of closed-ended questionnaires showed the factors influencing students’ speaking performance from the most influencing factors to the least one, as followed: (1) time for preparation and topical knowledge, (2) listeners’ support, (3) self-confidence, (4) feedback during speaking activity, (5) listening ability, (6) anxiety, (7) motivation to speak, (8) time allowed to perform a speaking task, and (9) pressure to perform well. Moreover, vocabulary mastery and interaction with native speakers were found to be other factors that were mentioned by the students. Furthermore, the research also showed the position of the speaking problems ranging from the problems that the most students encountered to the least one, as followed: (1) students used Indonesian language in English class, (2) they were worried about making mistakes, (3) they spoke very little or not at all, (4) students were shy to speak English, (5) they were fearful of criticism or losing face, (6) they could not think of anything to say in class, the last (7) students had no motivation to express themselves. Moreover, pronunciation issues were found to be another problem that was mentioned by the students.*

Keywords: *Factors, Speaking Performance, Speaking Problems.*

**ANALISIS FAKTOR-FAKTOR YANG MEMPENGARUHI
PENAMPILAN BERBICARA MAHASISWA SEMESTER KEDUA
JURUSAN PENDIDIKAN BAHASA INGGRIS UNIVERSITAS RIAU**

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Abstrak: Penelitian ini menyelidiki faktor-faktor yang mempengaruhi penampilan berbicara siswa dan masalah-masalah dalam berbicara dan juga mengidentifikasi alasan mengapa faktor-faktor tersebut dianggap oleh siswa dapat mempengaruhi penampilan berbicara mereka. Ini adalah penelitian deskriptif yang menggunakan pendekatan kuantitatif dan kualitatif. Dengan menggunakan cluster random sampling, penelitian ini mengambil sampel penelitian 28 mahasiswa Jurusan Pendidikan Bahasa Inggris Universitas Riau tahun ajaran 2019/2020. Pengumpulan data dilakukan melalui kuesioner tertutup, kuesioner terbuka, dan wawancara semi terstruktur. Data dari semua sumber di triangulasi untuk meningkatkan validitas hasil penelitian. Hasil angket tertutup menunjukkan faktor-faktor yang mempengaruhi kinerja berbicara siswa dari yang paling berpengaruh sampai yang paling sedikit, sebagai berikut: (1) waktu persiapan dan pengetahuan tentang topik, (2) dukungan pendengar, (3) kepercayaan diri, (4) umpan balik selama kegiatan berbicara, (5) kemampuan mendengarkan, (6) kecemasan, (7) motivasi berbicara, (8) waktu yang diberikan untuk menampilkan tugas berbicara, dan (9) tekanan untuk tampil dengan baik. Selain itu, penguasaan kosakata dan interaksi dengan *native speaker* merupakan faktor lain yang disebutkan oleh siswa. Lebih lanjut, penelitian ini juga menunjukkan posisi masalah berbicara mulai dari masalah yang paling banyak dihadapi siswa hingga yang paling sedikit, sebagai berikut: (1) siswa menggunakan bahasa Indonesia di kelas bahasa Inggris, (2) mereka khawatir membuat kesalahan, (3) mereka berbicara sangat sedikit atau tidak sama sekali, (4) siswa malu untuk berbicara bahasa Inggris, (5) mereka takut akan kritik atau kehilangan muka, (6) mereka tidak dapat memikirkan apa pun untuk dikatakan di kelas, terakhir (7)) siswa tidak memiliki motivasi untuk mengekspresikan diri. Selain itu, masalah pengucapan ditemukan menjadi masalah lain yang dihadapi siswa dalam berbicara yang disebutkan oleh siswa.

Kata Kunci: Faktor, Penampilan Berbicara, Masalah Berbicara.

INTRODUCTION

Speaking is a productive skill in oral form. It is a fundamental and demanding skill to be mastered by learners of English as a foreign language (EFL). It is more complicated since it involves more than just pronouncing words (Bashir et al., 2011). Speaking is often considered as one of the most difficult aspects of language learning (Brown & Yule, 1983). Because in speaking, we are concerned with great and complicated aspects such as pronunciation, intonation, grammar, vocabulary, fluency, gestures, and many more.

Speaking skills are important not only in education but also in career success. This statement has been supported by Baker and Westrup (2003) who said that learners who speak English very well can have a greater chance for better education, finding good jobs, and getting a promotion. Furthermore, in the globalization era where we live now, English has become an important asset for anyone in seeking employment in business, industry, and technology. It does not only help you to get the job you want but also help you to become more successful in the job you have.

But in fact, after many years of studying English, many language learners are found lacking the ability to communicate and express their idea in English orally due to many problems. They tend to have low performance when they have to communicate or speak up in front of others. Therefore, it has become one of popular issues in language learning for recent years

Abda (2017) states three major problems towards students' speaking skills are: poor background of language knowledge, lack of motivation, and lack of self-confidence. According to Ur (1996), there are inhibitions, lack of topical knowledge, low participation, and mother-tongue use, as problems that teachers' found when making students talk in the classroom.

Furthermore, Mufidah (2017) states that there are five factors influencing students' speaking performance, those are affective factors, social factors, instructors' factor, Indonesian educational systems and facilities factor, and students' linguistic factors. Whereas, Tuan and Mei (2015) found that many factors can affect or influence students speaking performance such as topical knowledge, listening ability, motivation to speak, teacher's feedback during speaking activities, listeners' support, anxiety, self-confidence, the pressure to perform well, time for preparation, and time allowed to perform speaking.

For students of the English Education Department, English speaking skills are important. This is due to the fact that they will be the future English teacher. As the English teacher, they need to use English orally every day as a role model for their students. In order to interact with students during the teaching and learning process, they should be competent in using English. Secondly, they need to develop classroom activities that support students' speaking skills. Thus, the students of English Education Department have to be able to speak English fluently and accurately.

This research took place at the English Education Department, Universitas Riau. It has known that most of the students have been learning English for more than 7 years. According to some previous research that has been conducted in this department, and based on the researcher's experiences as a student of the English Education Department, Universitas Riau, it found that some English Education students still have low English

speaking ability and have some problems in speaking performance. When students performed speaking in front of the class, they seemed less confident, felt shy, and were afraid of making mistakes and being laughed at by their classmates. Also, they sometimes mispronounced some words. In addition, students also have low participation in class. They were not active to express their ideas and express themselves in English, in the classroom. According to those issues, this research aimed to investigate the factors influencing students' speaking performance and problems that students encountered in speaking, so that the students and lecturers can deal with these factors and problems to help students improve their speaking performance. This research further aimed at exploring the reasons why those factors are considered by the students to influence their speaking performance and how it influences them.

METHODOLOGY

This was descriptive research that used both quantitative and qualitative approaches. Quantitative in this research was a descriptive statistic using numbers and percentages that used to investigate factors influencing students' speaking performance and problems found among students in speaking. While the qualitative approach used to strengthen the data and explore information in more detail related to those issues.

This research was conducted at the English Education Department, Universitas Riau. The sample of this research was the second semester students of English Education Department, Universitas Riau class 2B in the academic year 2019/2020 consisting of 28 students that were selected using cluster random sampling technique. The data were collected through closed-ended questionnaires, open-ended questionnaires, and semi-structured interviews. The questionnaire was adapted from Tuan and Mai (2015) and then modified by the researcher. Firstly, students were asked to complete the closed-ended questionnaire and open-ended questionnaire by using google form. Then, to validate the data gained from questionnaires and to get additional information that cannot be gained from the questionnaires, seven students were invited to have a semi-structured interview that was conducted via telephone. The interviews were conducted in Bahasa Indonesia. Because when students are interviewed, they ask whether the interview is in English or Bahasa Indonesia. When they were told that the interview was in English, many students refused to be interviewed, so that the interview was conducted in Bahasa Indonesia. The instrument to collect the data were interview guidelines that have been constructed by the researcher and have been validated by the thesis supervisors. The answers of students' interviews and their opinions were recorded using an audio recorder.

In this research, there were three parts of the data analysis. The data collected through closed-ended questionnaires were analyzed quantitatively using the descriptive statistics of frequencies and percentages. To answer the research questions, the frequencies and percentages were described. On the other hand, the data from the open-ended questionnaire were analyzed qualitatively in three steps. Firstly, classifying the students' answers for each question based on similar answers. Secondly, coding the data based on relevant themes. The last, reviewing all the data and concluding the data in the form of

paragraphs. In addition, the data gained from the interview were also analyzed qualitatively. To analyze the data, the researcher listened to the audio recorder and did the transcription based on the recording file of the interview process. After all the data transcribed, interview data were organized based on the research questions. Then, relevant themes were selected and coded. Next, the researcher reviewed and interpreted the data. The last, the whole results were explained by the researcher in the form of paragraphs to answer the research question. The data from all sources were triangulated to validate the data.

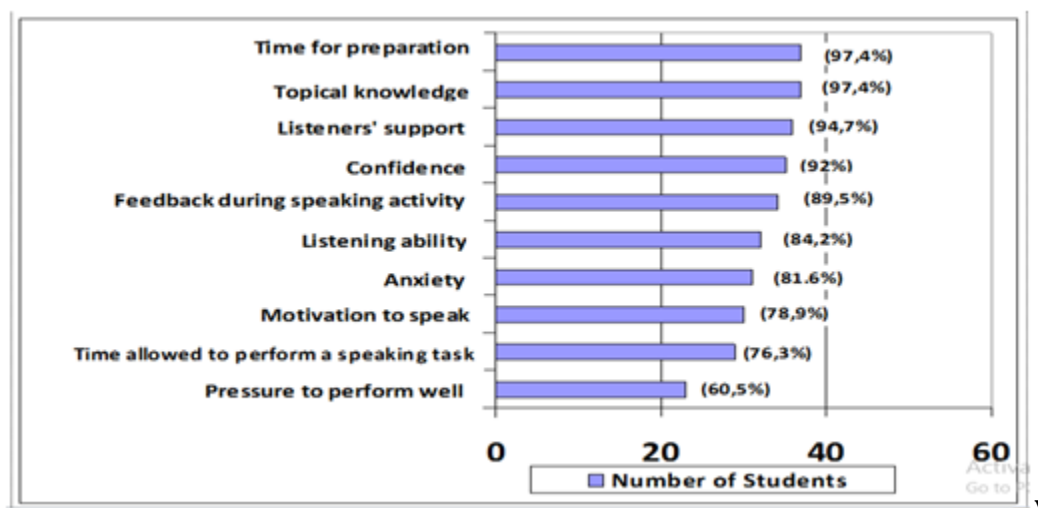
RESULT AND DISCUSSION

Results

1. Factors Influencing Students' Speaking Performance

The first part of the research is to find out the factors influencing students' speaking performance. Figure 1 shows the factors influencing students' speaking performance ranging from the most influencing factors to the least one.

Figure 1. Factors Influencing Students Speaking Performance



Other factors:

- Vocabulary
- Interaction with native speaker

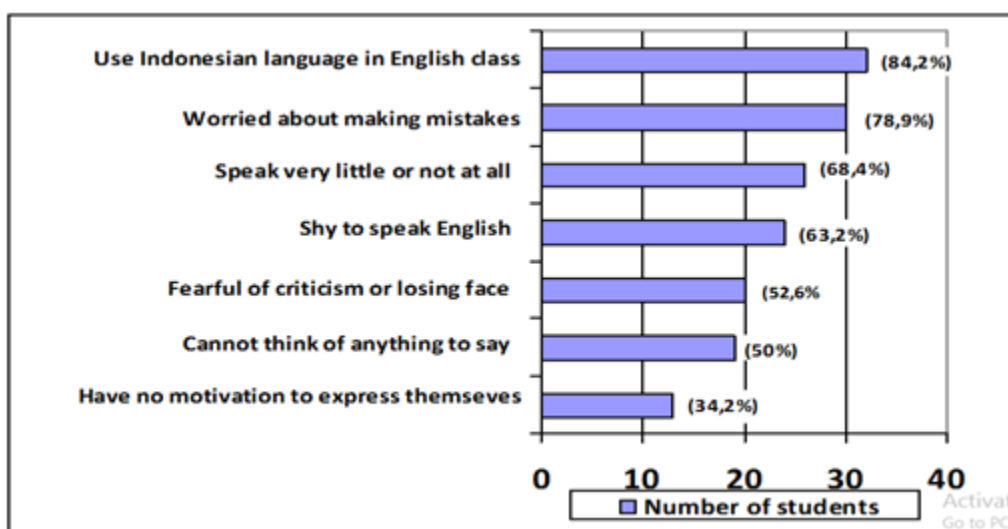
The chart above shows that the majority of the students (97,4%) viewed that time for preparation influenced their speaking performance. The same number of students (97,4%) thought that topical knowledge is also an important factor that influenced their

speaking performance. 94.7% of students believed that listeners' support had influenced their speaking performance. Besides, the confidence in speaking was thought to be an influencing factor by 92% of the students. 89,5% of students said that feedback during speaking activity could influence their speaking performance. 84,2% of students believed that listening ability influenced their speaking performance. 81,6% of students viewed that anxiety also influenced their performance. 78,9% of students stated that motivation to speak could influence their speaking performance. Moreover, 76,3% of students said that time allowed to perform a speaking task could influence the results. The last, 60,5% of the students thought that pressure to perform well could influence their speaking performance. Besides, students also mentioned vocabulary and interaction with a native speaker as other factors that influenced their speaking performance.

2. Problems Encountered by Students in Speaking

The second part of the research is to find out and explore the problems encountered by the students in speaking. Figure 2 shows the speaking problems encountered by the students ranging from the problems that the most students encountered to the least one.

Figure 2. Students' Speaking Problems



Another factors:
Pronunciation

The chart shows that the majority of students (84,2%) said that they often used Indonesian language in English class. 78,9% of the students were worried about making mistakes when speaking English. 68,4% of them agreed on the fact that they spoke very little or not at all. 63,2% of students said that they were shy to speak English. 52,6% of students claimed that they were fearful of criticism or losing face. Moreover, half of the students (50%) reported that they could not think of anything to say in English class. Only 34,2% of them agreed that they have no motivation to express themselves in speaking class.

In addition, students mentioned pronunciation as another problem they encountered in learning speaking. Students are often confused about how to pronounce some words and they often mispronounce some words when they speak English.

3. The Reasons Why Those Factors Considered by the Students to Influence Their Speaking Performance and How It Influences Them

The third part of the research is to explore the reasons why 10 factors influencing students speaking performance provided by Tuan & Mai (2015) as previously mentioned are considered by the students to influence their speaking performance and how it influences them. The following represent the result from open-ended questionnaires along with the result of the interviews.

1. Time for Preparation (*the length of time given to prepare the presentation or speaking task in the class*)

There are some reasons mentioned by the students about why time for preparation can influence their speaking performance. From the open-ended questionnaire, it found that there are four reasons why students thought that time preparation for speaking tasks is influential in their speaking performance. Thirteen students said that time for preparation is important in speaking performance because they need to prepare for maximum performance. Meanwhile, ten students said that time for preparation is important because they need to prepare the material for their speaking performance. Students need enough time to take a note, to set appropriate vocabularies, and to construct the sentences. Moreover, eight students mentioned that they need preparation time to better understand and master the material. Students need time to learn about the material, to understand them and to memorize them, in order they can deliver their speech or presentation fluently and optimally. Furthermore, six students said that they need time to prepare their mentality to perform. Some students feel they tend to be nervous whenever they want to do a presentation or speaking performance, so they need time to calm themselves before it, in order they can perform well.

In addition, from the interview the researcher found the similar result as in the open-ended questionnaires that the majority of the students thought that the time preparation influences their speaking performance because students need enough time to prepare for maximum performance and need to prepare their mentality to perform. Moreover, another fact found in the interview that the students felt the time given to prepare the speaking performance in the class is not enough for them.

2. Time Allowed to Perform A Speaking Task (*the length of time given to perform the presentation or speaking task in front of the class*)

From the open-ended questionnaire, it found that there are three reasons why students felt that time allowed to perform a speaking task can influence their speaking performance. Thirteen students said it was because it takes time for them to deliver the material optimally. Meanwhile, nine students said that limited time can make them become rushed, nervous, panic, and even forget the material. Moreover, six students claimed that

time allowed to perform speaking is important to adjust the material with the time provided. It influences how much the material will be delivered.

However, the data from the interview also revealed that time allowed to perform a speaking task influences students speaking performance in various contexts. It can influence how the students perform and also influence the content of the material that will be conveyed. This result confirmed the result from the open-ended questionnaire. The researcher also found that all of the students (7 out of 7) felt that the time given to perform speaking in the class is enough to perform their speaking tasks or presentation.

3. Pressure to Perform Well (*the burden or mental distress that you feel to perform well in every presentation or speaking task in front of the class*)

From the open-ended questionnaire, it found that there are three reasons why students viewed that pressure to perform well is influential on their speaking performance. Eleven students said it is due to the fact that it can be a challenge for them that evokes their spirit to show the best performance. Their willingness to perform well make students be motivated and increase their spirit to do the best in every performance, and it will positively impact their performance. On the other hand, seven students revealed that pressure to perform well can make them overthink and not enjoy the performance. It can cause mental distress that makes them perform in unpleasant conditions. Moreover, five students felt that pressure to perform well is a kind of burden for them and makes them nervous. Because to perform in the public itself is also a burden for them, it will be worse if they do think that they have to perform well in that performance.

In line with that, the result from the interview also found the similar fact that pressure to perform well can positively and negatively influence students speaking performance. Some students thought that to perform well in speaking performance is a burden for them, but the other students viewed it as their motivation to do the best in their speaking performance.

4. Listeners' Support

From the open-ended questionnaire, it found that there are six reasons mentioned by students about why they agreed that listeners' supports are influential on their speaking performance. Nine students said it was because listeners' support can increase their confidence when performing speaking. The other nine students revealed that support from listeners can give a positive atmosphere to their performance. If the listeners are supportive, it will create a comfortable situation when performing because the speaker will feel heard and cared for. Besides, eight students said that if the audience gives attention to their performance, they will feel appreciated and motivated them to perform their best performance. Attention from listeners makes students feel appreciated and increases their spirit to perform well in their performance. However, three students revealed that they felt sad and disappointed if the audiences ignored their performance. Students will blame themselves because they think they were not able to perform interesting things to the audiences, and it can destroy the mentality that they have prepared before. Moreover, two students reported that if the audience makes noise or jokes around when they perform, it can break their concentration. In brief, listeners' support can influence students' speaking

performance in different ways. It can positively and negatively influence students' speaking performance according to the students' perception towards it.

In line with that, the result from the interview is similar to the result from the open-ended questionnaire. It found that support from listeners influenced the students speaking performance in various ways. It can be positive or negative based on the students' point of view about it.

5. Motivation to Speak

From the open-ended questionnaire, it found that there are three reasons why students felt that motivation to speak influenced their speaking performance. Sixteen students claimed that motivation encouraged them to always learn and practice their speaking. Students viewed motivation as a key to always learn. Meanwhile, seven students believed that motivation is the source of desire to speak. Motivation surely is the reason why students want to improve their speaking ability, without it they become harder to learn speaking. Moreover, the other seven students conveyed that they need strong motivation to achieve their goals in learning speaking. Overall, it can be concluded that most of the students believed that motivation is something important in their speaking performance since it can give a positive impact to their speaking performance.

In addition, the data from interviews found the similar results that students felt motivation is important for their speaking performance because those motivations arise a strong desire and enthusiasm within themselves that make them always learn, practice, and improve their speaking skills. The result also found that students have various motivations to learn English especially speaking.

6. Confidence (*the confidence when performing speaking*)

From the open-ended questionnaire, it found that there are three reasons why students claimed that confidence can influence their speaking performance. Seventeen students believed that confidence can provide an attractive performance. If students are confident, they can give a good performance and can deliver their speech smoothly. Besides, ten students revealed that confidence can reduce nervousness. Moreover, eight students stated that low confidence can disrupt speaking. In brief, students believed that confidence can influence their speaking performance since confidence can give a positive impact to their speaking performance.

In addition, the result from the interview found that the majority of students still lack the confidence to speak English. Four out of seven students were confident to speak English in front of the class if there was sufficient preparation beforehand. But if speaking spontaneously, they were not confident.

7. Anxiety

From the open-ended questionnaire, it found that there are three reasons why students agreed that anxiety is influential in their speaking performance. Fifteen students revealed that anxiety can break concentration and decrease their confidence when performing speaking. Besides, eleven students said that anxiety can disrupt the preparation that they have prepared beforehand. Moreover, four students claimed that anxiety can avoid them from speaking. Anxiety can make students worried that they might do something

wrong with their pronunciation or other things, it makes them restrict themselves from speaking. In conclusion, anxiety can negatively impact students' speaking performance. Thus, students must train their minds to be calm, relax, and control their anxiety in order to be able to perform speaking well.

On the other hand, in the interview session, the researcher asked students' about how they feel when they speak English especially with the lecturer. The students have different feelings and impressions when they speak English especially with the lecturer. There are students who feel happy, some are nervous at first, some are fearful of making mistakes, and the others are not confident in their speaking ability.

8. Topical Knowledge

From the open-ended questionnaire, it found that there are three reasons why students agreed that topical knowledge influenced their speaking performance. Twenty one students claimed that topical knowledge is a basis if someone wants to speak about something. Because topical knowledge provides the basic information that can be used as the sources to speak. Meanwhile, eleven students revealed that if they have topical knowledge about the topic being discussed, it can make them easier to develop their idea and to speak. Moreover, four students stated if they are familiar with the topic, it will make them more able to explore the material. Because the greater the understanding and knowledge about the topic, the better the speaker can speak.

In addition, the result from the interview confirmed the result from open-ended questionnaires. It found that background knowledge is something that can influence students' speaking performance. It is a basic source to start speaking and it gives some positive impact on the ability of students to speak.

9. Listening Ability

From the open-ended questionnaire, it found that there are four reasons why the students believed that listening ability influenced their speaking performance. Twelve students claimed that communication needs speaking and listening at the same time. Because if they speak English, they need to know and learn to listen in English too. Seven students said that from listening, they can follow the pronunciation of native speakers and can be used in the speaking performance. Besides, three students revealed that listening can enrich their knowledge about something. Moreover, one student said that listening can make them familiar with English conversation. Because in order to speak fluently, you should be familiar with English conversation that you get by listening. Thus, the listening ability can influence students' speaking performance since it can give some positive impacts on the students' speaking performance.

Furthermore, one question was asked to students in the interview to investigate the influence of listening ability on the students' speaking ability. Also to know about students' listening activities that can enhance their speaking performance. It found the similar result as in the open-ended questionnaire that listening ability influences students speaking performance since it can give many positive impacts to the students speaking ability.

10. Feedback During Speaking Activity

From the open-ended questionnaire, it found that there are four reasons why students agreed that feedback during speaking activities influenced their speaking performance. Fifteen students conveyed that feedback can make them know where their mistakes are and then correct it. Twelve students believed that feedback can encourage them to improve their speaking. Meanwhile, four students revealed that appreciation can increase their spirit and motivation to perform better performance. When students get appreciation or good feedback from the lecturer, it makes them feel happy and increases their spirit to perform better performance. Moreover, two students said feedback can make them know about their progress in speaking.

In addition, data from the interview found the similar result as in the open-ended questionnaire that feedback gives some positive impacts on the students speaking performance. It also found that the lecturer gave feedback in different ways, and the majority of students were happy to get feedback from the lecturer.

Discussion

Based on the students' closed-ended questionnaires, it showed that more than 60% of students agreed that 10 factors influencing students speaking performance provided by Tuan & Mai (2015) are influential in their speaking performance. It also found that students mentioned vocabulary and interaction with native speakers as other factors that influenced their speaking performance. Limited vocabulary students have, could be the reason they cannot speak fluently. Besides, more English speaking interaction, especially interaction with native speakers, can enhance students' speaking skill.

In general, the findings of this research are similar with the findings of previous studies. Firstly, students reported that time preparation for speaking tasks is influential on their speaking performance because to get good performance, students need sufficient time for maximum preparation to memorize, understand, and master the material. It is because the majority of students felt that they still have the low speaking ability. Thus, to perform a speaking task, they need to memorize the material first, the words and the sentences. Also, they need to train their mentality to perform in order to not feel anxious and nervous. This result confirmed the statement by O'Grady (2018), he states that planning for longer periods of time increased the number of ideas students produced in speaking tasks.

Secondly, students believed that topical knowledge influences their speaking performance because topical knowledge provides basic information that can be used as sources to speak. If students understand the topic, it will be easy for them to arrange the words, set the material, talk more about the material, and perform their speaking tasks more effectively. Because the greater his/her understanding and knowledge about the topic, the better the speaker can speak. This finding is similar to the finding of the previous study conducted by Shabani (2013). He found that background knowledge has a significant effect on speaking ability. The more the students have background knowledge about a topic, that is, the more they become familiar with a topic, the more they can talk about it, and the more their speaking ability improves.

Thirdly, students believed that confidence can also influence their speaking performance because they felt that confidence is very important since it can reduce the nervousness that results in students can speak easily, comfortably, and freely. So that they can deliver their speech or presentations properly. Also, if students are confident in their performance, it can provide an attractive atmosphere that can make them able to give an attractive and pleasing performance to the audiences. This result confirmed the result of previous study by Park and Lee (2005), they found that the higher the confidence students have, the better the oral performance they showed.

Fourthly, Students agreed that listening ability influenced their speaking performance, because to be able to speak in the class, students should understand what is being told by their interlocutor, what has been explained by the lecturer, and what are the lecturer's directions. Students will not be able to respond if they do not understand what has been told. Because whenever we cannot understand what people said, we will also cannot answer them. This result confirmed the statement by Sadiku (2015), he argued that "listening and speaking are two skills that are highly interrelated and work simultaneously in real-life situations. The integration of these two aims at fostering effective oral communication". Furthermore, students believed that their listening activities are useful for their speaking performance. The students usually do some activities that can enhance their speaking ability, such as listening to English songs, watching English videos, or watching western movies. These listening activities are useful for their speaking performance because it can become their model in speaking, such as they can follow the style of the native speaker when they speak, can know the correct pronunciation of some words, can enrich their knowledge and vocabularies, and make them more creative and varied in speaking. In brief, listening ability influences students speaking performance since it can give many benefits to the students' speaking ability. It supports the previous study conducted by Bozorgian (2012), he found that the higher the listening score, the better the speaking score.

Fifthly, Students agreed that anxiety is influential in their speaking performance because anxiety can make them fearful of anything bad happening. If they feel anxious when performing speaking, it will make them lose concentration, forget the material that they have memorized before, will disturb the preparation that they have prepared before, end up with little to say to the audience, and finally create a bad performance. In brief, anxiety can negatively impact students' speaking performance. In line with this result, the previous study conducted by Park and Lee (2005) also found the same finding. They found that students' anxiety level was negatively related to their oral performance. The higher anxiety students have about speaking English, the lower the scores they got on their oral performance.

Sixthly, students felt that motivation to speak influenced their speaking performance because if the students have the motivation to speak, it will push them to always be consistent to practice and learn to speak, which of course, will affect their speaking performance, because they have goals that they must achieve. Motivation is the "internal drive that pushes somebody to do something (Harmer, 1991). From the interview it found that the majority of students have intrinsic motivation to learn English. That means the students are motivated by themselves to learn English. Their individual goals to learn English become his or her reasons of motivation. It arises a strong desire and enthusiasm to

always learn, practice, and improve their speaking skills. Motivation is fundamental in language learning because it controls the students' attitudes and behavior in language learning. Nurjannah, et al. (2013) found in their study that students with very high motivation have better ability in speaking compared with the students with low motivation.

The last, the lower number of students viewed that pressure to perform well is also influential on their speaking performance due to the fact that it can make them be motivated and increase their spirit to do the best in every performance, and it will positively impact their performance. But the other students also argued that pressure to perform well is a kind of burden for them. Because it can cause mental distress that can make them overthink, feel nervous, and make them perform in unpleasant conditions. Because to perform in the public itself is also a burden for them, it will be worse if they do think that they have to perform well in that performance. Thus, this issue can negatively impact students speaking performance. This result is similar to a previous study conducted by Hikmana and Metz (2015), they stated that psychological pressure may negatively affect the performance when the outcome of an activity matters most. In brief, the standard of performance such as the pressure to perform well can positively and negatively impact students speaking performance, it depends on the students' perception towards it.

However, the result of this study also showed something different from previous study. In this study, the same number of students (97,4%) thought that the most influential factors that influence their speaking performance were time for preparation and topical knowledge. This result is quite different from the previous study. In their study, Tuan and Mai (2015) explained that the majority of students said topical knowledge is the most influential factor that affects their speaking performance (81%), but only a small number of students (27%) thought that time preparation could affect their performance. It might be because of the differences in the students' backgrounds or factor demography of the participants such as age, gender, level of study, or how long students have learned English. In Tuan and Mai's study, the participants of the research were senior high school students, while the participants in this study were the University students.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Firstly, it can be concluded that there were various factors influencing students speaking performance. The position of each factors from the most influencing factors to the least one, as follows: (1) time for preparation and topical knowledge, (2) listeners' support, (3) self-confidence, (4) feedback during speaking activity, (5) listening ability, (6) anxiety, (7) motivation to speak, (8) time allowed to perform a speaking task, and (9) pressure to perform well. Moreover, vocabulary mastery and interaction with native speakers were found to be other factors influencing students speaking performance that were mentioned by the students.

Secondly, the results also showed that there were varieties of problems students encountered in learning speaking. The position of the problems ranging from the problems that the most students encountered to the least one, as follows: (1) students used Indonesian language in English class, (2) they were worried about making mistakes, (3) they spoke very little or not at all, (4) students were shy to speak English, (5) they were fearful of criticism or losing face, (6) they could not think of anything to say in class, the last (7) students had no motivation to express themselves. Moreover, pronunciation issues were found to be another problem that students encounter in speaking that was mentioned by the students.

Moreover, there were various reasons and various ways those factors can influence students' speaking performance. They can positively and negatively impact students' speaking performance. Those factors can make students be motivated in their speaking performance, or even hinder their ability to speak. It depends on how students perceive, respond, and react towards those factors.

In addition, factors that influenced students' speaking performance consist of internal and external factors. The students' psychology and linguistic competence are internal factors. Although the external factors refer to the performance conditions, such as time pressure, planning, amount of support, and learning environment.

Recommendations

Concerning the conclusion above, it is suggested for teachers to give enough time for students to prepare their speaking task or presentation as well as to give students clear instructions and explanation about the material being discussed. The researcher also suggests the lecturers/teachers to always motivate and support students to improve their speaking ability. Teachers need to create a relaxed atmosphere and comfortable environment to allow students to develop their speaking ability and to offer interesting teaching and learning activities in order to build students' self-confidence and willingness to speak, as well as to give more chances to students to explore and express themselves in English class. For students, to be able to speak fluently, students are expected to be more confident in speaking English and not afraid of making any mistakes because they can learn from it. Moreover, students need to always practice and familiarize themselves with English speaking. If they can not find someone to talk to, just talk to themselves or the mirror. This will develop their speaking skills effectively. And also for other researchers, further research regarding factors influencing students speaking performance is suggested. It is suggested to focus on studying and explore each factor separately and in detail. Moreover, they can use other methods and more instruments in order to obtain better results.

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