

**ANALYSIS OF EXTERNAL AND INTERNAL FACTORS ON THE LOW ACHIEVEMENT OF STUDENTS' SPEAKING ENGLISH**

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**ABSTRACT**

Speaking English is one type of expression used as an alternative way to communicate. One of the important parts of English is speaking. Therefore, speaking English must be taught to students in school. There are two factors that cause students' low achievement in English speaking. The first is an external factor, and the second is an internal factor. The objective of this research is to find out what external and internal factors cause students' low levels of English speaking. The researcher conducted research at a private vocational school in Sidoarjo, namely SMK PGRI 2 Sidoarjo. This research uses a descriptive-qualitative method. The instruments used by researchers to collect data include classroom observations, students' speaking ability tests, questionnaires, and in-depth interviews. The results of this research show the factors that cause students' low achievement in speaking English. The first is external factors, namely the learning environment, performance conditions, and feedback activities. The second is internal factors, namely competence, classroom situation, facilities and technology, textbooks, and exam systems. The author hopes that this research can be used by teachers, students, and other researchers to find out and evaluate the external and internal factors that cause students' low levels of English speaking.

**Keywords:** Speaking English, low achievement, external factors, internal factors.

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## INTRODUCTION

Speaking is the most important part of supporting the English learning process for students. According to Sari (2019), all English skills are important, but speaking is the most important skill that English students should master in learning. Student should master speaking because speaking is the goal of learning a language. A student in a foreign language (EFL) uses speaking skill when learning English. The process of learning speaking English involves evaluating a student's level of familiarity with the language in a variety of ways, each of which contributes to a better understanding of the language. Students can communicate and explore their ideas in English, they will have more time. In learning speaking English, students certainly need to use their speaking skill with their friends to solve a problem or just to communicate about their ideas.

The ability to speak English has been very influential in the development of an increasingly advanced era. Students require to be able to speak English. According to Rao (2019), speaking English plays an important role in promoting students' learning skills. Students expect to speak a lot of English. Students who know a lot of English will have a stronger belief in the language.

In speaking there are several aspects that influence, namely competence and problems in speaking English. This aspect can affect low English speaking achievement. There are five components that support students' success in speaking English. These five

components are important for students to learn to speak English. This component can measure the extent to which students can speak English. The components of speaking skills according to Rizqiningsih (2019), the first is grammar, vocabulary, pronunciation, fluency, the last is comprehension. Besides competences there are problems in speaking English. It is the problem of speaking skill that causes students speak English poorly. Speaking difficulties. According to Riadil (2020), said the student's problem is that they frequently have difficulty remembering vocabulary or grammar, and they lack the motivation to express themselves with speaking skills.

The achievement of speaking English skills among students in Indonesia is still low. There are several obstacles faced during the learning of the English language in students. According harisma (2022) students do not understand the content of the conversation, and they only practice speaking English in class. They do not speak spontaneously using their own words and do not comprehend the content being spoken. The low achievement of speaking English is caused by two factors. According to Marzuki (2020), there are two factors that cause students' speaking English, namely internal and external factors. Internal factor is the factor which come from students themselves. Meanwhile, external factor is the factor which is outside of students.

## METHOD

This study uses descriptive qualitative research. According to siedlecki (2020), qualitative research is designed to understand the phenomenon from the participants' perspectives. The product of qualitative research is more descriptive. This process demonstrates the importance of the details of the data. This process, which involves observation, speaking test, questionnaire, and in-depth interview, used to explain a phenomenon by gathering accurate information.

The main subjects of this study are students in private vocational school in Sidoarjo. The class is XI-DKV 2 in SMK PGRI 2 Sidoarjo. The class consist of 27 students. There are various abilities, genders, and learning styles.

The instrument of this research used observation, speaking test, questionnaire, and in-depth Interview. The first is Observation is the process of observing to obtain certain information. According to Ardiansyah (2023), Observation techniques are important in research, the researcher actively observes and records the behavior, interactions, and context that occur in the situation under study. Observation which involve direct interaction between researchers and students to obtain information about the situation in the classroom. The second is test. In this study, the researcher used a test to determine students' understanding and speaking accuracy in English. This assessment tests comprehension, fluency and pronunciation using authentic pictures. The speaking test will last 35 minutes with 7 pictures, each picture is

given 5 minutes. The third is questionnaire. The questionnaire contains questions that are for participants. According to Ardiansyah (2023), a questionnaire is a tool used to collect data through a series of questions that have been designed by researchers. The questionnaire contains participants' opinions about learning to speak English. The last is in-dept interview. In-depth interviews are commonly used in qualitative research and are the most frequent qualitative data source. This method typically consists of a dialogue between researcher and students. In-depth interview guided by a flexible interview protocol and supplemented by follow-up questions, and comments.

The researcher used miles and huberman (1992) to analysis the data. The first is Data reduction. Data reduction is defined as the process of selecting data. Data reduction takes place continuously during research activities. The second is presentation of data. Presentation of data is presenting a collection information that is structured and provides the possibility of drawing conclusions. The third is Drawing conclusions according to Miles & Huberman is only part of one activity of a complete configuration. Conclusions were also verified during the research. Verification can take the form of reviewing field notes.

## RESULT AND DISCUSSION

The main objective of this research was to describe the external and internal factors that exist in students so that their achievement in speaking English is low. Before writing this study,

the researcher made preliminary observations in class. Researcher observed the teaching and learning process. From this observation, the researcher found that the students' speaking English was still low in this class. The researcher wants to know the external and internal factors that cause students' achievement in speaking English. The researcher made observations in class XI DKV 2 in 3 meetings. Each meeting was held in one week, so researcher need 3 weeks to make observations. In observations from the first day to the third day, researchers did not find any improvement in the students. students are still not enthusiastic about English speaking lessons. The student does not want to come forward to tell the story he created. students do not respond to the teacher's words in English. Other factors such as narrow classrooms and hot room temperatures also prevent students from starting to speak English. The second observation is speaking English test. The researcher tried and tested students' speaking English by showing pictures and asking questions. The researcher gave a simple question to find out the students' ability to speak English. students were given 5 minutes to answer the questions given by the researcher. Students who have a score of 0-14 is Beginner, 14-27 is Low Intermediate, 28-43 is Intermediate, 44-59 is High Intermediate, 60-75 is Advanced. Researcher made test to students and the score 16 students who have low achievement in speaking English, and 11 students who have high intermediate and advance in speaking English. In this

one class, there are more students who have low achievement in speaking English. The third is questionnaire. The researcher distributed the questionnaires to 16 students, that have low achievement in speaking English test. The results of the questionnaire are that internal factors and external factors can make student learning achievements low. There is more students dislike speaking English. Students feel bored when learning to speak English, because they feel they don't need English speaking skills for their lives. The easy question "how are you" is considered difficult by students. When students answer the question "how are you" they find it difficult, of course when the teacher asks to tell a story in English the students can't. It was shown by the results of the questionnaire that 16 students could not tell stories in English. Apart from classes that are not hot, large classes are also a factor in low achievement in speaking English. Students find it easier to express themselves when speaking English in large classes. Textbooks are one source of knowledge for students. It cannot be denied that the use of books is currently less popular with students amidst the use of gadgets. This shows that students' low achievement in speaking English can be caused by students' lack of interest in books.

Lab facilities are usually useful in supporting learning to speak, but apparently not. This shows that the language lab has no effect in supporting students' speaking English skills. Apart from the language lab, the use of gadgets also does not help students learn to

speak English. It was shown that students had difficulty imitating foreigners talking through gadgets. In addition to the use of gadgets to impersonate foreigners, gadgets can also be used to carry out students' speaking English assignments through voice recording media. English speaking activities by students in class are usually carried out in front of the class. Students who have low achievement in speaking English will feel confused when they are criticized by the teacher while speaking English. Speaking full English in class makes students not like being in class. Teachers who ask students to speak full English in class, make students dislike speaking English in class.

The last result of in-depth interview. Researchers used in-depth interviews to support student answers in the questionnaire. The researcher chose five of the students who answered the questionnaire. This selection was based on the 5 students with the lowest scores on the speaking English test that the researchers had done before. Firstly, students don't like it when teachers ask to use full English in class. Students do not like to speak English inside or outside the classroom. Students also said that the vocabulary was very large and difficult to memorize, which was the reason why the rest did not like speaking English. The second point the researcher asked about foreign songs. Foreign songs are often used as a medium for learning English. Based on the results of in-depth interviews, students don't like listening to foreign songs because the vocabulary is difficult to imitate. Point three the researcher asked about when

students were talking and were interrupted by their teacher or friend. Most of the students' answers felt disturbed. Students feel disturbed because they forget what they were going to say. Student 4 said that "I don't speak English, and I tried to speak and was cut off from what I was saying. So, I couldn't speak anymore, sis." Students who are still learning to speak English, suddenly being interrupted makes the students even more confused.

Results of in-depth interviews about internal learning factors in English speaking. The researcher found that the first point was about the poor quality of English spoken. Students say that they don't like speaking English because it's not interesting. The second point the researcher asked about the classroom atmosphere being crowded, not spacious and hot. Researchers found that some students who had low achievements did not like being in uncomfortable classes. Point three the researcher asked about the assignment given by the teacher in the form of a voice recording using English. There are several things that students don't like when they have to record their voices and speak English on their cellophanes.

This research was conducted to determine the external and internal factors that cause low achievement in students' speaking English. The research that has been carried out by the researcher found that external and internal factors caused the low achievement of students' speaking English. External factors are the English teacher, feedback during speaking English active, speaking performance

conditions. Internal factors are competence, class situation, textbooks, and exam systems, learning facilities and technology.

## CONCLUSION

Researcher have conducted research in class IX DKV 2 at SMK 2 PGRI Sidoarjo. The first is learning environment. Based on the results of the student questionnaire, it showed that students did not enjoy learning to speak English because the teacher ask students to speak full English in class. The second is Performa conditions. Students did not like to imitate speaking English when students listen to English songs and watch movies. The third is feedback activities. from the data that researchers have obtained during research. Researcher found the fact that students do not feel interested if the teacher gives feedback when students spoke.

The first internal factor that causes low students' speaking English achievement is competence. The results of the research conducted by the researcher showed that students were less interested in speaking English. The second is the classroom situation. Based on the results of the questionnaire, students found it Students are uncomfortable with hot, cramped, and crowded classroom situations. The last internal learning factor is textbook and exam system. From the results of the questionnaire more students do not feel helped by the facilities and technology.

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