

## **INVESTIGATING THE INHIBITING FACTORS IN SPEAKING ENGLISH FACED BY SENIOR HIGH SCHOOL STUDENTS IN SINGARAJA**

Ita Suryani

*Ganesha University of Education, Indonesia*

*Email: Ita.suryani@undiksha.ac.id*

I Wayan Suarnajaya

*Ganesha University of Education, Indonesia*

*Email: wy.suarnajaya@undiksha.ac.id*

Ni Putu Astiti Pratiwi

*Ganesha University of Education, Indonesia*

*Email: astitipratiwi@undiksha.ac.id*

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### **Abstract**

This study had purposes of exploring the factors inhibiting the students in speaking English and knowing teacher's perception toward the factors inhibiting the students in speaking English as a foreign language. It was done to overcome students' problems in learning the target language and solve students' problems in learning to speak. Descriptive qualitative research was chosen as a research design in conducting this study. It also involved students and teacher as the subjects of this study. This study proposed twelve factors inhibiting the students in speaking derived from two main factors such as affective and cognitive factor. Shyness, lack of motivation, self-confidence, self-esteem, feeling toward interlocutor, feeling toward topic, and self-consciousness were the sub-factors under affective factor. Grammar, pronunciation, vocabulary, familiarity of the genre, and knowledge of the topic were considered as cognitive factor. The result of the study showed that the two main factors, affective and cognitive factors, appeared to inhibit the students in learning to speak English as a foreign language. All of the sub-factors categorized as affective factor had revealed to be the factors inhibiting the students in speaking. The result also found that grammar, pronunciation, and knowledge of vocabulary were the factors inhibiting the students in speaking. In addition, the students also got more influence from affective factor as the first main factor inhibiting the students in learning to speak English. The result also showed that the teacher had positively agreed that the inhibiting factors as mentioned earlier also inhibited the students in learning to speak English as a foreign language. In the end, the teacher should also consider the result of the research as the consideration in designing the activity in the process of learning to speak English as a foreign language which would help the students to overcome their speaking problems.

**Key words:** Investigating, Inhibiting Factors, Speaking Competency

### **INTRODUCTION**

Speaking is one of the basic competencies which should be mastered by students in the process of learning English as a foreign language. It is also strengthened by Hanifa (2018) that speaking competency is important to be learned by students. Most of the students have learned this competency

since they were in the fourth grade of elementary school (Tahir, 2015). Then, students take higher education to learn deeper about speaking to help them speak in a more proper way. Speaking is not only tool for conducting communication, but it allows students to show their supporting competency in speaking (Saputra & Wargianto, 2015).

Supporting competency in speaking definitely helps students to build a good communication with other people either in casual or public communication (Saputra & Wargianto, 2015). It consists of various supporting competency such as grammar, fluency, pronunciation, and also content of their speaking (Abbaspour, 2016). Students are needed to learn these supporting competency to help them build good communication in the classroom. Therefore, students are more active in the classroom as they master the supporting competency in speaking.

Students' competency in speaking is really needed in the process of teaching and learning in the classroom. Teaching and learning in the classroom requires students to be more active to share their ideas and thoughts. Speaking competency is their only way to express their ideas and concept during the process of teaching and learning in the classroom (Jacobs & Hayirsever, 2016). In addition, reformation of education also demands students to become active participants through sharing and discussions activities done by the teacher in the classroom. Students have to speak to be able to deliver their ideas in the activities designed by the teacher.

Speaking competency also receives attention from global society. People mostly believed that speaking is the competency of someone to speak a certain kind of language without forgetting its supporting competency such as grammar, fluency, pronunciation, and content of the speaking (Leong & Ahmadi, 2017). It will also show someone's high level of understanding toward other competencies in learning English as a foreign language, namely, reading, listening, and also writing (Leong & Ahmadi, 2017). Students are able to show the competencies mentioned above as they show their speaking performance publicly or in front of the class.

Other competencies will be integrated by students as they master speaking competency. Leong and Ahmadi (2017) state that other supporting competencies such as

listening and writing competencies also receive much improvement as speaking gives positive impact in the process of teaching and learning English. Hence, speaking is also viewed as the competency helping students to improve their other competencies through the integrated activity done by the teacher in speaking class. Students will be easier in understanding the language and knowledge behind it (Leong & Ahmadi, 2017)

However, students also have problems in the process of learning English as a foreign language. The result of the learning process did not show the expected result. Truly, it should show that students actively participate in the classroom, but different results were obtained from the learning process. The statement is also supported by the result of observation and interview done by involving teachers and students in SMA Negeri 4 Singaraja. There were some students who did not have motivation to start to speak in the classroom. It was also found that students still faced problems in learning to speak English. Students' scores which below the minimum passing grade for speaking class were the proof that they encountered serious problems in speaking. The process of learning could not be executed by the teacher as it is supposed to be done.

Students might face problems in learning to speak as they have different social background, educational background, no language training, and too much influence from mother language (Asif, Bashir, & Zafar, 2018). From the explanation above, it is clearly seen that students will not have chance to improve their speaking competency as they still have problems in their learning process. The competency will be hardly mastered by the students for they have different problems in the process of teaching and learning to speak in the classroom (Lumettu & Runtuwene, 2018).

In the end, investigation related to the factors inhibiting the students in speaking is needed to be conducted. Speaking is important competency which should be learned by the students. It does not only help

the students to have good communication, but it also supports students to show their supporting competency in speaking such as grammar, pronunciation, vocabulary, fluency, and content of speaking. Further, other competencies in English also receive positive improvement as students perform their speaking in front of the class. Yet, problems in speaking faced by the students will make them hard to master the language and comprehend the knowledge of the language itself. Therefore, this study has aim at exploring deeper about the factors inhibiting students in speaking English as a foreign language.

This study proposes two research questions which aim at knowing factors inhibiting the students in speaking and teacher's perception toward the factors inhibiting the students in speaking. The research problems are solved by answering the research questions to achieve the purpose or objective of the study. Additionally, this study is also equipped with the theories written by experts who also conduct the same research in the field of speaking competency.

## **LITERATURE REVIEW**

Theories related to the research of the study will be explained in the following section. Each theories is presented in accordance with the research study. Here is the first theories related to concept of speaking.

### **Concept of Speaking**

There are experts who give enlightenment related to the definition of speaking. Theories related to the factors inhibiting students in speaking and also theory of English as a foreign language also take part to enrich the explanation. Those are the main literatures used in the study. Yet, other theories connected to speaking are also added such as characteristics of speaking, types, of speaking, and also importance of speaking. The theories will briefly be mentioned in the following section.

There are three different experts who give different opinion towards definition of speaking competency. Fauzan (2016) tells that speaking refers to verbal language and it is considered as a challenging competency. It allows the speakers to communicate and express themselves with other people by using this verbal language. In contrast, speaking does not only way to communicate with other people, but it has messages and intention which should be discovered by the listener as explained by Saputra and Wargianto (2015).

Lastly, Derakshan, Khalili, and Behesti (2016) define speaking as the second complex competency dealing with daily communication which has relation to the social context. It can be summarized that, speaking is not merely a way to communicate with other people, but it has intention and messages which should be discovered to maintain daily communication occurred in our social context.

### **English as a Foreign Language**

English is the language learned by students at school. Firstly, they study this language since the fourth grade of elementary school (Tahir, 2015). In Indonesia, English is learned as a foreign language by students. The language which is used by students to deliver information and start communication in the society is not English. English is only seen as a foreign language which hopefully helps students to widen their chance to get higher and better education (Moeller & Catalano, 2015).

However, people still confused and they start to assume that English is the second language learned by students. Trully, second language is the language obtained after speakers acquiring the first language. In addition, people who considered English as a second language will use English to start communication with other people in the society. In the context of Indonesia, students do not use English in conducting daily communication in their surrounding society. At last, English is considered as foreign

language learned by students at school (Moeller & Catalano, 2015).

### **Factors Inhibiting Students in Speaking**

It has been stated that students face difficult problems in learning to speak. According to Hanifa (2018) and Humaera (2015), there are two main factors inhibiting students in speaking, namely, affective and cognitive factors. The factors inhibiting students in speaking are presented in accordance with its main factor.

Affective factor is the first main factor explained in the study. This factor appears as students get negative result from the process of learning English in the classroom (Tuan & Mai, 2015). They add that students as individual learners themselves will give influence toward the development of this factor. Humaera (2015) proposes four sub-factors categorized as affective factor, namely, lack of motivation, shyness, self-confidence, and self-esteem. These factors are described orderly by following the order given.

In the process of teaching and learning to speak, students need encouragement from teacher and friends. They will get more active in participating in the classroom as they receive motivation from friends and teacher. Oftenly, students will have no bravery to speak as the result of lack of motivation given by other students and teacher in the classroom (Humaera, 2015). The second factor written by Humaera (2015) is shyness. It starts inhibiting students in speaking as they are asked to perform speaking in front of the class in the form of dialogue, speech, and even presentation. The result makes students forget words that they have to say in speaking performance.

Lack of self-confidence is the next factor inhibiting students in speaking. Limited knowledge possessed by students related to English certainly makes students have low self-confidence. This situation might get worse as they see some of their friends do not easily understand their speaking performance in the classroom (Humaera, 2015). In the

end, students who always evaluate their own self turns out to be the last factor inhibiting students in speaking. This factor is also known as self-esteem.

Humaera (2015) implies that self-esteem inhibits students as they have evaluated their own competence in wrong way. Students will consider that they have no knowledge in English as they have low self-esteem toward their own competency especially speaking and so does happen in the opposite situation. She even adds that teacher should teach students ways to appreciate their own speaking competency. The four inhibiting factors from Humaera (2015) have briefly exposed orderly to tell about the factors inhibiting students in speaking. The other sub-factors categorized as affective factor initiated by Hanifa are displayed in the following paragraphs.

There are three sub-factors inhibiting students in speaking which belong to affective factors proposed by Hanifa (2018), namely, feeling toward topic, feeling toward interlocutor, and self-consciousness. Firstly, feeling toward topic is presented in this section followed by feeling toward interlocutor and the last will be brief explanation related to self-consciousness.

Feeling toward topic is counted as the factor inhibiting students in speaking. Hanifa (2018) states that students have to put interest toward topics before they perform their speaking. Good performance of speaking is seen as students already understand topics or material of speaking. Topics will also motivate students to learn to speak in the classroom (Hanifa, 2018). Topics does not only give influence to students in learning to speak. Interlocutor also brings influence toward students' speaking performance.

Negative comments and critiques given from teacher and friends as the listeners of speaking make students feeling down and lose eagerness to study and speak. Therefore, feeling toward interlocutor must be given full attention by all of people in the classroom, especially teacher and the other students. It

begins to inhibit students and lead to make them feel anxious and afraid (Hanifa, 2018).

Hanifa (2018) also proposes self-consciousness as the inhibiting factors in speaking English. Self-consciousness refers to students' condition who always compare their own competency with their friends' competency. Feeling so much pressure is the result of comparing their competency and it is felt by the students before performing their speaking in front of the class. They have this feeling as they are afraid of failing in performing speaking in front of the class. At last, there are totally seven affective factors inhibiting students in speaking English as a foreign language. The other main factor is written in the next paragraph.

Cognitive factor becomes the other main factor inhibiting students in speaking. It mostly deals with students' knowledge of English. The result of cognitive factor might improve students' anxiety feeling and nervousness. Here are cognitive factor inhibiting students in speaking as presented by Hanifa (2018) and Humaera (2015).

Students feel inhibited in learning to speak as they do not master knowledge of grammar. Grammar or it is also known as sentence pattern and formula starts to inhibit students to speak English. They do not have any eagerness to participate actively in the classroom for they have lack of knowledge in sentence pattern and formula of oral and written English (Humaera, 2015). Further, she adds that vocabulary and pronunciation also take part to inhibit students in learning to speak. Students who have problems in learning new words and combining words triggered vocabulary as the factor inhibiting students in speaking to start appear and inhibit students in learning to speak English as a foreign language. Additionally, Pronunciation inhibits students for they do not know ways to pronounce correct words in English in more proper way (Humaera, 2015).

The last two factors inhibiting students in speaking are proposed by Hanifa (2018) such as topic and familiarity of genre. Both of the

factors are caused by students' limited knowledge in comprehending the topic and characteristics of each genre. The factors begin to inhibit students as they do not talk much in their speaking performance. It is due to the knowledge which is not possessed yet by students.

In speaking performance, students face difficulties in speaking and it is caused by the factors inhibiting students in speaking. Students have to understand the knowledge of speaking to help them perform good performance in front of the class. Here are additional knowledge which should be learned by students, such as, types of speaking, characteristics of speaking, and importance of speaking. Each of additional knowledge is classified in accordance with related theory in the following section.

### **Types of Speaking**

According to Brown (2007) as cited in Derakshan, Khalili, and Behesti (2016), there are totally six types of speaking. Imitation is the first type of speaking which demands students to follow certain words said by teacher. Responsive is the next type of speaking and it needs students to give appropriate response toward teacher's questions. There is also intensive speaking emphasizing on the use of grammar and phonological characteristics.

Then, transactional dialogue is speaking activity in the form of conversation to exchange information and elaborate concept given by teacher. Interpersonal dialogue is type of speaking requiring students to speak by using ellipsis, casual pronounce, and even slang words, and the last is extensive speaking for advance level students and students have to perform individually to give speech and/or presentation.

### **Importance of Speaking**

In relation to students' knowledge in speaking, they also have to know the importance of speaking. Leong and Ahmadi (2017) have three importance of speaking. First, speaking helps students to make

effective communication by integrating each supporting competency in speaking such as grammar, pronunciation, vocabulary, and also comprehension of topics.

They add that speaking also supports students to express their ideas and thoughts through some speaking activities. Then, they are able to express their opinion in proper way as they already practice in speaking class. Finally, speaking also integrates other competencies in speaking. Grammar, vocabulary, pronunciation, and content of speaking certainly help students to deliver their speaking in more clear and understandable ways.

### **Characteristics of Speaking**

Leong and Ahmadi (2017) also share their thought in the relation with speaking competency. They also give their opinion in terms of characteristics of speaking. Characteristics of speaking certainly make other people see that speaking is different from any other competencies in English. They write two characteristics of speaking, namely, fluency and accuracy. Fluency mostly concerns with students understanding toward the content of speaking that they perform in front of the class. It shows students' clear understanding towards topics brought in their speaking. Meanwhile, accuracy deals with words and complexness of the language used by students in delivering their speaking. These two characteristics definitely support students to perform good and proper speaking performance in front of the class.

### **Empirical Review**

Additionally, previous study from various researcher such as Ravieyan and Yamanashi (2016), Hamad (2013), Jannah and Fitriati (2016), Haidara (2016), and Dayat (2017) are also added to support this current study. One of the examples from previous research done by Ravieyan and Yamanashi (2016) aim at finding out the factors giving influence toward students' anxiety. The research was conducted by

involving undergraduate students. They found that assessment is the factor giving influence toward students' speaking anxiety.

The rest of the previous research also done similar research to find out the influence factors and they do not investigate the factors inhibiting students in speaking. This study proposes to explore further the factors inhibiting students in speaking and involving teacher to give perception toward the inhibiting factors faced by students. The current research is totally different as the instruments and subjects of the study are different from the previous research.

### **METHOD**

This section below provides the research method of the study. It involves research design, setting, instruments, and also length of the time in conducting the study. The explanation will be started by explaining about research design of the study.

#### **Research Design**

The current study uses qualitative research method to help obtain the result of study. Descriptive qualitative design is chosen to describe findings of the study in more detailed way as it observes students interaction with teacher in the classroom.

#### **Research Setting**

The research was done in one of government schools called SMA Negeri 4 Singaraja located in Jalan Melati, Singaraja. The research invited the tenth grade students with language as their major and also teacher who teaches English subject for language class.

#### **Research Instruments**

Instruments such as questionnaire, interview guide, video recorder, and also researcher as the main instrument are used to obtain data needed in the study. The questionnaire is given to the students to find out the factors inhibiting the students in speaking. The answer of the first research question is also supported by the interview

done with the students by using interview guide designed for the students. The teacher's perception toward the factors inhibiting the students in speaking is answered by interviewing the teacher using the interview guide created to ask questions to the teacher.

The use of video recorder is also added to help strengthen the data obtained in the research findings. The data then analysed by using interactive model analysis then the process continued by conducting data triangulation to have valid and reliable data. The result of the analysis of the data then displayed in the form of tables in accordance with the inhibiting factors faced by the students in the process of learning English as a foreign language. There will be description for each inhibiting factors to help the readers understand the content and the findings of the study.

#### **Duration for Conducting the Research**

The study is conducted for two months started from March to April 2019. The length of the time in conducting the research is divided equally to spread the instruments needed for the study.

#### **FINDINGS**

It has been said that this research involves the tenth grade students and teacher as the subjects of the study. The findings found that there are two main factors inhibiting the students in speaking, namely, affective and cognitive factors. Affective factor is the first main factor inhibiting the students in speaking. It derives from students as individual learners themselves. This factor has eleven sub-factors as found in the research. The eleven sub-factors are shyness, nervousness, lack of self-confidence, fearness, feeling worry, anxious, lack of motivation, self-esteem, feeling toward topic, feeling toward interlocutor, and self-consciousness.

The findings also show that the students got more influence from the affective sub-factors, especially shyness and feeling nervous. The other main factor inhibiting the

students in speaking is also revealed in the findings of the research and it is called as cognitive factor. Grammar error, pronunciation problems, and vocabulary are the sub-factors inhibiting students in speaking as found in the research findings. Grammar turns out to be the inhibiting factor giving its big influence to the students in learning to speak English.

The next finding also shares that the teacher divides the inhibiting factors into two different parts. There are the factors which commonly faced by the students in speaking class and the one who seriously inhibit the students in speaking English. The students' feeling toward teacher's difficult explanation, negative comments received by the students, the students who unable to speak, and the students' feeling toward topics belong to the factors which are seriously inhibit the students in speaking.

The rest of the factors are categorized as the inhibiting factors commonly encountered by the students in speaking class. These two findings have answered the research questions proposed in the study as well as the objective of the study.

#### **DISCUSSIONS**

Affective factor is proven to be the factor inhibiting the students in learning to speak English as a foreign language. The research findings have shown the same result toward the statement stated above. The factor inhibits the students in speaking as the process of learning speaking done by the students shows negative result and there are many of the students also face difficulties to say something in the speaking class. The problems are derived from students as individual learners themselves.

Firstly, the students already have problems from their own selves related to speaking competency, but the problems might not get bigger as there is no influence from the teacher and their fellow friends in the classroom (Hanifa, 2018). The teacher and their friends definitely give influence toward their performance in speaking. The

problems might not become the problems for the students in speaking if the teacher and their friends do not give negative comments which finally make the students feeling down and they start to have bigger problems inhibiting them in speaking. Affective factor is the factor inhibiting the students in speaking and it is also supported by the fact that the students received negative responses from the teacher and their friends which made the students thought that speaking class only brought negative result toward their own selves.

The statements from the students can be seen from the result of the questionnaire and also the oral interview. They mostly said that they felt afraid, shy, and nervous to perform speaking for their friends laughed toward their speaking performance. The students who did not remember their dialogue certainly received critiques from their friends saying that they did not have any competence in speaking. The same thing also happens as the teacher gave negative responses after the students performed speaking in front of the class. The students feel nervous and have a lot of pressure as they do not want to dissappoint the teacher (Humaera, 2015).

In addition, there were also the students who only spoke for the sake of the speaking score. They did not trully learn ways to speak in more proper way, but they just spoke for collecting the score despite their speaking was good or bad. This lead the students to have bad result in speaking class. The factors obviously inhibit the students to be able to speak English in the classroom.

The findings found that the eleven sub-factors categorized as affective sub-factors inhibit the students in speaking class. The result was obtained from the analysis of the questionnaire and the oral interview with the students. They had given various responses expressing their opinion toward the inhibiting factors faced by them in the process of learning to speak. Some of the students wrote that they were inhibited more by the feeling toward topics, self-confidence, feeling toward interlocutor, teacher's explanation,

motivation, self-esteem, self-consciousness, and feeling nervous and shyness.

Generally, the students were mostly affected by the inhibiting factors called as nervousness and shyness. The results of the questionnaire have shown that there were various responses expressed by the students related to these inhibiting factors. The students said that they felt nervous as they did not know words they had to say in front of the class. The other students wrote that they felt shy as they were laughed by their friends if they wrongly performed the speaking in terms of topic or ways in delivering the speaking. There is also the students who told that they felt shy and nervous as they never performed speaking publicly.

All of the various responses displayed by the students have led that the affective factor has shared its influence to inhibit the students in speaking. The factors always inhibit the students as there is no action taken by the teacher to help the students to overcome their problems in speaking. The teacher also has to fight the other main factor inhibiting the students in speaking called as cognitive factor. The discussion related to this factor is presented in the below section.

The result of the study also found that cognitive factor is the other main factor inhibiting the students in speaking. This factor mostly deals with the knowledge of the students in mastering speaking English as a foreign language (Humaera, 2015). Sadly, this factor also inhibits the students alongside with its sub-factors such as grammar, pronunciation, and vocabulary. The students have shared their responses in the questionnaire and also in the interview.

Cognitive factor has influenced the students as they did not possess much knowledge related to grammar or language structure, ways to pronounce certain words, and also knowledge of words in English. All of the problems faced by the students started to inhibit them in learning to speak English as a foreign language. The students also stated the same things in the interview process. The students expressed that they still had lack



knowledge related to vocabulary and it made them difficult to say something in English. They even added in the interview that they did not know the meaning of words that they used in their dialogue.

The students also face problems in terms of pronunciation or ways to say words in English. In the questionnaire and in the interview the students said that they were laughed and received critiques from their friends and the teacher as they wrongly pronounced words in English. Sadly, the students also felt shy and they did not want to perform speaking in front of the class anymore.

Yet, the students received more impact from the grammar error factor. The students truly have problems in writing sentences in good grammar. The result of the transcription of the students' speaking performance shows that there are a lot number of the students who wrongly put the correct pattern of grammar. The students still did not know ways to put the correct form of *subject-verb agreement* and also the use of *auxiliary verb of can*. The teacher has to hurry in solving these problems. The students' condition might getting better as they receive immediate solutions from the teacher, especially in learning to speak English.

The factors inhibiting the students in speaking also receive much attention from the teacher. The teacher has stated her perception related to the factors inhibiting the students in speaking. The findings also strengthen the answers given by the teacher towards the factors inhibiting the students in speaking. The teacher had explained that all of the factors positively inhibit the students in speaking, but there are some of the factors which commonly inhibit them in speaking.

The students' feeling toward topics, teacher's difficult explanation, students who unable to speak, and negative comments received by the students are counted as the factors which seriously inhibit the students in speaking. It is also supported by the statements given by the teacher in the interview section. The teacher said that topics

was one of the important parts in learning a certain kind of language. The students built their interest from topics taught by the teacher and they started to develop their competency from topics learned by them in the classroom. The students start to have problems in speaking as they did not like topics or material which finally led to inhibit them in speaking. It also gives impact as they lost their motivation and eagerness in speaking.

The findings also shows that the teacher had considered the rest of the inhibiting factors faced by the students as the common factors which always inhibit the students in learning English as a foreign language. The answers from the teacher are supported by the teacher's perception found in the interview section. The teacher had talked that the students faced those problems while they learned to speak in the classroom. For the example, the teacher explained that the students commonly compared their competency with their friends' competency in speaking. The teacher even did the same thing to help the students improve their self-esteem.

In the interview, the teacher said that the students must be able to learn by their own self. Curriculum 2013 already told that the students have to learn by their own self or independently with or without the help from the teacher. The students already have tool which can help them solve their problems. The teacher had considered the rest of the factors as the common factors which always inhibit the students in learning to speak in the classroom. The students had their own ways to solve their problems by using the tool that they always brought to school.

In the end, the teacher had divided the inhibiting factors into two different sections. The factors remainly belong to the factors inhibiting the students in speaking, but there are some factors which always appear to inhibit the students in every speaking class and the one who should be immediately handled by the teacher. All of the inhibiting factors have shown to be the factors inhibiting the students in speaking. The

students might solve their problems by using their tool to handle every problem in their speaking class to overcome the problem which always appear in every speaking class.

## CONCLUSIONS AND SUGGESTIONS

According to the research findings, it can be concluded that the students are positively inhibited by the factors inhibiting the students in speaking. There are two main factors inhibiting the students in speaking English as a foreign language. They are affective and cognitive factors. There are totally fourteen sub-factors categorized as either affective and cognitive factors. Affective factor has greatly influence the students in their speaking competency, especially from feeling shy and nervousness factors. Cognitive factor also inhibits the students in terms of students' knowledge related to grammar or language structure.

The teacher also positively agree that the students are also inhibited by the factors inhibiting them in speaking. The teacher clearly divides the factors into two different parts. The first part turns to be the factor which always inhibit the students in speaking and the other factors which seriously inhibit the students in speaking. The teacher has seriously paid attention toward the factors inhibiting the students in speaking. The separation of the inhibiting factors provides easier path for the students to solve the problems in learning to speak English as a foreign language.

In this part of the section, suggestions are also given to teacher and students to be able to overcome their problems in learning to speak English as a foreign language. Firstly, students have to learn to practice more their speaking to help them gaining self-confidence in performing their speaking. Learning from mistakes made by students is needed to be done rather than feeling afraid to make mistake in speaking class. Students also might consult their dictionary to check for correct pronunciation. It is also suggested for students to listen to the native speaker to improve their English vocabulary.

It is suggested also for teacher to design speaking activity to attract students' interest. Topic helps students to start gain interest to help them improve their speaking competency. Teacher might design the class by pairing students with the other students to work in pair in speaking class. The existence of peer-mate is hoped to support students to improve their speaking competency by cross-checking their work together before start performing speaking in front of the class.

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