**CHAPTER IV**

**FINDING AND DISCUSSION**

The chapter presents and discusses the findings of the research. It will be explained and presented the data of research. Data presented about external and internal factors on the low achievement of students' speaking English.

4.1 Research Findings

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. This study used a qualitative method because this research wants to know the external and internal factors that cause low achievement in speaking English in class XI DKV 2 SMK PGRI 2 Sidoarjo. 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.

In this study the researcher conducted an observation, giving speaking English test, distributed questionnaires, and interviews. Before speaking English test, the researcher made observations in class. After conducted observation, researcher gave the tests on 27 students in class XI DKV 2. The speaking English test was conducted to find out students whose speaking English achievement was low.

4.1.1 Speaking English Observation

This research begins with class observation. Class observation was used to see the process of learning English in class, especially speaking English students. The researcher observed teacher and students during teaching and learning. This observation lasted for 3 meetings.

1. The researcher asked permission to take part in the English teacher's lesson in class.
2. The researcher entered the class.
3. The researcher observed the process of speaking English in class.
4. The researcher thanked the English teacher.

Table 4.1 The Result of Speaking English Observation.

Day 1

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| No | objectives | Indicators | Yes | No |
|  | Internal factors | 1. Students does not feel interest in speaking English learning. 2. Students do not want to come forward to speak English. 3. Students speak English stammered. 4. Students are afraid to start speaking English. 5. Uncomfortable temperature and classroom space. 6. English lesson schedule at the beginning of the session. 7. Students do not want speaking English in front of the class. |  |  |
| 2. | External factors | 1. Students follow the teacher's words when speaking English. 2. The teacher invites students to communicate in English, but students does not respond 3. Students talk and the teacher interrupts, students are confused to continue what they speak. 4. The teacher gives time to think when students speak. |  |  |

Day 2

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| No | objectives | Indicators | Yes | No |
| 1. | Internal factors | 1. Students does not feel interest in speaking English learning.   1. Students dont want to come to the front of the class to speak English. 2. Students speak English stemmered. 3. Students are afraid to start speaking English. 4. Uncomfortable temperature and classroom space. 5. English lesson schedule at the beginning of the session. 6. Students do not want speaking English in front of the class. |  |  |
| 2. | External factors | 1. Students follow the teacher's words when speaking English. 2. The teacher invites students to communicate in English. 3. When students talk and the teacher interrupts, students are confused to continue what they speak. 4. The teacher gives time to think when students speak. |  |  |

Day 3

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| No | objectives | Indicators | Yes | No |
|  | Internal factors | 1. Students does not feel interest in speaking English learning.   1. Students don’t want to come to the front of the class to speak English. 2. Students speak English stammered. 3. Students are afraid to start speaking English. 4. Uncomfortable temperature and classroom space. 5. English lesson schedule at the beginning of the session. 6. Students do not want speaking English in front of the class. |  |  |
| 2. | External factors | 1. Students does not follow the teacher's words when speaking English. 2. The teacher invites students to communicate in English. 3. When students talk and the teacher interrupts, students are confused to continue what they speak. 4. The teacher gives time to think when students speak. |  |  |

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 this observation the researcher observed the learning process carried out by the English teacher and students. The researcher focused on the process of speaking English during the lesson.

At the first meeting researcher found that students do not interest in speaking English. Students just listen to what the teacher says. They do not answer the questions given by the teacher. Students just keep silent and smile when the teacher asks. Students don’t want to come forward to speak English. In speaking English lesson, the teacher asks students to come in front of the class to speaking English. The teacher gives a question for students to answer by them. But students just stay in their chair. Students speaking English stammered. The teacher gives students questions and must be answered by them. Students answer the question used English. Students answered questions by the teacher stuttering manner. Because students are afraid to start speaking English. In English lesson students need a comfortable class space and good temperature of the class. the schedule of the lesson is too influence in speaking English lesson. When the lesson is beginning, students are still in a good mood to study. And when the schedule at the end of the lesson students were tired and sleepy.

The teacher invites students to follow what the teacher says, but students don’t follow what the teacher says. Students just silent, they don’t respond to their teacher. But when students try to be speaking English the teacher interrupts them. That makes students confused to continue the speaking.

The researcher observed the students when asked by the English teacher to come forward. Students do not want to go forward with reasons cannot. Then the English teacher gave an example and translated the English sentence. After understanding students want to move forward.

Students did not respond spontaneously in English when the teacher asks, “how are you?”. Students feel confused about answering the teacher's questions if they must use English. Students answer in Indonesian. Students can answer in English when told by the teacher or open Google Translate.

Students tend to give their friends more opportunities to speak English. When the teacher asked the students turned to their friends. Students will ask their friends to answer questions given by the teacher. This is because students are afraid to start speaking English.

The low achievement of students' English speaking is also caused by the room temperature and class atmosphere. The hot class temperature caused students to be unable to concentrate. Students fan themselves more used their books. Students also didn't like it when the classroom atmosphere was crowded. The students' attention was not fully on their teacher. Students tend listened to their friends who was told stories or playing games in class.

The teacher invited students to interact in the classroom. The teacher asked a lot about news and student’s moods. This was done so that students want to speak English. But the students answered used Indonesian and sometimes did not answer the teacher's questions.

4.1.2 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. The following are the test results of 27 students:

Table 4.2 The Result of Speaking English Test.

|  |  |  |
| --- | --- | --- |
| Students | Score | Results |
| Students 1 | 22 | Low Intermediate |
| Students 2 | 22 | Low Intermediate |
| Students 3 | 26 | Low Intermediate |
| Students 4 | 23 | Low Intermediate |
| Students 5 | 45 | High Intermediate |
| Students 6 | 55 | High Intermediate |
| Students 7 | 69 | Advanced |
| Students 8 | 58 | High Intermediate |
| Students 9 | 58 | High Intermediate |
| Students 10 | 19 | Low Intermediate |
| Students 11 | 27 | Low Intermediate |
| Students 12 | 34 | Intermediate |
| Students 13 | 14 | Beginner |
| Students 14 | 53 | High Intermediate |
| Students 15 | 24 | Low Intermediate |
| Students 16 | 7 | Beginner |
| Students 17 | 27 | Low Intermediate |
| Students 18 | 39 | High Intermediate |
| Students 19 | 12 | Beginner |
| Students 20 | 56 | High Intermediate |
| Students 21 | 22 | Low Intermediate |
| Students 22 | 23 | Low Intermediate |
| Students 23 | 17 | Low Intermediate |
| Students 24 | 46 | High Intermediate |
| Students 25 | 52 | High Intermediate |
| Students 26 | 19 | Low Intermediate |
| Students 27 | 23 | Low Intermediate |
| Students 28 | 45 | High Intermediate |

From the table above, the researcher has grouped students who have low achievements in speaking English based on the scores of the tests. There are 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.

4.1.3 Data Description of Questionnaire

The researcher gave a questionnaire to students who had low achievement in speaking English based on the scores on the tests that had been carried out. The researcher distributed the questionnaires to 16 students. Before distributing the questionnaires, the researcher made several questionnaire questions. In this questionnaire, the researcher classifies the factors that cause low achievement students' speaking English.

Table 4.3 The Data Results of The Questionnaire

|  |  |  |  |
| --- | --- | --- | --- |
| No | Statements | Alternative of Answer | |
| yes | no |
| 1. | Saya tidak menyukai berbicara Bahasa inggris. | 13 | 3 |
| 2. | Berbicara Bahasa inggris sangat membosankan. | 10 | 6 |
| 3. | Berbicara Bahasa inggris tidak saya butuhkan.untuk diri saya dan masa depan saya | 10 | 6 |
| 4. | Saya tidak berbakat berbicara Bahasa inggris. | 15 | 1 |
| 5. | Saya merasa kesulitan ketika diminta untuk menjawab pertanyaan Bahasa inggris. “How are you?’ | 14 | 2 |
| 6. | ketika guru minta bercerita dalam Bahasa inggris saya tidak bisa. | 16 | 0 |
| 7. | Kelas yang panas membuat saya tidak nyaman untuk belajar berbicara bahasa inggris. | 13 | 3 |
| 8. | Ketika Saya belajar berbicara Bahasa inggris memerlukan kelas yang luas dan nyaman | 11 | 5 |
| 9. | Saya tidak tertarik membaca dan menirukan percakapan orang di buku Bahasa inggris | 13 | 3 |
| 10. | Ujian berbicara Bahasa inggris didepan kelas membuat saya stres | 15 | 1 |
| 11. | Fasilitas lab bahasa sangat berpengaruh dalam belajar Bahasa inggris | 5 | 11 |
| 12. | Saya lebih mudah menirukan orang asing berbicara melalui gadget | 2 | 14 |
| 13 | Saya lebih senang mengerjakan tugas berbicara Bahasa inggris melalui gadget (direkam) | 4 | 12 |
| 14. | Saya tidak faham ketika mendengarkan guru berbicara bahasa inggris | 12 | 4 |
| 15. | Ketika saya mencoba berbicara bahasa inggris dan guru saya menyela, saya merasa bingung. | 16 | 0 |
| 16. | Saya tidak senang belajar berbicara Bahasa inggris karena guru saya juga selalu bertanya dalam Bahasa inggris keapada saya. | 13 | 3 |
| 17. | Saya kurang senang mendengarkan lagu dan menirukan | 11 | 5 |
| 18. | Setiap satu minggu saya mengikuti kelas berbicara Bahasa inggris diluar sekolah (les Bahasa inggris). | 0 | 16 |
| 19. | Tata Bahasa dan ketepatan kata dalam berbicara Bahasa inggris membuat saya susah dalam berbicara Bahasa inggris | 16 | 0 |
| 20. | Saya tidak suka jika guru saya mengharuskan berbicara Bahasa inggris dengan full Bahasa inggris (tidak boleh bilingual) | 15 | 1 |
| 21. | Lingkungan rumah yang tidak menggunakan Bahasa inggris, cukup membuat saya susah dalam belajar Bahasa inggris. | 14 | 2 |

Based on the data table above, the researcher found that there were factors that caused low achievement in students speaking English. These factors were external and internal factors. The first is internal factor of speaking English. Internal learning factor of speaking English is factors from the inside the students. It is in line with Anisa (2021), stated the internal learning factors of speaking English are speaking English factors that exist within the students.

From the data questionnaire above, researcher found that more negatives factors in students speaking English. In the first point there is 13 students don’t like speaking English and 3 students like speaking English. There is more students dislike speaking English. This is proven by 10 students being bored when learning to speak English and 6 other students not feeling bored. Students feel bored when learning to speak English, because they feel they don't need English speaking skills for their lives. According to the questionnaire data above, it shows that 10 students do not need English speaking skills, and 6 other students feel they need speaking English.

The easy question "how are you" is considered difficult by students. This is shown by the results of the questionnaire, 14 students found it difficult to answer the question "how are you" and 2 other students said they had no difficulty. 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.

Students learning certainly need a comfortable class. A comfortable class is a class that is not hot, large class, and not noisy. According to the results of the questionnaire above, 13 students agreed that the hot class made it difficult for them to learn to speak English. while the other 3 students do not feel disturbed if the class is hot. 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. This is in accordance with the results of the questionnaire, 11 students need a large class, while 5 students do not need a large class.

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. especially in English speaking lessons, 13 students chose not to be interested in reading and imitating people's conversations in books, and 3 other students chose to be interested. 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. Based on the results of the questionnaire, 5 people chose influence and 11 other people chose no influence. 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 by the results of the questionnaire that 2 students chose yes and 14 students chose no. 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. From the questionnaire data, 12 students were not happy doing the task of speaking English via voice recording, while 4 people were happy.

English language learning of course the English teacher will use English during the lesson. However, the results of the questionnaire showed that 12 students did not understand when listening to the teacher talking about English, while 4 students did not understand. 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. This is shown by the results of the questionnaire, 16 students chose yes, if they were confused and 0 students chose no. besides interrupting when students are speaking English. Teachers who always ask students in English also make students unhappy about learning to speak English. In line with the results of the questionnaire, 13 students chose yes, and 3 students chose no. More students are not happy if teachers ask a lot of questions in English.

Students who have low achievement in speaking English are less happy listening to English songs. It was shown by the results of the questionnaire that 11 students chose not to listen to songs in English and 5 people liked to sing songs in English.

Once a week student does not attend English classes outside school hours. This is shown by the results of the questionnaire, 16 students chose no. This means that students who have low speaking English achievements do not attend English classes outside school hours. Students' lack of interest in increasing the hours of learning to speak English outside of school can be caused by grammar and word accuracy in speaking English. This is supported by the results of the questionnaire which showed 16 students chose yes. 16 students who had low achievement in speaking English, agreed that grammar and word accuracy in English made it difficult for students to speak 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. supported by the results of the questionnaire that 15 students who had low achievement in speaking English chose yes, and 1 student with low achievement in speaking English chose no. This low achievement in speaking English is not only caused by teacher factors. also caused by home environmental factors. A student's home environment that does not use English makes it difficult for students to learn to speak English. supported by the results of the questionnaire which stated that 14 students who had low achievements in speaking English chose yes, and 2 others chose no.

3.1.4 Data Description of In-depth Interview

Question of external learning factor

* + - 1. Mengapa anda tidak suka jika guru anda meminta anda untuk menggunakan Bahasa inggris full dikelas?

*(Why don't you like it if your teacher asks you to use full English in class?)*

Answer:

Student 1: Saya tidak suka menggunakan Bahasa inggris full dikelas karena saya tidak suka berbicara Bahasa inggris.

(*I don't like using full English in class because I don't like speaking English.)*

Student 2: karena bahasa inggris,saya harus memikirkan tentang kosakata yang banyak. jadi saya tidak segera bicara.

*(Because I already speak English, I must think about a lot of vocabulary. so, I didn't speak immediately)*

Students 3: jika menggunakan bahasa inggris di kelas full,saya tidak akan bicara karena susah. saya harus berfikir dua kali apa yang harus saya ucapkan..

*(If I use English in full class, I won't speak because it's difficult. I have to think twice about what I should say.)*

Students 4: bahasa inggris susah dan membosankan.

(*English is difficult and boring.)*

Students 5: tata bahasa dan kosa kata yang banyak. sedangkan saya tidak bisa itu semua.

*(Lots of grammar and vocabulary. whereas I can't do all of that.)*

* + - 1. Mengapa anda tidak suka mendengarkan lagu Bahasa inggris?

*(Why don't you like listening to English songs?)*

Answer:

Student 1: menurut saya lagu bahasa inggris itu susah di tirukan. lidah saya tidak bisa mengikuti.

*(I think English songs are difficult to imitate. My tongue couldn't keep up.)*

Students 2: lidah saya lidah jawa Indonesia kak,tidak biasa nyanyi lagu inggris.

*(*My tongue is Indonesian Javanese, sis, I'm not used to singing English songs*.)*

Student 3: saya tidak suka bicara bahasa inggris. jadi lidah saya juga tidak terbiasa ikut kosa kata bahasa inggris yang susah itu.

*(I don't like speaking English. So, my tongue is also not used to following difficult English vocabulary.)*

Student 4: terlalu susah kak. antara yang saya dengar yang saya ucapkan dan lirik asli yang saya lihat berbeda semua.

*(it's too difficult, sis. between what I heard what I said and the original lyrics that I saw were all different.)*

Student 5: karena lagu bahasa inggris bukan lagu bahasa indonesia. lagu bahasa inggris itu susah ditirukan. saya jadi tidak bis menghayati karena tidak tau artinya.

*(Because English songs are not Indonesian songs. English songs are difficult to imitate. I couldn't appreciate it because I didn't know what it meant.)*

*(No sis, I don't like to speak English so even if I see pictures or sound, I can't. I feel that when I speak English it is very bad that I don't deserve to speak English.)*

* + - 1. ketika anda sedang berbicara bahasa inggris,lalu ada yang menyela. bisa jadi guru atau teman anda, untuk membenarkan atau menyalahkan yang anda katakan. apakah anda akan tergnaggu?

*(When you are speaking English, then someone interrupts you. it could be your teacher or friend, to confirm or blame what you say. will you be disturbed?)*

Student 1: Ya saya merasa terganggu.

*(Yes, I feel disturbed.)*

Student 2: tentu kan,karena saya jadi tidak tahu apa yang akan saya katakana.

*(of course, because I don't know what I'm going to say.)*

Student 3: lupa saya mau bilang apa,kalo tiba tiba dipotong ketika saya bicara.

*(I forget what I want to say, but suddenly I'm cut off while I'm talking)*

Student 4: saya tidak bicara bahasa inggris, dan mencoba bicara lalu di potong omongan saya. yang saya jadi ga bis abicara lagi kak.

*(I don't speak English, and I tried to speak and was interrupted. so, I can't talk anymore, sis)*

Student 5: saya aja ga bisa bicara bahasa inggris,kalo mau di potong ya tambah bingung.

*(I can't even speak English, so if I want to cut it, I'll be even more confused)*

Question of internal learning factor

* + - 1. Apa pendapatmu tentang kualitas berbicara Bahasa inggris mu yang kurang baik?

*(What do you think about the quality of your spoken English that not good enaough?)*

Answer:

Student 1: kurang bagus karena saya tidak mau belajar.

*(Not good because I do not want to learn)*

Student 2: Saya memang tidak tertarik dengan berbicara bahasa inggris. jadi saya tidak mendalami itu..

*(I'm not interested in speaking English. So, I didn't delve into that.)*

Student 3: saya sebenarnya suka bahasa inggris,tapi saya tidak suka jika harus bicara bahasa inggris. karena susah untyk diikuti.

*(I like English, but I don't like having to speak English. because it's hard to follow.)*

Student 4: susah kak, saya harus menghafal banyak kosakata,tata bahasa nya juga sangat membingungkan.

*(It's difficult, I have to memorize a lot of vocabulary, the grammar is also very confusing)*

Student 5: saya tidak suka berbicara bahasa inggris. karena menurut saya itu tidak menarik. dan juga saya nanti tidak bekerja di bidang yang saya harus bisa berbicara bahasa inggris. bahasa inggris juga snagat susah menurut saya .

*(I don't like speaking English. because I don't think it's interesting. and also, I will not work in a field where I have to be able to speak English. English is also very difficult in my opinion)*

* + - 1. Situasi kelas yang panas,tidak luas dan berisik, apakah bisa membuat anda terhambat di pelajaran bahasa inggris,khusus nya belajar berbicara bahasa inggris?

*(Can the classroom situation be hot, not spacious, and noisy, could it hinder you in English lessons, especially learning to speak English??)*

Answer:

Student 1: tentu kak,saya tidak suka kelas yang seperti itu.

*(tentu kak,saya tidak suka kelas yang seperti itu)*

Student 2: saya tidak suka kelas yang berisik dan gaduh. Saya suka kelas yang sepi.

*(I don't like noisy and rowdy classes. I like quiet class)*

Student 3: saya tidak akan bisa belajar berbicara bahasa inggris dengan suasana kelas yang seperti itu. snagat tidak nyaman.

*(I will not be able to learn to speak English in a class atmosphere like that. very uncomfortable)*

Student 4: berbicara bahasa inggris tentu butuh kelas yang nyaman kak. karena saya harus konsentrasi untuk memikirkan yang saya katakan. apalagi dalam bahasa inggris.

*(Speaking English certainly requires a comfortable class, sis. because I must concentrate to think about what I say. especially in English.)*

Student 5: berbicara bahasa inggris itu membutuhkan konsentrasi,jika kelasnya kotor, bau dan panas. sudah jelas saya tidak bisa berfikir dan berbicara bahasa inggris.

*(Speaking English requires concentration if the class is dirty, smelly and hot. It's clear I can't think and speak English.)*

* + - 1. Apabila guru anda memberikan tugas merekam suara anda untuk berbicara bahasa inggrsi di handphone,apakah anda merasa stres dengan tugas itu?

(*If your teacher gives you the task of recording your voice to speak English on your cellphone, do you feel stressed about the task?)*

Student 1: Tentu saya tidak suka berbicara bahasa inggris,apalagi direkam.

*(Of course, I don't like speaking English, let alone being recorded)*

Student 2: Tugas berbicara bahasa inggris tidak pernah saya suka. sangat menyusahkan dan membosankan.

*(I never liked the task of speaking English. very troublesome and boring.)*

Student 3: Merekam suara saya saja saya sudah malu kak,apalagi harus merekam dengan menggunakan bahasa inggris. sangat malu susah dan tidak akan jelas.

*(I'm already embarrassed to record my voice, especially when I have to record in English. very embarrassed that it is difficult and will not be clear*.)

Student 4: Jika bicara bahasa inggris saya lebih suka bertemu langsung dari pada di rekam. terkadang suara dan asli kata nya tidak sama.

*(When speaking English, I prefer to meet in person rather than being recorded. Sometimes the sound and the original word are not the same.)*

Student 5: Sudah jelas stress kak. saya harus membenarkan kata yang saya ucapkan. nanti di handphone tidak jelas yang saya katakan.

*(It's obvious you're stressed. I must justify the words I say. Later, the cellphone it wasn't clear what I said.)*

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.

Based on the results of in-depth interviews with 5 students. researchers found several points. 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. When they want to speak English, students must think about what they will say in Indonesian and translate it into English, so students find it difficult. according to the results of the in-depth interview with student 3 "If I use English in full class, I won't speak because it's difficult. I must think twice about what I should say". students also said that speaking English was boring. students must memorize vocabulary; grammar and it is very boring.

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. Students also said that what they heard and said was different. The students' tongues are difficult to imitate because they are not used to it and their accent is not English. according to what student 2 said, "My tongue is Indonesian Javanese, sis, I don't usually sing English songs."

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. There are also those who answer because it is difficult to imitate. Students also say that learning English is difficult because they have to memorize a lot of vocabulary and confusing grammar. According to what student 4 said, "it's difficult, I have to memorize a lot of vocabulary, the grammar is also very confusing."

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. Students said their favorite class was uncomfortable, namely a class that was hot, not spacious, and noisy. Classes like that make students unable to concentrate and uncomfortable.

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 cellphones. the first corresponds to student 3 "I'm already embarrassed to record my voice, bro, especially when I have to record in English. I'm really embarrassed, it's difficult and it won't be clear." Student three argued that he would be embarrassed to speak if he had to. and he felt that the sound or vocabulary produced would not be clear. students think that if students record voices using English, the vocabulary recorded, and the recorded results will not be the same. This is what makes students stressed, and they don't like speaking English.

4. 2 Research Discussions

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.

Researchers have conducted research in class with students. from the results of the study, researchers found that students are not enthusiastic about attending English classes. Students feel bored attending English classes. The use of a large vocabulary that is difficult to memorize makes students increasingly bored following English lessons., as mentioned in Zulfikar (2019), It shows that some students are not interested in learning English, while others argued that English is very difficult to learn and thus they do not have that much interest in learning English. So, students are not interested in speaking English and feel that English is important for their future. Students feel that speaking English is quite difficult for them.

The researcher also found that the classroom situation can cause low achievement of students in speaking English. The hot class, cramped, crowded and smelly classroom situation makes it difficult for students to start speaking English. Students feel disturbed and uncomfortable with such a classroom situation. According to Masruri (2019) classes that are too hot or too cramped cause students to feel uncomfortable. If students are in an uncomfortable classroom, students will find it difficult to learn to speak English. Students will not be enthusiastic and concentrated.

In this study, researchers found that students became stressed when teachers gave them English speaking assignments. Students do not like reading and imitate conversations in books. Students also don't like having to record their voices on cellphones. students feel embarrassed and there is a difference between what is said and what is recorded.

From the questionnaire data above, it shows that lab learning facilities can not support students in speaking English. Apart from lab facilities, the use of gadgets also can not support students in speaking English. This shows that technology is not quite important for learning English. Based on the research results above, in line with Abbasovan (20219), digital technology in speaking English is considered less decisive.